

Character Quality

# Language Arts

Level B *of the Red Series*

Donna Reish



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Student's Name

# CQLA Level B - 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.

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# Red 1-B: Week One

Character Focus: Peacemaking

## Vocabulary Box

Synonyms and antonyms for *peacemakers--nouns*

Synonyms		Antonyms	
apostle	appeaser	antagonist	combatant
arbitrator	delegate	pugilist	rebel
diplomat	envoy		
evangelist	mediator		
missionary	negotiator		
pacifier	parson		
reverend			

## Vocabulary Box

Words related to *peace--nouns*

amity	armistice
ceasefire	concord
harmony	reconciliation
serenity	tranquility
truce	

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

The Lord used unusual means to reach the headhunting Wa tribe of Burma. A devout Wa native named Pu Chan saddled his pony and told his disciples that this animal would lead them to a white brother bearing the book of Siyeh, the true God's book. The pony led Pu Chan's followers over two hundred miles of mountainous trails into the city of Kengtung. There they meandered into a mission compound and stopped at a well.

Pu Chan's disciples looked around, but could discern no sign of a white brother or a book. All at once, they heard a voice that seemed to reverberate from nowhere, asking them if the voice's bearer could help them. The frightened Wa men scrutinized the area; there was no one in sight.

Extensions

Suddenly, a white missionary clamored up out of the well. Astonished, the Wa men fell to their knees and asked the man if he had brought them the book of God. The villagers recounted to the missionary how they had come to the compound, and he shared with them the life-giving message of the book of God. They all rejoiced together in the Lord's miraculous dealings in their lives.

Further Extension

The Wa men became disciples of Christ and were trained at the mission compound, along with others from Burma who believed. They returned to their home villages and preached the Gospel of the book brought to them by the missionary. Soon, over ten thousand Wa people had embraced salvation, and they, in turn, transported the good news of God's Word farther into eastern Burma and southwestern China.

↔ 1a. Read this week's passage aloud.

This story, found in more detail in the book entitled *Eternity in Their Hearts* by Don Richardson, testi-

fies of God's provision to show every person a foreshadowing of the Gospel.

*Foreshadowing* combines the prefix *fore*, meaning “before” and *shadowing*, which denotes showing a glimpse of something. Thus, **foreshadowing is to show a glimpse before---or ahead of time.**

Throughout history, God showed *foreshadows* (glimpes ahead of time) of His Word (and Himself) to prepare people to receive Him when God’s workers take His Word to people everywhere. There are countless stories telling how God has prepared every culture in the world for the message of His Gospel---which would be brought by His peacemakers.

**<> 1b.** On the lines provided, write four synonyms for the word *peacemaker* from the shaded Vocabulary Box located at the beginning of this week’s lesson.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**<> 1c.** On the lines provided, write two sentences about the passage using two of the words you wrote in 1b.

Sentences about the passage using two of the synonyms you listed for *peacemaker*

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

**<> 1d.** In the first paragraph of the passage, highlight the phrase *God’s Book*.

**<> 1e.** On the lines provided, write six words or phrases that are synonyms for *God’s Word*. Be sure you capitalize them since they are names for the Bible or references for the Bible. (Capitalize the first, last, and major [important] words of the reference.)

Synonyms for *God’s Word*

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

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

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

\_\_\_\_\_

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

**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 for that particular lesson. (For example, a grammar lesson might say, “In the first paragraph of the passage, highlight the prepositions.”)

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

**Optional Penmanship Practice**

Wherefore take unto you the whole armour of God, that ye may be able to withstand in the evil day, and having done all, to stand.

Stand therefore, having your loins gird about with truth, and having on the breastplate of righteousness;

And your feet shod with the gospel of peace;

Ephesians 6:13–15

**Character Focus:** A peacemaker is one who shows wisdom in leading others to Christ.

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

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

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

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

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

---

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

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

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

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

---

---

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

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

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

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

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

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↔ **1h. Further Extension:** Write a sentence about this week's passage using this DD word.

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

Example: At the mission compound, the Wa men and others from Burma were trained.

Prepositional phrase opener

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

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

Further Study: Memorize James 3:13-18 about the tongue.

## 2. Spelling: *Tion* Says *shun*

Examples: **ration, notion**

<> 2a. In the last paragraph of the passage, highlight the word *salvation*.

The spellings for *shun* and *zun* are tricky. It is often difficult to know whether a word is spelled *cian*, *sion*, or *tion*. They all three often sound the same.

Here are some guidelines for these spellings, though if you are in doubt, you should probably look up the word--there are many exceptions to longer words' spellings.

**Teacher Tip:** The sound *shun* can be spelled various ways. Students will need to memorize the portions of words that include this sound.

Further Study: Read about the character quality of wisdom on pages 187-190 of *The Power for True Success*.

(1) Use *sion* in words mainly after **ss (express becomes expression)**:

- |                                 |   |
|---------------------------------|---|
| 1. oppress becomes oppression   | 2. repress becomes repression           |
| 3. aggress becomes aggression   | 4. impress becomes impression           |
| 5. depress becomes depression   | 6. express becomes expression,          |
| 7. congress becomes congression | 8. confess becomes confession           |
| 9. profess becomes profession   | 10. progress becomes progression        |
| 11. process becomes procession  | 12. regress becomes regression          |
| 13. recess becomes recession    | 14. success becomes succession          |
| 15. obsess becomes obsession    | 16. possess becomes possession          |
| 17. discuss becomes discussion  | 18. pass becomes passion and passionate |

(2) Use *sion* in the words that have *mission* in them (**which already have their syllables ending in ss**):

- |                |                 |                 |
|----------------|-----------------|-----------------|
| 1. mission     | 2. intermission | 3. transmission |
| 4. emission    | 5. remission    | 6. commision    |
| 7. admission   | 8. missionary   | 9. permission   |
| 10. submission |                 |                 |

(3) Use *tion*, as in *nation* in the rest of such words:

- |                |                 |                 |
|----------------|-----------------|-----------------|
| 1. corporation | 2. separation   | 3. registration |
| 4. evolution   | 5. pollution    | 6. motion       |
| 7. emotion     | 8. commotion    | 9. promotion    |
| 10. notion     | 11. proportion  | 12. action      |
| 13. auction    | 14. fiction     | 15. fraction    |
| 16. deduction  | 17. instruction | 18. perfection  |
| 19. caution    | 20. portion     | 21. tradition   |
| 22. addition   | 23. probation   | 24. exception   |
| 25. adoption   |                 |                 |

(4) The *sion* in *vision* has a different sound in many words. Note that either a vowel or an *r* comes before this type of *sion*:

- |                |               |                |                 |
|----------------|---------------|----------------|-----------------|
| 1. vision      | 2. television | 3. revision    | 4. supervision  |
| 5. division    | 6. decision   | 7. incision    | 8. precision    |
| 9. collision   | 10. occasion  | 11. invasion   | 12. evasion     |
| 13. abrasion   | 14. explosion | 15. erosion    | 16. corrosion   |
| 17. confusion  | 18. diffusion | 19. infusion   | 20. transfusion |
| 21. conclusion | 22. inclusion | 23. exclusion  | 24. preclusion  |
| 25. version    | 26. inversion | 27. subversion | 28. submersion  |
| 29. conversion | 30. immersion | 31. excursion  |                 |

This week you will be learning only words that have *tion* saying *shun*.

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

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

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 70 of your *Spelling Notebook*.

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

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

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

Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. relation	re-la-tion	_____		_____
2. salvation	sal-va-tion	_____		_____
3. preparation	prep-a-ra-tion	_____		_____
4. protection	pro-tec-tion	_____		_____
5. illustration*	il-lus-tra-tion	_____		_____
6. position*	po-si-tion	_____		_____
7. relationship	re-la-tion-ship	_____		_____
8. recognition*	rec-og-ni-tion	_____		_____
9. meditation*	med-i-ta-tion	_____		_____
10. admiration	ad-mi-ra-tion	_____		_____

**\*Commonly Misspelled**

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



Words	Syllabication	Write it**	Tip	Your Tip
<b>Extensions</b>				
11. alliteration*	al-lit-er-a-tion	_____		_____
12. syllabication	sy-lab-i-ca-tion	_____		_____
<b>Further Extension</b>				
13. mediation*	me-di-a-tion	_____		_____
14. authentication	au-then-ti-ca-tion	_____		_____
<b>Optional</b>				
15. arbitrator*	ar-bi-tra-tor	_____		_____
16. reverend	rev-er-end	_____		_____
17. ceasefire	cease-fire	_____		_____
18. serenity	se-ren-i-ty	_____		_____

**\*Commonly Misspelled**

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

### 3. Editor Duty: Correct Given Paragraph(s)

#### Series of Three or More

<> 3. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In all of the paragraphs, highlight the series of three or more items.

(3) **Extensions:** only: Add punctuation to the series of three or more items in the last two paragraphs, if you have not done so.

A ambassador is a representative of a nation he are empowered to communicate between his country and the country in which he are stationed. The powers of a ambassador is defined in the credentials, documents of introduction, and authority that are gave to him. A ambassador must be recognized by the country where he are station.

An ambassador may bring suit on behalf of his nation, defend suits that is brought against his nation, or work on treaties. His chief duties is to work for the goals programs and help of the nation he represent. Ambassadors played a very important part in maintaning peace between nation.

As Christians us are Gods' ambassadors on earth. Our primary purpose are to do Gods work and his will we is the representation of what God can do in people. We our ambassadors for Christ because he has given us the authority to speak for Him in this world. We is to deliver the captives proclaim true liberty and share His light.

### 4. Spelling Practice: Choose the Correct Spelling

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

- |                |               |
|----------------|---------------|
| 1. relashun    | relation      |
| 2. salvation   | salvashun     |
| 3. preparation | prepparration |
| 4. protektion  | protection    |

**Optional Penmanship Practice**

Peacemaking is a way of life.

- |                 |              |
|-----------------|--------------|
| 5. ilustration  | illustration |
| 6. position     | possition    |
| 7. relashunship | relationship |
| 8. recognition  | rekognition  |
| 9. medditation  | meditation   |
| 10. admiration  | admeration   |

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

- |                  |               |
|------------------|---------------|
| 11. aliteration  | alliteration  |
| 12. sylabication | syllabication |

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

- |                    |               |
|--------------------|---------------|
| 13. mediation      | meediation    |
| 14. authentication | athentication |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- |                 |            |
|-----------------|------------|
| 15. arbitraitor | arbitrator |
| 16. reverend    | revrend    |
| 17. ceasefire   | ceasfire   |
| 18. serenity    | sirenity   |

**Teacher Tip:** Highlight your 4–6 words in each sentence before writing them. This will help you see at a glance if these are really the best words for the job.

**Topic of Paragraph:** When you write the topic of the paragraph on the topic line, be sure you think about the main idea of the whole paragraph. Do not give details here—just the main idea of the paragraph. For example, Pu Chan went on pony to find someone to tell him about God’s Word.

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

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

## Alternative Writing for Red 1-B: Week One

- Write two paragraphs about your conversion experience.
- Write two paragraphs about what you do to be a peacemaker.

## 5. Study Skills/Prewriting: Key Word Outline

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

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

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

### All--Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

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

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

### KWO Symbols

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

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

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

# can mean number, pound, or numeral

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

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

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

“” can mean spoken words or special words

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

Character Focus: *Wisdom* is seeing and responding to life's situations from God's perspective.

Tips for Re-Writing the Passage:

1. The wording of your report should not be copied from the passage.
2. You may use synonyms for some of your key words.
3. Your sentences should not contain less information than the sentences in the passage.
4. Do not look back at the passage unless absolutely necessary.
  - a. If you need help, re-read the whole passage.
  - b. Do not read each sentence from the passage as you write your own.
5. In your notebook, write your report, using every other line.

**All--Paragraph Two of Body**

Topic of Paragraph 2 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**All--Paragraph Three of Body**

Topic of Paragraph 3 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

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

**Sentence 4** \_\_\_\_\_

**Extensions--Paragraph Four of Body**

Topic of Paragraph 4 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

(You may use up to eight words for Sentence Three.)

Optional Penmanship Practice

Blessed are the peacemakers; for they shall be called the children of God.

Matthew 5:9

Further Study: Memorize a Scripture about the ant, such as Proverbs 3:24-25.

### Sample KWO Paragraph

#### Paragraph 1

Topic of Paragraph 1: wa tribe of Burma search for white man with book of Siyeh, God's book

Sentence 1: Lord → unusual means 2 headhunting tribe

Sentence 2: Pu Chan told disciples pray → white brother w/ God's book

Sentence 3: pony → followers 200 miles mountainous 2 Kengtung

Sentence 4: meandered 2 mission compound stopped → well

### Sample Paragraph from KWO

#### Paragraph 1

The headhunting wa people of Burma was brought to the Lord via astonishing methods. Pu Chan, a dedicated wa tribesman, advised his supporters that a horse would guide them to a caucasian man who possessed God's true book - the book of Siyeh. After following the horse over two hundred miles of hilly terrain, they finally arrived at the town of Kengtung. Once inside the mission compound, they rested at a well.

## 6. Grammar: Five Parts of a Sentence (CAVES)

<> **6a.** Underline each sentence of the first paragraph of the passage with alternating colors of highlighters.

Each of the sentences you underlined is a true sentence—that is, each one has all five of the things it takes to make a sentence a real sentence.

1. **C**apitalized letter at the beginning
2. **A**ll makes sense
3. **V**erb—one of the following:
  - a. Action verb
  - b. Infinitive (to + verb)
  - c. Be, a Helper, Link verb
4. **E**nd mark at the end of each sentence—one of the following:
  - a. Period
  - b. Exclamation mark
  - c. Question mark
5. **S**ubject (who or what the sentence is about)

There is a little trick you can use to remember the five parts that a true sentence must contain: **CAVES**. Do you see how each of the five components begins with one of the letters of the word **CAVES**?

## Grammar Card: **Clauses vs. Sentences**

- Clause -- Group of words containing at least one subject and at least one verb
- Two kinds of clauses:
  - Independent (can stand alone; called a complete sentence; called a main clause)
  - Dependent (cannot stand alone; called a subordinate clause)
- Each dependent clause can be combined with another clause (or many clauses) to make a longer sentence (as long as the whole sentence contains at least one independent clause).
- A sentence contains five things (CAVES):
  - C**apital at beginning
  - A**ll makes sense
  - V**erb (Action, Infinitive, or BHL verb)
  - E**nd mark (period, question mark, or exclamation mark)
  - S**ubject (who or what the sentence is about)

One of the most difficult parts of determining if a sentence has the five things it needs is the “A” one—“All makes sense.” Students often assume that if a sentence contains a subject and a verb, it is automatically a sentence. A student might think that if his sentence has these two things, it has to make sense. This is not true, as those of you who have learned about clauses can probably remember.

Each of the groups of words below have both a subject and a verb—yet they are not real sentences, since by themselves, they do not make sense—they sound incomplete, like something is missing:

1. Since a peacemaker leads others to salvation and spiritual growth . . .
2. Because a peacemaker must take initiative to go . . .
3. When God Himself is the true peacemaker . . .

Even though each of those groups of words has a subject and a verb, they are not real sentences because they do not “**All** make sense.”

They are not real sentences. They are dependent or subordinate clauses.


A subordinate clause has the following characteristics:

1. It is a **group of words**.
2. It contains a **subject and a verb**.
3. It does **not make sense** by itself.
4. It is **not a real (complete) sentence**.

Do you see the difference between a real sentence and a clause?

Clauses are good to write with, though! They are good to use in combination with real sentences to make longer, more interesting sentences.

1. Since a peacemaker leads others to salvation and spiritual growth . . .  
*Since a peacemaker leads others to salvation and spiritual growth, he will be rewarded in heaven.*
2. Because a peacemaker must take initiative to go . . .  
*Because a peacemaker must take initiative to go, he must be a man or woman of strong character.*
3. When God Himself is the true peacemaker . . .  
*When God Himself is the true peacemaker, we can learn from His example.*

 **If a sentence has all parts of CAVES but All makes sense, it is still not a sentence but is a dependent or subordinate clause and needs more words or an independent clause put with it to make a real sentence: When she was coming...**

**<> 6b.** Study the Grammar Cards about CAVES and clauses provided in this lesson.

**<> 6c. Optional:** Make Grammar Cards about CAVES and clauses, or add new information to existing cards.

**<> 6d.** In the “sentences” provided, complete the following steps:

- (1) Write S for sentence if the group of words is a sentence. Write C for clause after each of the groups of words that is not a real sentence (but is a subordinate clause).
- (2) For the ones you labeled “S,” highlight each of the five components of a sentence with five different colors of highlighters (CAVES).

(3) For the ones you labeled "S," review each part of the sentence with your teacher as to which part of CAVES it is (as shown in the example).

**Note: All of the "sentences" have end marks regardless of whether they are complete sentences or not.**

C S V

E A

Example: (You) **go** and teach all nations, (All makes sense)

When you go and teach all nations . . . (Clause)

1. A peacemaker leads others to salvation and spiritual growth. \_\_\_\_\_
2. While a peacemaker leads others to salvation and spiritual growth. \_\_\_\_\_
3. A peacemaker must take initiative to go and make peace between God and man just as the Scriptures say. \_\_\_\_\_
4. Before a peacemaker goes, he must put on the whole armor of God. \_\_\_\_\_
5. When a peacemaker goes. \_\_\_\_\_
6. Although a peacemaker must take initiative to go. \_\_\_\_\_
7. When he has his feet shod with the preparation of the Gospel of peace. \_\_\_\_\_
8. He must have his feet shod with the preparation of the Gospel of peace. \_\_\_\_\_
9. God Himself is the true peacemaker. \_\_\_\_\_
10. Thus, when we act as peacemakers, the world recognizes us as sons and daughters of God. \_\_\_\_\_

<> **6e. Extensions:** Choose three of the groups of words from 6d. that were clauses and copy them on the lines provided. After each one you write, place a comma then a complete sentence to turn each subordinate clause into a real sentence.

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

### Optional Penmanship Practice

...above all, taking the shield of faith with which you will be able to quench all the fiery darts of the wicked one.

And take the helmet of salvation, and the sword of the Spirit, which is the word of God.

Ephesians 6:16-17



## 7. Write On: Transition Words and Phrases

<> **7a.** In the second, third, and fourth paragraph of the passage, highlight the following:

1. All at once (paragraph 2)
2. Suddenly (paragraph 3)
3. Soon (paragraph 4)

The phrases you highlighted are known as transition phrases. **They tell you a chronology of what is happening.**

Transition words and phrases are very important in story writing, biography writing, instructional writing, and many speech areas because they tell the reader or audience that a new event or item is about to be explained.

You will want to use transition words in your story during Week Three. You will need to know how to punctuate these transition words and phrases. Again, you will listen for a pause to know when to insert a comma.

**Sometimes your comma will come directly following your transition word, and other times you will place a comma after the complete transition phrase,** such as in the passage: *All at once,...* To figure out where to put a comma following transition words and phrases, do the following:

- (1) Ask yourself which words are truly part of your transition phrase and which words actually begin the “real” part of your sentence:
  - (a) **Next** *she* put the soap in. (“Real” sentence begins with the subject *she*.)
  - (b) **After some time**, *he* put in the fabric softener. (“Real” sentence begins with the subject *he*.)
- (2) Listen for a pause when you read the sentence aloud. You should hear it just after the opener/transition.

<> **7b.** On the lines provided, write four (**Extensions:** write six) sentences about this week’s passage using four (or six) different transition words or phrases.

- |                     |                         |
|---------------------|-------------------------|
| 1. Next             | 2. Therefore            |
| 3. Then             | 4. Following            |
| 5. Following that   | 6. First                |
| 7. Second           | 8. Third                |
| 9. Primarily        | 10. Several years later |
| 11. As years passed | 12. Secondly            |
| 13. Initially       | 14. Furthermore         |
| 15. Additionally    | 16. Also                |

**All**

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

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

\_\_\_\_\_

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

\_\_\_\_\_

### Extensions

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

## 8. Spelling Practice: Six "S" Spelling Secret

<> **8a.** Take a spelling "pre-test" in your notebook.

<> **8b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

Further Study: Make a picture, booklet, or sketch showing the armor of God, which all peacemakers should wear.

Further Study: Read a biography of a peacemaker, such as *Run, Ma, Run* about Mary Slessor, written by Lois Hadley.

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

- <> **9a.** Follow these steps for writing your rough draft essay from your Key Word Outline:
- (1) Re-read the entire passage to recall its content.
  - (2) Read your first line of notes and consider what you want your sentence to say.
  - (3) Practice saying your sentence aloud to get it just the way you want it.
  - (4) Write your first sentence in your notebook, or key your essay on the computer.
  - (5) Be sure to double space your essay to make inputting the Checklist Challenge revisions easier.
  - (6) Indent the beginning of each paragraph five spaces.
  - (7) Repeat these steps for each line of notes, writing on every other line.

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

- <> **9b.** Read your essay aloud. Do you like the way it sounds?

## 10. Editor Duty: Correct Given Paragraph(s)

### Nouns

- <> **10.** Complete the following steps:
- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.  
**Basic Level:** Correct the first two paragraphs.  
**Extensions:** Correct all three paragraphs.
  - (2) In the first paragraph, highlight all of the nouns (proper and common).
  - (3) **Extensions:** In the last paragraph, highlight the misspelled words, and write the correct spellings above them, if you have not already done so.

An missionary is a person who goes to another country with a special message from the lord an emissary is one who goes abroad with a special message from his country. the letter or message he carry is a missive These unique messengers is sended in place of the nation leader.

the words *missionary*, *emissary*, and *missive* all come from the latin words *misso* and *mitto*, which means to send out or to let go. as a country officially sends out an emissary the church officially send out a missionary

The greek word for missionary pictures the church releasing a missionary the word means to release; to lose and send away. It picture someone untying a ships' rope so that it can sail away from the shore

## 11. Grammar/Sentence Structure: Semicolons and Combining Two Complete Sentences Into One Using a Semicolon

<> **11a.** In the second paragraph of the passage, highlight the semicolon.

One of the uses of semicolons is to separate two complete sentences. It is important in good writing to be able to use semicolons properly.


You can use a semicolon to combine two complete sentences (CS) that are both about the same topic. You can use a semicolon to make a run-on sentence into a correct sentence by placing a semicolon between the two parts of the run-on sentence -- if each side of the semicolon contains a complete sentence.


Writing with semicolons makes your writing more elaborate, creative, and detailed.

A semicolon is not difficult to write with if you remember these rules:

1. Use a semicolon **to combine two complete sentences (CS)**.
2. Use it **to combine two complete sentences that are about the same subject**.
3. After the semicolon, **do not use a capital letter like you would at the beginning of a sentence**.
  - a. A peacemaker leads others to salvation. **A** peacemaker leads others to spiritual growth.
  - b. A peacemaker leads others to salvation; **a** peacemaker leads others to spiritual growth.
  - c. Before a peacemaker goes out to make peace, he must put on the whole armor of God. **He** must be prepared.
  - d. Before a peacemaker goes out to make peace, **he** must put on the whole armor of God; **he** must be prepared.
  - e. God Himself is the true Peacemaker. When we act as peacemakers, the world recognizes us as sons and daughters of God.
  - f. God Himself is the true Peacemaker; when we act as peacemakers, the world recognizes us as sons and daughters of God.

### Grammar Card: Semicolon

- **Used to combine two complete, related sentences:**
    - Each side must contain a complete sentence
    - Each side must be related to each other and about the same topic:  
We should be grateful to God; we should be grateful to others.
  - **Also used to separate items in a series when some items in the series already contain commas**
-  **Each side must be a complete sentence (independent clause) in order to combine the two sentences with a semicolon. This creates a compound sentence.**

 **Each side must be a complete sentence (independent clause) in order to combine the two sentences with a semi colon.**

<> **11b.** Study the Grammar Card about semicolons provided in this lesson.

<> **11c. Optional:** Make a Grammar Card about semicolons, or add new information to an existing card.

<> 11d. On the lines provided, complete the following steps:

- (1) Combine each of the two given sentences into one by using a semicolon between the two. (Be sure you start the second part of the compound sentence [after the semicolon] with a lower case letter unless it is the word / or a proper noun [God, Boston, etc.]).
- (2) Mark the sentences with CS ; CS to show that each side of the semicolon contains a complete sentence as shown in the example given.

**Note: It is optional to recopy the corrected sentences on the lines.**

CS CS  
Example: I love to teach character to children. They enjoy the songs and the lessons.

CS ; CS  
I love to teach character to children; they enjoy the songs and lessons.

1. No peace is possible until a person is brought into a right relationship with God. This is accomplished by helping non-Christians understand and accept Christ's reconciliation.

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2. It is vital for a peacemaker to have a clear conscience toward everyone. It is also important for him to be at peace with all men as much as possible on his part.

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3. There is constant spiritual warfare between God and Satan. Peacemakers are those who rescue men and women from the dominion of Satan.

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4. The very act of peacemaking is spiritual warfare. It is in the context of this warfare that all Christians are to have their feet shod with the preparation of the Gospel of peace.

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5. A peacemaker leads others to salvation and spiritual growth. A peacemaker must take initiative.

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6. A great missionary movement originated from the church at Antioch. It was there that believers were first called Christians.

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7. In each generation, God raises up outstanding soul-winners who are motivated by their love for the Lord. They have compassion for others and a hatred for evil.

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8. Walter Wilson was a godly man. He began his amazing outreach by conducting street meetings as a teenager.

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9. The missionary explained salvation to them through one of their own customs. The Sawi tribe had a custom of sealing a treaty with a "peace child."

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<> **11e. Optional:** In your notebook, write sentences containing semicolons.

**Basic:** Write ten sentences.

**Extension:** Write fifteen sentences.

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

Help Box for 11a.

You should have highlighted the following:

The frightened Wa men scrutinized the area; there was no one in sight.

## 12. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> **12.** Use the Checklist Challenge located after this week's lesson to edit your essay.

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

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

## 13. Vocabulary/Structural Analysis: Wacky Words

**Homophones: there, their, they're**

<> **13a.** In the first paragraph of this week's passage, highlight the word *There*.

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

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

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

### 1. **There**

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

### 2. **Their**

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

### 3. **They're**

- a. **They're** is a contraction.
- b. If you get into the habit of always saying the two words of the contraction (rather than the one word contraction), you will know when to use *they're*.
- c. For example, do not say **They're** coming to dinner. Say, **they are** coming to dinner.
- d. Then you will know **not** to use **Their** coming to dinner or **There** coming to dinner.

<> **13b.** Fill in each blank provided with the correct Wacky Word--**there, their, or they're**.

1. He wanted to evaluate \_\_\_\_\_ progress.
2. \_\_\_\_\_ ready to complete the project today.
3. He will put all the necessary information \_\_\_\_\_.
4. When \_\_\_\_\_ done, we can leave.
5. The Smiths move into \_\_\_\_\_ new home today.
6. We have some of \_\_\_\_\_ furniture in our garage.
7. \_\_\_\_\_ excited about the move.
8. \_\_\_\_\_ is the moving truck.



<> 13c. On the lines provided, write three sentences using *there, their, and they're*.

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

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

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

## 14. Spelling Practice: Write That Word!

<> 14a. On the lines provided, write two spelling words that you have never used in writing.

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

<> 14b. Complete the following steps for one of the words you listed in 14a.

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

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

\_\_\_\_\_  
\_\_\_\_\_

<> 14c. Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

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

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

## 15. Grammar: Think Fast Quiz

- <> 15. Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section. (Do not be concerned if you have not able to complete parts of the shaded portion yet.)

**Note: Complete any portion of the shaded parts that you are able to. Eventually, you will learn all the parts of speech.**

## 16. Spelling: Spelling Test

- <> 16a. (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> 16b. (T) Have your teacher check your Spelling Test.
- <> 16c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 17. Dictation: Dictation Quiz

- <> 17a. (T) In your notebook, take dictation from this week's passage, at the level directed by your teacher.
- <> 17b. (T) Review your dictation with your teacher.
- <> 17c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 18. Composition: Final Copy Informative Essay From Given Material

- <> **18a.** Write the final copy of your report in your notebook, writing on every line.  
If you prefer, you may type it on the computer.
  
- <> **18b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

### Optional: Extra Practice

- 1E. In your notebook, write write fifteen sentences containing information from a character book with semicolons.
- 2E. In your notebook, write a paragraph(s) using your notes from this lesson.
- 3E. Edit and revise your paragraph(s) from this lesson using this week's Checklist Challenge.
- 4E. In your notebook, write twenty "*tion* says *shun* or *chun*" words.
- 5E. Read a book about someone who dedicated his life to being a peacemaker, such as Walter Wilson or Billy Graham.
- 6E. Find fifteen sentences with semicolons in a character book and write them in your notebook.
- 7E. In your notebook, write a book report about the book you read in this lesson..
- 8E. Write a book report about a book you have read about a peacemaker.
- 9E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.



# Checklist Challenge Red 1-B: Week One

Character Focus: Peacemaking

Complete the Checklist Challenge by using these guides:

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

All **All Levels**

B **Basic Level only**

E **Extension only**

E's **Extensions**

FE **Further Extension only**

All  All  All  E's

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

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

All  All  All  E's

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

Be sure to circle all of the following verbs:

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

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

All  All  All  E's

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

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

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

All All All E's

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

Examples:

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

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

All All All E's

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

Examples:

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

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

All All All E's

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's

**Combine two complete, related sentences** with a semicolon. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly;\_these sneaky ones use far more subtle methods.
- They act via traps and snares;\_they put their victims in challenging positions.

All All All E's

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. (or place a check mark in each one that represents a paragraph with no Banned Words).

**Banned Word List:**

very	big	really	good	great
fine	say	bad	little	want
see	look	ask	lot	find

like (Only when used as a verb; not a Banned Word as a preposition.)

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

All

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

Consider the following ideas:

- Something catchy: **Wa Men and White Men**
- Something comical: **Wa Men and the Well**
- Something bold: **Converted**
- A song title or line: **It is “Well” With My Soul**
- A Scripture: **Go Ye Into All The World**
- Something biblical: **Called and Chosen**
- Something about character: **Making Peace With God**
- Other: **The Waiting Wa**

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

All FE

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

All FE

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

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

E's E's E's E's

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider’s victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

☞ **Upper Level B and all Level C students should choose various ones – preferably without much repeating.**

FE

Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **When a spider creates its web**, it uses an original design.
- **Because a web must capture many types of prey**, it is durable and adhesive.
- **While a spider is designing its web**, it constructs a frame and spins spokes that span out from the center.
- **Since a web needs to be durable and adhesive**, it is made of silk threads.

☞ **Subordinators are words that come at the beginning of subordinate clauses. They include words in this rhyme (plus many more):**

Since, when, though

Because, if, although

E's

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

Examples:

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

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

FE

Add one **appositive** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- The Venus' flytrap, **a plant that catches and eats bugs and flies**, provides another example of entrapment.

☞ **Set off an appositive with commas unless it is a one-word name.**

All

All

All

E's

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



# Six "S" Spelling Secret Sheet

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

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
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46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs--FE

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
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18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

- M \_\_\_\_\_, W \_\_\_\_\_, O \_\_\_\_\_,  
W \_\_\_\_\_, Y \_\_\_\_\_, N \_\_\_\_\_,

**Subordinators**

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
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27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

**Coordinating Conjunctions**

(FANBOYS)

One Minute

- F \_\_\_\_\_
- A \_\_\_\_\_
- N \_\_\_\_\_
- B \_\_\_\_\_
- O \_\_\_\_\_
- Y \_\_\_\_\_
- S \_\_\_\_\_

**BHL Verbs**

Two Minutes

**Be a Helper, Link Verbs,**

I \_\_\_\_\_, A \_\_\_\_\_, A \_\_\_\_\_,

W \_\_\_\_\_, & W \_\_\_\_\_,

B \_\_\_\_\_, & B \_\_\_\_\_, B \_\_\_\_\_,

B \_\_\_\_\_,

H \_\_\_\_\_, & H \_\_\_\_\_, & H \_\_\_\_\_,

are ones.

C \_\_\_\_\_, C \_\_\_\_\_, S \_\_\_\_\_,

S \_\_\_\_\_ --- they are fun

W \_\_\_\_\_, W \_\_\_\_\_, D \_\_\_\_\_,

D \_\_\_\_\_, D \_\_\_\_\_, &

D \_\_\_\_\_

M \_\_\_\_\_, M \_\_\_\_\_, M \_\_\_\_\_,

--- they are some as well,

A \_\_\_\_\_, L \_\_\_\_\_, S \_\_\_\_\_,

R \_\_\_\_\_, T \_\_\_\_\_,

F \_\_\_\_\_, & S \_\_\_\_\_

**First Subordinators Learned**

**in Rhyme**

Thirty Seconds

S \_\_\_\_\_, W \_\_\_\_\_, Th \_\_\_\_\_,

B \_\_\_\_\_, I \_\_\_\_\_, Al \_\_\_\_\_,



# Red 1-B: Week Two

Character Focus: Peacemaking

## Vocabulary Box

Synonyms and antonyms for *peacemakers*--nouns

Synonyms		Antonyms	
apostle	appeaser	antagonist	combatant
arbitrator	delegate	pugilist	rebel
diplomat	envoy		
evangelist	mediator		
missionary	negotiator		
pacifier	parson		
reverend			

## Vocabulary Box

Words related to *peace*--nouns

amity	armistice
ceasefire	concord
harmony	reconciliation
serenity	tranquility
truce	

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

Extensions

America's second President, John Adams, faced a variety of problems. One of the largest dealt with the French. After America signed a treaty with England, France increased raids on American ships. In addition, the French navy would kidnap American sailors and force them to work on French ships. Citizens all over America were furious and wanted the government to respond.

John Adams sent Charles Pinckney to negotiate with their adversaries. But the French leaders would not meet with him unless America paid ten million dollars. When the American people heard about this, they were furious. The United States would never pay tribute to another country. Congress voted to increase the size of the army while most Americans wanted to go to war.

All

But President Adams did not want hostilities unless it was absolutely necessary. He wanted peace. So instead of declaring war, he sent another group of ambassadors to negotiate with France. Many in his own party were furious and said they would not support him anymore. But John Adams was able to make peace with France who agreed to stop attacking American ships.

• Notice the different order of the copy boxes this week.

Further Study: Study words that describe other types of peacemakers, such as ambassador, apostle, missionary, mediator, evangelist, reconciler, soul winner, and witness.

↔ 1a. Read this week's passage aloud.

↔ 1b. Look up the word *hostilities* in the dictionary, and write the definition in your own words on the lines provided.

Definition of *hostilities*

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↔ 1c. Based on the definition, use this word in a sentence about the passage on the lines provided.

Sentence with *hostilities*

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↔ 1d. Look up the word *negotiator* in the dictionary, and write the definition in your own words on the lines provided.

Definition of *negotiator*

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↔ 1e. Based on the definition, use this word in a sentence about the passage on the lines provided.

Sentence with *negotiator*

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↔ 1f. In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

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

---

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

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

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

---

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

**Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only.** Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated for 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 Connection:** Peacemakers who reconcile groups of people to each other are also called ambassadors.

**Optional Penmanship Practice**

"Rescue the Perishing"  
Rescue the perishing,  
care for the dying,  
Snatch them in pity from  
sin and the grave;  
Weep o'er the erring one,  
lift up the fallen  
Tell them of Jesus, the  
mighty, to save.

Fanny Crosby

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

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

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

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

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

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

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

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

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

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

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↔ **1h. Further Extension:** Write a sentence about this week's passage using this DD word.

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

Example: After America signed a treaty with England, France increased raids on American ships. Subordinate clause opener

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

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

## 2. Spelling/Structural Analysis: *le* at the End of a Word “Grabs” the Consonant Preceding It

Examples: *bub/ble*, *peo/ple*

<> **2a.** In the second paragraph of the passage, highlight the word *people* one time.

This word has *le* at the end of it with the *le* “grabbing” the consonant just before it. This means that when you syllabicate words that have *le* at the end, you syllabicate the final consonant before the *le* with the *le*. For example:

1. *peo/ple* (The *le* grabs the *p* in its syllable.)
2. *prin/ci/ples* (The *le* grabs the *p* in its syllable.)

This spelling tip helps you know the following:

1. **Where the syllable division is**
  - a. *bub/ble* (Remember, the *le* grabs the consonant before it in its syllable!)
  - b. *bu/gle*
2. **Whether the first syllable makes its long or short vowel sound:**
  - a. *bub/ble* (Since *bub* is a closed syllable, it makes the short *u* sound.)
  - b. *bu/gle* (Since *bu* is an open syllable, it makes its long *u* sound.)
3. **Whether to spell the first syllable with one or two consonants:**
  - a. *bub/ble* (This word must have two consonants in the middle, so the *le* can grab the second consonant—and the first consonant goes with the first syllable to tell you the *u* is short.)
  - b. *bu/gle* (This word only has one consonant after the *u*—the one that the *le* grabs. The first syllable is open and does not need a consonant with it!)

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

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

<> **2c.** Add this week’s new words (minus the **Optional** Words) to pages 67-68 of your *Spelling Notebook*.

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

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

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

Further Study: Memorize all of the verses to the song “Rescue the Perishing,” by Fanny Crosby.

Further Study: Look in II Chronicles 1: 7-12 for three things we need to ask God.

**Teacher Tip:** This is a helpful spelling tip for students who know how to syllabicate words properly. When syllabicate words that end with an *le*, the final consonant before the *le* goes with that syllable. Thus, words with *le* are syllabicated in this way: *bub/ble*, *trou/-ble*, *gig/gle*.



Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. peaceable*	peace-a-ble	_____		_____
2. possible	pos-si-ble	_____		_____
3. apostle	a-pos-tle	_____		_____
4. profitable*	prof-it-a-ble	_____		_____
5. probable	prob-a-ble	_____		_____
6. principle	prin-ci-ple	_____		_____
7. valuable	val-u-a-ble	_____		_____
8. charitable*	char-i-ta-ble	_____		_____
9. reasonable	rea-son-a-ble	_____		_____
10. responsible	re-spon-si-ble	_____		_____
11. fashionable	fash-ion-a-ble	_____		_____
12. reliable*	re-li-a-ble	_____		_____

**\*Commonly Misspelled**

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

Words	Syllabication	Write it**	Tip	Your Tip
<b>Extensions</b>				
13. amiable*	a-mi-a-ble	_____		_____
14. dissemble	dis-sem-ble	_____		_____
15. imitable*	im-i-ta-ble	_____		_____
<b>Further Extension</b>				
16. amenable	a-me-na-ble	_____		_____
17. esteemable	es-teem-a-ble	_____		_____
18. venerable*	ven-er-a-ble	_____		_____
19. admirable	ad-mi-ra-ble	_____		_____
20. considerable*	con-sid-er-a-ble	_____		_____
<b>Optional</b>				
21. diplomat	dip-lo-mat	_____		_____
22. evangelist	e-van-ge-list	_____		_____
23. combatant*	com-bat-ant	_____		_____
24. harmony	har-mo-ny	_____		_____

**\*Commonly Misspelled**

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

### 3. Editor Duty: Correct Given Paragraph(s)

#### Semicolons, Complete Sentences, and Colons

<> 3. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight the dependent or subordinate clause at the beginning of one of the sentences.

(3) **Extensions:** In the last paragraph, highlight the misused homophones or confusing words, and write the correct one above each one, if you have not already done so.

as he worked, the Karen man listened to judson teach his few converts out of the book he had brought with him from america. slowly Ko Thah-byu realized that the book, which judson called the bible, was "the lost book" for which his people had waited all of these years. Ko Thah-byu excepted christ and dedicated his life to proclaiming the good news of "the lost book" among his people

After training with adoniram judson and his workers the Karen man traveled into the hill country to spread the good news. Wherever he went, entire villages responded to his message soon hundreds of converts from distant mountains and jungles flocked to judsons mission to learn more of the book and the gospel it contained

meanwhile Ko Thah-byu carried the message of peace too an ever-widening circle of remote villages and towns. His ministry and the consequent ministries of his converts was sew effective and far-reaching that win american missionaries arrived at won Karen village 300 miles from judsons mission, they found 5,000 Karen converts ready to be baptized

### 4. Spelling Practice: Choose the Correct Spelling

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

- |             |           |
|-------------|-----------|
| 1. peacable | peaceable |
| 2. possible | posible   |
| 3. apostle  | apostel   |

4. profitable	profitable
5. probable	probbable
6. principle	principel
7. valuable	valueable
8. charritable	charitable
9. reasonable	reesonable
10. responsible	responsible
11. fashenable	fashionable
12. relieable	reliable

Further Study: Listen to an evangelistic sermon tape, such as Ray Comfort's *Hell's Best Kept Secret* or Billy Graham's *Born Again*.

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

13. amiable	ameable
14. dissemble	disemble
15. imitable	imitable

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

16. amenable	amenable
17. esteemable	esteamable
18. vengerable	venerable
19. admirable	admirrable
20. considerable	considerable

Further Study: Read about a famous ambassador, such as John Quincy Adams.

<> **4d.** Highlight the correct spelling of each **Optional** word.

21. diplomat	diplomatt
22. evangelist	evanjelist
23. combattant	combatant
24. harmony	harmony

Further Study: Read a biography of Fanny Crosby.

**Character Connection:** John Calvin was a wise peacemaker. His publication *Institutes of the Christian Religion* significantly influenced many of the US founding fathers.

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

1. \_\_\_\_\_ 2. \_\_\_\_\_  
 3. \_\_\_\_\_ 4. \_\_\_\_\_

**Further Study:** Read about wise peacemakers in a book of short essays, such as *Eternity in Their Hearts* by Don Richardson, *Peace Child* by Don Richardson, or *They Found the Secret*.

**Alternative Writing for Red 1-B: Week Two**

- Write a two-paragraph biographical essay about Charles Pinckney.
- Write one paragraph about ambassadors.

## 5. Study Skills/Prewriting: Key Word Outline

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

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

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

**Tips for Re-writing the Passage:**

1. The wording of your report should not be copied from the passage.
2. You may use synonyms for some of your key words.
3. Your sentences should not contain less information than the sentences in the passage.
4. Do not look back in the passage unless absolutely necessary.
  - a. If you need help, re-read the whole passage.
  - b. Do not read each sentence from the passage as you write your own.
5. In your notebook, write your essay, using every other line.

**All--Paragraph One of Body**

Topic of Paragraph 1 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

**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.

**All--Paragraph Two of Body**

Topic of Paragraph 2 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

**All--Paragraph Three of Body**

Topic of Paragraph 3 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

**Sample KWO Paragraph**

Paragraph 1

Topic of Paragraph 1: France responds negatively to America's treaty with England

Sentence 1: 2nd president John Adams faced + + + problems

Sentence 2: + + + dealt w/ problems = France

Sentence 3: America treaty England France + + + raids

Sentence 4: French kidnap sailors force 2 work

Sentence 5: Citizens → America furious → government 2 respond

Character Focus: Stephen was a wise peacemaker who felt that reconciling men to God was more important than his earthly life.

### Sample Paragraph from KWO

#### Paragraph 1

*President John Adams was confronted with an array of obstacles while he was in office. His most challenging was with France. French raids escalated on American vessels after the United States and England negotiated a treaty. American sailors were being commandeered by the French and drafted as slaves on their ships. Because of these criminal acts, the American people were outraged and demanded that the government retaliate.*

## 6. Grammar: Prepositions

Prepositions are words that show one word in relation to another. If you remember this little rhyme, you will remember the function of prepositions: **Prepositions show position!**

Your little brother or sister might be learning prepositions in another level with a little toy and a bathroom tissue tube. Wherever he or she puts the toy in relation to the tube is a preposition:

1. **over** the tube
2. **under** the tube
3. **in** the tube
4. **beside** the tube
5. **along** the tube, etc.

It will be easier for you to remember prepositions if you remember these two **Preposition-Check Sentences** for prepositions:

1. The angel flew \_\_\_\_\_ the clouds.
2. The girl prayed \_\_\_\_\_ the service.

Generally speaking, if a word fits into one of those two Preposition-Check Sentences, it is a preposition. For example, the words below are prepositions, as they fit into the Preposition-Check Sentences:

- |  |   |
|--|---|
| 1. The angel flew <b>about</b> the clouds.         | 2. The angel flew <b>around</b> the clouds.   |
| 3. The girl prayed <b>at</b> the service.          | 4. The girl prayed <b>before</b> the service. |
| 5. The angel flew <b>below</b> the cloud.          | 6. The angel flew <b>beneath</b> the cloud.   |
| 7. The angel flew <b>between</b> the cloud.        | 8. The angel flew <b>beyond</b> the cloud.    |
| 9. The girl prayed <b>during</b> the service.      | 10. The girl prayed <b>for</b> the service.   |
| 11. The angel flew <b>from</b> the cloud.          | 12. The angel flew <b>in</b> the cloud.       |
| 13. The angel flew <b>into</b> the cloud.          | 14. The angel flew <b>on</b> the cloud.       |
| 15. The angel flew <b>onto</b> the cloud.          | 16. The angel flew <b>through</b> the cloud.  |
| 17. The girl prayed <b>throughout</b> the service. | 18. The angel flew <b>with</b> the cloud.     |
| 19. The angel flew <b>within</b> the cloud.        | 20. The angel flew <b>without</b> the cloud.  |

Character Connection: Fanny Crosby, the author of "Rescue the Perishing," was a wise peacemaker. She was blinded as an infant due to a doctor's error. She wrote over six thousand hymns---many of which were about reconciliation and peacemaking.

The word *to* can be tricky! Some of the time it is a preposition, and **some of the time it is a special verb called an infinitive**. It is relatively easy to know which one it is, though.

1. When the word **to** is followed by a word or group of words known as the object of the preposition, it is being used as a preposition.
  - a. to the **clouds**
  - b. to the **service**
  - c. to the **store**
2. When the word **to** is followed by a verb, it is a verbal called an infinitive.
  - a. to **jump**
  - b. to **be**
  - c. to **show**

<> **6a.** In the first paragraph of the passage, highlight all of the prepositions.

Because prepositions are so important to good writing, as you will see later in this week's lesson, you should be able to recite a good number of them.

<> **6b.** (T) Memorize and recite prepositions to your teacher. You may use the Preposition-Check Sentences, if desired.

**Basic level:** Memorize and recite fifteen prepositions.

**Extension:** Memorize and recite twenty prepositions.

**Further Extension:** Memorize and recite twenty-five prepositions.

<> **6c.** Study the Grammar Card about prepositions provided in this lesson.

<> **6d. Optional:** Make a Grammar Card about prepositions, or add new information to an existing card.

<> **6e.** In the sentences provided, highlight all of the prepositions.

**Note:** The word **to** + a verb is an example of when the word **to** is not being used as a preposition. When you see **to** + a verb, do not highlight it since it is a special kind of verb called an "infinitive"—not a preposition.

1. To be called a child of God is to be recognized by others as reflecting His likeness.
2. The focus of God's love is to reconcile sinners to the Savior and to each other.
3. The ministry of reconciliation is the consuming purpose of God.
4. An ambassador is an appointed representative of a nation.
5. An ambassador is empowered to carry out talks between his country and the country in which he is stationed.
6. By the authority of Scripture, we are ambassadors for Christ.
7. We represent the nation of God.

### Grammar Card:

#### Preposition (Abbreviated: PREP)

- Shows the position of one word to another
- A word is a preposition if it fits into one of two **Preposition-Check Sentences**:
  1. The girl prayed \_\_\_\_\_ the service.
  2. The angel flew \_\_\_\_\_ the clouds.
- The following words are prepositions, as they fit into one of the Preposition-Check Sentences:
  - The angel flew **about** the clouds.
  - The angel flew **around** the clouds.
  - The girl prayed **at** the service.
  - The girl prayed **before** the service.
- List of prepositions:
 

aboard	about	above	along	across
after*	against	along	amid	around
as	aside	at	before*	because of
behind	below	beneath	beside	besides
between	beyond	but	by*	despite
down	during	except	for	from*
in	inside	into	like	near
off	on	onto	out	outside
past	since	through	throughout	till
to	toward	under	underneath	until
up	upon	with	within	without

\*Each of these words may be a subordinator (if it has a verb within the group of words following it) or a preposition (if it has an object following it).
- **To + verb is not a prepositional phrase; it is a special kind of verb called an infinitive**
- Some prepositions **act as other parts of speech**:
  1. She is lying **down**. (*Down* is an adverb in this sentence.)
  2. **Before** he left for work, she told him. (*Before* is a subordinator in this sentence and has a subject and a verb with it making up a subordinate clause (or dependent clause).)
  3. They are going **to run**. (*To run* is a special verb called an infinitive.)
- It is no longer considered incorrect to end a sentence with a preposition. You should do whatever sounds less stilted:
  - Correct-sounding: I do not know what you are thinking about.
  - Stilted: I do not know about which thing you are thinking.

Further Study: Make a booklet, computer poster, or newsletter containing several of a peacemaker's or peacemakers' stories.



8. We are sent to the kingdom of this world.
9. Our primary job is to deliver those who are held captive by the power of Satan.
10. The Greek word for apostle means "one sent forth."
11. The original apostles were sent out by Christ. (*Out is an adverb here.*)
12. The Church then called other people for discipleship.
13. The purpose of being sent forth was to spread the good news.
14. Apostles also helped establish others in Christ.
15. A missionary is someone who goes to another country with a special message from the Lord.
16. The word *missionary* comes from words that are pictured as untying a ship's rope so that it can sail away from the shore.
17. A witness is one who gives a testimony, as in a courtroom.
18. Jesus referred to His disciples as witnesses.
19. God requires that His witnesses have firsthand knowledge of Him.
20. An evangelist is a proclaimer of good news.
21. An evangelist is to make sure that every person within his region has heard the good news.
22. A reconciler helps in the renewal of relationships between those whose relationships have been injured.
23. Reconciliation involves granting and receiving forgiveness for past offenses.
24. A soul-winner is one who "fishes for men."
25. A soul-winner helps to persuade the mind, will, and emotions of an unbeliever to accept the truth of salvation.
26. When Peter and Andrew were casting their nets into the sea, Jesus told them He would make them "fishers of men."
27. A fisherman knows where the fish are, what equipment to use, what bait to use, and how to be patient in waiting.
28. A mediator is one who intervenes between two parties to bring about agreement.
29. A mediator must be a person of great wisdom.
30. The wise mediator will be discerning of root causes.

#### Optional Penmanship Practice

Follow peace with all men, and holiness, without which no man shall see the Lord.

Hebrews 2:14

Help Box for 6a

- |         |         |         |
|---------|---------|---------|
| 1. of   | 2. of   | 3. with |
| 4. with | 5. on   | 6. In   |
| 7. on   | 8. over |         |

\*After is used as a subordinaor in the sentence beginning with *After America signed a treaty with England.*

Further Study: Study the words *tongue* and *words* in the book of Proverbs. Record your insights in a journal.

## 7. Write On: Strong Verbs Stand Alone

<> 7a. In the first paragraph of the passage, highlight the following strong verbs:

- |           |               |
|-----------|---------------|
| 1. faced  | 2. dealt      |
| 3. signed | 4. increased  |
| 5. kidnap | 6. force      |
| 7. wanted | 8. to respond |

Further Study: Look in Scripture for verses containing *messenger*, *speak*, and *declare*.

### Using Strong Verbs

Do not settle for boring words in your essay. Use a thesaurus to help you expand your vocabulary! Good writers do not use weak verbs.

Further Study: Study the life of Stephen in Acts 6:8-7:60.

#### Instead Of

#### Use

- |                  |  |
|------------------|--|
| say . . . . .    | exclaim, respond, shout, reply             |
| walk . . . . .   | run, hasten, lumber, tiptoe                |
| answer . . . . . | reply, respond, reiterate, conclude        |
| speak . . . . .  | interject, lament, spout, cry, concur      |
| sit . . . . .    | loungue, recline, plop, slouch, straddle   |
| like . . . . .   | enjoy, savor, adore, favor, prefer, pursue |
| become . . . . . | blossom, develop, convert, change          |
| eat . . . . .    | digest, inhale, slurp, taste, consume      |
| get . . . . .    | acquire, behold, occupy, receive           |

<> 7b. Write three stronger, more descriptive verbs in place of the common ones listed.

Example: live—exist, breathe, inhabit

1. look \_\_\_\_\_

2. think \_\_\_\_\_

3. find \_\_\_\_\_
4. make \_\_\_\_\_
5. depend \_\_\_\_\_
6. do \_\_\_\_\_
7. act \_\_\_\_\_
8. help \_\_\_\_\_
9. used \_\_\_\_\_
10. carry \_\_\_\_\_
11. fulfill \_\_\_\_\_
12. study \_\_\_\_\_
13. discern \_\_\_\_\_
14. like \_\_\_\_\_
15. perform \_\_\_\_\_

↔ **7c. Extensions:** On the lines provided, write five sentences using five of the strong verbs you listed in 7b. Use five words that you are not familiar with.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

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

- <> **8a.** Follow these steps for writing your rough draft essay from your Key Word Outline:
- (1) Re-read the entire passage to recall its content.
  - (2) Read your first line of notes and consider what you want your sentence to say.
  - (3) Practice saying your sentence aloud to get it just the way you want it.
  - (4) Write your first sentence in your notebook, or key your essay on the computer.
  - (5) Be sure to double space your essay to make inputting the Checklist Challenge revisions easier.
  - (6) Indent the beginning of each paragraph five spaces.
  - (7) Repeat these steps for each line of notes, writing on every other line.

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

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

## 9. Spelling Practice: Six "S" Spelling Secret

- <> **9a.** Take a spelling "pre-test" in your notebook.
- <> **9b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **9c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 10. Vocabulary/Structural Analysis: Wacky Words

**Homophone: to, too, two**

- <> **10a.** In the first paragraph of the passage, highlight the word *to* one time.

*To, too, and two* are Wacky Words! They are **homophones--words that sound the same when they are spoken, but are not spelled the same and do not have the same meanings.**

Remember these Wacky Words:

1. **To**

- a. Preposition *to the store, to the friend, to the lake*
- b. Also, the word **used to form an infinitive verb**--*to go, to run, etc.*

2. **Too**

- a. Means **also**
- b. **Also** has 2 vowels--and so does **too**

3. **Two**

- a. The **number word**
- b. Comes after one.

<> **10b.** In the second paragraph of the passage, highlight the word *to*.

<> **10c.** Fill in each blank provided with the correct Wacky Word--**to, too, or two**.

**Teacher Tip:** So much of comma usage with openers is subjective—whether you hear a pause when you read it to yourself. Help your student “hear” where commas go in prepositional openers.

- 1. Maelynn has \_\_\_\_\_ many distractions to do the job well.
- 2. After the play Jeremy and Kayla will go \_\_\_\_\_ a nice restaurant.
- 3. You may each choose \_\_\_\_\_ pieces of candy from the basket.
- 4. Lily would like \_\_\_\_\_ go with us.
- 5. We leave for Florida in \_\_\_\_\_ days.
- 6. It shouldn't take us \_\_\_\_\_ long to get to the airport.
- 7. We can only bring \_\_\_\_\_ suitcases with us.
- 8. I hope it's not \_\_\_\_\_ hot there.

<> **10d.** On the lines provided, write three sentences using **to, too, and two**.

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

# 11. Editor Duty: Correct Given Paragraph(s)

## Semicolons and Complete Sentences

<> 11. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the second paragraph, add a complete sentence to the subordinate clause that is given with the line following it.

The scottish preacher hoo gave walter wilson a challenge for soul-winning also gave him a book he had written entitled *gods two books—natural revelation and special revelation*. This fascinating book revealed how interesting facts of nature related too the scriptures. It inspired walters delight inn researching more interesting facts

Walter discovered most of his facts about nature from reading books. However, whenever it was possible, \_\_\_\_\_ he stood beneath a giant two hundred sixty-five-foot Sequoia tree in california and reviewed the sequence of creation as he observed that this tree was over 6,000 years old

Wilson experimented in his home with the cereus plant, that bloomed every night at eleven o'clock he learned why

chickens always hatch at the largest end of the egg. He rehearsed what he had learned and freely drew upon it to bring scriptural truths into vivid clarity and practical application

## 12. Grammar: Prepositional Phrases

Prepositional phrases are phrases (parts of a sentence) that begin with a preposition and end with the object (Cloud or service in the Preposition-Check Sentences).

Prepositional phrases add interest to sentences by giving readers more information.

For example, which gives the reader more information?

1. The boy jumped. or The boy jumped **over the stick**.
2. The man was grateful. or The man was grateful **to God**.
3. The Pilgrims came. or The Pilgrims came **across the ocean**.
4. Richard had a thankful look. or Richard had a thankful look **on his face**.
5. Richard's family died. or Richard's family died **from the sickness**.

<> **12a.** Place parenthesis around all of the prepositional phrases in the first paragraph of the passage.

Besides giving the reader more information, prepositional phrases are especially helpful to use as sentence openers (the first part of a sentence).

Often when we write, we just use a subject followed by a verb in the beginning of sentences.

1. **The dog** jumped.
2. **The boy** prayed.
3. **The Pilgrims** came.
4. **The man** said thanks.
5. **The woman** was grateful.

It makes writing more interesting when you use prepositional phrases to start some of your sentences rather than always just using a subject then a verb.

For example, notice how the sentences from above sound better when a prepositional phrase begins them:


1. **Across the stream**, the dog jumped.
2. **In the morning** the boy prayed.
3. **To escape persecution**, the Pilgrims came.
4. **For all God had done for him**, the man said thanks.
5. **With her face glowing**, the woman was grateful.

You do not want to start all of your sentences with prepositional openers, but they are good to use sometimes to add interest to your writing.

In order to write well with prepositional phrase openers, you need to learn how to punctuate them correctly. Generally speaking, these are the punctuation rules for prepositional phrase openers:

1. **When a prepositional phrase opener has five words or more** (or two prepositional phrase openers in a row)—follow it with a comma.
2. When a prepositional phrase opener is **fewer than five words and you do not hear a definite pause**—do not follow it with a comma.
3. When a **prepositional phrase opener has fewer than five words and you do hear a definite pause**—follow it with a comma.

One of the reasons it is important for you to learn how to locate prepositional phrases is because the subject of a sentence is rarely found in a prepositional phrase. Thus, if you learn to find prepositional phrases and isolate them with parenthesis (mentally remove them), then you will more easily find the main subject and main verb of your sentence and will be able to make your subject and verb agree with each other.

 **Base the inclusion of a comma on the sound of your voice when you read the opener. If your voice goes down, you probably need a comma following the PP opener: *in the event of a fire, leave the building from the back exits.* Remember, the main subject of the sentence is not in a prepositional phrase.**

**<> 12b.** Underline the following prepositional opener in the passage:  
In addition,

This is a short prepositional phrase opener. A comma follows it because a definite pause is heard when you read it aloud. Also, the phrase *In addition*, is known as a conjunctive adverb—as many short prepositional phrase openers acting as adverbs are:

In addition  
of course  
afterall

**<> 12c.** Study the Grammar Cards about prepositional phrases and prepositional phrase openers provided in this lesson.

**<> 12d. Optional:** Make Grammar Cards about prepositional phrases and prepositional phrase openers, or add new information to existing cards.


**<> 12e.** In the sentences provided, place parenthesis around the prepositional phrase openers.

1. From Rome, India, Greece, and Egypt, merchants came to barter and trade.
2. In the early days of Aksum's power, one of its important government officials set out on a quest for the true God of heaven and earth. (Double prepositional phrase opener!)
3. In time, the Aksum kingdom was made an official Christian state.
4. In the Gedeo culture, the center pole from a man's house symbolized his life.
5. In his vision, Warrasa took the center pole from his house and planted it next to the missionaries' shelter.
6. By placing his pole by the missionaries' shelter, Warrasa felt that he had identified himself with the message of the white men and with the God they served.
7. In over two hundred churches, thousands of Christian Gedeo tribesmen worship today.
8. In the 1920s, a missionary arrived at one of the huge Bantu tribes in the Central African Republic.

### Grammar Card: Prepositional Phrase Opener

• Place a comma after a prepositional phrase opener in any of these cases:

1. The PP is **five words or more**: *In the very dark woods*, we found him.
2. The PP is **two prepositional phrases in a row**: *In the woods under a rock*, we found the bird.
3. The PP is **followed by a definite pause**, or it is needed to make the sentence clear—even if it is short: To Kim, Wong was incredible. With that in mind, let us pray.

 **Base the inclusion of a comma on the sound of your voice when you read the opener. If your voice goes down, you probably need a comma following the PP opener: *In the event of a fire, leave the building from the back exits.* Remember, the main subject of the sentence is not in a prepositional phrase.**



9. In 1795, a British embassy report gave the details of the account.
10. After training with Adoniram Judson and his workers, the Karen man traveled into the hill country to spread the good news.
11. From that time, the conviction has never left me that I was called to China.
12. In the sixth century before Christ, a devastating plague struck the city of Athens, Greece.
13. Within minutes, a number of the stonemasons built an altar and sacrificed the sheep.
14. Within a century, the once great Incan empire was conquered easily by the Spanish.

**<> 12f. Optional:** In your notebook, write sentences with prepositional phrase openers.

**Basic Level:** Write fifteen sentences.

**Extension:** Write twenty sentences.

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

Help Box for 12a

- |                        |                     |
|------------------------|---------------------|
| 1. (of problems)       | 2. (of the largest) |
| 3. (with the French)   | 4. (with England)   |
| 5. (on American ships) | 6. (In addition)    |
| 7. (on French ships)   | 8. (over America)   |

## 13. Composition and Editing: Edit and Revise Using the Checklist Challenge

**<> 13.** Use the Checklist Challenge located after this week's lesson to edit your essay.

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

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

## 14. Spelling Practice: Write That Word!

<> **14a.** On the lines provided, write two spelling words that you have never used in writing.

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

<> **14b.** Complete the following steps for one of the words you listed in 14a.

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

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

---

---

<> **14c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 15. Grammar: Think Fast Quiz

<> **15.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section. (Do not be concerned if you have not able to complete parts of the shaded portion yet.)

**Note: Complete any portion of the shaded parts that you are able to. Eventually, you will learn all the parts of speech.**

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

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

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

## 16. Spelling: Spelling Test

- ↔ **16a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- ↔ **16b.** (T) Have your teacher check your Spelling Test.
- ↔ **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 17. Dictation: Dictation Quiz

- ↔ **17a.** (T) In your notebook, take dictation from this week's passage, at the level directed by your teacher.
- ↔ **17b.** (T) Review your dictation with your teacher.
- ↔ **17c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 18. Composition: Final Copy Informative Report From Given Material

- ↔ **18a.** Write the final copy of your report in your notebook (using every line), or type it on the computer.
- ↔ **18b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

## Optional: Extra Practice

- 1E. In your notebook, write fifteen sentences containing information from a character book with prepositional phrase openers.
- 2E. In your notebook, take more notes about John Adams from any source.
- 3E. Use your notes about John Adams to write a biographical paragraph.

- 4E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write ten words that end in le.
- 6E. Read a book about John Adams.
- 7E. Find ten sentences in a character book with prepositional phrase openers, and copy them in your notebook.
- 8E. In your notebook write any journal entries, reports, essays, paragraphs, letters, poetry, or book reports that your teacher directs.

**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 Red 1-B: Week Two

Character Focus: Peacemaking

**Complete the Checklist Challenge by using these guides:**

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

All **All Levels**

B **Basic Level only**

E **Extension only**

E's **Extensions**

FE **Further Extension only**

All  All  All

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

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

All  All  All

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

Be sure to circle all of the following verbs:

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

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

All  All  All

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

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

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

All All All

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

Examples:

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

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

All All All

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

Examples:

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

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

All All All

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher. (or place a check mark in each one that represents a paragraph with no Banned Words).

**Banned Word List:**

very	big	really	good	great
fine	say	bad	little	want
see	look	ask	lot	find

like (Only when used as a verb; not a Banned Word as a preposition.)

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

All All All

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

Instead of:

tree  
kind  
grass

Use:

maple  
compassionate  
blades

Instead of:

deep  
turn  
loud

Use:

bottomless  
swerve  
obnoxious

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

All E's

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

Examples:

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

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

All All

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

Examples:

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

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

All

Add a **double** or **triple adjective**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Double: The **intricate, amazing** web does its job well.
- Triple: The **creative, awesome, and sneaky** spider is quite the predator.

☞ **Separate items in a series with commas, placing the final comma before the *and*.**

☞ **Double and triple adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct.**

E's

**Combine two complete, related sentences** with a semicolon. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly; these sneaky ones use far more subtle methods.
- They act via traps and snares; they put their victims in challenging positions.

All

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: **French Friends?**
- Something bold: **Peacemaker!**
- A song title or line: **Why Can't We Be Friends?**
- A Scripture: **Live in Peace With One Another**
- Something biblical: **Peace With All Men**
- Something about character: **Apostle, Appeaser, Arbitrator**
- Other: **Tranquil Times**

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

All E's FE

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

All E's FE

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

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

E's

Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **When a spider creates its web**, it uses an original design.
- **Because a web must capture many types of prey**, it is durable and adhesive.
- **While a spider is designing its web**, it constructs a frame and spins spokes that span out from the center.
- **Since a web needs to be durable and adhesive**, it is made of silk threads.

⇒ **Subordinators are words that come at the beginning of subordinate clause openers. They include words in this rhyme (plus many more):**

**Since, when, though**  
**Because, if, although**

FE

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

Examples:

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

⇒ **The comma may be directly after the adverb or shortly after it, depending on where you "hear" it.**

FE

Add one **appositive** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- The Venus' flytrap, **a plant that catches and eats bugs and flies**, provides another example of entrapment.

⇒ **Set off an appositive with commas unless it is a one-word name.**



E's E's E's

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

☞ **Upper Level B and all Level C students should choose various ones – preferably without much repeating.**

All All All

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

# Six "S" Spelling Secret Sheet

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

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
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40. \_\_\_\_\_

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs--E's

One Minute

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

## Interjection Rhyme

Thirty Seconds

- M \_\_\_\_\_, W \_\_\_\_\_, O \_\_\_\_\_,  
W \_\_\_\_\_, Y \_\_\_\_\_, N \_\_\_\_\_,

**Subordinators**

Two Minutes or Three Minutes

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
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- 25. \_\_\_\_\_
- 26. \_\_\_\_\_
- 27. \_\_\_\_\_
- 28. \_\_\_\_\_
- 29. \_\_\_\_\_
- 30. \_\_\_\_\_

**Coordinating Conjunctions  
(FANBOYS)**

One Minute

- F \_\_\_\_\_
- A \_\_\_\_\_
- N \_\_\_\_\_
- B \_\_\_\_\_
- O \_\_\_\_\_
- Y \_\_\_\_\_
- S \_\_\_\_\_

**BHL Verbs**

Two Minutes

**Be a Helper, Link Verbs,**

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

**First Subordinators Learned  
in Rhyme**

Thirty Seconds

- S \_\_\_\_\_, W \_\_\_\_\_, Th \_\_\_\_\_,
- B \_\_\_\_\_, I \_\_\_\_\_, Al \_\_\_\_\_,

# Red 1-B: Week Three

Character Focus: Peacemaking

## Vocabulary Box

Synonyms and antonyms for *peacemakers*--nouns

Synonyms		Antonyms	
apostle	appeaser	antagonist	combatant
arbitrator	delegate	pugilist	rebel
diplomat	envoy		
evangelist	mediator		
missionary	negotiator		
pacifier	parson		
reverend			

## Vocabulary Box

Words related to *peace*--nouns

amity	armistice
ceasefire	concord
harmony	reconciliation
serenity	tranquility
truce	

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

Further Extension

Warrasa, a member of the ruling family of the Gedeo tribe, had been praying that God would reveal Himself to him and the Gedeo people. One day he had a vision: two white-skinned strangers erected a flimsy shelter under the shade of a mature sycamore tree at the edge of the village. A voice said to Warrasa, "These men will bring you a message from the God you seek; wait for them."

All

In the Gedeo culture, the center pole from a man's house symbolized his life. In his vision, Warrasa removed the center pole from his house and planted it next to the missionaries' shelter. Then the vision subsided. Warrasa understood that by placing his pole by the missionaries' tent, he had identified himself with the message of the white men, and with the God they served.

Extensions

Eight years later, two white men came to minister to the people of the Gedeo village. In utter amazement and joy, Warrasa watched as they constructed a simple shelter under a large sycamore tree at the edge of the village. When they taught their message, he listened intently, and he was one of the first in the village to "plant his center pole" by these godly men's abode.

- Notice the different order of the copy boxes this week.

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

This passage is about a culture that kept waiting for many years for the fulfillment of a ruler's vision about God. Each culture has stories and traditions about God and salvation handed down through the ages. It is within each person to hunger for God.

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

- (1) culture
- (2) symbolized

Character Focus: A wise peacemaker will always work towards reconciliation in relationships.

<> **1c.** Complete the following steps:

- (1) Look up these words in a dictionary.
- (2) Write the meanings of them (as they are used in the passage) individually on the lines provided.
- (3) Rewrite the first sentence in the second paragraph in your own words.

Definition of *culture*

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Further Study: Read a book about the wise peacemaker, Samuel Morris.

Definition of *symbolized*

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Further Study: Read a fictional story of reconciliation, such as *Heidi* by Johanna Spyri.

Rewrite sentence containing *culture* and *symbolized*

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<> **1d.** On the lines provided, write three synonyms for *peacemaker* from the shaded Vocabulary Box located at the beginning of this week's lesson.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

<> **1e.** Using two of the synonyms you listed for *peacemaker*, write two sentences on the lines provided about cultures that have been given the Gospel.

Sentences about cultures that have been given the Gospel

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

Optional Penmanship Practice

And they that turn many to righteousness shall shine as the stars for ever and ever.

Daniel 12:3

Further Study: Draw a map showing places in which missionaries from your church minister.

↔ 1f. In the passage, highlight one word that you have never used in writing before (maybe you know the meaning of it and/or have used it in speaking but not in writing). Write a sentence on the lines provided using this word. (You may look up its definition if you need to.)

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↔ 1g. In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

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

---

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

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

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

---

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

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

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

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

---

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Further Study: Prepare and deliver a speech about Walter Wilson, including his resourceful, inviting stories and analogies.

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

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

Further Study: Read a book about the wise and resourceful peacemaker, Walter Wilson.

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

---

---

Character Focus: God prepares cultures and peoples for the wise peacemakers He will send to them.

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

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Further Study: Read a biography of a past peacemaker, such as Adoniram Judson or Hudson Taylor.

<> 1i. **Further Extension:** Write a sentence about this week's passage using this DD word.

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

Example: When they taught their message, he listened intently, so he was one of the first in the village to "plant his center pole" by these godly men's abode. Subordinate clause opener

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

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

**Teacher Tip:** A syllable is a sound that is made by one vowel sound. A syllable may or may not contain a consonant (i.e. l, a). When syllabating words, each syllable must contain a vowel sound. This sound may be made up of a y, one vowel, or a vowel combination (i.e. by, joy, read, beau). Syllables that end in a consonant are "closed" syllables. When a two-syllable word has a short vowel sound at the beginning, that syllable is called a "closed" syllable because it ends with a consonant. In the case of two-consonants-in-the-middle, one consonant goes with the first syllable and the second consonant goes with the second syllable (i.e. hap/py).

## 2. Spelling/Structural Analysis: Double Consonant in Middle With First Syllable Short

Examples: big/ger, hap/py

<> 2a. In the first two copy boxes of the passage, highlight the following words:

Paragraph 1:

- |            |            |            |
|------------|------------|------------|
| 1. member  | 2. Himself | 3. flimsy  |
| 4. shelter | 5. under   | 6. village |
| 7. message |            |            |

Paragraph 2:

- |             |             |             |
|-------------|-------------|-------------|
| 8. culture  | 9. center   | 10. center  |
| 11. planted | 12. shelter | 14. himself |
| 15. message |             |             |

All of the words you highlighted have two consonants in the middle of them.



Further Study: Memorize the Roman Road to salvation and practice the verses and application with a partner.

Further Study: Read a book about the wise and resourceful peacemaker, Walter Wilson.

Further Study: Read about how God prepares each culture for the message of His peacemakers in a book such as *The Discovery of Genesis: How the Truths of Genesis Were Hidden in the Chinese Language* by CH Chung.

1. The first consonant goes with the first syllable (as you learned last week).
2. The second consonant goes with the second syllable.

The first syllable of each of these words makes the vowel's short sound because the vowel has a double consonant after it.

When you syllabicate these words, you divide them between the two consonants in the middle of the word. For example:

1. off/fend
2. mem/bers

These words are examples of closed syllables. Closed syllables are syllables that end with a consonant—as opposed to open syllable words that end in a vowel.

A closed syllable is usually a short vowel syllable:

1. dog
2. cat
3. pet
4. hit
5. truck

When a multi-syllable word has the first syllable ending in a consonant, it makes that syllable say its vowel's short sound. Two syllable words that have a double consonant in the middle have one consonant go with the first syllable—making it short—and the other consonant goes with the second syllable.

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

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

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 44 of your *Spelling Notebook*.

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

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

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

Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. flimsy*	flim-sy	_____		_____
2. membership	mem-ber-ship	_____		_____
3. electricity	e-lec-tric-i-ty	_____		_____
4. missionary	mis-sion-ar-y	_____		_____
5. congratulate	con-grat-u-late	_____		_____
6. calculate	cal-cu-late	_____		_____
7. pessimist*	pes-si-mist	_____		_____
8. optimist	op-ti-mist	_____		_____
9. ambassador*	am-bas-sa-dor	_____		_____
10. intrepid*	in-trep-id	_____		_____
11. stalwart	stal-wart	_____		_____
12. optimal	op-ti-mal	_____		_____
13. considerable	con-sid-er-a-ble	_____		_____

**\*Commonly Misspelled**

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

Words	Syllabication	Write it**	Tip	Your Tip
<b>Extensions</b>				
14. dissembler*	dis-sem-bler	_____		_____
15. commenced	com-menced	_____		_____
<b>Further Extension</b>				
16. exemplary*	ex-em-pla-ry	_____		_____
17. dissident*	dis-si-dent	_____		_____
<b>Optional</b>				
18. mediator	me-di-a-tor	_____		_____
19. delegate	del-e-gate	_____		_____
20. antagonist	an-tag-o-nist	_____		_____
21. tranquility	tran-quil-i-ty	_____		_____

**\*Commonly Misspelled**

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

### 3. Editor Duty: Correct Given Paragraph(s)

#### Descriptive Adjectives

<> 3. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight the descriptive adjectives.

Further Study: Read a Trailblazer historical fiction book about a peacemaker, such as *Imprisoned in the Golden City* about Adoniram Judson or *Shagheid to China* about Hudson Taylor.

God identifies the root cause of all conflicts for we in the holy Scripture — selfish pride. Pride prompts us to follow our own wisdom rather than the basic principles of Gods Word. by humbling ourselves, we receive the wonderful grace of God, which give us the deep desire and amazing power to do Gods will.

When we violate Gods principles, the root problems of bitterness, greed or moral impurity spring up. God make it clear in Hebrews 12:15 that these root problems is the result of resisting His grace. From these root problems a host of wrong attitudes and actions result. These include rebellion inferiority fear envy guilt and frustration.

The wise mediator will discern root causes rather then focus on surface problems. for example, rather then discussing with a teenager whether his parents are right or wrong in not allowing him to where the clothes he choose, the conversation should be directed to whether or not this teenager has ever accepted Gods design for his appearance and has thanked God for the way He made him and for the parents God give him

### 4. Spelling Practice: Choose the Correct Spelling

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

- |                |             |
|----------------|-------------|
| 1. flimsy      | flimsee     |
| 2. membership  | memburship  |
| 3. electrिसity | electricity |
| 4. missionary  | missionnary |

#### Optional Penmanship Practice

God has given to us the ministry of reconciliation; to wit, that God was in Christ, reconciling the world unto himself, not imputing their trespasses unto them; and hath committed unto us the word of reconciliation.

II Corinthians 5:18b–19

Further Study: Study about the Chinese dress that the wise peacemaker, Hudson Taylor, wore in order to better relate to the people he ministered to.

- |                  |              |
|------------------|--------------|
| 5. congradulate  | congratulate |
| 6. calcullate    | calculate    |
| 7. pessimist     | pesimist     |
| 8. optamist      | optimist     |
| 9. ambassador    | ambassadoor  |
| 10. intrepid     | inchrepid    |
| 11. stallwart    | stalwart     |
| 12. optimal      | optamal      |
| 13. considerable | conciderable |

Further Study: Make a Chinese meal and serve it with chopsticks in honor of Hudson Taylor.

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

- |               |            |
|---------------|------------|
| 14. disemblem | dissembler |
| 15. commensed | commenced  |

Further Study: Make a wordless salvation book, bead necklace, or computer art with the following colors and meanings to explain salvation to someone: (black heart, red blood, white heart, green growth, gold streets.)

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

- |               |           |
|---------------|-----------|
| 16. exemplery | exemplary |
| 17. dissident | disident  |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- |                 |             |
|-----------------|-------------|
| 18. mediator    | medeator    |
| 19. delegate    | dellegate   |
| 20. antagonist  | antaggonist |
| 21. tranquilaty | tranquility |

Further Study: Read the account of Paul on Mars Hill in Acts 17.

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

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

## Overview of A Peacemaking Occupation Research Report

(Overview Box\*\*--Read Only)

You will be writing an informative report over the next two weeks. An informative report is a report that informs a reader. It has factual information in it about a topic. It basically teaches a reader about a subject.

To write an informative report, you will need to research to get information. Remember, you are going to inform your reader, so you want to find information from books or online sources to put in your report. At this level, you will learn **how to use multiple sources**, **make outlining cards**, and **create a list of Works Cited** at the end (that tells the reader the sources from which you got the information for your report).

### I. TOPIC OF REPORT

You will be writing an informative report about an occupation that reconciles people or nations. You may choose from one of the following listed or choose a different one according to your teacher's instructions.

- A. Ambassador
- B. Missionaries
- C. Evangelist
- D. Mediator
- E. Emissary

Note: If this is your first research-based report (and you have not completed other TFT books), you may choose to write one paragraph about each of four different "peacemaking" occupations, such as the following:

- a. Four religious occupations: pastor, missionary, children's ministry director, and evangelist. OR
- b. Four government occupations: ambassador, mediator, judge, and emissary

In this way, it will not be difficult for you to divide your material into paragraphs. Each occupation will be one paragraph in length.

### II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT

- A. **Basic** students will write 4 paragraphs for the body (P'soB).
- B. **Extensions** students will write 5 paragraphs for the body (P'soB).

### III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write 5-7 sentences\* per paragraph.
- B. **Extensions** students will write 6-8 sentences\* per paragraph.

\*Note: You may always choose to write fewer sentences per paragraph but more total paragraphs in any TFT writing assignment, with your teacher's permission.

### IV. OPENING PARAGRAPH

All students will write an opening paragraph.

### V. CLOSING PARAGRAPH

All students will write a closing paragraph.

### VI. SOURCES+

- A. **Basic** students will use 2 sources. You will be told in the writing instructions what types of sources to use.
- B. **Extensions** students will use 3 sources. You will be told in the writing instructions what types of sources to use.

### VII. QUOTATIONS

All students will include quotations as directed.

### VIII. SOURCE CITATION AT THE END OF YOUR REPORT (LIST OF WORKS CITED)

**Further Extension** students will cite sources at the end of your report (i.e. create a list of **Works Cited**).

### IX. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. Overview Source Outlining Method
- B. "Color-Coded Research"
- C. Outlining Cards
- D. One-Topic-per-Paragraph Method
- E. Redundancy Box
- F. Synonym Worksheet
- G. Checklist Challenge Coding
- H. Thesis Statement and "Thesis Statement Reloaded"
- I. Major Works/Minor Works

\*\*Note: This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lesson is assigned and detailed throughout the week(s).

## 5. Research and Study Skills: Choose Your Topic and Overview Source

Further Study: Memorize the first few verses of Paul's message found in Acts 17.

You have been given a list of topics from which to choose for your report. The first step in writing a report is to choose the topic you will be writing about.

<> **5a.** Think about these aspects of topic choosing:

- (1) You will be breaking your informative report down into paragraphs. Consider this when you choose your topic too.
  - a. For example, some topics are easy to break down, like in the case of the topic four peacemaking occupations, you can easily choose four different occupations for the body of your report.
  - b. In this report's case, you would spend one paragraph on **each** occupation.
  - c. When writing about one topic (i.e. one occupation), you must think carefully about how to divide your material up. (This will be done in the outlining stage in all TFT writing projects.)
- (2) You will want to choose a topic from the list that is most interesting to you. You will be reading and researching about the topic, so you want to be sure you enjoy learning about it.
- (3) You want to choose a topic that you know you can find information about easily.

<> **5b.** Write the topic you have chosen on the topic line below. (If you are not ready to commit to your exact topic yet, you may skip this now and come back to it later.)

Topic: \_\_\_\_\_

<> **5c.** Study the "Choosing Sources" box provided below.

### Choosing Sources

Specifically, you might like a source book that contains any or all of the following:

1. **Sidebars** with further explanations of the material
2. **Section headings** that indicate what the next section is about
3. **Pictures, graphs, and drawings** that help to explain difficult information
4. **Short chapters**, but more chapters, that begin anew with each aspect of your topic
5. **Vocabulary words or other challenging/technical terms in bold font or italics and defined somewhere**--either directly in the text, in a sidebar, or in a glossary (list of terms and their definitions located in the back of the book)
6. Detailed **Table of Contents** that not only lists the chapter titles but also the section headings, if possible
7. **Index** in the back of the book that tells you specifically on what page each minor topic can be found
8. **Summaries** at the ends of the chapters that briefly tell you what the chapters contain

<> 5d. Choose an “Overview Source” to help you become familiar with your topic.

You will be helped greatly in the research, outlining, and writing process for research-based reports if you use what Training for Triumph calls the “Overview Source” when you first begin a writing project.

Consider how this source will be used when choosing your “Overview Source” for this writing project:

- (1) You want to choose an Overview Source for this that contains information about all aspects of your topic. For example, if you are writing about four different peacemaking occupations (one paragraph per occupation), your “Overview Source” needs to contain information about all four of these, as well as some other information that you might desire to put in your opening or closing paragraph, if possible. (See #5 below.)
- (2) You want this source (or at least your sections of that source) to be **one that you can read in one sitting**--not a lengthy book about the topic.
- (3) You want your section of your first source to be **short enough that you can write the assigned length** of report using that as your first source, but not so short that the portions of it about your topic are shorter than your report will be.

**Note: For example, if you had one book of three hundred pages about pastors, you would not have the information for your other occupations, and you would be wading through way too much information for one paragraph about pastors.**

- (4) You want your source to be long enough that you can find enough information for your topic, but not so long that wading through it is too laborious--and determining what information you want to use or do not want to use is too hard.

**Note: A good rule of thumb for your Overview Source is that it be at least four times as long as your assigned text. Thus, if you are assigned six total paragraphs, you do not want your Overview Source to be shorter than twenty-four paragraphs--though it may be longer.**

**Note: If you choose to write about four different occupations, you may need more than one “Overview Source”--such as one encyclopedia entry for each occupation. In that case, consider all of these “Overview Sources” together as one source in your total number of sources assigned but detail each separately in your list of Works Cited (for FE students).**

- (5) Online encyclopedias, books with long chapters that are each about a different occupations etc., are good “Overview Sources.”



<> 5e. Study the Looking Ahead at the “Overview Source Method” box provided.

### Looking Ahead...at the “Overview Source Method”

(Read Only Box)

In the “**Overview Source Method**” of writing, you will find one source (the “Overview Source”) in the beginning **that helps you learn about your topic in a concise way**--and that will help you divide up information in your report more easily. Once you find this source, **you will use this source to decide what all you will put in your report, how you will break down the information, etc.** Then when you add other sources to the writing process, you will know where to plug in the information from that source(s) easily.

In a nutshell, you will do the following steps with your Overview Source. **Detailed steps will follow during the outlining assignment.** This box is for reading only--before you get into each step.

(1) Find a source based on the criteria given--the “Overview Source.”

**Example: *Serving the Countries***

(2) Read that source (or section about your topic in that source) thoroughly.

(3) As you read through your Overview Source, decide how you will divide up the information into paragraphs for your report and write those paragraph topics on the Topic of Paragraph of Body lines provided in your work text:

Example:

Paragraph of Body A (PoB A): Pastors

Paragraph of Body B (PoB B): Evangelists

Paragraph of Body C (PoB C): Children Workers

Paragraph of Body D (PoB D): Missionaries

OR

Paragraph of Body A (PoB A): what's an ambassador

Paragraph of Body B (PoB B): Ambassador's job description

Paragraph of Body C (PoB C): Hardship & benefits

Paragraph of Body D (PoB D): Ambassadors through history

(4) Highlight your Paragraph of Body (PoB) lines in this work text and your Overview Source with “Color Coded Research” following these steps:

- a. Choose the same number of colors of highlighters<sup>+</sup> as you are assigned paragraphs for the body of your paper.
- b. Highlight the first Topic of Paragraph line (PoB A) with one color of highlighter.
- c. Then go through your Overview Source and highlight information that will fit in that paragraph (PoB A) with the same color of highlighter that you highlighted the PoB A line in b. above.
- d. Continue in this manner, using the “Color-Coded Research” approach to highlight your PoB lines in this work text and your Overview Source until you have color coded all of your PoB lines and your Overview Source.

**Note: Thus, if the What is an ambassador information (information for your first paragraph) in your Overview Source is highlighted in blue, the Topic of PoB A line in your work text will be highlighted in the same blue.**

- (5) Choose another source (or sources) that contains information specifically about the paragraph topics that you have chosen from your Overview Source to include in your report. Color Code this source in the same way as you did your Overview Source (using the same colors in your additional sources for each PoB that you used in your Overview Source and that you used on your Topic of PoB lines in your work text).

**Examples: (1) A Encyclopedia and (2) The Ambassador Book**

- (6) Write information from all of your source(s) beneath your PoB note headers (for the sentences of your report) on the Outlining Cards provided.

PoB A: what is an ambassador

Support Sentence (SS) 1: Dictionary definition

SS 2: Summary of definition

SS 3: where serve

+ You may use whatever you desire for your color coding—highlighters, colored pencils or pens, crayons, etc. (though some implements will not be seen through, so you must underline, circle, box, etc., your information if you use these). If your source is not one that may be marked on, you may use various colors of sticky notes that you label.

**\*Note: Your Overview Source will help you determine what your Paragraph Topics will be. All of your sources will be used to get the content for your outline and report.**

## 6. Structural Analysis: Plural Possessive Nouns

↔ **6a.** In the second and third paragraphs of the passage, highlight the words that show possession.

You probably remember the rules for showing possession to nouns; however, the most difficult part of writing with possessive nouns is when you are trying to determine whether to put an apostrophe on the outside of the s (s') (if it is plural, for instance) or whether to put an "apostrophe s" ('s) (if it is singular).

Do not let these rules trip you up in your effective writing! You can show possession to nouns easily by following these steps:

1. Look to see what the noun ends with before showing possession (Example: **missionaries**).
2. If the noun does not end in s, add an "apostrophe s" (Example: **missionary's**).
3. If the noun **does** end in s, (regardless of whether it is singular or plural), just put an apostrophe on the outside of that s.

Further Study: Read about countries in which missionaries from your church minister in a book such as *Operation World*.

- a. **missionaries**—more than one missionary—**missionaries'** shelter (apostrophe on the outside)
- b. **Jesus**—ending in s already—**Jesus'** disciples

<> **6b.** Show possession to the common and proper nouns listed below, and add an object owned by each noun as shown in the example.

Example: **missionaries**—**missionaries'** shelter

- |                            |                           |
|----------------------------|---------------------------|
| 1. _____<br>person         | 2. _____<br>Christ        |
| 3. _____<br>children       | 4. _____<br>peacemakers   |
| 5. _____<br>disciples      | 6. _____<br>Jesus         |
| 7. _____<br>Jesus Christ   | 8. _____<br>mountain      |
| 9. _____<br>parties        | 10. _____<br>shoes        |
| 11. _____<br>missionary    | 12. _____<br>God          |
| 13. _____<br>tribe         | 14. _____<br>soul winners |
| 15. _____<br>meetings      | 16. _____<br>name         |
| 17. _____<br>star          | 18. _____<br>world        |
| 19. _____<br>Christians    | 20. _____<br>France       |
| 21. _____<br>Switzerland   | 22. _____<br>writers      |
| 23. _____<br>government    | 24. _____<br>system       |
| 25. _____<br>evil rulers   | 26. _____<br>witness      |
| 27. _____<br>bodies        | 28. _____<br>body         |
| 29. _____<br>Walter Wilson | 30. _____<br>John Adams   |

<> **6c. Optional:** In your notebook, write sentences with information from a character book using singular and possessive nouns.

**Basic Level:** Write eight sentences.

**Extension:** Write ten sentences.

**Further Extension:** Write fifteen sentences. Be sure at least half of the nouns used end with an s before showing possession.

Help Box for 6a.

You should have highlighted the following possessive nouns:

- |                                       |  |
|---------------------------------------|--|
| 1. man's (house) (paragraph 2)        | 2. missionaries' (shelter) (paragraph 2) |
| 3. missionaries' (tent) (paragraph 2) | 4. men's (abode) (paragraph 3)           |

## 7. Research and Study Skills: Write Your Working Thesis Statement, Begin Gathering Information From Overview Source, and Choose Additional Source(s)

By now you should have your sources found, your "Overview Source" read, and your topic chosen. Since you are writing a research-based report, you need to be sure that you take notes on your topic in an organized way--and that you do not include anything in your notes that you will not need for your report or leave out information you will need in order to write a strong report.

One way that you can be helped in this process is to write what is known as a **thesis statement--a statement declaring what your entire paper is going to be about**. This is similar to when you learned how to write the opening sentence of a paragraph--a sentence that tells what your entire paragraph is about. Only **in the case of a thesis statement, you will not write just what one paragraph is about--but you will write what the entire report is going to be about**.

For instance, if you were writing an opening sentence about **one** of the paragraphs in your report about four government occupations, you might write, *A missionary is one who goes around the world reconciling God to man via many different means*. This would tell your reader that **your paragraph is going to be about missionaries**.

However, you cannot use that sentence for the thesis statement for your entire report because it only tells what that one paragraph is about--the paragraph about missionaries. **The thesis statement must tell what the entire report is about.**

A thesis statement is a commitment of sorts. You are committing to the topic(s) you are going to write about. Of course, you may always change your mind and start back at Step One in any writing project, but your working thesis statement gets you moving immediately.

Your thesis statement for the four Christian occupations report might be, ***Missionaries, evangelists, pastors, and children's workers all carry out important occupations of reconciling men to God.***

Since you have read your first source and at least skimmed your additional source(s), you will probably be ready to come up with a "working" thesis statement--one that you may tweak later when you write your opening paragraph.

<> **7a.** Follow these tips to write the "working" thesis statement for your report.\*

- (1) Write one sentence that tells the reader what your report is about.
- (2) Be sure it includes all aspects of your report.
- (3) Tell your reader what you plan to include in your report.
- (4) Do not say, *In this report, you will read about...*
- (5) Include the four or five aspects in your "working" thesis statement--in the order you will include them in your papers.

**Note: If you do not feel prepared to write your "working" thesis statement at this time, you may skip this assignment and come back to it after you complete assignment 7b.**

### Examples of Thesis Statements

*Missionaries, evangelists, pastors, and children's workers all carry out important occupations of reconciling men to God.*

*An ambassador is an individual who works hard at developing peace between countries.*

**\*Note: If your report will be about a certain number of items, list these in your thesis statement in the same order you will include them in your report.**

## Your "Working" Thesis Statement

My "Working" Thesis Statement for this report: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<> **7b.** Read and mark your "Overview Source" for possible aspects that you want to include in your report.

(1) Read the sections of your Overview Source that pertain to your topic.

(2) Skim through the text of your source to get an idea of the various aspects of your topic.

(a) As you skim through your source, consider that you are writing four or five short paragraphs about your topic--and your book or source contains many paragraphs!

(b) You will need to decide which parts of your topic you want in your report (since you cannot include all of the information from your source in just a short report).

**Note: If you choose to write about four occupations, you will choose one occupation for each paragraph. Each paragraph will be 5-8 sentences in length. You will only be able to include highlights about each occupation in that short space.**

(3) Now that you have read and skimmed your Overview Source, determine what your paragraph breaks will be. Once you have determined what your PoB Topics are, list them on the Topic of PoB lines provided below in the order you will include them in your report.

**Note: These should be the same as what you have listed in your "working" thesis statement above. If they are not, tweak them in one place or the other as needed.**

Topic of PoB A: \_\_\_\_\_

Topic of PoB B: \_\_\_\_\_

Topic of PoB C: \_\_\_\_\_

Topic of PoB D: \_\_\_\_\_

Extensions--Topic of PoB E: \_\_\_\_\_

(4) Now begin the “Color-Coded Research” process as follows:

- (a) Choose four or five different colors of highlighters<sup>+</sup>--one color for each paragraph-- each aspect of your chosen occupation (or one paragraph per occupation for new writers)-- you will write about in your report.
- (b) Highlight the first Topic of Paragraph line (PoB A) with one color of highlighter.
- (c) Go through your Overview Source\* and highlight information that will fit in that paragraph (PoB A) with the same color of highlighter that you highlighted the PoB A line above.

For example, after you highlight the Topic of PoB A line (about the job of ambassadors, for example) with a pink highlighter, highlight all of the job of ambassadors information in your Overview Source (that you think you might want to use) with that same pink highlighter.

- (d) Continue in this manner, using the “Color-Coded Research” approach to highlight your PoB lines in this work text and your Overview Source until you have color coded all of your PoB lines and the information in your Overview Source that you think you might use.

**<sup>+</sup>You may use whatever you desire for your color coding—highlighters, colored pencils or pens, crayons, etc. (though some implements will not be seen through, so you must underline, circle, box, etc., your information if you use these). If your source is not one that may be marked on, you may use various colors of sticky notes (on your source’s pages) that you label.**

\*Only use information from your Overview Source that you feel is especially strong (and not exceeding 50% of your paper’s total content—see note below). Remember, you will get at least 50% of your information from your other source(s). (See <> 7c.)

**Note: You may not get more than 50% of the information for your report from this “Overview Source” (or all of your “Overview Sources” combined if each occupation has its own). The purpose of the “Overview Source Method” is to help the student see how to break the information for his report down into paragraphs. If each paragraph in this report is about a different occupation, that breakdown is relatively easy. However, you will still need to get in the habit of using one source (the “Overview Source”) to get the “big picture” (and a few details), then using your other source(s) to get most of the details.**

<> **7c.** Choose one or two other sources (based on your assigned number of sources) that contain information about your topic and that you think will help you write your report—and continue with the “Color Coded Research”:

- (1) You will need to secure two or three total sources for your report (including your Overview Source), depending on your level and your teacher’s wishes. (Remember that you might need more than two or three sources if you use one encyclopedia entry for each occupation—as your many encyclopedia entries count as one source in your total number of sources.)
- (2) Your Overview Source should have helped you determine your Paragraph of Body Topics clearly. Now you will continue highlighting/coding information in your other sources following these tips:
  - a. Use the same color coding in your additional sources as you did in your Overview Source. In other words, if your ambassador’s information in your Overview Source is highlighted in pink (as is your Topic of PoB-A line in your work text, for example), continue using pink for your other sources for the ambassador.
  - b. Use your sources wisely. Your Overview Source might have strong information about the ambassador’s responsibilities but just a small amount of information about the pay and benefits while your second source (or others) might be stronger on the pay and benefits. Mark (via “color coding”) all information from all source(s) that you think you will be able to use in your report.

**Note: If research is new to you, you might desire (with your teacher’s permission) to use a simplified multi-source research method in which you get your topics from your Overview Source then get information for each occupation (for new writers writing about four different occupations) from a different source (e.g., a different encyclopedia entry for each occupation). This is a gentle introduction to research writing and should be used only in the very beginning stages of research report writing. The goal is to learn to merge multiple sources into one paper (after the Overview Source helps you determine what information you need to search for).**

## 8. Grammar: Main Subjects

It is important to good writing for students to be able to find the main subjects of sentences. This is important in order to match the subject up with the proper form of the verb and any other words that need to match with it later in the sentence—in number and in tense.



<> **8a.** In the last two paragraphs of the passage, highlight the main subjects.

The main subject of the sentence is **who or what the sentence is about**.

The main subject has the following characteristics:

- It is **often found in the beginning of the sentence**—in the subject part of the sentence.
- It is **usually a noun or pronoun**.

To find out the main subject of the sentence, ask yourself the following questions:

- **Who or what did the action of the sentence?**
- **Who or what is the sentence is about?**

The main subject of the sentence is not found within prepositional phrases, so you will be able to find subjects much more easily if you have marked out all prepositional phrases first. By mentally getting rid of any prepositional phrases within the sentence before finding the main subject, you are eliminating many distractions in the sentence—words that might confuse you and keep you from finding the main subject.

In the sentences for which you find the main subjects, you could find the prepositional phrases of each first, mentally remove them (by placing parentheses around them), and then find the main subject.

For example:

1. (In the Gedeo culture,) the **center pole** (from a man's house) symbolized his life.
2. (In his vision,) **Warrasa** took the center pole (from his house) and planted it next (to the missionaries' shelter.)
3. Then the **vision** subsided.
4. **Warrasa** understood that by placing his pole (by the missionaries' shelter,) he had identified himself (with the message) (of the white men,) and (with the God they served.)
5. Eight years later, two white **men** came to minister (to the people) (of the Gedeo village).
6. (In utter amazement and joy,) **Warrasa** watched as they constructed a simple shelter (under a large sycamore tree) (at the edge) (of the village.)
7. When they taught their message, **he** listened intently, and he was one (of the first) (in the village) to "plant his center pole" (by these godly men's abode.)

🔑 **Isolate all prepositional phrases, verbals, and subordinate clauses (mentally or with parenthesis) as the main subject is not usually in these: (In the case) (of Christians) (following after Christ), we should seek Him early (in the morning and at night) (because His Word tells us to.)**

<> **8b.** Study the Grammar Card about main subjects provided in this lesson.

<> **8c. Optional:** Make a Grammar Card about main subjects, or add new information to an existing card.

<> **8d.** In the sentences provided, complete the following steps:

- (1) Isolate all prepositional phrases by placing parentheses around them.
- (2) Highlight the main subject of each sentence.

### Grammar Card: Subject—Main Subject

- **Who or what the sentence is about**
- The person or object performing the action of the sentence
- Usually **found in the subject part of the sentence**
- Usually a noun or pronoun
- To find the main subject, isolate the prepositional phrases and subordinate clauses, since the subject of the sentence is not found in prepositional phrases and subordinate clauses.
- The main subject is the subject of the main sentence (or the independent clause).
- Sentences have other subjects in other dependent (or subordinate clauses), but the main subject is the main sentence's subject.

🔑 **Isolate all prepositional phrases, verbals, and subordinate clauses (mentally or with parenthesis) as the main subject is not usually in these: (In the case) (of Christians) (following after Christ), we should seek Him early (in the morning and at night) (because His Word tells us to.)**

**Note:** If a sentence is a compound sentence (two complete sentences on either side of a semi-colon or coordinating conjunction—FANBOYS: *for, and, nor, but, or, yet, or so*), you may find the main subject in each half (just as though it were two separate sentences).

1. During the 1500s, thousands of Christian Huguenots walked over the Alps to settle in Geneva.
2. Their witness significantly influenced the founding of America.
3. Messengers who walk on mountains must have feet that are in excellent condition or the message will not get through.
4. After traveling over the rugged heights, feet will be swollen and bruised.
5. They will be beautiful in the eyes of those whose lives were transformed by the good news that they brought.
6. The foot actually serves as an auxiliary pump.
7. The average adult heart must bear the sole burden of pumping more than eleven pounds of blood every minute.
8. Some of that blood must be lifted only a few inches to reach the brain.
9. Sitting or standing for long periods of time slow circulation and cause the feet to swell as blood accumulates.
10. Soldiers who are required to stand at attention for long periods of time have been known to faint from inactivity.
11. Improperly shod feet cause irritation that results in hardness and pain.
12. A corn is a hardened layer of skin that grows to protect the foot from irritation.
13. These irritations often come from shoes that do not fit properly.
14. This irritation stimulates the flow of blood to the area, promoting healing and repairing damaged cells.
15. The pressure inside the improperly-fitting shoe increases and irritates the spot more deeply as the area swells with blood.
16. The increased blood supply also promotes the growth of new cells to protect the irritated site.
17. A characteristic corn-shaped bump forms as the new cells push the old cells upward.
18. The central core of the corn is made up of old layers of skin.
19. These old layers become so hardened that they often irritate the soft new skin that forms underneath them.
20. The result is a painful cycle.
21. Pressure irritates the skin.
22. The skin builds up protective layers which, in turn, harden and cause more pressure.

**<> 8e. Optional:** In your notebook, write sentences, and isolate the prepositional phrases and highlight the main subjects.

**Basic Level:** Write ten sentences.

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

Help Box for 8a.

You should have highlighted the following words:

Paragraph 2:

1. center pole                      2. Warrasa                      3. vision                      4. Warrasa

Paragraph 2:

5. two white men                      6. Warrasa                      7. he

## 9. Study Skills/Research: Create Outlining Cards for Research Report

<> 9. Create Outlining Cards (notes) that you can write your report from using the source(s) that you have chosen and marked, following these steps:

(1) Turn to the Outlining Cards following this entire writing lesson.

(2) Start with the first Paragraph of the Body of your report (PoB A) that you listed in Step 2, and complete the following steps on the Outlining Cards:

- a. **Write the topic of that paragraph on the Paragraph of Body line** (i.e. PoB A, PoB B, etc.).
- b. Open your “Overview Source,” and find the information you “color-coded” for that topic.
- c. **Fill in the sentence lines with the information about that occupation from your “Overview Source” until you have some information for some of the sentences** (but not more than 50% of the sentence lines filled in). These will be your Support Sentences (SS)—the sentences that tell about what you introduced in your opening sentence.
- d. Move to your other source(s) one at a time, and **fill in the rest of the sentence lines with notes about that item using the color-coded information.**
- e. Do this for each of your four or five occupations.
  - f. If you know the opening or transition sentence you want to use, **you may outline that sentence for each paragraph too.**

**\*Note: When using multiple sources for report writing, always begin with the source that will help you choose your paragraph topics (i.e. your Overview Source), then move on to the source that contains the next greatest amount of information you will need. Continue in this manner, using the sources that contain the most information first, then moving onto the ones with less usable information.**

(3) You may cut out the cards or leave them all on the pages.

(4) Keep these tips in mind:

a. **A paragraph is a unit of thought.**

- i. Each paragraph should only contain information about one occupation.
- ii. Do not put information about the missionary and the pastor on the same paragraph space.
- iii. Each of your occupations will be a separate paragraph.
- iv. If you would like to write more than the assigned paragraphs and your teacher agrees, you may create some additional note taking cards and do extra paragraphs. For example, you may do more paragraphs--with more aspects or you may do two paragraphs over each occupation, if desired.

b. **Just write down key words for each sentence line, but be sure to include any details that are hard to spell or difficult to remember.**

c. You will be using the **“Sentence-by-Sentence”** (S-by-S) approach to notetaking for this report. That means that **you will write key words on each “sentence” line that you will later use to create a complete sentence when you write your report.**

(5) Do not create cards until you have studied and understand the information about how to include quotations in your outline (next step).

**Note:** There are two primary benchmarks you may use to determine whether or not your outline is adequate--for any type of writing:

- (1) You can write directly from it without looking back in your source.
- (2) You like it! If you can write from it, but you don't like it or it is too difficult for you to create/write from or not your “style,” outlining style might not be the best for you.

### Outlining Format Sample

For example:

**Opening Sentence:** *Ambassador = + + + representative serving its country and other countries*

**In your report, it might say:** *The ambassador has many responsibilities as he or she reconciles his beloved country with other countries.*

## 10. Study Skills/Research: Quotation Inclusion

<> 10a. Learn how to include quotations in your outline following these steps:

- (1) You will learn how to include quotations in the outline of your report in this section. You are **assigned the addition of four quotations**.
- (2) As you read your sources, if you find something that sounds interesting or clever that you would like to put in your report word-for-word (a quotation), **record that quote on the lines provided in the Outlining Card** for the paragraph that will contain that quote--on the "sentence line" that coincides with where your quote will fall.

**\*Note: Your quotes may be either of the following:**

- (1) **Words that were already quoted in your source--quote that a person said, such as words spoken by a famous ambassador, etc., that you got from a source that quoted it.**
  - (2) **Words that you lift from your source and include word-for-word with a speech tag that indicates the book, encyclopedia, or article from which you obtained the information.**
- (3) You will need to have at least the number of quotations required.
    - a. If you desire to have more quotations in your report than the number assigned, you may do so.
    - b. You may also opt to put one or more of the assigned quotes in your opening and/or closing paragraph(s).
  - (4) At this level, it is recommended that you **include your quotation word-for-word in your notes**. If you do this, you will not have to look up the quote while you are writing your report. (If your teacher gives you permission to do it differently, you may do so.)
  - (5) **You will be writing an opening paragraph and closing paragraph and may choose to put a quote in either of those paragraphs.**
    - a. Opening and closing paragraphs are good places to include interesting, attention-grabbing quotes.
    - b. Since you are writing about occupations, you might want to include a Bible verse or a quote by a famous person in either your opening or closing paragraph. **This may be counted as one of your sources and one of your quotes.**
  - (6) Follow these steps to record your quote in your outline (which will be similar to the steps you will use to include your quote within your report):
    - a. **Write your quote neatly on the outlining lines** for the place in your paragraph in which it will be added word-for-word as it appears in your source.
    - b. Be sure you **use the exact wording, punctuation, and spelling of the original quote**. (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
    - c. **You will put quotation marks around your quote**, with the first one coming before the first word of the quote and the last one coming after the final punctuation mark of your quote.
    - d. You will **put the name of the book or the person who said it on the parenthetical line beneath the quote** (like the example given below).

- e. **Additionally, put the author of the source (or title of the source if no author is given) and the page number** from which the information came directly following the quote. (The remainder of vital information will be on your bibliography cards.)
- f. See examples below.

### **Quoting a Person or Book in Your Outline**

When you include a quotation in your writing, you may write the entire quote in your outline so that when you are ready to write, you will not have to look it up. Or you may include a note on your outlining lines that tells you to look up your quote later when you are writing.

Unless your teacher tells you to do otherwise, you should **write the entire quote in your outline** for now so that you are ready to include your quote when you are writing your paper.

Follow these tips for putting your quote in your outline:

1. Write your quote neatly on the lines provided word-for-word as it appears in your source.
2. Be sure you use the exact wording, punctuation, and spelling of the original quote. (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
3. Put quotation marks around your quote, with the first one coming before the first word of the quote and the last one coming.
4. Just like you do any time you create an outline that contains details, be sure you include anything that you will need for that sentence--the correct spelling of the person who said it, a date or place, etc. You do not want to have to look up information later.
5. Regardless of what "extra citation" information you might want to include in your outline, be sure you include the first word of your Works Cited for that source (first word from that bibliography card) and the page number from which you obtained the quote (if your source has a page number).
6. "People" quotes--words that are already quoted in your source:
  - a. If your quote is by a person, you must include that person's name, as well as the source from which you got the quote.

#### **Example on Outlining Lines:**

**Sentence: "Peace, like charity, begins at home." Franklin D. Roosevelt**  
(Franklin D. Roosevelt--World Book R p. 89)

- b. If your quote is by a person, but you want to have other information to tell the reader more about the person who said the quote, be sure to indicate that in your outline.

#### **Example on Outlining Lines:**

**Sentence: "I will prepare and some day my chance will come." Abraham Lincoln**  
(Abraham Lincoln, sixteenth U. S. President--Smith--Lincoln the Man p. 16)

**Note: You will create Bibliography Cards for each source with detailed citation information. You need information on your outlining cards in parentheses beneath the quote for you--the source, page number, and person--to use in your speech tag as desired.**

7. Lifted text quotes--citation example for "book" quotes in outline (or newspapers, magazines, etc.--any quote in which you lift words from a source and make them into a quote.\*

When you quote a book, you will just lift words from a book and put them in your essay or report, along with quotation marks and the name of the source. (Again, put as much information as you can, so you will have it when you write your report. You may or may not use the title and the author, but if you include them both in your outline, you will be ready.)

### Example on Outlining Lines:

**"Wolves are related to dogs. Their scientific classification is Canis Lupus."**

(Wolf Pack by John Smith p. 89)

**\*Note: These words were not necessarily quoted in your source, but anytime you use words word-for-word, they must be quoted with quotation marks since they belong to someone else.)**

**Note: These samples are for the outline. In your text, you will use the author's name in the speech tag. This process is described in detail in the In-Text Citation information following. These samples also show major works with underlines since you are not able to italicize if you hand-write your notes.**

- <> **10b.** Follow the steps given in the examples below to learn how to include quotes in your report. (You will do this later when you write your report, but the instructions are given here with the "include quote in outline" section.)

### Mandatory Information for In-Text Citations of Quotes

When citing sources for paraphrased or quoted material, there are **two mandatory pieces of information that must be included in an in-text citation** (in the body of your report) according to the Modern Language Association (MLA) documentation style:

1. **The first word of the Works Cited entry that correlates with your source.**
  - a. If the source from which you obtained the quote or paraphrased material is a book or journal article, the citation will usually have the author's last name listed first in your Works Cited. This **last name is the first piece of mandatory information for an in-text citation**.
  - b. **If your source does not have an author** (i.e. it is an encyclopedia or web page with no author given), you will still use the first word of your Works Cited entry; however, this **will usually be the first word of the book or article's title or the web page's first word** (excluding *a*, *an*, and *the*). Again, this necessary piece of information is the first word from your Bibliography Card. If you fill the Bibliography Cards out carefully, your Works Cited will be correct--and your in-text citation will be correct.
  - c. Thus, the first piece of mandatory information needed for an MLA citation is the first word of the Works Cited entry that represents that source.

**Note: If you follow the instructions on the Bibliography Cards and in the Works Cited section when creating your Works Cited, your parenthetical in-text citations will be accurate.**

2. **The second piece of "mandatory" information is only mandatory if it is available.**
  - a. **It is the page number** from which you got the quote or information.

- b. If you are citing a book, you will usually have a page number. Other sources may also have page numbers.
  - c. **If you have a page number, it should be included in your in-text citation** as well (usually in parentheses) as it is one of the two pieces of mandatory citation information.
3. In a nutshell, your MLA citation in your text (your in-text citation) contains the first word from your Work Cited entry from which you obtained that information. Thus, **your reader can find the entire citation easily by just looking at the first word of the entry in your Works Cited document.**

**Tips:**

1. A direct quote is one in which the words are taken directly from the source, word for word. It may or may not be quoted already in the text; however, you must **include it in your text as a quote in order to use the wording as it is given in the source.**
  - a. If your quote is lifted text from your source, you will just write it word for word, include quotation marks around it, and cite according to rules presented here.
  - b. If your quote is a **quote within the source's text** (i.e. you are including a quote from a source—quoted material that the author of your source had quoted in his writing), you will need to **include the abbreviation qtd. in within the parenthetical citation** to indicate that you are quoting a quote. (See example below for this.)
2. In the MLA format, you must give the **first word that is found in your Works Cited** and the page number from which you got the information you are citing (if your source contains page numbers). This will **direct your reader to the complete citation provided in your Works Cited.** If he or she desires to find or read more from that source, the full citation is available in the Works Cited.
3. In the MLA format, **the first word in your Works Cited will either be the book author's last name or the article author's last name--or the first word of an article title or web site title** excluding *a*, *an*, or *the* (the latter is only when no author is available).
4. When you include a parenthetical citation following your quote, the **period for the entire sentence goes after the ending parenthesis.** No punctuation is put inside the ending quotation mark unless the quote contains an exclamation mark or question mark. In that instance, your quote will end with its punctuation (exclamation or question mark), and the entire sentence will end with a period following the parenthetical citation: "Try, try again!" says the famous saying (qtd in Smith).
5. Besides the first word of your Works Cited entry and the page number from which your information came (when page numbers are given), **you may desire to put other citation information in your sentence.** This is optional and will be based on many factors:
  - a. If the **author is an impressive or prestigious person** or it makes a difference in the "evidence" or "impact" of the quoted material to know the author's name, include that in your speech tag.
  - b. If the **title is impressive or prestigious** or it makes a difference in the "evidence" or "impact" of the quoted material to know the book's title (or the journal's title), include that in your speech tag.
  - c. If the **"speaker" of the quote is different than the author of the book** from which you got the quote, include the "speaker's" name.
  - d. If the **article's title is impressive or important**, include that in your speech tag.
  - e. If the date of the article is needed in the text in order to help the reader determine chronology, include that somewhere in your sentence (for example, in your speech tag).
6. Remember, in MLA, **you only have to have the first word of your Works Cited entry and the page number** of the material (if one is given). Thus, if you have these two pieces of information anywhere in your sentence, you do not need to repeat those two pieces of information in your parenthetical citation.
  - a. If you include your book's author in your speech tag, you may just put the page number from which you obtained the information in your parenthetical citation.



- b. If you include the page number and the author in your speech tag (not recommended as the page number within the text can make your sentence sound stilted and busy), you do not need a parenthetical citation at all.
  - c. If you include the title of the encyclopedia entry or journal article in your speech tag and you do not have a page number, you do not need a parenthetical citation at all.
7. **If you desire to include any additional information (besides the two mandatory pieces), that information should be elsewhere in your sentence--not in your parenthetical citation.** (For example, you might include who said the quote or the source's or author's credentials in the speech tag introducing your quote. See examples below.)
8. In citing sources, a writer will often become technical-driven rather than content-driven (in an effort to create correct attributions in all citations). To ensure that the citation you use is both technically-correct and content-filled, you must focus on both aspects of writing during any citations:
- a. Content--regardless of whether you use the formal parenthetical citation or not, you must be sure that you have the "content" information. This "content" information includes anything that your reader might need in order to fully comprehend (and enjoy) your writing, such as author of quote, dates and places where quoted words were spoken, additional information about the author of the source, etc. While these pieces of information might not be "mandatory" for MLA citations, they are needed for strong content.
  - b. Formal citation--the MLA method of citing enough information (usually in a parenthetical citation) for your reader to be able to find the complete entry in your Works Cited.

**Note: While you should not abbreviate dates and places in a formal paper, it is acceptable (and even recommended) in parenthetical citations and Works Cited entries. The goal is to keep citations as succinct as possible while still providing the reader with needed information.**

- <> 10c. Study the Quotation Citation Examples provided. Pay close attention to how the sample report text (in first white box within each shaded box) takes a reader back to the correlating Sample Works Cited entry.

### Quote Citation Examples

#### 10 c.-1: Citation With No Author But Page Numbers Given in MLA Format

According to *Webster's New Collegiate Dictionary*, "to knit is to form by interlacing yarn or thread in a series of connected loops with needles" (87).

#### Details of Citation for 10 c.-1:

1. **Webster's** is the first word of the entry in the Works Cited. This and the page number are all that are absolutely required.
2. The page number is in parenthesis following the quoted material. No p. or pg. is given; just the number.
3. The period follows the entire sentence. **The quote and the page number are all part of the sentence, so they are both inside the period.**
4. No period is placed after the word *needles* because you may only have one period per sentence—and you need the period for the entire sentence.

#### Work Cited entry for this source would look like this:

*Webster's New Collegiate Dictionary*. Springfield, IL: G & C Merriam Company, 1973. Print.

## 10 c.- 2: Direct Quote Inclusion From Journal or Magazine in MLA Format

On July 21, 1940, *Time* magazine said, "The men hardly have time to grab their guns before their wives and sweethearts grab their needles and yarns" (Jones 92).

### Details of Citation for 10 c.-2:

1. Since this work has an author, the author's name will appear first in the Works Cited. **Thus, the author's name is one of the two pieces of information that are potentially mandatory in the citation.**
2. The last name is given first, followed by the page number. **No punctuation is placed between the two pieces of citation.**
3. No p. or pg. is given; just the number.
4. It is optional to put the date and publication title. However, to add credence to the citation, it is suggested when an author is unknown to the reader, especially if the journal name is noteworthy or the date is helpful in understanding the material.
5. The period follows the entire sentence. The quote and the author's last name are all part of the sentence, so they are both inside the period.
6. No period is placed after the word *yarns* because you may only have one period per sentence—and **you need the period for the entire sentence.**

### Works Cited entry for this source would look like this:

Jones, John. "The Women Who Helped." *Time* Nov. 2006. Print.

### 10 c.- 3: Direct Quote Inclusion From a Book With an Author in MLA Format

“The name *sweater* is not a nice one, and the garment is not used to induce perspiration”  
(Macdonald 259).

#### Details of Citation for 10 c.- 3:

1. Since this source is a book with an author, **the author’s last name will be the first word to appear in the Works Cited.** Thus, it is a mandatory piece of information for the citation.
2. Since this source is a book with page numbers, **the page number from which the information is quoted must be included in the citation** as well (the other mandatory piece of citation information in MLA format).
3. Since no speech tag is used, the author’s last name and the book’s page number are given in the parenthetical citation.
4. The last name is given first, followed by the page number. **No punctuation is placed between the two pieces of citation.**
5. No p. or pg. is given; just the number.
6. The period follows the entire sentence. The quote and the citation are all part of the sentence, so they are both inside the period.
7. No period is placed after the word *perspiration* because you may only have one period per sentence—and you need the period for the entire sentence.
8. This citation has limited “content” information because the source was already cited earlier--and a complete citation-plus was given there.

#### Works Cited entry for this source would look like this:

MacDonald, Anne L. *No Idle Hands: The Social History of American Knitting*. New York: Oxford  
UP, 2001. Print.

**Note: If an entry continues onto a second (or third) line (like the example above), continue with the double spacing of your entire paper -- and indent the second (and third) line of the entry over five spaces to indicate it is not a new entry but a continuation of the previous one.**

## 10 c.-4: Direct Quote Inclusion From a Book With an Author Who Is Not the Person Being Quoted

Lincoln echoed these **sentiments**: “With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him shall have borne the battle, and for his widow, and his orphan — to do all which may achieve and cherish a just and lasting peace, among ourselves, and with all **nations**” (qtd. in Smith 43 ).\*

### Details of Citation for 10 c.-4:

- **sentiments**: --Only use a colon to introduce a quote if your “speech tag” (words before the quote) is a complete sentence that could stand all by itself (otherwise use a comma following the speech tag).
- “With--Most of the time a quote begins with a capital letter.
- **nations**” --Since you will have a simple source citation in parentheses following your quote, do not put a period at the end of your quote (your period will follow your source citation and will be an end mark for your entire sentence).
- (qtd. in Smith 43 ).---Since you will have a list of Works Cited at the end of your paper that your reader can refer to, just use this simple citation of the words qtd. in then the author’s last name then page number on which your quote is found. Put a period following the ending parenthesis (not inside the ending parenthesis).

\*Note: If your sentence is a quote from somebody other than your source’s author, put the abbreviation qtd. in, then the author’s last name (and page number). If your quote is simply text lifted from a source, just include the first word of your Works Cited entry -- not qtd. in.

### Works Cited entry for this source would look like this:

Smith, John. *Lincoln*. New York: Holt Books, 2000. Print.

## 11. Spelling Practice: Six “S” Spelling Secret

<> **11a.** Take a spelling "pre-test" in your notebook.

<> **11b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pretest.

<> **11c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher’s Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 12. Further Extension--Study Skills/Research: Create a List of Works Cited

<> **12a. Further Extension--Study** the “Major Works/Minor Works” Box provided in this lesson, if needed.

### Major Works/Minor Works Box

#### **Major Works/Minor Works Overview**

- Major works are the names of big works, like books, magazines, movies, CD’s, etc.
- Minor works are the sub-works within major works
- Words of three letters or fewer not at the beginning or end of the title and not a verb are not capitalized if they are not important to the title. Example:  
“Safe **in the Arms of** Jesus” but “Climb, Climb **Up** Sunshine Mountain”
- Usually when a preposition is used as an adverb (up, down, etc.) in a title, it is capitalized even if is small (“Climb, Climb **Up** Sunshine Mountain”)
- **Major works** are names of any of the following and are italicized when keyed and underlined when written by hand:
  - Books:** *The Well-Trained Heart*
  - Magazines:** *Raising the Standard*
  - Encyclopedias:** *World Book*
  - Movie titles:** *Treasures in the Snow*
  - Music collection titles\*:** *Hymns Triumphant*
- \* Music collection titles may be the names of CD’s, cassettes, DVD’s, song books, instrumental music books, hymnals, etc.
- **Minor works** are names of any of the following and are written surrounded by quotation marks:
  - Chapters of books:** “Overcoming Anger”
  - Magazine articles:** “Speech and Debate in Indiana”
  - Encyclopedia entries:** “Mammals”
  - Song titles:** “Trust and Obey”

**Note:** Minor works are found within major works. The article is the minor work; the magazine title (in which the article is found) is the major work. The chapter title is the minor work; the book title (in which the chapter is found) is the major work. The song title is the minor work; the cd title (in which the song is found) is the major work, etc. If you always think of the minor being within the major, you will grasp these concepts better.

<> **12b. Further Extension--Fill out a Bibliography Card** (provided at the end of this week’s lesson) **for each source** you used when you outlined this week’s writing assignment. (You may or may not use all of the Bibliography Cards provided.)

<> **12c. Further Extension--Create a list of Works Cited** following these steps:

- (1) Gather the Bibliography Cards that you created earlier and number them in alphabetical order, by authors’ last names (for books and articles) or by the title’s first word---excluding *a*, *an*, or *the* (for encyclopedias and sources with no author). **In a nutshell, the**

order of the entries in your Works Cited will be based on the author's last name (if your source has an author) or the first word of the article title or book's title (if your source does not have an author).

- (2) Create a list of **Works Cited like the one written in the sample box provided**, using the information as it appeared on your Bibliography Card(s) from 12b. This will be a page of its own (not just at the bottom of your report).
- (3) In your list of Works Cited, **put your sources in alphabetical order according to the last name of the author (if the author's name is given) or according to the title (if no author is given)**--either way it will be in alphabetical order according to the first word of each entry (the first word of each bibliography card). (That is, the first word after ignoring the article *a*, *an*, or *the*.) Punctuate and capitalize according to the sample provided. (Also, capitalize in the same way the words are capitalized in the front of your book or on the footers of your online source.)
- (4) Follow these steps for punctuating each entry:
- Think of each source in three main aspects:
    - Author information
    - Title information
    - Publisher information (publisher, city of publication, date of publication and date you accessed the information [in the case of a web site]).
  - Place a period between each major aspect.
  - Place commas and periods within each aspect as shown in the samples.
  - Place a period following each entry.
- (5) Notice how **each source listed below is broken down into three "parts."** Note that **internal punctuation is included** as given in the source *and* a period is included between each of the three "parts."

Becker, Paula. "Knitting for Victory--World War II." *History Link*. 28 Oct. 2006. Web. 20 Sept. 2008.

Soanes, Catherine. *The Oxford Dictionary of Current English*. New York: Oxford UP, 2001. Print.

Theaker, Julie. "Easy Knitting Patterns and Yarn Discount." *Knitting.com*. n.d. Web. 10 Oct. 2008.

- (6) Online sources will often have an additional aspect or two (including two dates--the date the site was updated and the date you accessed it). **Continue to place periods between aspects and following each abbreviation.** (See samples in Works Cited box and the notes at the bottom of the bibliography cards.)

**Note: It is acceptable to write major works in italics or underlined. It looks nicer to italicize than it does to underline, so when keying your outline on the computer, italicize major works.**

(7) **Follow the notes at the bottom of the Bibliography Cards** for additional help as you write your Works Cited.

<> **12d. Further Extension--Later:** If you write opening and closing paragraphs and you use a new source(s) for these, you will make a bibliography card for that source(s) as well. Then you will add that source to your Works Cited in alphabetical order too.

#### Works Cited

Becker, Paula. "Knitting for Victory--World War II." *History Link*. 28 Oct. 2006. Web. 20 Sept. 2008.

Cornell, Kari A. *For the Love of Knitting: A Celebration of the Knitter's Art*. Stillwater, MN: Voyager, 2004. Print.

Franklin, Benjamin. Quote. Brainy Quote. n.d. Web. 25 April 2011.

"History of Knitting." *World Book Encyclopedia*. 2nd ed. Vol. K. 2004. Print.

*The Holy Bible: King James Version*. Iowa Falls, Iowa: World Publishers, 1991. Print.

MacDonald, Anne L. *No Idle Hands: the Social History of American Knitting*. New York: Random House, 1988. Print.

*The New Jerusalem Bible*. Susan Jones, gen. ed. New York: Doubleday, 1985.

Soanes, Catherine. *The Oxford Dictionary of Current English*. New York: Oxford UP, 2001. Print.

Strawn, Susan M. *Knitting America: A Glorious Heritage From Warm Socks to High Art*. St Paul, MN: MBI Publishing Company LLC, 2007. Print.

Theaker, Julie. "Easy Knitting Patterns and Yarn Discount." *Knitting.com*. n.d. Web. 10 Oct. 2008.

*Webster's New Collegiate Dictionary*. Springfield, IL. G & C Merriam Company, 1973. Print.

Witchel, Leigh. "A Knitting Timeline." *Knit 1*: 20-22. n.d. Web. 5 Oct. 2008.

Zimmermann, Elizabeth. *Knitting Without Tears; Basic Techniques and Easy-to-Follow Directions for Garments to Fit All Sizes*. New York: Fireside, 1971. Print.

Zonn, Meredith. "Knitting Without Tears." *Woman's Day* May 2001: 70-71. Print.

**\*Note: If any aspect of your entry already contains a punctuation mark (i.e. dash, colon, period, comma, etc.), keep that punctuation mark in your entry as well.**

## 13. Spelling Practice: Write That Word!

<> **13a.** On the lines provided, write two spelling words that you have never used in writing.

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

<> **13b.** Complete the following steps for one of the words you listed in 13a.

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

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

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<> **13c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 14. Composition: Write Rough Draft of Informative Report About a Peacemaking Occupation

<> **14a.** Study the Redundancy Box provided to learn some tips about writing about one topic without being redundant.



## Redundancy Box

Redundancy occurs when a report, essay, or story uses the same word or phrase too many times. It might be that this word or phrase is used two times in a row, like in the case of *The bear stood on his hind paws. The bear attacked the man violently.* Or it might be that this word or phrase is used too many times over a period of a few paragraphs (i.e. the word **bear** many times throughout the report).

The problem that you will likely encounter in trying to reduce redundancy is that it can be difficult to find words that are good substitutes for certain words. For example, in the case of the word *bear*, how many ways can you say *bear* without saying *bear*? How many words are true synonyms for the word *bear*?

It is in these times that you must become creative! Maybe there will not be the perfect synonym for the word *bear* (or other word you are using). Here are some ideas for reducing redundancy:

1. **Use pronouns expertly.** You may use the pronoun *he*, *she*, or *it*\* for the bear—but you must be careful when doing so.

- a. Do not use *he* if the previous sentence contained the *bear* and the *hunter*. Who is *he* in this case?
- b. Do not use *he* if you just used *he* several times. (Then *he* will become redundant!)
- c. Do not use *he* if you have not used the noun that *he* replaces fairly recently.

**\*Note:** You may call an animal *he*, *she*, or *it*—whichever you prefer. However, whatever you begin to call him/her/it must be what you use throughout your entire paper. You should not call the *bear* an *it* in the first paragraph, then later call it a *he*. Likewise, if you call the animal an *it*, then you would use *that* (*It was the animal that was hiding in the brush*); if you call the animal a *he*, then you would use *who* (*He was the animal who was hiding in the brush*).

2. **Use obvious synonyms.** *Bruin*, *bear*, *grizzly*, etc. might all be obvious substitutions for the bear.

3. **Use less-than-obvious synonyms:** “Gentle Ben” (from the book by the same name), fuzzy wuzzy (from the song), grand grizzly, mighty bruin, etc. are some less-than obvious synonyms for bear.

4. **Use extra-creative synonyms:** These words would not actually be considered synonyms, but would definitely help with the redundancy issue (and make your report more creative and friendly sounding):

- |                          |                 |                        |
|--------------------------|-----------------|------------------------|
| a. hibernating fuzz ball | b. mighty beast | c. four pawed friend   |
| d. cave-dwelling grizzle | e. gentle giant | f. not-so-gentle giant |

5. **Make a synonym list before you begin writing.** Get ideas everywhere. Use an online source or thesaurus; ask friends and family members for ideas.

<> **14b.** Create synonym lists in the Synonyms Box provided.

- Bold, thick line is for your person, occupation, or other recurring word.

**Note:** If you are a new writer writing one paragraph per occupation you will use the synonyms Box to find/think of other words you might use (including pronouns) for your main topics. If you are writing a report about one occupation the second through sixth columns will be used for other words you think you might need to repeat in your paper (country, responsibilities, peace, etc.).

**Synonyms Box**

<u>Major Topic</u>	<u>Second Word</u>	<u>Third Word</u>	<u>Fourth Word</u>	<u>Fifth Word</u>	<u>Sixth Word</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

↔ **14c.** Follow these steps to write your report:

- (1) Read your original thesis statement to remind yourself of what your report is about.
- (2) Read the topic of your first paragraph of the body and the sentence notes beneath it.
- (3) Add any notes to this paragraph that you desire, or mark through things you do not want, or re-number the sentence lines if you want your information in a different order.

**Note About Thesis Statement:** Since you are going to be writing an opening and a closing paragraph later, you do not need to include your thesis statement in your report yet. You will tweak the rough thesis statement you wrote earlier and include it in the opening paragraph of your report (at the time of that writing). For now, you will just write the four or five Paragraphs of the Body (P'soB) of your report.

- (4) Write the first paragraph of the body of your report (PoB A) in your notebook (on every other line) or key it on the computer (double spaced).
- (5) Continue the steps above for the rest of your report.

## 15. Grammar: Think Fast Quiz

- <> 15. Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section. (Do not be concerned if you have not able to complete parts of the shaded portion yet.)

**Note:** Complete any portion of the shaded parts that you are able to. Eventually, you will learn all the parts of speech.

## 16. Spelling: Spelling Test

- <> 16a. (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> 16b. (T) Have your teacher check your Spelling Test.
- <> 16c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 17. Dictation: Dictation Quiz

- <> **17a.** (T) In your notebook, take dictation from this week's passage, at the level directed by your teacher.
- <> **17b.** (T) Review your dictation with your teacher.
- <> **17c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## Optional: Extra Practice

- 1E. In your notebook, write twenty sentences with plural possessive nouns.
- 2E. In your notebook, take notes about another culture receiving the Gospel.
- 3E. Write another paragraph about a culture receiving the Gospel using your notes from this lesson.
- 4E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write twenty two-syllable words with double consonants in the middle and the first syllable short.
- 6E. Read a book about a tribe that came to know God through a peacemaker's work (Examples: *The Savage*, *My Kinsman* or book about Adonirum Judson, or other).
- 7E. Copy ten sentences from a character book in your notebook, and isolate the prepositional phrases with parentheses, then highlight the main subject of each sentence.
- 8E. In your notebook, copy ten Scriptures that have the word peacemaker or witness in them.
- 9E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

## Outlining Cards

**PoB A:** \_\_\_\_\_  
(1st aspect [or first occupation])  
**Opening/Transition Sentence:** \_\_\_\_\_

\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS1:** \_\_\_\_\_

\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS2:** \_\_\_\_\_

\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS3:** \_\_\_\_\_

\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS4:** \_\_\_\_\_

\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS5:** \_\_\_\_\_

\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS6:** \_\_\_\_\_

\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS7:** \_\_\_\_\_

\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS8:** \_\_\_\_\_

\_\_\_\_\_  
( \_\_\_\_\_ )

**PoB B:** \_\_\_\_\_  
(2nd aspect [or second occupation])  
**Opening/Transition Sentence:** \_\_\_\_\_

\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS1:** \_\_\_\_\_

\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS2:** \_\_\_\_\_

\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS3:** \_\_\_\_\_

\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS4:** \_\_\_\_\_

\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS5:** \_\_\_\_\_

\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS6:** \_\_\_\_\_

\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS7:** \_\_\_\_\_

\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS8:** \_\_\_\_\_

\_\_\_\_\_  
( \_\_\_\_\_ )

**Note:** The parenthetical lines on each outlining card are provided for the student to record from where (the page number & source title) the information was obtained. This will be used in reports when the student is assigned the addition of quotes and other source citation within text.

Outlining Cards (Continued)

PoB C: \_\_\_\_\_  
(3rd aspect [or third occupation])  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

PoB D: \_\_\_\_\_  
(4th aspect [or fourth occupation])  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

**Note:** The parenthetical lines on each outlining card are provided for the student to record from where (the page number & source title) the information was obtained. This will be used in reports when the student is assigned the addition of quotes and other source citation within text.

Outlining Cards (Continued)

PoB E: \_\_\_\_\_  
(Extension--5th aspect [or fifth occupation])  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

PoB F: \_\_\_\_\_  
(Optional Card)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

**Note:** The parenthetical lines on each outlining card are provided for the student to record from where (the page number & source title) the information was obtained. This will be used in reports when the student is assigned the addition of quotes and other source citation within text.

Extra Outlining Cards

PoB G: \_\_\_\_\_  
(Optional Card)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

PoB H: \_\_\_\_\_  
(Optional Card)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

**Note:** The parenthetical lines on each outlining card are provided for the student to record from where (the page number & source title) the information was obtained. This will be used in reports when the student is assigned the addition of quotes and other source citation within text.







## Bibliography Cards

### Book

Author \_\_\_\_\_ \* ; \_\_\_\_\_ .  
last name first name (and middle, if given)

Full title of book (underlined since it is a major work; you will italicize when you type this information)  
\_\_\_\_\_ . \*\*

City of publication <sup>+</sup> \_\_\_\_\_ :

Publisher \_\_\_\_\_ , Year of publication \_\_\_\_\_ . **Print** .

### Encyclopedia

Title of Article (in quotation marks since it is a minor work) “ \_\_\_\_\_ ” \*\*

Name of encyclopedia (underlined since it is a major work; you will italicize if you type this information)  
\_\_\_\_\_ .

Edition \_\_\_\_\_ . Volume (letter or number) \_\_\_\_\_ . Year \_\_\_\_\_ . **Print** .

### Magazine Article

Author \_\_\_\_\_ \* ; \_\_\_\_\_ .  
last name first name (and middle initial, if given)

Title of Article (in quotation marks since it is a minor work) “ \_\_\_\_\_ ” \*\*

Name of magazine or periodical (underline since it is a major work; you will italicize when you type this information on the computer)  
\_\_\_\_\_

Date of Volume (month and year) \_\_\_\_\_ : Pages of article (if pages are given) \_\_\_\_\_ . **Print** .

### Online Source

Author of Article (if given) \_\_\_\_\_ \* ; \_\_\_\_\_ .  
last name first name (and middle initial, if given)

Title of Article (in quotation marks since it is a minor work) “ \_\_\_\_\_ ” \*\*

Name of site (underlined since it is a major work; you will italicize if you type this information)  
\_\_\_\_\_

Publisher or sponsor of site (if given) \_\_\_\_\_ ,

Date article or item was uplinked (if given; or **n.d.** if not) \_\_\_\_\_ . **Web** .

Date accessed \_\_\_\_\_ .

\*Alphabetize by last name of this line in your Works Cited (if your source has this line).

\*\*Alphabetize by first word of this line in your Works Cited (excluding *the*, *a*, or *an*) if your source does **not** have an author. (If source does have an author, his or her name comes first in entry [last name, first name, middle initial].)

\*\*\*Note: If your source is none of the above, write the entry for that source on the back of this page, or fit it onto the card it most resembles. (For example, for cd-rom encyclopedia put it on encyclopedia but replace the word Print with the word Video.)

<sup>+</sup> Include city and state of publisher if city is not widely known (Stillwater, MN: Voyager, 2004.).

<sup>++</sup> n.d. is used when no uploaded date is given for a web site. If a date is given, do not use n.d.

-Bold fonted punctuation and words (Print/Web) as well as abbreviations (n.d.) on these cards are to be included in your Works Cited entry.



# Six "S" Spelling Secret Sheet

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

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

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

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs--FE's

One Minute

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

## Interjection Rhyme

Thirty Seconds

- M \_\_\_\_\_, W \_\_\_\_\_, O \_\_\_\_\_,  
W \_\_\_\_\_, Y \_\_\_\_\_, N \_\_\_\_\_,

**Subordinators**

Two Minutes or Three Minutes

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

**Coordinating Conjunctions**

**(FANBOYS)**

One Minute

- F \_\_\_\_\_
- A \_\_\_\_\_
- N \_\_\_\_\_
- B \_\_\_\_\_
- O \_\_\_\_\_
- Y \_\_\_\_\_
- S \_\_\_\_\_

**BHL Verbs**

Two Minutes

**Be a Helper, Link Verbs,**

I \_\_\_\_\_, A \_\_\_\_\_, A \_\_\_\_\_,

W \_\_\_\_\_, & W \_\_\_\_\_,

B \_\_\_\_\_, & B \_\_\_\_\_, B \_\_\_\_\_,

B \_\_\_\_\_,

H \_\_\_\_\_, & H \_\_\_\_\_, & H \_\_\_\_\_,

are ones.

C \_\_\_\_\_, C \_\_\_\_\_, S \_\_\_\_\_,

S \_\_\_\_\_ --- they are fun

W \_\_\_\_\_, W \_\_\_\_\_, D \_\_\_\_\_,

D \_\_\_\_\_, D \_\_\_\_\_, &

D \_\_\_\_\_

M \_\_\_\_\_, M \_\_\_\_\_, M \_\_\_\_\_,

--- they are some as well,

A \_\_\_\_\_, L \_\_\_\_\_, S \_\_\_\_\_,

R \_\_\_\_\_, T \_\_\_\_\_,

F \_\_\_\_\_, & S \_\_\_\_\_

**First Subordinators Learned**

**in Rhyme**

Thirty Seconds

S \_\_\_\_\_, W \_\_\_\_\_, Th \_\_\_\_\_,

B \_\_\_\_\_, I \_\_\_\_\_, Al \_\_\_\_\_,





# Red 1-B: Week Four

Character Focus: Peacemaking

## Vocabulary Box

Synonyms and antonyms for *peacemakers*--nouns

Synonyms		Antonyms	
apostle	appeaser	antagonist	combatant
arbitrator	delegate	pugilist	rebel
diplomat	envoy		
evangelist	mediator		
missionary	negotiator		
pacifier	parson		
reverend			

## Vocabulary Box

Words related to *peace*--nouns

amity	armistice
ceasefire	concord
harmony	reconciliation
serenity	tranquility
truce	

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

Scripture explains that the feet of those who bring good news (the Gospel) are beautiful. Messengers who walk on mountains must have feet that are in excellent condition, or the message will not go through. There are many conditions that hinder the function of the feet. Similarly, these conditions may also hinder the ability of the one witnessing in executing good works.

One negative condition of the foot is a sprained ankle. When the foot stumbles and twists in a direction that it was not intended to move, the talofibular ligaments, which hold the lower end of the fibula in place, are damaged. These ligaments are relatively weak and are the most likely to give way under stress. A network of nerves surrounds this part of the ankle and makes the sprain extremely painful. Once a ligament of the ankle has been stretched or torn, the ankle becomes loose, limiting the power and flexibility of the foot.

Extensions

Frostbite is another condition that will thwart the delivering of good news. Because frostbite is most likely to occur in those members of the body that are farthest away from the heart, feet are extremely susceptible to it. Frostbite occurs when the fluids within the body's cells freeze and expand, rupturing the cell's walls. If not treated properly, the damaged cells can become infected with gangrene and require the amputation of the entire member.

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

This passage is about foot conditions. The Bible compares our feet with witnessing. When a comparison is made between two things—that is, tells how two things are similar—it is called drawing *analogies* or *comparisons*.

There are many different kinds of *analogies* and *comparisons*.

1. Simile: Comparison **using** the word *like* or *as*:
  - a. Our feet are **like** our witness.
  - b. Our witness is our point of contact with the world—**as** are our feet, also.

Character Connection: The opposite of wisdom is foolishness.

2. Metaphor: Comparison **not using** the word *like* or *as*:
- Our feet and our witness are similar.
  - Our feet and our witness are both points of contacts with the world.

In order for our feet to be effective in helping us be a witness, the Bible says that we should have our feet shod with the preparation of the Gospel of peace. In other words, we should put the “good news” of peace on our feet.

<> **1b.** On the lines provided, write three antonyms of *peacemaker* from the shaded Vocabulary Box located at the beginning of this week’s lesson.

Antonyms of *peacemaker*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

<> **1c.** On the lines provided, write two sentences containing these words about the characteristics of one who is not a *peacemaker*.

Sentences about the characteristics of one who is not a *peacemaker*

- \_\_\_\_\_
- \_\_\_\_\_

<> **1d.** In the passage, highlight one word that you have never used in writing before (maybe you know the meaning of it and/or have used it in speaking but not in writing). Write a sentence on the lines provided using this word. (You may look up its definition if you need to.)

\_\_\_\_\_

\_\_\_\_\_

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

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

\_\_\_\_\_

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

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

Further Study: View a video in which someone is reconciled to others via a peacemaker, such as *Treasures of the Snow* or *Pollyanna*.

Optional Penmanship Practice

If the foot shall say,  
Because I am not the hand,  
I am not of the body; is it  
therefore not of the body?

I Corinthians 12:15

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

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

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

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Character Connection: The feet of a peacemaker are described in Scripture as lovely.

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

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

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Further Study: Make a chart detailing the differences between wisdom and knowledge.

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

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

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

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

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

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

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

Example: Similarly, these conditions may also hinder the ability of the one witnessing in executing good works.

One word adverb opener

Further Study: Study the characteristics of fools listed in the book of Proverbs.

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

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

Further Study: Read a book about someone who took the gospel to an unreached people group, such as *The Savage, My Kinsman* by Elizabeth Elliot or *Nate Saint: On a Wing and a Prayer*.

## 2. Spelling/Structural Analysis: Open First Syllable (With Single Consonant in Middle of Word) is Long

Examples: o/bey; be/tween

<> 2a. In the first paragraph of the passage, highlight the words that have two syllables.

<> 2b. With your teacher's help, syllabicate the words in the list given in the Help Box for 2a.

Did your syllabication look like this?

- |               |              |            |               |
|---------------|--------------|------------|---------------|
| 1. Script/ure | 2. ex/plains | 3. Gos/pel | 4. mount/ains |
| 5. mes/sage   | 6. man/y     | 7. hin/der | 8. func/tion  |
| 9. al/so      | 10. hin/der  |            |               |

<> 2c. In the last paragraph of the passage highlight the word *Because*.

Last week you learned about short/vowel/closed syllable words.

**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 up" a syllable.) When a syllable is an open syllable, it usually makes the vowel's long sound, as in *be*, *go*, and *Bi/ble*.

This week's rule is just the opposite! When you have only one consonant in the middle of a two-syllable word, it almost always goes with the second syllable and the first syllable is open—no consonant following the vowel—so it is long.

In *Because*, beginning with *c*, the letters go in the second syllable. The first *e* ends the first syllable—making it an open syllable that says its long sound: *Be/cause*.

There are two kinds of short and long vowel syllables:

1. An open syllable has the following characteristics:
  - a. It ends in a vowel. (It is open—with no consonant following it.)
  - b. It says its long vowel sound.
  - c. Examples:
    - 1) Bi/ble
    - 2) o/bey
    - 3) re/deem
2. A closed syllable has the following characteristics:
  - a. It ends in a consonant. (The consonant "closes" the syllable!)
  - b. It says its short vowel sound.
  - c. Examples:
    - 1) bub/ble
    - 2) con/tact
    - 3) Pas/sing

Further Study: Read and study the places the word feet are written in the Bible.

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

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

Further Study: Read a book or encyclopedia entry about feet.

<> **2e.** Add this week's new words (minus the **Optional Words**) to page 27 of your *Spelling Notebook*.

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

Further Study: Research difficulties that can affect the foot.

<> **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 eight sentences using eight of the spelling words.

Help Box for 2a.

You should have highlighted the following words:

- |              |             |           |
|--------------|-------------|-----------|
| 1. Scripture | 2. explains | 3. Gospel |
| 4. mountains | 5. message  | 6. many   |
| 7. hinder    | 8. function | 9. also   |
| 10. hinder   |             |           |

Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. relationship	re-la-tion-ship	_____		_____
2. evangelist	e-van-ge-list	_____		_____
3. mediator*	me-di-a-tor	_____		_____
4. mutual	mu-tu-al	_____		_____
5. bestowed	be-stowed	_____		_____
6. deceive*	de-ceive	_____		_____
7. redeem	re-deem	_____		_____
8. humane*	hu-mane	_____		_____
9. primarily	pri-ma-ri-ly	_____		_____
10. resemble	re-semble	_____		_____
11. dominion	do-min-ion	_____		_____
12. copious*	co-pi-ous	_____		_____

**\*Commonly Misspelled**

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

Words	Syllabication	Write it**	Tip	Your Tip
<b>Extensions</b>				
13. recuperate*	re-cu-per-ate	_____		_____
14. identified	i-den-ti-fied	_____		_____
<b>Further Extension</b>				
15. reverberate*	re-ver-ber-ate	_____		_____
16. scrutinized	scru-ti-nized	_____		_____
<b>Optional</b>				
17. negotiator*	ne-go-ti-a-tor	_____		_____
18. pacifier	pac-i-fi-er	_____		_____
19. rebel	reb-el	_____		_____
20. armistice*	ar-mi-stice	_____		_____

**\*Commonly Misspelled**

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

### 3. Editor Duty: Correct Given Paragraph(s)

#### Adverbs

<> 3. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In any of the paragraphs, highlight the two adverb openers.

Further Study: Make a collage of pictures of shoes, placing pictures about feet throughout your collage.

actually frostbite is most likely in those members of the body that are farthest away from the heart, such as the feet by the time that blood reaches the feet, it may be several degrees cooler then it was at the heart. if the feet are inactive, they can cool down to the point where they freezes this condition is called frostbite

When the fluids within the bodys cells freezes they expand and may rupture the cells walls, just as ice can shatter the walls of an glass milk bottle. if not treated properly, the damaged cells can become infected with gangrene and this may require the amputation of the entire member

frostbite is usually first evident as a small whitish circle. The white indicate that a area has froze and the flow of warm red blood has became blocked. As more of the skin freezes, the circle grow larger and the skin feels hard to the touch. Because the tips of nerves are also being frozen their isn't usually no pain associated with frost bite. unfortunately the numbness increase the likelihood that surrounding areas may also be froze without the victim knowing it

### 4. Spelling Practice: Choose the Correct Spelling

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

- |                  |              |
|------------------|--------------|
| 1. relattionship | relationship |
| 2. evangelist    | evangellist  |
| 3. mediator      | medeator     |
| 4. muttual       | mutual       |

#### Optional Penmanship Practice

. . . those members of the body, which we think to be less honourable, upon these we bestow more abundant honour; and our uncomely parts have more abundant comeliness.

I Corinthians 12:23



**Further Study:** Research a current day ministry that specializes in peacemaking---reconciling men to God---such as Living Waters Ministry by Ray Comfort and Kirk Cameron, Prison Fellowship by Charles Colson, The Billy Graham Crusades by Billy Graham, Campus Crusades founded by Bill Bright, or Youth With a Mission by Loren Cunningham.

- |              |           |
|--------------|-----------|
| 5. bestowed  | bestoewed |
| 6. deceeve   | deceive   |
| 7. redeeme   | redeem    |
| 8. humane    | humain    |
| 9. primarily | primarely |
| 10. resemble | resembel  |
| 11. dominon  | dominion  |
| 12. copeous  | copious   |

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

- |                |             |
|----------------|-------------|
| 13. recuperate | recooperate |
| 14. identified | identified  |

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

- |                  |              |
|------------------|--------------|
| 15. reverberrate | reverberate  |
| 16. scrutinized  | scruttinized |

<> **4d.** Highlight the correct spelling of each **Optional** word.

**Further Study:** Make a booklet containing sayings about feet, shoes, or walking, such as "sticking one's foot in one's mouth," "these boots are made for walking," or "walk a mile in somebody else's shoes."

- |                |            |
|----------------|------------|
| 17. negotiater | negotiator |
| 18. pacifier   | pacifire   |
| 19. rebbel     | rebel      |
| 20. armistice  | armitice   |

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

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

## 5. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

<> 5a. Now that you have written the body of your report, you are ready to **write notes for an original opening paragraph**. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
  - a. Scripture: **Make peace with all men**
  - b. Song about: **Bring Them In**
  - c. Story about: **A certain ambassador or emissary, etc.**
  - d. Dictionary or encyclopedia definition: **Definition paragraph about your occupation**
  - e. Statistic: **Number of ambassadors in the world, etc.**
  - f. Quote: **Quote about your occupation**
  - g. Rhyme: **To London to Visit the King**
  - h. Something you want to use to open and close your report (a continuing poem, verse, story, etc.)

**Note: Be sure that the opening you choose has a link or transition from it to the body of your paper. Do not just write a quote or verse without linking it.**

- (2) In your notes, plan on what you will include in your thesis statement.\* (You may tweak your “working” thesis statement to go in your opening paragraph however you see fit.)
  - a. Remember, a thesis statement is a statement that **tells the “thesis” of your paper-- what your entire paper is about.**
  - b. It should be a sentence or two in length and should introduce your reader to your topic.
  - c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
  - d. It should bridge the gap between your catchy opening paragraph and the body of your report.

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

(4) You may just jot down some thoughts, references, etc., for your opening paragraph notes, or you may create a “Sentence-by-Sentence” (S-by-S) outline like you did for the body of your report.

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

### Optional Penmanship Practice

How beautiful upon the mountains are the feet of him that bringeth good tidings, that publisheth peace; that bringeth good tidings of good, that publisheth salvation; that saith unto Zion, Thy God reigneth!

Isaiah 52:7

Further Study: Read  
John 13: 1-20.

(5) **You may plan to write your opening paragraph in a different “person”** (first person, second person, etc.) **if the content warrants it.** For example, if you are using an opening story, you may tell it in first person (if needed). If you are using an opening challenge, you may tell it in second person, etc. Note that opening and closing paragraphs are the times during informative writing when it is acceptable to write less formally and to change persons and/or tenses as the type of opening paragraph you are writing determines.

### Notes for Opening Paragraph

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↔ **5b.** Follow these steps for writing your opening paragraph:

- (1) **Write your thesis statement at the beginning of your paragraph that tells or introduces the topic of your paragraph.** (Or plan to put your thesis statement later, if desired.)
- (2) **Number your notes in the order you want them, and add any information you may have forgotten.**
- (3) Using each set of notes for one sentence in the following way:
  - a. Read a line of notes.
  - b. Consider what you want to say about those notes.
  - c. Say aloud a sentence that you want to use.

- d. Write down that sentence.
- e. Repeat these steps for all of your notes.
- f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
- g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the report you just wrote.

Further Study: Make a special foot casting plaque for a new baby

## 6. Grammar: Subject Part/Predicate Part

The main subject is the part of the sentence that the whole sentence is about.

The main subject has the following characteristics:

1. It is **usually a noun or pronoun**.
2. It is **usually at the beginning of a sentence**.
3. It is the **person or thing that does the action**, if the sentence contains an action verb.
4. It is **usually just one or two words**. (However, a sentence may contain more than one main subject-- one in each clause making up the sentences.)
5. Examples of main subjects:
  - a. The kind, caring **man** acted as peacemaker. (Simple subject: **man**)
  - b. The gentle, loving **woman** shared the Gospel. (Simple subject: **woman**)

The verb can be either an action verb or a BHL verb, as follows:

1. The action of the sentence—what the subject does.
2. Be, a Helper, Link verb—often what the subject is.

The subject part (also called the complete subject) of the sentence has the following characteristics:

1. It is usually at the beginning of a sentence.
2. It is the part of the sentence that has the simple subject and any modifiers, describers, etc.
3. It is the part that contains any sentence openers before the simple subject.
4. Examples of subject part of the sentence:
  - a. **The kind, caring man** | acted as a peacemaker.
  - b. **The gentle, loving woman** | shared the Gospel.

The predicate part (also called the complete predicate) of the sentence has the following characteristics:

1. It is usually the second half of the sentence.
2. It is usually the part of the sentence that contains the verb and any modifiers, describers, prepositional phrases, etc. that go with that.
3. It usually begins with a verb—but sometimes begins with an adverb describing the verb.
4. Examples of predicate part:
  - a. The kind, caring man | **acted as a peacemaker**.
  - b. The gentle, loving woman | **shared the Gospel**.

### Grammar Card: Subject Part


- **The part of the sentence containing the subject and the subject's modifiers**, as well as any opening clauses, phrases, and other nonessential openers:
  - The boy** | gave his brother a gift.
  - The generous boy** | gave his brother a gift.
  - **On Christmas morning, the generous boy** | gave his brother a gift.



The subject part of the sentence begins with the first word of the sentence and usually continues until you get to the sentence's main verb or a describer right before the sentence's main verb. All openers, describers, phrases, etc., before the sentence's main subject are part of the subject part: *Joyfully obeying her mom and dad, Sarah* | *diligently completed the tasks set before her* (subject part ends following the main subject of the sentence --- Sarah).

## Grammar Card: **Predicate Part** (Also called a Complete Predicate)

- The part of a sentence that has the verb(s) and its modifiers, describers, prepositional phrases, etc.
- Is usually the last half of the sentence
- **Begins with a verb or an adverb that modifies the verb:**
  - The boy | *gave his brother a gift.*
  - The boy | *generously gave his brother a gift.*

 In order to divide between the subject part and predicate part more easily, you must think in terms of two halves of a sentence. The first half is the introductory material, the sentence's main subject, and any information with the main subject. The second half begins with either the sentence's main verb or an adverb modifying the main verb. For example: In the beginning of the world, the Creator (of all things) lovingly created man and woman to be together in marriage. (The two sentence openers In the beginning and of the world (two pp openers), then the main subject (the Creator), then the prepositional phrase that goes with the main subject (of all things) are all part of the subject part--all of that goes with the main subject. Then the adverb lovingly (which goes with the verb created) is the beginning of the predicate part as it goes with the sentence's main verb.

### List of Be, a Helper, Link Verbs

is, am, are, was, were  
be, being, been, become  
has, had, have  
shall, should  
will, would  
can, could  
remain, taste, look, smell,  
seem, appear, feel


In summary:

1. Subject part
  - a. Usually first part of sentence
  - b. Has main subject and any modifiers of subject
2. Predicate part
  - a. Usually the second part of the sentence
  - b. Usually begins with the verb of the sentence (or an adverb that is modifying the verb)
  - c. Has the verb and any modifiers of the verb

**<> 6a.** In each sentence of the third paragraph of the passage, draw a line between the subject part and the predicate part as follows:

1. Frostbite | is
2. Because ... heart, feet | are
3. Frostbite | occurs
4. If ... properly, the damaged cells | can become

Do you see how the subject part is the part with the main subject and words that go with the main subject? Do you see how the predicate part begins with a verb (action or being) in all of these lines? The predicate part usually begins with either the verb or an adverb modifying the verb. That is how you can tell where the predicate part begins.

 The subject part of the sentence begins with the first word of the sentence and usually continues until you get to the sentence's main verb or a describer right before the sentence's main verb. All openers, describers, phrases, etc. before the sentence's main subject are part of the subject part: *Joyfully obeying her mom and dad, Sarah | diligently completed the tasks set before her.*

**<> 6b.** Study the Grammar Cards about the subject part and the predicate part provided in this lesson.

**<> 6c. Optional:** Make a Grammar Card about the subject part and the predicate part, or add new information to an existing card.

**<> 6d.** In the sentences provided, complete the following steps:

- (1) Draw a line between the subject part and the predicate part.
- (2) Highlight the main subject of each sentence.
- (3) **Extensions:** Highlight the main verb phrase of each sentence (if there is a verb phrase.)

Note: If it will help you in finding the main subjects, place parenthesis around the prepositional phrases.

Do not worry about second main subjects and verbs in "compound sentences" (the second main subject and second main verb in some sentences). You will learn more about these when you study more about compound sentences.

1. Scripture explains that the feet of those who bring good news (the Gospel) are beautiful.
2. The messenger's feet bring good news.
3. These feet are beautiful.
4. Mountain-walking messengers must have feet that are in excellent condition, or the message will not go through.
5. The message must go through.
6. Many conditions hinder the function of the feet.
7. The feet may be hindered by many conditions.
8. Similarly, these conditions may also hinder the ability of the one witnessing in executing good works.
9. We should avoid situations that hinder our message.
10. One negative condition of the foot is a sprained ankle.
11. A sprained ankle causes the messenger to not be able to deliver his message.
12. A sprained heart causes our lives not to deliver our message.
13. A foot that stumbles may damage its ligaments.
14. These ligaments are relatively weak and are the most likely to give way under stress.
15. Our message may give way under stress.
16. A network of nerves surrounds this part of the ankle and makes the sprain extremely painful.
17. The torn ankle becomes loose, limiting the power and flexibility of the foot.
18. Frostbite is another condition that will thwart the delivering of good news.
19. Our souls can have frostbite too.
20. A frigid soul will not deliver the message.

**Teacher Tip:** Identifying the subject part and the predicate part of the sentence can be challenging for students because they tend to think only of nouns and verbs.

Remind your student that the subject part is the part that contains the main subject (a noun or pronoun) and anything that tells you about that subject (adjectives, articles, appositives, coordinating conjunctions connecting two subjects, etc.) The predicate part begins with a helping verb or main verb or an adverb modifying the verb. If he doesn't do well on this assignment, give him sentences orally and have him stop you when the subject part ends and the predicate part begins. There is also a tendency to think of the subject part as only the main subject rather than thinking in terms of the first part of the sentence which includes the main subject and any modifiers, phrases, and clauses that go with the main subject. It is for these confusing reasons that CQLA will use the terms: Main Subject, Verb, Subject Part, and Predicate Part.

### **Extensions:**

21. Frostbite occurs when the fluids within the body's cells freeze and expand, rupturing the cell's walls.
22. When this happens, the cell walls are damaged.
23. Untreated, damaged cells can become infected with gangrene and require the amputation of the entire member.

24. When our cells are damaged from frost bite, we might need an amputation.
25. Once a ligament of the ankle has been stretched or torn, the ankle becomes loose, limiting the power and flexibility of the foot.
26. Because frostbite is most likely to occur in those members of the body that are farthest away from the heart, feet are extremely susceptible to it.

◁> **6e.** In your notebook, write sentences and draw lines between the subject part and the predicate part.

**Basic Level:** Write ten sentences.

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

## 7. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph

◁> **7a.** Now that you have written the body and opening paragraph of your report, you are ready to write a closing paragraph.

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

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

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

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

- (4) **You may plan to write your closing paragraph in a different “person”** (first person, second person, etc.) if the content warrants it. For example, if you are using a closing story, you may tell it in first person (if needed). If you are using a closing challenge, you may tell it in second person etc. Note that opening and closing paragraphs are the times during informative writing when it is acceptable to write less formally and to change persons and/or tenses as the type of closing paragraph you are writing determines.

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

### Notes for Closing Paragraph

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<> **7b.** Follow these steps for writing your closing paragraph:

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



## 8. Grammar: Adverbs

Adverbs answer one of the following questions:

1. How? She **quickly** spoke.
2. When? He is **never** alert.
3. To what extent? He listened **very** carefully.
4. Where? She **flew** upward.

You probably remember that adverbs are modifiers or describers that describe one of the following.

1. Verbs: She *quickly* **spoke**.
2. Adjectives: He is *extremely* **alert**.
3. Other adverbs: He *listened* very **alertly**.

Adverbs are easier to spot if you first find the verbs that they modify. That is one of the reasons this curriculum teaches you to highlight all of the verbs in your essays before you begin your revisions.

Adverbs are often called *ly* words, although not all adverbs have *ly* at the end, such as the following adverbs:

- |             |                             |
|-------------|-----------------------------|
| 1. tomorrow | 2. never                    |
| 3. very     | 4. up (also a preposition!) |
| 5. always   | 6. sometimes                |
| 7. often    |                             |

<> **8a.** In the first copy box of the passage, highlight the adverbs.

<> **8b.** In the passage, now draw arrows to the words these adverbs modify—either:

1. A verb
2. An adjective
3. Another adverb

Adverbs are great to write with because they add more detail to sentences. They are especially useful because they can be placed in various places in a sentence. Of course, some placements of adverbs sound better than others.

1. **Secretly**, she despised girls who had to wear them.
2. She **secretly** despised girls who had to wear them.
3. She despised, **secretly**, girls who had to wear them.
4. She despised girls who had to wear them, **secretly**.

<> **8c.** In the sentences provided, complete the following steps:

- (1) Highlight the verbs in one color.
- (2) Highlight the adverbs with a different color highlighter.
- (3) Draw an arrow from each of the adverbs to the word each one modifies.
- (4) Write above the adverb what it tells:
  - a. How?
  - b. When?
  - c. Where?
  - d. To what extent? (You may just write *extent* there.)

Note: Some sentences contain more than one adverb.

1. Scripture actually explains that the feet of those who bring good news (the Gospel) are beautiful.
2. Messengers who precariously walk on mountains must have feet that are in excellent condition, or the message will not go through.
3. There are many conditions that unfortunately hinder the function of the feet.
4. These conditions may also hinder the ability of the one witnessing in executing good works.
5. These conditions may hinder the ability of the one witnessing in successfully executing good works.
6. One extremely negative condition of the foot is a sprained ankle.
7. When the foot accidentally stumbles and twists in a direction that it was not intended to move, the talofibular ligaments, which hold the lower end of the fibula in place, are damaged.
8. When the foot stumbles and twists in a direction that it was not intended to fully move, the talofibular ligaments, which hold the lower end of the fibula in place, are damaged.
9. When the foot stumbles and twists in a direction that it was not intended to move, the talofibular ligaments, which normally hold the lower end of the fibula in place, are damaged.
10. These ligaments are weak and are the most likely to give way under stress.
11. These ligaments are weak and may suddenly give way under stress.
12. These ligaments are surprisingly weak and may give way under stress.
13. A network of nerves completely surrounds this part of the ankle and makes the sprain painful.
14. A network of nerves surrounds this part of the ankle and makes the sprain extremely painful.
15. Once a ligament of the ankle has been fully stretched or torn, the ankle becomes loose, limiting the power and flexibility of the foot.
16. Frostbite is another condition that will occasionally thwart the delivering of good news.
17. Because frostbite is to occur in those members of the body that are farthest away from the heart, feet are extremely susceptible to it.
18. Because frostbite is most likely to occur in those members of the body that are farthest away from the heart, feet are susceptible to it.
19. Frostbite occurs when the fluids within the body's cells freeze and expand, ultimately rupturing the cell's walls.
20. If not treated properly, the damaged cells can become infected with gangrene and require the amputation of the entire member.

**<> 8d. Optional:** In your notebook, write sentences with adverbs, and draw arrows from the adverbs to the words they modify.

**Basic Level:** Write ten sentences.

**Extension:** Write fifteen sentences.

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

Help Box for 8a.

You should have highlighted the following words:

- |           |               |         |
|-----------|---------------|---------|
| 1. not    | 2. Similarly  | 3. also |
| 4. not    | 5. relatively | 6. most |
| 7. likely | 9. extremely  |         |

Help Box for 8b.

You should have drawn arrows in the following way:

- |                      |                                  |
|----------------------|----------------------------------|
| 1. not → go          | 2. Similarly → (may also) hinder |
| 3. also → hinder     | 4. not → intended                |
| 5. relatively → weak | 6. most → likely                 |
| 7. likely → to give  | 8. extremely → painful           |

## 9. Spelling Practice: Six “S” Spelling Secret

<> **9a.** Take a spelling "pre-test" in your notebook.

<> **9b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **9c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 10. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> 10. Use the Checklist Challenge located after this week's lesson to edit your report.

- (1) Complete **each revision for each paragraph, as indicated.**
- (2) Insert revisions with pen or pencil into your rough draft paper or key them into your computer.
- (3) **Highlight (or code) each revision on your rough draft paper** as directed by your teacher (Be sure you still code the CC chart and your revisions if you do the CC on the electronic document rather than the paper document.)
- (4) **Check off (or code) each item's check box on the Checklist Challenge** for this week.

### Checklist Challenge Coding

Your teacher may desire for you to code your CC for her so that she can grade it/check it more easily. The following steps will help you learn to code your CC for your teacher. For more help on this, see the CC Coding Chart in the appendix of the CQLA *Teacher's Guide*.

1. Use either colored pencils, colored pens, or highlighters.
2. Print off your double spaced rough draft report or essay (or use your handwritten rough draft).
3. With your CC on one side and your paper on your dominant side (right hand side for right handed students), complete the first CC task.
4. Place a check mark or X in the check boxes for the items that say "read" or "look for errors," etc., with a pen as you complete them.
5. For items that involve inserting things or omitting something and adding something else, code in one of two ways:
  - a. Insert the change or addition with a pen or pencil on your paper and use a highlighter to mark it in your paper in a distinguishing way--highlight the addition with an orange highlighter, circle the change with blue highlighter, double underline the title with a pink highlighter, etc. (choosing whatever colors you desire without repeating the exact same marking).
  - b. Insert the change or addition with a colored pencil or colored pen (choosing whatever colors you desire without repeating the exact same marking with the same color). (In this method, you will eventually need to add the change AND circle it or underline it so that your exact same marking is not repeated--for example, you might add verbs with a blue pen but add the title with a blue pen and underline the title with that same blue pen--two different markings, one written in blue pen and one written in blue pen and underlined with the blue pen.)
6. Whatever you do to the insertion on your paper should be done to the CC check **boxes** for that item. For example, if you highlighted your new verbs with an orange highlighter in your paper, you will color in the check box with orange highlighter. If you underline your title with purple highlighter in your paper, you should underline the coordinating check box with purple highlighter. If you write your new verbs in green colored pencil in your paper, make a check mark in the check box with that same green colored pencil. The point is that the coding you put into your paper copy of your report or essay should be identical to what you do to (or above, beneath, around, etc.) the CC check boxes for that task.

This method will allow your teacher to have your CC chart on one side and your "colorful paper" (with the CC revisions inserted with colors and/or highlighted) on the other. She can check at a glance to find your new insertions, title, changes, thesis statement, and more.

**Note:** Some students prefer to do the CC on the electronic document on the computer with the colored shading tool provided in word processing programs. This is fine, too, but the student should still do the same marking/coding on the CC chart as he did on the electronic document--or write beside the tasks what color each task is. For example, if the student shades the verbs he replaced in pink shading, he should write PINK beside the CC task for the verbs on the chart. Then when he prints this "colorful" version, the teacher can still check his revisions easily.

## 11. Spelling Practice: Write That Word!

<> **11a.** On the lines provided, write two spelling words that you have never used in writing.

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

<> **11b.** Complete the following steps for one of the words you listed in 11a.

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

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

\_\_\_\_\_  
\_\_\_\_\_

<> **11c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 12. Grammar: *Ly* Openers

<> **12a.** In the first passage of the passage, highlight the *ly* word at the beginning of a sentence:

*Similarly.*

An *ly* word at the beginning of a sentence is another great sentence opener that adds variety to sentences. There are a couple of different ways to add *ly* words to the beginning of sentences:

1. One-word *ly* opener:

a. Follow this one *ly* word with a comma if you hear a pause.

b. Examples:

1) **Meekly**, Jesus calls us unto Himself.

2) **Slowly**, the husband responded to his wife's request.

2. *Ly* clause opener:

a. Follow an *ly* clause with a comma if you hear a pause.

b. Examples:

1) **Meekly calling us to Himself**, Jesus desires for us to become meek.

2) **Slowly responding to his wife's request**, the husband did not become angry.

Once again, these *ly* sentence openers are non-essential information. You probably remember that non-essential information is called that because it can be taken out of the sentence and a complete sentence will still remain:

1. **Amazingly**, God sees things we do not.

2. **Similarly**, we should see things through God's eyes.

3. **Fortunately**, God gives us His Spirit to see things His way.

4. **Carefully preparing for Satan's tactics**, we will pray and read the Bible.

Re-read the sentences above, covering the opener. Do you hear how the rest of the sentence is still a sentence—even without the *ly* opener?

<> **12b.** Study the Grammar Card about *ly* openers provided in this lesson.

<> **12c. Optional:** Make a Grammar Card about *ly* openers, or add new information to an existing card.

<> **12d.** Complete the following steps in the sentences provided:

(1) Highlight the *ly* openers.

(2) Add punctuation after the *ly* openers according to the rules learned this week.

Two ways to add *ly* openers:

1. One-word *ly* opener:  
Follow this one *ly* word with a comma if you hear a pause: Meekly, Jesus calls us unto Himself.

2. *Ly* clause opener:  
Follow an *ly* clause with a comma if you hear a pause: Meekly calling us to Himself, Jesus desires for us to become meek.

**Teacher Tip:** *Ly* sentence openers are non-essential information.

**Teacher Tip:** As with all non-essential information or introductory material, the adverbial clause or ly opener requires a comma to set it off when it is not needed to make the sentence a real sentence. Throughout your student's writing, this should be the first benchmark for comma usage: If this clause, phrase, or word were not here, would a real sentence remain? If so, set it off with a comma. The second benchmark is the voice inflection. If the voice goes down when reading the opener, a comma is often required. The combination of the two benchmarks: not needing the clause or phrase in order to have a real sentence, and the voice going down when reading it aloud, almost always signifies comma usage.

## 13. Grammar: Think Fast Quiz

- <> **13.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section. (Do not be concerned if you have not able to complete parts of the shaded portion yet.)

**Note:** Complete any portion of the shaded parts that you are able to. Eventually, you will learn all the parts of speech.

## 14. Spelling: Spelling Test

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

## 15. Dictation: Dictation Quiz

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

## 16. Composition: Final Copy Original Informative Research Report

- <> **16a.** Write the final copy of your report in your notebook (on every line), or key it on the computer (double spaced).
- <> **16b.** Write or key the final copy of your list of Works Cited.
- <> **16c.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

## Optional: Extra Practice

- 1E. In your notebook, write ten sentences containing information from a character book with adverbs. Highlight the adverbs in the sentences.
- 2E. In your notebook, write ten two-syllable words with open syllables that have long vowel sounds.
- 3E. Read a book about the foot.
- 4E. Write a book report about the book you read in this lesson or give an oral report. You may use the guidelines given in the *Teacher's Guide* for either one.
- 5E. Using the Checklist Challenge for this week's writing assignment, edit and revise your book report.
- 6E. In your notebook, write a final copy of your book report.
- 7E. Copy ten sentences from a character book and put a dividing line between the subject part and the predicate part of the sentences.
- 8E. In your notebook, write any reports, essays, journal entries, letters, poems, and book reports as directed by your teacher.



# Checklist Challenge Red 1-B: Weeks Three & Four

Character Focus: Peacemaking

Complete the Checklist Challenge by using these guides:

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

All **All Levels**

B **Basic Level only**

E **Extension only**

E's **Extensions**

FE **Further Extension only**

## To Be Completed During Week Four

All  All  All  All  All Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.  
 All  E's  
☞ **Focus on content errors at this time.**

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

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

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

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

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

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

All All All All All  
All E's

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

Examples:

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

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

All All All All All  
All E's

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

Examples:

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

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

All All All All All  
All E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher. (or place a check mark in each one that represents a paragraph with no Banned Words).

**Banned Word List:**

very	big	really	good	great
fine	say	bad	little	want
see	look	ask	lot	find

like (Only when used as a verb; not a Banned Word as a preposition.)

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

All

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

Consider the following ideas:

- Something catchy: **Perpetuating Peace**
- Something bold: **PEACE!**
- A song title or line: **Reach Out and Touch Someone**
- A Scripture: **Making Peace**
- Something biblical: **To the Nations**
- Something about character: **Reconcilers**
- Something informative: **At the Pleasure of the King**
- Other: **Countries, Nations, and Land**

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

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

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

All  All  All  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.

All  E's

Examples:

- **First**, they set snares and traps for their victims.
- **After that**, there is no way for the creature to get loose.

☞ **Be sure your transition sentence takes the reader smoothly from the first paragraph to the body of your paper.**

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

All  E's

Instead of:

tree  
kind  
grass

Use:

maple  
compassionate  
blades

Instead of:

deep  
turn  
loud

Use:

bottomless  
swerve  
obnoxious

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

All  All  All  All 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.

All  E's

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 **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 E's

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

Examples:

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

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

All E's

Add one **quotation or a partial quotation** (or more than one, according to your level) if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- The teacher said, "It designs a temporary spiral of non-sticky silk to act as basting."
- "This basting holds the framework in position as it finishes the web," said Mr. Reish.

⇒ **Remember, a comma or period at the end of the quotation or special words quoted *always* goes inside the ending quotation mark.**

All

Include one **simile or metaphor** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Simile--Comparison *using* like or as: The Venus' fly trap is as insidious **as the steel jaws of a hunter's snare**.
- Metaphor--Comparison *without* using like or as: The Venus' fly trap **is a hinged prison**.

FE

Add one piece of non-essential information (or more than one, according to your level), set off with a **dash**. If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- A trap like this is hidden from the unknowing prey--**until it steps into the device and triggers it.**

⇒ **Non-essential information is information added to a sentence to give more information...but it is not needed in order to make the sentence be a real sentence. A dash is used when you want to *emphasize* non-essential information.**

All FE

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

All FE

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

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

E's

Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **When a spider creates its web**, it uses an original design.
- **Because a web must capture many types of prey**, it is durable and adhesive.
- **While a spider is designing its web**, it constructs a frame and spins spokes that span out from the center.
- **Since a web needs to be durable and adhesive**, it is made of silk threads.

☞ **Subordinators are words that come at the beginning of subordinate clauses. They include words in this rhyme (plus many more):**

Since, when, though  
Because, if, although

All

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

Examples:

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

FE

Add one **conjunctive adverb**, also known as an interrupter (or more than one, according to your level). **If you hear a pause, place punctuation on both sides of it.** If you have already done this, highlight the check box(es) as directed by your teacher. You may select one from the list below or choose one of your own.

Examples:

however	moreover	henceforth	for example	nonetheless
likewise	whatsoever	for instance	wherefore	hence
however	in addition to	similarly	consequently	in fact
therefore	in spite of	alas	nevertheless	thus
in comparison	furthermore			

☞ **Three ways:**

- **In the middle of a sentence:**
  - The Venus' flytrap, however, is actually a plant.
- **In the middle of two sentences with a semicolon just before the conjunctive adverb:**
  - The Venus' flytrap is a plant; however, it actually catches and eats bugs and flies.
- **At the beginning of a sentence:**
  - However, the plant actually catches and eats bugs and flies.

All All All All All

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

All E's



# Six "S" Spelling Secret Sheet

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

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
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39. \_\_\_\_\_
40. \_\_\_\_\_

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs--E's

One Minute

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

## Interjection Rhyme

Thirty Seconds

- M \_\_\_\_\_, W \_\_\_\_\_, O \_\_\_\_\_,  
W \_\_\_\_\_, Y \_\_\_\_\_, N \_\_\_\_\_,



**Subordinators**

Two Minutes or Three Minutes

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

**Coordinating Conjunctions**

(FANBOYS)

One Minute

- F \_\_\_\_\_
- A \_\_\_\_\_
- N \_\_\_\_\_
- B \_\_\_\_\_
- O \_\_\_\_\_
- Y \_\_\_\_\_
- S \_\_\_\_\_

**BHL Verbs**

Two Minutes

**Be a Helper, Link Verbs,**

I \_\_\_\_\_, A \_\_\_\_\_, A \_\_\_\_\_,

W \_\_\_\_\_, & W \_\_\_\_\_,

B \_\_\_\_\_, & B \_\_\_\_\_, B \_\_\_\_\_,

B \_\_\_\_\_,

H \_\_\_\_\_, & H \_\_\_\_\_, & H \_\_\_\_\_,

are ones.

C \_\_\_\_\_, C \_\_\_\_\_, S \_\_\_\_\_,

S \_\_\_\_\_ --- they are fun

W \_\_\_\_\_, W \_\_\_\_\_, D \_\_\_\_\_,

D \_\_\_\_\_, D \_\_\_\_\_, &

D \_\_\_\_\_

M \_\_\_\_\_, M \_\_\_\_\_, M \_\_\_\_\_,

--- they are some as well,

A \_\_\_\_\_, L \_\_\_\_\_, S \_\_\_\_\_,

R \_\_\_\_\_, T \_\_\_\_\_,

F \_\_\_\_\_, & S \_\_\_\_\_

**First Subordinators Learned**

**in Rhyme**

Thirty Seconds

S \_\_\_\_\_, W \_\_\_\_\_, Th \_\_\_\_\_,

B \_\_\_\_\_, I \_\_\_\_\_, Al \_\_\_\_\_,



# Teacher's Helps

## Red 1-B

### Character Focus: Peacemaking

Lesson Plans and Answers Keys

# Lesson Plans

## Red 1-B: Week One

For a Five-Day Week

### Character Focus: Peacemaking

Day One																											
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<p><b>1. Copying and Comprehension:</b> Passage and Vocabulary</p> <p style="text-align: center;"><b>All</b></p> <p>The Lord used unusual means to reach the headhunting Wa tribe of Burma. A devout Wa native named Pu Chan saddled his pony and told his disciples that this animal would lead them to a white brother bearing the book of Siyeh, the true God's book. The pony led Pu Chan's followers over two hundred miles of mountainous trails into the city of Kengtung. There they meandered into a mission compound and stopped at a well.</p> <p>Pu Chan's disciples looked around, but could discern no sign of a white brother or a book. All at once, they heard a voice that seemed to reverberate from nowhere, asking them if the voice's bearer could help them. The frightened Wa men scrutinized the area; there was no one in sight.</p> <p style="text-align: center;"><b>Extensions</b></p> <p>Suddenly, a white missionary clamored up out of the well. Astonished, the Wa men fell to their knees and asked the missionary if he brought them the book of God. The villagers recounted to the missionary how they had come to the compound, and he imparted to them the life-giving message of the book of God. They all rejoiced together in the Lord's miraculous dealings in their lives.</p> <p style="text-align: center;"><b>Further Extension</b></p> <p>The Wa men became disciples of Christ and were trained at the mission compound, along with others from Burma who believed. They returned to their home villages and preached the Gospel of the book brought to them by the missionary. Soon, over ten thousand Wa people had embraced salvation, and they, in turn, transported the good news of God's Word farther into eastern Burma and southwestern China.</p>																											
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<p><b>Further Extension</b></p> <p>13. mediation      14. authentication</p> <p><b>Optional</b></p> <p>15. arbitrator      16. reverend      17. ceasefire</p> <p>18. serenity</p>
<p><b>3. Editor Duty:</b> Correct Given Paragraph(s) Series of Three or More</p> <p><b>4. Spelling Practice:</b> Choose Correct Spelling</p>
Day Two
<p><b>5. Study Skills/Prewriting:</b> Key Word Outline</p> <p><b>All--Paragraph One of Body:</b> 4 Sentences</p> <p><b>All--Paragraph Two of Body:</b> 3 Sentences</p> <p><b>All--Paragraph Three of Body:</b> 4 Sentences</p> <p><b>Extensions--Paragraph Three of Body:</b> 3 Sentences</p> <p><b>6. Grammar:</b> Five Parts of a Sentence (CAVES)</p> <p><b>7. Write On:</b> Transition Words and Phrases</p> <p><b>8. Spelling Practice:</b> Six "S" Spelling Secret</p>
Day Three
<p><b>9. Composition/Creative Writing:</b> Write a Rough Draft From a Key Word Outline</p> <p><b>10. Editor Duty:</b> Correct Given Paragraph(s) <b>Nouns</b></p> <p><b>11. Grammar/Sentence Structure:</b> Semicolons and Combining Two Complete Sentences Into One Using a Semicolon</p>
Day Four
<p><b>12. Composition and Editing:</b> Edit and Revise Using the Checklist Challenge</p> <p><b>13. Vocabulary/Structural Analysis:</b> Wacky Words <b>Homophones:</b> <i>there, their, they're</i></p> <p><b>14. Spelling Practice:</b> Write That Word!</p> <p><b>15. Grammar:</b> Think Fast Quiz</p>
Day Five
<p><b>16. Spelling:</b> Spelling Test</p> <p><b>17. Dictation:</b> Dictation Quiz</p> <p><b>18. Composition:</b> Final Copy Informative Report From Given Material</p> <p><b>Optional:</b> Extra Practice</p>

# Lesson Plans

## Red 1-B: Week One

For a Four-Day Week

Character Focus: Peacemaking

### Day One

#### Vocabulary Box

Synonyms and antonyms of *peacemakers*--nouns

##### Synonyms

apostle  
arbitrator  
diplomat  
evangelist  
missionary  
pacifier  
reverend

##### Antonyms

appeaser  
delegate  
envoy  
mediator  
negotiator  
parson

antagonist  
pugilist  
combatant  
rebel

#### Vocabulary Box

Words related to *peace*--nouns

amity  
ceasefire  
harmony  
serenity  
truce

armistice  
concord  
reconciliation  
tranquility

### 1. Copying and Comprehension: Passage and Vocabulary

#### All

The Lord used unusual means to reach the headhunting Wa tribe of Burma. A devout Wa native named Pu Chan saddled his pony and told his disciples that this animal would lead them to a white brother bearing the book of Siyeh, the true God's book. The pony led Pu Chan's followers over two hundred miles of mountainous trails into the city of Kengtung. There they meandered into a mission compound and stopped at a well.

Pu Chan's disciples looked around, but could discern no sign of a white brother or a book. All at once, they heard a voice that seemed to reverberate from nowhere, asking them if the voice's bearer could help them. The frightened Wa men scrutinized the area; there was no one in sight.

#### Extensions

Suddenly, a white missionary clamored up out of the well. Astonished, the Wa men fell to their knees and asked the missionary if he brought them the book of God. The villagers recounted to the missionary how they had come to the compound, and he imparted to them the life-giving message of the book of God. They all rejoiced together in the Lord's miraculous dealings in their lives.

#### Further Extension

The Wa men became disciples of Christ and were trained at the mission compound, along with others from Burma who believed. They returned to their home villages and preached the Gospel of the book brought to them by the missionary. Soon, over ten thousand Wa people had embraced salvation, and they, in turn, transported the good news of God's Word farther into eastern Burma and southwestern China.

### 2. Spelling: *Tion Says shun*

Examples: *ration, notion*

#### All

- |                 |                 |                |
|-----------------|-----------------|----------------|
| 1. relation     | 2. salvation    | 3. preparation |
| 4. protection   | 5. illustration | 6. position    |
| 7. relationship | 8. recognition  | 9. mediation   |
| 10. admiration  |                 |                |

#### Extensions

11. alliteration      12. syllabication

#### Further Extension

13. mediation      14. authentication

#### Optional

15. arbitrator      16. reverend      17. ceasefire  
18. serenity

### 3. Editor Duty: Correct Given Paragraph(s) Series of Three or More

### 4. Spelling Practice: Choose Correct Spelling

### 5. Study Skills/Prewriting: Key Word Outline

All--Paragraph One of Body: 4 Sentences

All--Paragraph Two of Body: 3 Sentences

All--Paragraph Three of Body: 4 Sentences

Extensions--Paragraph Three of Body: 3 Sentences

### Day Two

### 6. Grammar: Five Parts of a Sentence (CAVES)

### 7. Write On: Transition Words and Phrases

### 8. Spelling Practice: Six "S" Spelling Secret

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

### Day Three

### 10. Editor Duty: Correct Given Paragraph(s) Nouns

### 11. Grammar/Sentence Structure: Semicolons and Combining Two Complete Sentences Into One Using a Semicolon

### 12. Composition and Editing: Edit and Revise Using the Checklist Challenge

### 13. Vocabulary/Structural Analysis: Wacky Words Homophones: *there, their, they're*

### 14. Spelling Practice: Write That Word!

### Day Four

### 15. Grammar: Think Fast Quiz

### 16. Spelling: Spelling Test

### 17. Dictation: Dictation Quiz

### 18. Composition: Final Copy Informative Report From Given Material

### Optional: Extra Practice

# Answer Keys Red 1-B: Week One

## 3. Editor Duty: Correct Given Paragraph(s) Series of Three or More

<> 3. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In all of the paragraphs, highlight the series of three or more items.

(3) **Extensions:** only: Add punctuation to the series of three or more items in the last two paragraphs, if you have not done so.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

An ambassador is a representative of a nation. He is empowered to communicate between his country and the country in which he is stationed. The powers of a(n) ambassador are defined in the credentials, documents of introduction, and authority that are given to him. An ambassador must be recognized by the country where he is stationed.

An ambassador may bring suit on behalf of his nation, defend suits that are brought against his nation, or work on treaties. His chief duties are to work for the goals, programs, and help of the nation he represents. Ambassadors play a very important part in maintaining peace between nations.

As Christians, we are God's ambassadors on earth. Our primary purpose is to do God's work and His will. We are the representation of what God can do in people. We are ambassadors for Christ because He has given us the authority to speak for Him in this world. We are to deliver the captives, proclaim true liberty, and share His light.

## 4. Spelling Practice: Choose the Correct Spelling

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

1. relashun                      relation
2. salvation                      salvashun
3. preparation                      preparration
4. protektion                      protection

**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!

- |                 |              |
|-----------------|--------------|
| 5. ilustration  | illustration |
| 6. position     | possession   |
| 7. relashunship | relationship |
| 8. recognition  | recognition  |
| 9. medditation  | meditation   |
| 10. admiration  | admiration   |

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

- |                  |               |
|------------------|---------------|
| 11. aliteration  | alliteration  |
| 12. sylabication | syllabication |

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

- |                    |                |
|--------------------|----------------|
| 13. mediation      | mediation      |
| 14. authentication | authentication |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- |                 |            |
|-----------------|------------|
| 15. arbitraitor | arbitrator |
| 16. reverend    | reverend   |
| 17. ceasefire   | ceasefire  |
| 18. serenity    | serenity   |

## 6. Grammar: Five Parts of a Sentence (CAVES)

**Teacher Tip:** Check the ones your student marked “S” to ensure he highlighted and labeled all five parts of each “sentence” correctly.

<> **6d.** In the “sentences” provided, complete the following steps:

- (1) Write S for sentence if the group of words is a sentence. Write C for clause after each of the groups of words that is not a real sentence (but is a subordinate clause).
- (2) For the ones you labeled “S,” highlight each of the five components of a sentence with five different colors of highlighters (CAVES).

- (3) For the ones you labeled “S,” review each part of the sentence with your teacher as to which part of CAVES it is (as shown in the example).

Note: All of the “sentences” have end marks regardless of whether they are complete sentences or not.

C S V E A

Example: (You) **go** and teach all nations. (All makes sense)

When you go and teach all nations . . . (Clause)

C S V E A

1. A peacemaker leads others to salvation and spiritual growth. **S**

2. While a peacemaker leads others to salvation and spiritual growth. **C**

C S V

3. A peacemaker must take initiative to go and make peace between God and man just as the Scriptures say. **E S A**

C S V

4. Before a peacemaker goes, he must put on the whole armor of God. **E S A**

5. When a peacemaker goes. **C**

6. Although a peacemaker must take initiative to go. **C**

7. When he has his feet shod with the preparation of the Gospel of peace. **C**

C S V

8. He must have his feet shod with the preparation of the Gospel of peace. **E S A**

C S V

9. God is Himself the true peacemaker. **E S A**

C S V

10. Thus, when we act as peacemakers, the world recognizes us as sons and daughters of God.

**E S A**

**Teacher Tip:** Be sure your student labeled each side of the semicolon with CS—which stands for complete sentence.

## 7. Write On: Transition Words and Phrases

- <> **7b.** On the lines provided, write four (**Extensions:** write six) sentences about this week’s passage using four (or six) different transition words or phrases.

**No Answer Key needed. Answer will vary.**



## 10. Editor Duty: Correct Given Paragraph(s)

### Nouns

<> 10. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight all of the nouns (proper and common).

(3) **Extensions:** In the last paragraph, highlight the misspelled words, and write the correct spellings above them, if you have not already done so.

A **missionary** is a **person** who goes to another **country** with a special **message** from the **Lord**. An **emissary** is **one** who goes abroad with a special **message** from his **country**. **The letter** or **message** he **carries** is a **missive**. These unique **messengers** **are sent** in **place** of the **nation's leaders**. .. (Nation's is a possessive noun here)

**The** words *missionary*, *emissary*, and *missive* all come from the **L**atin words *misso* and *mitto*, which **mean** to send out or to let go. **As** a country officially sends out an emissary, the church officially **sends** out a missionary.

The **G**reek word **four** missionary **pickures** the church **releesing** a **misionary**. **The** word means to release; to **loose** and send away. It picture**s** someone untying a ship'**s** rope so that it can **sale** away from the shore. (for, pictures, releesing, missionary, sail)

## 11. Grammar/Sentence Structure: Semicolons and Combining Two Complete Sentences Into One Using a Semicolon

<> 11d. On the lines provided, complete the following steps:

(1) Combine each of the two given sentences into one by using a semicolon between the two. (Be sure you start the second part of the compound sentence [after the semicolon] with a lower case letter unless it is the word *I* or a proper noun [God, Boston, etc.]).

(2) Mark the sentences with CS ; CS to show that each side of the semicolon contains a complete sentence as shown in the example given.

Note: It is optional to recopy the corrective sentences on the lines.

CS

CS

Example: I love to teach character to children. They enjoy the songs and the lessons.

CS ; CS  
I love to teach character to children; they enjoy the songs and lessons.

1. No peace is possible until a person is brought into a right relationship with God; this is accomplished by helping non-Christians understand and accept Christ's reconciliation.
2. It is vital for a peacemaker to have a clear conscience toward everyone; it is also important for him to be at peace with all men as far as this is possible on his part.
3. There is constant spiritual warfare between God and Satan; peacemakers are those who rescue men and women from the dominion of Satan.
4. The very act of peacemaking is spiritual warfare; it is in the context of this warfare that all Christians are to have their feet shod with the preparation of the Gospel of peace.
5. A peacemaker leads others to salvation and spiritual growth; a peacemaker must take initiative.
6. A great missionary movement originated from the church at Antioch; it was there that believers were first called Christians.
7. In each generation God raises up outstanding soul-winners who are motivated by their love for the Lord; they have compassion for others and a hatred for evil.
8. Walter Wilson was such a man; he began his amazing outreach by conducting street meetings as a teenager.
9. The missionary explained salvation to them through one of their own customs; the Sawi tribe had a custom of sealing a treaty with a "peace child."

## 13. Vocabulary/Structural Analysis: Wacky Words

### Homophones: there, their, they're

<> 13b. Fill in each blank provided with the correct Wacky Word--**there, their, or they're**.

1. He wanted to evaluate their progress.
2. They're ready to complete the project today.
3. He will put all the necessary information there.
4. When they're done, we can leave.
5. The Smiths move into their new home today.
6. We have some of their furniture in our garage.
7. They're excited about the move.
8. There is the moving truck.



# Lesson Plans

## Red 1-B: Week Two

For a Five-Day Week

**Character Focus: Peacemaking**

Day One																
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<p><b>1. Copying and Comprehension:</b> Passage and Vocabulary</p> <p style="text-align: center;"><b>Extensions</b></p> <p>America's second President, John Adams, faced a variety of problems. One of the largest dealt with the French. After America signed a treaty with England, France increased raids on American ships. In addition, the French navy would kidnap American sailors and force them to work on French ships. Citizens all over America were furious and wanted the government to respond.</p> <p>John Adams sent Charles Pinckney to negotiate with their adversaries. But the French leaders would not meet with him unless America paid ten million dollars. When the American people heard about this, they were furious. The United States would never pay tribute to another country. Congress voted to increase the size of the army while most Americans wanted to go to war.</p> <p style="text-align: center;"><b>All</b></p> <p>But President Adams did not want hostilities unless it was absolutely necessary. He wanted peace. So instead of declaring war, he sent another group of ambassadors to negotiate with France. Many in his own party were furious and said they would not support him anymore. But John Adams was able to make peace with France who agreed to stop attacking American ships.</p> <p>• Notice the different order of the copy boxes this week.</p>																
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# Lesson Plans

## Red 1-B: Week Two

For a Four-Day Week

### Character Focus: Peacemaking

#### Day One

##### Vocabulary Box

##### Synonyms and antonyms of *peacemakers*--nouns

###### Synonyms

###### Antonyms

apostle	appeaser	antagonist	combatant
arbitrator	delegate	pugilist	rebel
diplomat	envoy		
evangelist	mediator		
missionary	negotiator		
pacifier	parson		
reverend			

##### Vocabulary Box

##### Words related to *peace*--nouns

amity	armistice
ceasefire	concord
harmony	reconciliation
serenity	tranquility
truce	

### 1. Copying and Comprehension: Passage and Vocabulary

#### Extensions

America's second President, John Adams, faced a variety of problems. One of the largest dealt with the French. After America signed a treaty with England, France increased raids on American ships. In addition, the French navy would kidnap American sailors and force them to work on French ships. Citizens all over America were furious and wanted the government to respond.

John Adams sent Charles Pinckney to negotiate with their adversaries. But the French leaders would not meet with him unless America paid ten million dollars. When the American people heard about this, they were furious. The United States would never pay tribute to another country. Congress voted to increase the size of the army while most Americans wanted to go to war.

#### All

But President Adams did not want hostilities unless it was absolutely necessary. He wanted peace. So instead of declaring war, he sent another group of ambassadors to negotiate with France. Many in his own party were furious and said they would not support him anymore. But John Adams was able to make peace with France who agreed to stop attacking American ships.

• Notice the different order of the copy boxes this week.

### 2. Spelling/Structural Analysis: *Le* at the End of a Word "Grabs" the Consonant Preceding it

Examples: *bub/ble, peo/ple*

#### All

- |                 |                 |               |
|-----------------|-----------------|---------------|
| 1. peaceable    | 2. possible     | 3. apostle    |
| 4. profitable   | 5. probable     | 6. principle  |
| 7. valuable     | 8. charitable   | 9. reasonable |
| 10. responsible | 11. fashionable | 12. reliable  |

#### Extensions

- |             |               |              |
|-------------|---------------|--------------|
| 13. amiable | 14. dissemble | 15. imitable |
|-------------|---------------|--------------|

#### Further Extension

- |              |                |               |
|--------------|----------------|---------------|
| 16. amenable | 17. esteemable | 18. venerable |
|--------------|----------------|---------------|

- |               |                  |
|---------------|------------------|
| 19. admirable | 20. considerable |
|---------------|------------------|

#### Optional

- |              |                |               |
|--------------|----------------|---------------|
| 21. diplomat | 22. evangelist | 23. combatant |
| 24. harmony  |                |               |

### 3. Editor Duty: Correct Given Paragraph(s) Semicolons, Complete Sentences, Colons

### 4. Spelling Practice: Choose Correct Spelling

### 5. Study Skills/Prewriting: Key Word Outline

**All**--Paragraph One of Body: 5 Sentences

**All**--Paragraph Two of Body: 5 Sentences

**All**--Paragraph Three of Body: 5 Sentences

#### Day Two

### 6. Grammar: Prepositions

### 7. Write On: Strong Verbs Stand Alone

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

### 9. Spelling Practice: Six "S" Spelling Secret

#### Day Three

### 10. Vocabulary/Structural Analysis: Wacky Words Homophone: *to, too, two*

### 11. Editor Duty: Correct Given Paragraph(s) Semicolons and Complete Sentences

### 12. Grammar: Prepositional Phrases

### 13. Composition and Editing: Edit and Revise Using the Checklist Challenge

#### Day Four

### 14. Spelling Practice: Write That Word!

### 15. Grammar: Think Fast Quiz

### 16. Spelling: Spelling Test

### 17. Dictation: Dictation Quiz

### 18. Composition: Final Copy Informative Report From Given Material

#### Optional: Extra Practice

# Answer Keys Red 1-B: Week Two

## 3. Editor Duty: Correct Given Paragraph(s) Semicolons, Complete Sentences, and Colons

<> 3. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight the dependent or subordinate clause at the beginning of one of the sentences.

(3) **Extensions:** In the last paragraph, highlight the misused homophones or confusing words, and write the correct one above each one, if you have not already done so.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

**As he worked**, the Karen man listened to **J**udson teach his few converts out of the book he had brought with him from **A**merica. **S**lowly, Ko Thah-byu realized that the book, which **J**udson called the **B**ible, was "the lost book" for which his people had waited all of these years. Ko Thah-byu **accepted** **C**hrist and dedicated his life to proclaiming the good news of "the lost book" among his people. (**Capitalizing book is optional. It is referring to the Bible.**)

After training with **A**doniram **J**udson and his workers, the Karen man traveled into the hill country to spread the good news. Wherever he went, entire villages responded to his message. **S**oon hundreds of converts from distant mountains and jungles flocked to **Judson's** mission to learn more of the book and the **G**ospel it contained. (**Capitalizing Gospel is optional.**)

**Meanwhile**, Ko Thah-byu carried the message of peace **too** an ever-widening circle of remote villages and towns. His ministry and the consequent ministries of his converts **were** **sew** effective and far-reaching that **win** **A**merican missionaries arrived at **won** Karen village **three** **hundred** miles from **Judson's** mission, they found **five thousand** Karen converts ready to be baptized. (**to, so, when, one**)

**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. Spelling Practice: Choose the Correct Spelling

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

1. peacable

peaceable

- |                 |             |
|-----------------|-------------|
| 2. possible     | posible     |
| 3. apostle      | apostel     |
| 4. profitable   | profitable  |
| 5. probable     | probbable   |
| 6. principle    | principel   |
| 7. valuable     | valueable   |
| 8. charritable  | charitable  |
| 9. reasonable   | reesonable  |
| 10. responsible | responsible |
| 11. fashenable  | fashionable |
| 12. relieable   | reliable    |

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

- |               |          |
|---------------|----------|
| 13. amiable   | ameable  |
| 14. dissemble | disemble |
| 15. imitable  | imitable |

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

- |                  |              |
|------------------|--------------|
| 16. amenable     | amenable     |
| 17. esteemable   | esteamable   |
| 18. venerated    | venerable    |
| 19. admirable    | admirable    |
| 20. considerable | considerable |

<> 4d. Highlight the correct spelling of each **Optional** word.

- |              |           |
|--------------|-----------|
| 21. diplomat | diplomatt |
|--------------|-----------|

22. evangelist                      evanjelist
23. combattant                    combatant
24. harmony                         harmony

## 6. Grammar: Prepositions

<> 6e. In the sentences provided, highlight all of the prepositions.

**Note:** The word *to* + a verb is an example of when the word *to* is not being used as a preposition. When you see *to* + a verb, do not highlight it since it is a special kind of verb called an “infinitive”—not a preposition.

1. To be called a child **of** God is to be recognized **by** others **as** reflecting His likeness.
2. The focus **of** God’s love is to reconcile sinners **to** the Savior and **to** each other.
3. The ministry **of** reconciliation is the consuming purpose **of** God.
4. An ambassador is an appointed representative **of** a nation.
5. An ambassador is empowered to carry out talks **between** his country and the country **in** which he is stationed.
6. **By** the authority **of** Scripture, we are ambassadors **for** Christ.
7. We represent the nation **of** God.
8. We are sent **to** the kingdom **of** this world.
9. Our primary job is to deliver those that are held captive **by** the power **of** Satan.
10. The Greek word **for** apostle means one sent forth.
11. The original apostles were sent out **by** Christ. (*Out is an adverb here.*)
12. The Church then called other people **for** discipleship.
13. The purpose **of** being sent forth was to spread the good news.
14. Apostles also helped establish others **in** Christ.
15. A missionary is someone who goes **to** another country **with** a special message **from** the Lord.
16. The word missionary comes **from** words that are pictured as untying a ship’s rope so that it can sail away **from** the shore.
17. A witness is one who gives a testimony, as **in** a courtroom.
18. Jesus referred **to** His disciples as witnesses.
19. God requires that his witnesses have firsthand knowledge **of** Him.
20. An evangelist is a proclaimer **of** good news.
21. An evangelist is to make sure that every person **within** his region has heard the good news.

**Teacher Tip:** If your student highlighted the word *to* in infinitive phrases, keep reminding him that those are infinitives--and say the infinitive phrase together---*to be, to seem, to reconcile*, etc. so he can hear the *to* with a verb.



22. A reconciler helps **in** the renewal **of** relationships **between** those whose relationships have been injured.
23. Reconciliation involves granting and receiving forgiveness **for** past offenses.
24. A soul-winner is one who “fishes **for** men.”
25. A soul-winner helps to persuade the mind, will, and emotions **of** an unbeliever to accept the truth **of** salvation.
26. When Peter and Andrew were casting their nets **into** the sea, Jesus told them He would make them “fishers **of** men.”
27. A fisherman knows where the fish are, what equipment to use, what bait to use, and how to be patient **in** waiting. (*To in this sentence is used as an infinitive all three times.*)
28. A mediator is one who intervenes **between** two parties to bring **about** agreement.
29. A mediator must be a person **of** great wisdom.
30. The wise mediator will be discerning **of** root causes.

## 10. Vocabulary/Structural Analysis: Wacky Words

### Homophones: to, too, two

<> 10c. Fill in each blank provided with the correct Wacky Word--**to**, **too**, or **two**.

1. Maelynn has too many distractions to do the job well.
2. After the play, Jeremy and Kayla will go to a nice restaurant.
3. You may each choose two pieces of candy from the basket.
4. Lily would like to go with us.
5. We leave for Florida in two days.
6. It shouldn't take us too long to get to the airport.
7. We can only bring two suitcases with us.
8. I hope it's not too hot there.

**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.

## 11. Editor Duty: Correct Given Paragraph(s) Semicolons and Complete Sentences

<> 11. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the second paragraph, add a complete sentence to the subordinate clause that is given with the line following it.

The Scottish preacher hoo gave Walter Wilson a challenge for soul-winning also gave him a book he had written entitled God's Two Books—Natural Revelation and Special Revelation. This fascinating book revealed how interesting facts of nature related too the Scriptures. It inspired Walter's delight inn researching more interesting facts. (who, to, in)

Walter discovered most of his facts about nature from reading books. However, whenever it was possible, \_\_\_\_\_ Answers will vary \_\_\_\_\_. He stood beneath a giant 265-foot Sequoia tree in California and reviewed the sequence of creation as he observed that this tree was over 6,000 years old.

(Most handbooks recommend that when a number needs to be written as a numeral (i.e. 265) due to its length (three words or more), the remaining numbers in that paragraph or portion of the book should also be written as numerals, regardless of the length (6,000).)

Wilson experimented in his home with the cereus plant which bloomed every night at eleven o'clock. He learned why chickens always hatch at the larger end of the egg. He rehearsed what he had learned and freely drew upon it to bring scriptural truths into vivid clarity and practical application.

(Capitalizing *Scriptural* is optional.)

**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!

## 12. Grammar: Prepositional Phrases Openers

<> 12e. In the sentences provided, place parenthesis around the prepositional phrase openers.

1. (From Rome, India, Greece, and Egypt), merchants came to barter and trade.
2. (In the early days of Aksum's power), one of its important government officials set out on a

- quest for the true God of heaven and earth. (Double prepositional phrase opener!)
3. (In time), the Aksum kingdom was made an official Christian state.
  4. (In the Gedeo culture), the center pole from a man's house symbolized his life.
  5. (In his vision), Warrasa took the center pole from his house and planted it next to the missionaries' shelter.
  6. (By placing his pole by the missionaries' shelter), Warrasa felt that he had identified himself with the message of the white men and with the God they served.
  7. (In over two hundred churches), thousands of Christian Gedeo tribesmen worship today.
  8. (In the 1920s), a missionary arrived at one of the huge Bantu tribes in the Central African Republic.
  9. (In 1795), a British embassy report gave the details of the account.
  10. (After training with Adoniram Judson and his workers), the Karen man traveled into the hill country to spread the the good news.
  11. (From that time), the conviction has never left me that I was called to China.
  12. (In the sixth century before Christ), a devastating plague struck the city of Athens, Greece.
  13. (Within minutes), a number of the stonemasons built an altar and sacrificed the sheep.
  14. (Within a century), the once great Incan empire was conquered easily by the Spanish.

# Lesson Plans

## Red 1-B: Week Three

For a Five-Day Week

### Character Focus: Peacemaking

Day One																		
<p><b>Vocabulary Box</b></p> <p>Synonyms and antonyms of <i>peacemakers--nouns</i></p> <table style="width: 100%; border: none;"> <tr> <th style="text-align: left; border: none;">Synonyms</th> <th style="text-align: left; border: none;">Antonyms</th> </tr> <tr> <td style="border: none;">                     apostle                      arbitrator                      diplomat                      evangelist                      missionary                      pacifier                      reverend                 </td> <td style="border: none;">                     appeaser                      delegate                      envoy                      mediator                      negotiator                      parson                 </td> </tr> <tr> <td style="border: none;">                     antagonist                      pugilist                 </td> <td style="border: none;">                     combatant                      rebel                 </td> </tr> </table>	Synonyms	Antonyms	apostle arbitrator diplomat evangelist missionary pacifier reverend	appeaser delegate envoy mediator negotiator parson	antagonist pugilist	combatant rebel	<p><b>Vocabulary Box</b></p> <p>Words related to <i>peace--nouns</i></p> <table style="width: 100%; border: none;"> <tr> <td style="border: none;">                     amity                      ceasefire                      harmony                      serenity                      truce                 </td> <td style="border: none;">                     armistice                      concord                      reconciliation                      tranquility                 </td> </tr> </table>	amity ceasefire harmony serenity truce	armistice concord reconciliation tranquility									
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<p><b>1. Copying and Comprehension:</b> Passage and Vocabulary</p> <p style="text-align: center;"><b>Further Extension</b></p> <p>Warrasa, a member of the ruling family of the Gedeo tribe, had been praying that God would reveal Himself to him and the Gedeo people. One day he had a vision: two white-skinned strangers erected a flimsy shelter under the shade of a mature sycamore tree at the edge of the village. A voice said to Warrasa, "These men will bring you a message from the God you seek; wait for them."</p> <p style="text-align: center;"><b>All</b></p> <p>In the Gedeo culture, the center pole from a man's house symbolized his life. In his vision, Warrasa removed the center pole from his house and planted it next to the missionaries' shelter. Then the vision subsided. Warrasa understood that by placing his pole by the missionaries' tent, he had identified himself with the message of the white men, and with the God they served.</p> <p style="text-align: center;"><b>Extensions</b></p> <p>Eight years later, two white men came to minister to the people of the Gedeo village. In utter amazement and joy, Warrasa watched as they constructed a simple shelter under a large sycamore tree at the edge of the village. When they taught their message, he listened intently, and he was one of the first in the village to "plant his center pole" by these godly men's abode.</p> <p>• Notice the different order of the copy boxes this week.</p> <p><b>2. Spelling/Structural Analysis:</b> Double Consonant in Middle With First Syllable Short</p> <p>Examples: big/ger, hap/py</p> <p style="text-align: center;"><b>All</b></p> <table style="width: 100%; border: none;"> <tr> <td style="border: none;">1. flimsy</td> <td style="border: none;">2. membership</td> <td style="border: none;">3. electricity</td> </tr> <tr> <td style="border: none;">4. missionary</td> <td style="border: none;">5. congratulate</td> <td style="border: none;">6. calculate</td> </tr> <tr> <td style="border: none;">7. pessimist</td> <td style="border: none;">8. optimist</td> <td style="border: none;">9. ambassador</td> </tr> <tr> <td style="border: none;">10. intrepid</td> <td style="border: none;">11. stalwart</td> <td style="border: none;">12. optimal</td> </tr> <tr> <td style="border: none;">13. considerable</td> <td></td> <td></td> </tr> </table> <p style="text-align: center;"><b>Extensions</b></p> <table style="width: 100%; border: none;"> <tr> <td style="border: none;">14. dissembler</td> <td style="border: none;">15. commenced</td> </tr> </table>		1. flimsy	2. membership	3. electricity	4. missionary	5. congratulate	6. calculate	7. pessimist	8. optimist	9. ambassador	10. intrepid	11. stalwart	12. optimal	13. considerable			14. dissembler	15. commenced
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<p><b>Further Extension</b></p> <p>16. exemplary    17. dissident</p> <p><b>Optional</b></p> <p>18. mediator    19. delegate    20. antagonist</p> <p>21. tranquility</p>
Day Two
<p><b>3. Editor Duty:</b> Correct Given Paragraph(s)</p> <p style="text-align: center;"><b>Descriptive Adjectives</b></p> <p><b>4. Spelling Practice:</b> Choose Correct Spelling</p>
Day Three
<p><b>5. Research and Study Skills:</b> Choose Your Topic and Overview Source</p> <p><b>6. Structural Analysis:</b> Plural Possessive Nouns</p> <p><b>7. Research and Study Skills:</b> Writing Your Working Thesis Statement, Begin Gathering Information From Overview Source, and Choose Additional Source(s)</p>
Day Four
<p><b>8. Grammar:</b> Main Subjects</p> <p><b>9. Study Skills/Research:</b> Create Outlining Cards for Informative Research Report</p> <p><b>10. Study Skills/Research:</b> Quotation Inclusion</p>
Day Five
<p><b>11. Spelling Practice:</b> Six "S" Spelling Secret</p> <p><b>12. Study Skills/Research:</b> Create a List of Works Cited</p> <p><b>13. Spelling Practice:</b> Write That Word!</p> <p><b>14. Composition:</b> Write Rough Draft of Informative Report About a Peacemaking Occupation</p> <p><b>15. Grammar:</b> Think Fast Quiz</p> <p><b>16. Spelling:</b> Spelling Test</p> <p><b>17. Dictation:</b> Dictation Quiz</p> <p><b>Optional:</b> Extra Practice</p>

# Lesson Plans

## Red 1-B: Week Three

For a Four-Day Week

### Character Focus: Peacemaking

#### Day One

##### Vocabulary Box

##### Synonyms and antonyms of *peacemakers*--nouns

Synonyms		Antonyms	
apostle	appeaser	antagonist	combatant
arbitrator	delegate	pugilist	rebel
diplomat	envoy		
evangelist	mediator		
missionary	negotiator		
pacifier	parson		
reverend			

##### Vocabulary Box

##### Words related to *peace*--nouns

amity	armistice
ceasefire	concord
harmony	reconciliation
serenity	tranquility
truce	

### 1. Copying and Comprehension: Passage and Vocabulary

#### Further Extension

Warrasa, a member of the ruling family of the Gedeo tribe, had been praying that God would reveal Himself to him and the Gedeo people. One day he had a vision: two white-skinned strangers erected a flimsy shelter under the shade of a mature sycamore tree at the edge of the village. A voice said to Warrasa, "These men will bring you a message from the God you seek; wait for them."

#### All

In the Gedeo culture, the center pole from a man's house symbolized his life. In his vision, Warrasa removed the center pole from his house and planted it next to the missionaries' shelter. Then the vision subsided. Warrasa understood that by placing his pole by the missionaries' tent, he had identified himself with the message of the white men, and with the God they served.

#### Extensions

Eight years later, two white men came to minister to the people of the Gedeo village. In utter amazement and joy, Warrasa watched as they constructed a simple shelter under a large sycamore tree at the edge of the village. When they taught their message, he listened intently, and he was one of the first in the village to "plant his center pole" by these godly men's abode.

• Notice the different order of the copy boxes this week.

### 2. Spelling/Structural Analysis: Double Consonant in Middle With First Syllable Short

Examples: *big/ger, hap/py*

#### All

- |                  |                 |                |
|------------------|-----------------|----------------|
| 1. flimsy        | 2. membership   | 3. electricity |
| 4. missionary    | 5. congratulate | 6. calculate   |
| 7. pessimist     | 8. optimist     | 9. ambassador  |
| 10. intrepid     | 11. stalwart    | 12. optimal    |
| 13. considerable |                 |                |

#### Extensions

14. dissembler      15. commenced

#### Further Extension

16. exemplary      17. dissident

#### Optional

18. mediator      19. delegate      20. antagonist  
21. tranquility

### 3. Editor Duty: Correct Given Paragraph(s)

#### Descriptive Adjectives

### 4. Spelling Practice: Choose Correct Spelling

#### Day Two

### 5. Research and Study Skills: Choose Your Topic and Overview Source

### 6. Structural Analysis: Plural Possessive Nouns

### 7. Research and Study Skills: Writing Your Working Thesis Statement, Begin Gathering Information From Overview Source, and Choose Additional Source(s)

### 8. Grammar: Main Subjects

#### Day Three

### 9. Study Skills/Research: Create Outlining Cards for Informative Research Report

### 10. Study Skills/Research: Quotation Inclusion

### 11. Spelling Practice: Six "S" Spelling Secret

### 12. Study Skills/Research: Create a List of Works Cited

#### Day Four

### 13. Spelling Practice: Write That Word!

### 14. Composition: Write Rough Draft of Informative Report About a Peacemaking Occupation

### 15. Grammar: Think Fast Quiz

### 16. Spelling: Spelling Test

### 17. Dictation: Dictation Quiz

### Optional: Extra Practice

# Answer Keys Red 1-B: Week Three

## 3. Editor Duty: Correct Given Paragraph(s) Descriptive Adjectives

<> 3. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight the descriptive adjectives

**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.

God identifies the **root** cause of **all** conflicts for **us** in the **holy** Scripture—**selfish** pride. Pride prompts us to follow our **own** wisdom rather than the **basic** principles of **God's** Word . **By** humbling ourselves, we receive the **wonderful** grace of God, which gives **us** the **deep** desire and **amazing** power to do **God's** will.

When we violate God's principles, the root problems of bitterness, greed, or moral impurity spring up. God makes **it** clear in Hebrews 12:15 that these root problems **are** the result of resisting His grace. From these root problems, a host of wrong attitudes and actions result. These include rebellion, inferiority, fear, envy, guilt, and frustration.

The wise mediator will discern root causes rather **than** focus on surface problems. **For** example, rather than discussing with a teenager whether his parents are right or wrong in not allowing him to **wear** the clothes he chooses, the conversation should be directed to whether or not this teenager has ever accepted God's design for his appearance and has thanked God for the way He made him and for the parents God **gave** him.

## 4. Spelling Practice: Choose the Correct Spelling

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

1. **flimsy**                      flimsee
2. **membership**              membruship
3. electricity                    **electricity**

**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. missionary    | missionnary   |
| 5. congradulate  | congratulate  |
| 6. calcullate    | calculate     |
| 7. pessimist     | pesimist      |
| 8. optamist      | optimist      |
| 9. ambassador    | ambassadoor   |
| 10. intrepid     | inchrepid     |
| 11. stallwart    | stalwart      |
| 12. optimal      | optamal       |
| 13. considerable | concliderable |

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

- |               |            |
|---------------|------------|
| 14. disembler | dissembler |
| 15. commensed | commenced  |

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

- |               |           |
|---------------|-----------|
| 16. exemplery | exemplary |
| 17. dissident | disident  |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- |                 |             |
|-----------------|-------------|
| 18. mediator    | medeator    |
| 19. delegate    | dellegate   |
| 20. antagonist  | antaggonist |
| 21. tranquilaty | tranquility |

## 6. Structural Analysis: Plural Possessive Nouns

<> **6b.** Show possession to the common and proper nouns listed below, and add an object owned by the noun as shown in the example.

**Note:** A few “owned objects” are shown for you in parenthesis. Those items will vary in your students answers.

- |                        |                         |
|------------------------|-------------------------|
| 1. person's (Bible)    | 2. Christ's (sacrifice) |
| 3. children's(choir)   | 4. peacemakers' (feet)  |
| 5. disciples'(lunches) | 6. Jesus' (salvation)   |
| 7. Jesus Christ's      | 8. mountain's           |
| 9. parties'            | 10. shoes'              |
| 11. missionary's       | 12. God's               |
| 13. tribe's            | 14. soul winners'       |
| 15. meetings'          | 16. name's              |
| 17. star's             | 18. world's             |
| 19. Christians'        | 20. France's            |
| 21. Switzerland's      | 22. writers'            |
| 23. government's       | 24. system's            |
| 25. evil rulers'       | 26. witness'            |
| 27. bodies'            | 28. body's              |
| 29. Walter Wilson's    | 30. John Adams'         |

**Teacher Tip:** Your student may highlight the one word subject (supply) or the the describers with it (increased blood supply).

## 8. Grammar: Main Subjects

<> **8d.** In the sentences provided, complete the following steps:

- (1) Isolate all prepositional phrases by placing parentheses around them.
- (2) Highlight the main subject of each sentence.

Note: If a sentence is a compound sentence (two complete sentences on either side of a semi-colon or coordinating conjunction—FANBOYS: for, and, nor, but, or, yet, or so), you may find the main subject in each half (just as though it were two separate sentences).

1. (During the 1500s,) **thousands** (of Christan Huguenots) walked (over the Alps) to settle (in Geneva.) (*To settle is an infinitive.*)
2. Their **witness** significantly influenced the founding (of America.)
3. **Messengers who walk** (on mountains) must have feet which are (in excellent condition), or the message will not get through. (*Unusual: Phrase as a subject! Through is used as an adverb here.*)
4. (After traveling) (over the rugged heights), **feet** will be swollen and bruised.
5. **They** will be beautiful (in the eyes) (of those) whose lives were transformed (by the good



- news) which they brought.
6. The **foot** actually serves as an auxiliary pump.
  7. The average adult **heart** must bear the sole burden (of pumping) more than eleven pounds (of blood) every minute.
  8. **Some** (of that blood) must be lifted only a few inches to reach the brain.
  9. **Sitting or standing** (for long periods) (of time) slows circulation and causes the feet to swell as blood accumulates. (Compound subject)
  10. **Soldiers** who are required to stand (at attention) (for long periods) (of time) have been known to faint (from inactivity.) (May consider entire clause *Soldiers who are required to stand* as the subject.)
  11. Improperly shod **feet** cause irritation that results (in hardness and pain.)
  12. A **corn** is a hardened layer (of skin) that grows to protect the foot (from irritation.)
  13. These **irritations** often come (from shoes) that do not fit properly.
  14. This **irritation** stimulates the flow (of blood) (to the area,) promoting healing and repairing damaged cells.
  15. The **pressure** (inside the improperly-fitting shoe) increases and irritates the spot more deeply as the area swells (with blood.)
  16. The **increased blood supply** also promotes the growth (of new cells) to protect the irritated site.
  17. A characteristic corn-shaped **bump** forms as the new cells push the old cells upward.  
(Upward is an adverb here.)
  18. The central **core** (of the corn) is made up (of old layers) (of skin.) (Up is an adverb here.)
  19. These old **layers** become so hardened that they often irritate the soft new skin that forms (underneath them.)
  20. The **result** is a painful cycle.
  21. **Pressure** irritates the skin.
  22. The **skin** builds (up protective layers) which, (in turn,) harden and cause more pressure.

# Lesson Plans

## Red 1-B: Week Four

For a Five-Day Week

**Character Focus: Peacemaking**

Day One																											
<p><b>Vocabulary Box</b></p> <p>Synonyms and antonyms of <i>peacemakers--nouns</i></p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: left; border: none;">Synonyms</th> <th style="text-align: left; border: none;">Antonyms</th> </tr> </thead> <tbody> <tr> <td style="border: none;">apostle</td> <td style="border: none;">appeaser</td> </tr> <tr> <td style="border: none;">arbitrator</td> <td style="border: none;">delegate</td> </tr> <tr> <td style="border: none;">diplomat</td> <td style="border: none;">envoy</td> </tr> <tr> <td style="border: none;">evangelist</td> <td style="border: none;">mediator</td> </tr> <tr> <td style="border: none;">missionary</td> <td style="border: none;">negotiator</td> </tr> <tr> <td style="border: none;">pacifier</td> <td style="border: none;">parson</td> </tr> <tr> <td style="border: none;">reverend</td> <td style="border: none;"></td> </tr> </tbody> </table>	Synonyms	Antonyms	apostle	appeaser	arbitrator	delegate	diplomat	envoy	evangelist	mediator	missionary	negotiator	pacifier	parson	reverend		<p><b>Vocabulary Box</b></p> <p>Words related to <i>peace--nouns</i></p> <table style="width: 100%; border: none;"> <tbody> <tr> <td style="border: none;">amity</td> <td style="border: none;">armistice</td> </tr> <tr> <td style="border: none;">ceasefire</td> <td style="border: none;">concord</td> </tr> <tr> <td style="border: none;">harmony</td> <td style="border: none;">reconciliation</td> </tr> <tr> <td style="border: none;">serenity</td> <td style="border: none;">tranquility</td> </tr> <tr> <td style="border: none;">truce</td> <td style="border: none;"></td> </tr> </tbody> </table>	amity	armistice	ceasefire	concord	harmony	reconciliation	serenity	tranquility	truce	
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<p><b>1. Copying and Comprehension: Passage and Vocabulary</b> <b>All</b></p> <p>Scripture explains that the feet of those who bring good news (the Gospel) are beautiful. Messengers who walk on mountains must have feet that are in excellent condition, or the message will not go through. There are many conditions that hinder the function of the feet. Similarly, these conditions may also hinder the ability of the one witnessing in executing good works.</p> <p>One negative condition of the foot is a sprained ankle. When the foot stumbles and twists in a direction that it was not intended to move, the talofibular ligaments, which hold the lower end of the fibula in place, are damaged. These ligaments are relatively weak and are the most likely to give way under stress. A network of nerves surrounds this part of the ankle and makes the sprain extremely painful. Once a ligament of the ankle has been stretched or torn, the ankle becomes loose, limiting the power and flexibility of the foot.</p> <p><b>Extensions</b></p> <p>Frostbite is another condition that will thwart the delivering of good news. Because frostbite is most likely to occur in those members of the body that are farthest away from the heart, feet are extremely susceptible to it. Frostbite occurs when the fluids within the body's cells freeze and expand, rupturing the cell's walls. If not treated properly, the damaged cells can become infected with gangrene and require the amputation of the entire member.</p> <p><b>2. Spelling/Structural Analysis: Open First Syllable (With Single Consonant in Middle of Word) is Long</b> <b>Examples: o/bey; be/tween</b></p> <p><b>All</b></p> <table style="width: 100%; border: none;"> <tbody> <tr> <td style="border: none;">1. relationship</td> <td style="border: none;">2. evangelist</td> <td style="border: none;">3. mediator</td> </tr> <tr> <td style="border: none;">4. mutual</td> <td style="border: none;">5. bestowed</td> <td style="border: none;">6. deceive</td> </tr> <tr> <td style="border: none;">7. redeem</td> <td style="border: none;">8. humane</td> <td style="border: none;">9. primarily</td> </tr> <tr> <td style="border: none;">10. resemble</td> <td style="border: none;">11. dominion</td> <td style="border: none;">12. copious</td> </tr> </tbody> </table> <p><b>Extensions</b></p> <table style="width: 100%; border: none;"> <tbody> <tr> <td style="border: none;">13. recuperate</td> <td style="border: none;">14. identified</td> </tr> </tbody> </table> <p><b>Further Extension</b></p>		1. relationship	2. evangelist	3. mediator	4. mutual	5. bestowed	6. deceive	7. redeem	8. humane	9. primarily	10. resemble	11. dominion	12. copious	13. recuperate	14. identified												
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<p>15. reverberate      16. scrutinized</p> <p><b>Optional</b></p> <p>17. negotiator      18. pacifier      19. rebel</p> <p>20. armistice</p> <p><b>3. Editor Duty: Correct Given Paragraph(s)</b> <b>Adverbs</b></p>
Day Two
<p><b>4. Spelling Practice: Choose Correct Spelling</b></p> <p><b>5. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph</b></p> <p><b>6. Grammar: Subject Part/Predicate Part</b></p>
Day Three
<p><b>7. Study Skills/Prewriting/ Composition: Take Notes for an Original Closing Paragraph</b></p> <p><b>8. Grammar: Adverbs</b></p> <p><b>9. Spelling Practice: Six "S" Spelling Secret</b></p>
Day Four
<p><b>10. Composition and Editing: Edit and Revise Using the Checklist Challenge</b></p> <p><b>11. Spelling Practice: Write That Word!</b></p> <p><b>12. Grammar: Ly Openers</b></p>
Day Five
<p><b>13. Grammar: Think Fast Quiz</b></p> <p><b>14. Spelling: Spelling Test</b></p> <p><b>15. Dictation: Dictation Quiz</b></p> <p><b>16. Composition: Final Copy Original Informative Research Report</b></p> <p><b>Optional: Extra Practice</b></p>

# Lesson Plans

## Red 1-B: Week Four

For a Four-Day Week

**Character Focus: Peacemaking**

### Day One

#### Vocabulary Box

Synonyms and antonyms of *peacemakers--nouns*

Synonyms		Antonyms	
apostle	appeaser	antagonist	combatant
arbitrator	delegate	pugilist	rebel
diplomat	envoy		
evangelist	mediator		
missionary	negotiator		
pacifier	parson		
reverend			

#### Vocabulary Box

Words related to *peace--nouns*

amity	armistice
ceasefire	concord
harmony	reconciliation
serenity	tranquility
truce	

### 1. Copying and Comprehension: Passage and Vocabulary

**All**

Scripture explains that the feet of those who bring good news (the Gospel) are beautiful. Messengers who walk on mountains must have feet that are in excellent condition, or the message will not go through. There are many conditions that hinder the function of the feet. Similarly, these conditions may also hinder the ability of the one witnessing in executing good works.

One negative condition of the foot is a sprained ankle. When the foot stumbles and twists in a direction that it was not intended to move, the talofibular ligaments, which hold the lower end of the fibula in place, are damaged. These ligaments are relatively weak and are the most likely to give way under stress. A network of nerves surrounds this part of the ankle and makes the sprain extremely painful. Once a ligament of the ankle has been stretched or torn, the ankle becomes loose, limiting the power and flexibility of the foot.

#### Extensions

Frostbite is another condition that will thwart the delivering of good news. Because frostbite is most likely to occur in those members of the body that are farthest away from the heart, feet are extremely susceptible to it. Frostbite occurs when the fluids within the body's cells freeze and expand, rupturing the cell's walls. If not treated properly, the damaged cells can become infected with gangrene and require the amputation of the entire member.

### 2. Spelling/Structural Analysis: Open First Syllable (With Single Consonant in Middle of Word) is Long

Examples: o/be; be/tween

**All**

- |                 |               |              |
|-----------------|---------------|--------------|
| 1. relationship | 2. evangelist | 3. mediator  |
| 4. mutual       | 5. bestowed   | 6. deceive   |
| 7. redeem       | 8. humane     | 9. primarily |
| 10. resemble    | 11. dominion  | 12. copious  |

#### Extensions

13. recuperate      14. identified

#### Further Extension

15. reverberate      16. scrutinized

#### Optional

17. negotiator      18. pacifier      19. rebel  
20. armistice

### 3. Editor Duty: Correct Given Paragraph(s)

Adverbs

### 4. Spelling Practice: Choose Correct Spelling

### Day Two

### 5. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

### 6. Grammar: Subject Part/Predicate Part

### 7. Study Skills/Prewriting/ Composition: Take Notes for an Original Closing Paragraph

### 8. Grammar: Adverbs

### Day Three

### 9. Spelling Practice: Six "S" Spelling Secret

### 10. Composition and Editing: Edit and Revise Using the Checklist Challenge

### 11. Spelling Practice: Write That Word!

### 12. Grammar: Ly Openers

### Day Four

### 13. Grammar: Think Fast Quiz

### 14. Spelling: Spelling Test

### 15. Dictation: Dictation Quiz

### 16. Composition: Final Copy Original Informative Research Report

### Optional: Extra Practice

# Answer Keys Red 1-B: Week Four

## 3. Editor Duty: Correct Given Paragraph(s) Adverbs

<> 3. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In any of the paragraphs, highlight the two adverb openers.

**Actually**, frostbite is most likely in those members of the body that are farthest away from the heart, such as the feet. **By** the time that blood reaches the feet, it may be several degrees cooler **than** it was at the heart. **If** the feet are inactive, they can cool down to the point where they **freeze**. **This** condition is called frostbite.

When the fluids within the **body's** cells **freeze**, they expand and may rupture the **cell's** walls, just as ice can shatter the walls of **a** glass milk bottle. **If** not treated properly, the damaged cells can become infected with gangrene, and this may require the amputation of the entire member.

**F**rostbite is usually first evident as a small, whitish circle. The white **indicates** that **an** area has **frozen**, and the flow of warm red blood has become blocked. As more of the skin freezes, the circle **grows** larger, and the skin feels hard to the touch. Because the tips of nerves are also being frozen, **there is** usually no pain associated with frostbite. **Unfortunately**, the numbness **increases** the likelihood that surrounding areas may also be **frozen** without the victim knowing it.

## 4. Spelling Practice: Choose the Correct Spelling

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

- |                      |                     |
|----------------------|---------------------|
| 1. relationship      | <b>relationship</b> |
| 2. <b>evangelist</b> | evangellist         |
| 3. <b>mediator</b>   | medeator            |

- |              |           |
|--------------|-----------|
| 4. muttual   | mutual    |
| 5. bestowed  | bestowed  |
| 6. deceeve   | deceive   |
| 7. redeeme   | redeem    |
| 8. humane    | humain    |
| 9. primarily | primarely |
| 10. resemble | resembl   |
| 11. dominon  | dominion  |
| 12. copeous  | copious   |

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

- |                |             |
|----------------|-------------|
| 13. recuperate | recooperate |
| 14. identified | identified  |

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

- |                  |              |
|------------------|--------------|
| 15. reverberrate | reverberate  |
| 16. scrutinized  | scruttinized |

<> **4d.** Highlight the correct spelling of each **Optional** word.

**Teacher Tip:** What each adverb tells is subjective. This Answer Key may say that the adverb tells “to what extent” while your student feels that it tells “How.” This is fine.

- |                |            |
|----------------|------------|
| 17. negotiater | negotiator |
| 18. pacifier   | pacifire   |
| 19. rebbel     | rebel      |
| 20. armistice  | armitice   |

## 6. Grammar: Subject Part/Predicate Part

<> 6d. In the sentences provided, complete the following steps:

- (1) Draw a line between the subject part and the predicate part.
- (2) Highlight the main subject of each sentence.
- (3) **Extensions:** Highlight the main verb phrase of each sentence.

Do not worry about second main subjects and verbs in “compound sentences” (the second main subject and second verb in some of the sentences).

1. Scripture | explains that the feet of those who bring good news (the Gospel) are beautiful.
2. The messenger's feet | bring good news.
3. These feet | are beautiful.
4. Mountain-walking messengers | must have feet that are in excellent condition, or the message will not go through.
5. The message | must go through.
6. Many conditions | hinder the function of the feet.
7. The feet | may be hindered by many conditions.
8. Similarly, these conditions | may also hinder the ability of the one witnessing in executing good works.
9. We | should avoid situations that hinder our message.
10. One negative condition (of the foot) | is a sprained ankle.
11. A sprained ankle | causes the messenger to not be able to deliver his message.
12. A sprained heart | causes our lives not to deliver our message.
13. A foot that stumbles | may damage its ligaments.
14. These ligaments | are relatively weak and are the most likely to give way under stress.
15. Our message | may give way under stress.
16. A network (of nerves) | surrounds this part of the ankle and makes the sprain extremely painful.
17. The torn ankle | becomes loose, limiting the power and flexibility of the foot.
18. Frostbite | is another condition that will thwart the delivering of good news.
19. Our souls | can have frostbite too.
20. A frigid soul | will not deliver the message.

### Extensions:

21. Frostbite | occurs when the fluids within the body's cells freeze and expand, rupturing the cell's walls.
22. When this happens, the cell walls | are damaged.
23. Untreated, damaged cells | can become infected with gangrene and require the amputation of the entire member.
24. When our cells are damaged from frost bite, we | might need an amputation.
25. Once a ligament of the ankle has been stretched or torn, the ankle | becomes loose, limiting the power and flexibility of the foot.
26. Because frostbite is most likely to occur in those members of the body that are farthest away from the heart, feet | are extremely susceptible to it.

## 8. Grammar: Adverbs

8c. In the sentences provided, complete the following steps:

- (1) Highlight the verbs in one color
- (2) Highlight the adverbs with a different color highlighter.
- (3) Draw an arrow from the adverb to the word it modifies.
- (4) Write above the adverb what it tells:
  - a. How?
  - b. When?
  - c. Where?
  - d. To what extent? (You may just write extent there.)

Note: Some sentences contain more than one adverb.

- Adv. V V V
1. Scripture actually → explains that the feet of those who bring good news (the Gospel) are beautiful. (Extent or How)
- Adv. V V V
2. Messengers who precariously → walk on mountains must have feet that are in excellent condition, or the message will not → go through. (How, When)
- V Adv. V
3. There are many conditions that unfortunately → hinder the function of the feet. (Extent)
- V Adv. V V
4. These conditions may also → hinder the ability of the one witnessing in executing good works. (How)

5. These conditions **may hinder** the ability of the one witnessing in **successfully** → **executing** good works. **(How)**
6. One **extremely** → **negative** condition of the foot **is** a sprained ankle. **(How)**
7. When the foot **accidentally** → **stumbles** and **twists** in a direction that it **was not** → **intended to move**, the talofibular ligaments, which **hold** the lower end of the fibula in place, **are damaged**. **(How, Extent)**
8. When the foot **stumbles** and **twists** in a direction that it **was not** → **intended to fully** → **move**, the talofibular ligaments, which **hold** the lower end of the fibula in place, **are damaged**. **(Extent, How)**
9. When the foot **stumbles** and **twists** in a direction that it **was not** → **intended to move**, the talofibular ligaments, which **normally** → **hold** the lower end of the fibula in place, **are damaged**. **(How, Extent)**
10. These ligaments **are weak** and **are** the **most** → **likely** → **to give** way under stress. **(How, Extent)**
11. These ligaments **are weak** and **may suddenly** → **give** way under stress. **(When)**
12. These ligaments **are surprisingly** → **weak** and **may give** way under stress. **(How)**
13. A network of nerves **completely** → **surrounds** this part of the ankle and **makes** the sprain painful. **(Extent)**
14. A network of nerves **surrounds** this part of the ankle and **makes** the sprain **extremely** → **painful**. **(How)**
15. Once a ligament of the ankle **has been fully** → **stretched** or **torn**, the ankle **becomes** loose, limiting the power and flexibility of the foot. **(Extent)**



16. Frostbite **is** another condition that **will** occasionally → **thwart** the delivering of good news.  
(How)
17. Because frostbite **is** to occur in those members of the body that **are** farthest away from the heart, feet **are** extremely → **susceptible** to it. (How)
18. Because frostbite **is** most → **likely** → **to occur** in those members of the body that **are** farthest away from the heart, feet **are** susceptible to it. (How, Extent)
19. Frostbite **occurs** when the fluids within the body's cells **freeze** and **expand** , ultimately → **rupturing** the cell's walls. (When)
20. If **not** → **treated** ← **properly** , the damaged cells **can become infected** with gangrene and **require** the amputation of the entire member. (When, How)

## 12. Grammar: *Ly* Openers

<> 12d. Complete the following steps in the sentences provided:

(1) Highlight the *ly* openers.

(2) Add punctuation after the *ly* openers according to the rules learned this week..



# Red 2-B: Week One

Character Focus: Boldness

## Vocabulary Box

Synonyms for *persecute*

afflict	oppress	harass
betray	pursue	torture
imprison	martyr	

## Vocabulary Box

Antonyms for *persecute*

console	defend	solace
protect	shelter	nourish
hearten	strengthen	

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

Observers of African wildlife used to consider hyenas and jackals the cowards of the African plain because during the day these animals were there slinking around the kills of other predators, hoping to steal food for themselves. Furthermore, these scavengers appeared too small to kill large game and too timid to attack on their own. Recent studies, however, have demonstrated that while these dog-like creatures may appear fainthearted by day, they are significantly bolder by night.

Extensions

Hyenas and jackals discern that they are no match for prey that is robust and stalwart. Thus, they stalk animals at night, such as gazelles, studying the herd to locate members that are exhausted, injured, or otherwise unable to exercise self-defense. Once they identify a vulnerable animal, they separate it from the herd and attack fearlessly. When the victim is dead, these beggars devour everything except for its horns and teeth.

*Fainthearted* literally means weak of heart.

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

This passage describes how hyenas and jackals (two dog-like animals) hunt their prey. Just like hyenas and jackals overcome their prey by concentrating on the victim's weaknesses, Satan overcomes Christians by concentrating on their weaknesses.

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

The word *fainthearted* is a compound word. In order for a word to be a compound word, it must meet both of these requirements:

1. Each word must keep its original meaning.
2. Each word must keep its original spelling.

In the case of *fainthearted*, it is made up of two words:

1. *Faint*--meaning *weak*
2. *Hearted*--meaning of *heart*

Thus, *fainthearted* means *weak of heart*.

Do you know what the sentence means now when it says, *Recent studies, however, have demonstrated that while these animals may appear **fainthearted** by day, they are significantly bolder by night?*

Further Study: Make a list of animals who use camouflage to hide themselves.

<> 1c. In the first paragraph of the passage, highlight the word *predators*.

<> 1d. Look up this word in the dictionary, and write the definition on the lines provided in your own words.

Definition of *predators*

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<> 1e. Rewrite the sentence of the passage containing this word with a synonym for the word *predator*.

Rewrite sentence with *predators*

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<> 1f. On the lines provided, write three synonyms for *persecute* from the shaded Vocabulary Box located at the beginning of this week's lesson.

Synonyms of *persecute*

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

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

<> 1g. On the lines provided, write two sentences containing two of these words about the animals in the passage.

Sentences about the animals in the passage

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

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

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

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

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

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

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

**Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only.**

Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated for 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:** Satan stalks Christians just like predators stalk their prey.

**Homophone/Telephone**  
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 telephone, but they can be distinguished from each other if they are "seen in print."

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

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

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

### Optional Penmanship Practice

Blessed are they which are persecuted for righteousness' sake: for theirs is the kingdom of heaven.

Matthew 5:10

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

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

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

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

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

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

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

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

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**<> 1j. Further Extension:** Write a sentence about this week's passage using this DD word.

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

Example: Because Hyenas pay close attentions, they are able to pick out the weakest member of the herd. Subordinate clause opener

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

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

## 2. Spelling: Homophones

Examples: to, too, two

<> 2a. In the first paragraph of the passage, highlight each of the words that has another word in the English language that sounds the same as that one but is spelled differently. (For example: *two*, *to*, or *too*.)

These words are often called homophones. The word homophone is easy to remember when you divide it in two and remember each part:

1. **Homo**—means *same*

2. **Phone**—means *hear*

Thus, homophones are words that sound the same. You will remember this even better if you remember that **homophones are words that sound the same when you say them on the phone** (that is, when you can't see them written). However, when you write or read homophones, you can tell which word is meant.

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

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

<> 2c. Add this week's new words (minus the **Optional Words**) to page 91 of your *Spelling Notebook*.

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

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

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

### Homophone Tricks

There are a few "tricks" you can learn to remember which homophone has which definition:

1. **hear**—There's an **ear** in hear!
2. **Here**—There's *not* an ear in here!
3. **There**—It's **here** and there. There's a **here** in **there**!
4. **Their**—The word **heir**—which can mean ownership is in *their*, and *their* is a pronoun that shows ownership!
5. **See**—Do you see the two eyes in the word **see**?

### Help Box for 2a.

You should have highlighted the following words:

- |                      |                    |                 |
|----------------------|--------------------|-----------------|
| 1. to (consider)     | 2. plain (because) | 3. were (there) |
| 4. there (slinking)  | 5. to (steal)      | 6. steal (food) |
| 7. for (thermselves) | 8. too (small)     | 9. to (kill)    |
| 10. too (timid)      | 11. to (attack)    | 12. their (own) |
| 13. while (these)    | 14. by (day)       | 15. by (night)  |

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

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Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. know	know	_____		_____
2. no	no	_____		_____
3. would	would	_____		_____
4. heard	heard	_____		_____
5. there	there	_____		_____
6. their	their	_____		_____
7. here	here	_____		_____
8. hear	hear	_____		_____
9. where	where	_____		_____
10. wear	wear	_____		_____
11. one	one	_____		_____
12. won	won	_____		_____
13. led	led	_____		_____
14. lead	lead	_____		_____
15. accept	ac-cept	_____		_____
16. except	ex-cept	_____		_____

+The spellings of these words are not challenging. The usage of them is. Your teacher will give them to you out of order in context (in sentences). The challenge will be knowing when to use each 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
<b>Extensions</b>				
17. affect	af-fect	_____	RAVEN	_____
18. effect	ef-fect	_____	RAVEN	_____
19. whose	whose	_____		_____
20. who's	who's	_____		_____
<b>Further Extension</b>				
21. calvary	cal-va-ry	_____		_____
22. cavalry	cav-al-ry	_____		_____
23. lose	lose	_____		_____
24. loose	loose	_____		_____
<b>Optional</b>				
25. afflict	af-flict	_____		_____
26. oppress	op-press	_____		_____
27. pursue	pur-sue	_____		_____
28. torture	tor-ture	_____		_____

**\*Commonly Misspelled**

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



### 3. Editor Duty: Correct Given Paragraph(s)

#### Subject Part/Predicate Part, Adverbs, Adverb Openers

Further Study: Learn all four verses to "Am I a Soldier of the Cross?"

<> 3. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the last two paragraphs, highlight the adverb openers, and place the correct punctuation following them if you have not already done so.

(3) In all three of the paragraphs, place an adverb that you find in the thesaurus in the blanks provided.

(4) In the first paragraph, divide between the subject part and the predicate part of each sentence by placing a slash mark. (Note: The last sentence is a compound sentence with a cc between the two parts; thus, it has a subject part/predicate part in the first half and a subject part/predicate part in the second half.)

No man can live or die to himself—certainly not a believer. We are members of the body of christ and members one of another this intimate and vital relationship are significant and just as pain in one part of the physical body \_\_\_\_\_ effects the entire body so persecution faced by one believer will affect other believers

the persecuted believer has a grave responsibility his response to persecution will have a "ripple" affect. If he chafes succumbs to bitterness or seeks revenge, other believers may become infected with his sin. truly if he submits, \_\_\_\_\_ thanking God for the opportunity to learn more of Christ and His supernatural power in delivering us from sin, others will be encouraged

Furthermore those seeing another believer \_\_\_\_\_ persecuted have a responsibility. rapidly we must respond in godly love to the suffering member this loving care of the body for itself will causes believers to grow in likeness to christ and in unity with one another

Further Study: Make a list of a predator's tactics and compare them to the way Satan attacks Christians.

## 4. Spelling Practice: Choose the Correct Spelling

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

- |            |        |
|------------|--------|
| 1. know    | knoe   |
| 2. noe     | no     |
| 3. would   | woud   |
| 4. herd    | heard  |
| 5. thear   | there  |
| 6. their   | theire |
| 7. here    | heer   |
| 8. hear    | heare  |
| 9. whear   | where  |
| 10. wear   | weare  |
| 11. one    | wone   |
| 12. wun    | won    |
| 13. led    | ledd   |
| 14. lead   | leed   |
| 15. axcept | accept |
| 16. except | eccept |

Character Focus: Satan tries to deceive Christians, just like a tiger tries to deceive its prey.

Character Focus: Boldness -- Confidence that what I say or do is true and right and just in the sight of God.

Character Focus: Every kingdom has an army.

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

- |            |        |
|------------|--------|
| 17. affect | afect  |
| 18. efect  | effect |
| 19. whose  | whoze  |
| 20. who'se | who's  |

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

- |             |         |
|-------------|---------|
| 21. calvery | calvary |
|-------------|---------|

### KWO Symbols

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

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

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

# can mean number, pound, or numeral

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

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

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

“ ” can mean spoken words or special words

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

- |             |         |
|-------------|---------|
| 22. cavelry | cavalry |
| 23. lose    | loze    |
| 24. louse   | loose   |

↔ **4d.** Highlight the correct spelling of each **Optional** word.

- |             |         |
|-------------|---------|
| 25. afflict | aflict  |
| 26. opress  | oppress |
| 27. pursue  | persue  |
| 28. torture | toretur |

↔ **4e.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

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

### Alternative Writing for Red 2-B: Week One

- Write a 3–5 paragraph essay about another predator.
- Write a two-paragraph comparison/contrasting essay about persecution and prey.

## 5. Study Skills/Prewriting: Key Word Outline

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

- (1) Read the first paragraph to yourself.
  - a. Determine the topic of the entire paragraph.
  - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3–6 words** that would most help you remember the content of the sentence.
  - b. Write those **3–6 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to

see how to re-write source material in your own words.

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

Character Focus: Blessed are they which are persecuted for righteousness' sake for theirs is the kingdom of heaven.  
Matthew 5:10

### All--Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

(You may use up to eight words for Sentence One.)

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

### All--Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

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

Sentence 3 \_\_\_\_\_

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

Sentence 4 \_\_\_\_\_

#### Sample KWO

##### Paragraph 2

Paragraph Two

Topic of paragraph 2: Hyenas & jackals attack weak animals

Sentence 1: hyenas & jackals ~~match~~ 4 robust & stalwart prey

Sentence 2: stalk animals → night exhausted, injured, self-defense

Sentence 3: identify vulnerable animal separate → herd & attack

Sentence 4: victim = dead devour everything horns & teeth

Further Study: Read a book about animals who camouflage to hide themselves.

#### Sample Paragraph From KWO

##### Paragraph 2

Hyenas and jackals perceive that powerful and courageous game are out of their league. Therefore, they pursue weary, maimed, and defenseless prey at night. After pinpointing an exposed target, such as a gazelle, they isolate the victim from its flock and strike it dauntlessly. Once they have annihilated their mark, the only fragments not consumed are its horns and teeth.

## Optional Penmanship Practice

“Am I a Soldier of the Cross?”

Am I a soldier of the cross?

A follow'r of the Lamb?

And shall I fear to own  
His cause,  
Or blush to speak His  
name?


Must I be carried to  
the skies,  
On flow'ry beds of ease?

While others fought to win  
the prize,  
And sailed thro' bloody  
seas?

**Teacher Tip:** Explain to your student that it is not the *letter* following the article (vowel or consonant) that determines whether *a* or *an* is used, but it is the *sound* of that letter. Thus, when *h* follows an article, use the article *a* if the *h* makes its consonant sound (a *home*); use the article *an* when it makes its silent sound (*an honor*).

## Grammar Card: Noun Marker (Article)

- **Words before a noun that “mark” the noun**
- Words that show a noun is coming: *a*, *an*, and *the*
- Rules for *a* and *an*:
  - Use *a* when the word directly following the article begins with a consonant **sound**: a Bible, a unique dog, a horse
  - Use *an* when the word directly following the article begins with a vowel **sound**: an honor, an elephant, an enthusiastic person
- It does not matter what **letter** the word following the article begins with; the **sound** of the next letter determines which marker to use

 **Whether to use *a* or *an* is not based on the letter that follows the article, but is based on the sound of that letter. For example: *an honor* but a *happy feeling*.**

# 6. Grammar: Noun Markers

## Articles

↔ **6a.** In this week’s passage, highlight the noun markers, also called articles.

Noun markers (articles) are words that mark a noun. In other words, **a noun marker shows you that a noun is coming.**

Noun markers are often considered adjectives, although they are not descriptive adjectives.

Noun markers are easy to learn because there are only three of them.

1. a
2. an
3. the

The only confusing part about noun markers is knowing when to use the noun marker *a* and when to use the noun marker *an*. Remember these rules for *a* and *an*:

1. When the word directly following the noun marker begins with a **consonant sound**, use the **noun marker *a***.

- a. a horse
- b. a dog
- c. a Bible

2. When the word directly following the noun marker begins with a **vowel sound**, use the **noun marker *an***.

- a. an honor
- b. an elephant
- c. an enthusiastic person


Noun markers are helpful tools. They “mark” a noun—that is, they tell you a noun is coming in one of these positions:

1. Directly following the noun marker:

- a. a *doll*
- b. a *city*
- c. an *animal*
- d. the *language arts book*

2. Following any describers that might come between the noun marker and the noun:

- a. the **beautiful** *doll*
- b. a **magnificent** *city*
- c. an **amazing** *animal*
- d. the **helpful** *language arts book* (smile...)

 **Whether to use *a* or *an* is not based on the letter that follows the article, but is based on the sound of that letter. For example: *an honor* but a *happy feeling*.**

↔ **6b.** Study the Grammar Card about noun markers (articles) provided in this lesson.

↔ **6c. Optional:** Make a Grammar Card about noun markers (articles), or add new information to an existing card.

↔ **6d.** In your notebook, write sentences using noun markers (articles), and highlight each noun marker.

**Basic Level:** Write eight sentences.

**Extensions:** Write ten sentences.

Help Box for 6a.

You should have highlighted the following words:

Paragraph 1

- |                  |                  |
|------------------|------------------|
| 1. the (cowards) | 2. the (African) |
| 3. the (day)     | 4. the (kills)   |

Paragraph 2

- |               |                   |
|---------------|-------------------|
| 5. the (herd) | 6. a (vulnerable) |
| 7. the (herd) | 8. a (vulnerable) |
| 9. the (herd) | 10. the (victim)  |

Further Study: Read a book about predators and their prey. Discuss with your teacher how these predators' tactics compare to Satan's tactics in attacking Christians.

## 7. Write On: Using Word Pictures to Describe Emotions in Writing

In Week Three, you will outline and write a short story. When you write a short story, you want to write as descriptively as you can. You want your readers to understand how the characters feel.

One way that some counselors teach people to express their feelings is through a technique called word pictures. **A word picture is when you use words to paint a picture about how you feel.** A word picture uses common things that are familiar to people to describe emotions.

A word picture can be a type of metaphor or simile. You probably remember that a metaphor is a comparison of one thing to another thing without using the word like or as - *That man is a monster.* A simile is a comparison that does use *like* or *as* - *He is as ferocious as a monster.*

**When you use a word picture, you try to be so descriptive that the person reading your story understands and sees things as you do (or as your characters do).**

There are many ways to create word pictures to show feelings. For example, you can do any of the following:

1. Use **colors**: I saw only the **dark gray** storm clouds until God showed me what to do.
2. Use **texture**: When I heard the words of that old hymn, it was like slipping into silky, feather-light bedding.
3. Use **past memories or events** or create a story to describe your feeling: I felt so joyful it was **just like I felt when I was skipping over to the ice cream man** with a quarter in my hand when I was little.
4. Use **food**: The pain within my being over my actions felt like I had just eaten the **hottest**,

Further Study: Make a chart showing the difference between persecution and punishment.

Further Study: Make a list of the way animals protect themselves from predators and contrast these with how Christians can protect themselves from Satan.

## Optional Penmanship Practice

Be sober, be vigilant; because your adversary the devil walks about like a roaring lion seeking whom he may devour.

I Peter 5: 8

**spiciest pizza ever made**--and there was no water to put out the "flames."

5. Use **nature** such as storms, lakes, sunshine, ocean waves, animals, etc.: Obeying God was like **watching the most beautiful sunrise** on a calm summer morning.
6. Use **hobbies or other interests**: My emotions felt like a **ball in a pinball machine** that never quite makes it through the one hundred point chute--but never gets out of bounds either.

Do you see the idea of word pictures? It is simply using **descriptive words** to create a picture that anyone can re-create in his mind--in order to show feelings or emotions.

There are literally thousands of **feeling words** that you could use in word pictures. Below is a list of several dozen to get you started:

abandoned	accepted	accused	admired
adored	adrift	afraid	aggravated
aggressive	agitated	alarmed	alert
alienated	alive	alone	aloof
amused	angry	antagonistic	anxious
appalled	apprehensive	ashamed	attacked
aware	awkward	baffled	bashful
beaten down	belittled	berated	betrayed
bewildered	bitter	blue	bothered
broken	bummed	burdened	calm
capable	carefree	caring	cautious
centered	challenged	cheated	cherished
childish	clean	close	closed
clumsy	comfortable	committed	compassionate
competitive	concerned	condemned	confident
confused	considerate	content	controlled
convicted	cornered	courageous	cowardly
crushed	daring	dazed	deceived
dedicated	defeated	defenseless	defensive
defiant	degraded	dejected	delicate
delighted	depressed	deprived	desperate
destroyed	detached	determined	devastated
devoted	difficult	disappointed	disbelieving
discarded	disconnected	discontent	discouraged

disgusted	disheartened	disillusioned	dismayed
disobedient	disposable	distant	distracted
distressed	drained	dropped	ecstatic
edgy	empathetic	enriched	envious
evasive	exasperated	excluded	exhilarated
expectant	exploited	faithful	fake
flustered	forgiving	friendly	frightened
fulfilled	gentle	gloomy	guarded
gullible	heartbroken	helpful	helpless
hopeful	humble	idealistic	ignored
important	impulsive	indifferent	inferior
insensitive	insignificant	invisible	irresponsible
jaded	jealous	joyful	judged
kind	knowledgeable	leery	left out
let down	lifeless	manipulated	melancholy
misunderstood	moody	motivated	naive
nonchalant	noticed	obligated	obvious
overjoyed	overwhelmed	peaceful	pessimistic
positive	powerless	pushy	regretful
relieved	renewed	resentful	responsible
satisfied	secure	self-centered	self-confident
sensitive	sentimental	sincere	skeptical
splendid	stubborn	submissive	superior
suspicious	tactful	tasteful	tenacious
thoughtful	threatened	trapped	treasured
unappreciated	uncomfortable	unneded	vague
valued	void	warmhearted	weary
wounded	yielding	zealous	

Further Study: Study the reasons a lion roars.

Further Study: Read a hymn history of "Am I a Soldier of the Cross?"

**Optional Penmanship Practice**

I have given them thy word; and the world hath hated them, because they are not of the world, even as I am not of the world.  
John 17:14

**Optional Penmanship Practice**

We are . . . persecuted but not forsaken; Always bearing about in the body the dying of the Lord Jesus, that the life also of Jesus might be made manifest in our body.  
II Corinthians 4:8-10

<> 7. On the lines provided, write three sentences (**Extensions:** write five) containing feeling words (from the list provided) that you never have used in writing before. Try to write sentences containing word pictures.

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



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2.

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3.

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**Extensions:**

4.

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5.

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## 8. Spelling Practice: Six "S" Spelling Secret

↔ **8a.** Take a spelling "pre-test" in your notebook.

↔ **8b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

↔ **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 9. Composition/Creative Writing: Write a Rough Draft Essay From a Key Word Outline

Further Study: Study the Scriptures that compare Satan to a lion.

<> 9a. Follow these steps for writing your rough draft essay from your Key Word Outline:

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

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

<> 9b. Read your essay aloud. Do you like the way it sounds?

## 10. Think Fast Grammar Review: Prepositions

You can use a number of tricks to help you memorize prepositions:

### 1. Use the two Preposition-Check Sentences:

1. The angel flew \_\_\_\_\_ the clouds.
2. The girl prayed \_\_\_\_\_ the service.

### 2. Use objects to help you:

a. Level Pre A and A CQLA students use a bathroom tissue tube and little character and practice with "position" prepositions by putting their little character in different positions around, in, and near the tube:

- |                     |                       |
|---------------------|-----------------------|
| a. aboard the tube  | b. above the tube     |
| c. across the tube  | d. after the tube     |
| e. against the tube | f. ahead of the tube  |
| g. along the tube   | h. alongside the tube |
| i. amid the tube    | j. amidst the tube    |
| k. among the tubes  | l. around the tube    |
| m. aside the tube   | n. at the tube        |
| o. atop of the tube | p. before the tube    |
| q. behind the tube  | r. below the tube     |
| s. beneath the tube | t. beside the tube    |

- |                         |                        |
|-------------------------|------------------------|
| u. between the tube     | v. beyond the tube     |
| w. by the tube          | x. down the tube       |
| y. following the tube   | z. in between the tube |
| aa. in the tube         | bb. inside the tube    |
| cc. into the tube       | dd. near the tube      |
| ee. off the tube        | ff. on the tube        |
| gg. on top of the tube  | hh. onto the tube      |
| ii. opposite the tube   | jj. out the tube       |
| kk. out of the tube     | ll. outside the tube   |
| mm. past the tube       | nn. through the tube   |
| oo. throughout the tube | pp. to the tube        |
| qq. toward the tube     | rr. under the tube     |
| ss. underneath the tube | tt. up the tube        |
| uu. Upon the tube       | vv. within the tube    |
| ww. Without the tube    |                        |

b. Preposition Check Sentence for Time With Prepositions

The girl prayed after the service.

- .....at
- .....along with
- .....around

3. **Work on learning prepositions by categories:**

1. Learn **all of the a's at one time**, then the b's, etc.
2. Learn all of the **position ones** at one time; then learn all of the **time ones**
3. Learn **ones that are linked**—all of the *in's, out's, through's, with's*, etc.
4. Learn **ones that are opposite** (*on, off*) or synonyms (*above, aboard, on top of*, etc.)

In CQLA, we will do a little bit of all of the above! This will help you no matter what type of learner you are.

And it will teach you to use tools for your benefit. **One of the best ways to become a strong student is to learn how to learn**—to teach yourself how you learn the best, to learn to use tips and tricks, to develop time management skills, etc. Hopefully, some of these things will happen as you learn in CQLA!

↔ **10.** On the lines provided, write all of the A prepositions that you can think of—you may use the Preposition--Check Sentences or a tissue tube and toy to do so.

**Note: Did you know that there are more than twenty prepositions that begin with the letter a?**

**a**

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

- |           |           |
|-----------|-----------|
| 7. _____  | 8. _____  |
| 9. _____  | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |

## 11. Vocabulary/Structural Analysis: Wacky Words

### Confusing Words: were vs. we're

<> **11a.** In the first paragraph of the passage, highlight the Be, a Helper, Link (BHL) verb *were*: *these animals were....*

CQLA calls *were* a Wacky Word because it is often confused with another word. *Were* sounds and looks like the word *we're*.

The word *were* is a BHL verb -- a word that shows a state of being.

The word *we're* is a contraction that combines the pronoun *we* with the BHL verb *are*. It literally means *we are*.

You can see why it is important to use the correct Wacky Word -- *were* or *we're*. One of them (*were*) means *to be* in past tense. The other one (*we're*) means *we are*.

A simple tip will help you to know if you should use the contraction (*we're*--or any contraction) or the BHL verb (*were*): **say the contraction in its uncontracted form before writing the word.** If the "uncontracted contraction" doesn't fit, do not use the contraction.

<> **11b.** Fill in each blank provided with the correct Wacky Word---***were*** or ***we're***.

1. David and Samson \_\_\_\_\_ two men who lived very similar, yet very contrasting lives.
2. \_\_\_\_\_ learning about two Wacky Words.
3. These two men \_\_\_\_\_ also different in many ways.
4. After lunch, \_\_\_\_\_ going to town.
5. \_\_\_\_\_ having ice cream for dessert.

6. Where \_\_\_\_\_ you yesterday?
7. The lions' mouths \_\_\_\_\_ closed.
8. Before we leave, \_\_\_\_\_ going to help clean up.

<> **11c.** On the lines provided, write two sentences using **were** and **we're**.

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

## 12. Extensions--Study Skills and Pre-writing: Learning About the Definition Patterned Paragraph

A strong type of paragraph to use in essay writing is that of the Patterned Paragraph. A Patterned Paragraph is one that has the exact same types of information--in the exact same order--as another paragraph. If you have used other TFT writing or language arts books before, you may have used Patterned Paragraphs in another essay --giving the exact same facts, tidbits, and information in each paragraph—but about three different topics. A “sub-type” of the Patterned Paragraph is that of the Definition Paragraph.

A Patterned Paragraph may be used in isolation--in a one paragraph writing as well. A Patterned One Paragraph Essay is one in which a list of items is included in that paragraph. This “Patterned Approach” is especially helpful to young or new writers who need help deciding on a Paragraph’s content.

The Definition Paragraph is one way to write about a topic that you are trying to expose your readers to—especially one that is easily defined and expounded upon via examples, synonyms, antonyms, etc.—such as a paragraph about character qualities—like Boldness. In the Character Quality Essay, a Patterned Definition Paragraph is one in which you use the Definition Template (given below) to write about a quality.

A Definition Paragraph is also good to use for opening paragraphs and closing paragraphs. If your entire essay’s main theme is a topic that can be easily defined and expounded upon, a Definition Opening Paragraph might work.

The Definition Paragraph is taught in TFT books as a strong opening paragraph or closing paragraph. For a retelling essay (such as one telling how an animal showed or didn’t show a certain quality), a Definition Paragraph is an amazingly strong opener.

This is especially true if you are a new writer or if you are prone to rambling when you write essays. The parameters will be laid out for you—and you will be pleased with your final product.

Study the aspects that might be included in a Definition Patterned Paragraph in the Definition Paragraph Template provided.

**\*Note that you would likely not have all aspects of the template in one paragraph.**

An example of a Definition Paragraph about a character quality is given below—first its outline then the paragraph. This paragraph could have been one paragraph of the body for a character quality essay-- or it could be an opening or closing paragraph for an essay about the quality. Study this to see how a Definition Paragraph is created.

Topic Sentence: Responsibility is a character quality that people from nearly all walks of life and all occupations can use to further themselves.

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Definition: Responsibility has been defined as "the ability to follow through on tasks."

---

Synonyms: It is synonymous with dependability, conscientiousness, reliability, and trustworthiness, steadfast, trusty, loyal

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Antonyms: unreliable, untrustworthily, variable, unpredictable, changeable, erratic, fickle, and capricious, are all antonyms of responsibility.

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Related terms: Dependability, maturity, passionate, and dedication are often associated with responsibility, though one does not have to be a passionate in order to have the quality of responsibility. Actually, responsibility is strongly linked to initiative and tenacity.

---

Examples:

1. When one thinks of responsibility, he sometimes thinks of something or someone boring or dull, but the most exciting events in the world required responsibility to happen.
2. Thomas Edison was very creative and original to invent the light bulb, but it took responsibility and sticking with the project even after he had failed so many times before.
3. Often if someone is responsible with lesser things than other people will trust them with more important things. George Washington was a leader in the French-Indian War. He developed a good reputation for being responsible with that, so when it came time to fight the American War for Independence, the other leaders asked him to lead their armies as the general. After the war was done, he was asked to lead the country as America's first president.

Closing Sentence: Responsibility is a quality worth cultivating in our lives.

Now, put all of that together-and you have a Definition Paragraph:

Responsibility is a character quality that people from nearly all walks of life and all occupations can use to further themselves. Responsibility has been defined as "the ability to follow through on tasks." It is synonymous with dependability, conscientiousness, reliability, and trustworthiness, steadfast, trusty, loyal. Unreliable, untrustworthily, variable, unpredictable, changeable, erratic, fickle, and capricious, are all antonyms of responsibility. Dependability, maturity, passionate, and dedication are often associated with responsibility, though one does not have to be a passionate in order to have the quality of responsibility. Actually, responsibility is strongly linked to initiative and tenacity. When one thinks of responsibility, they sometimes think of something or someone boring or dull, but the most exciting events in the world required responsibility to happen. Thomas Edison was very creative and original to invent the light bulb, but it took responsibility and sticking with the project even after he had failed so many times before. Often if someone is responsible with lesser things than other people will trust them with more important things. George Washington was a leader in the French-Indian War. He developed a good reputation for being responsible with that, so when it came time to fight the American War for Independence , the other leaders asked him to lead their armies as the general. After the war was done, he was asked to lead the country as America 's first president. Responsibility is a quality worth cultivating in our lives.

<> **12a. Extensions**--Practice the Definition Patterned Paragraph by creating an outline for one about a character quality (besides responsibility) that you could use as an opening paragraph for your essay this week, using the prompts and outlining lines.

**NOTE: For your essay about hyenas and jackals, you could define any of the following as an opening paragraph:**

Boldness

Cowardice

Sneaky

Character Quality: \_\_\_\_\_

Topic Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Definition: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Synonyms: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Antonyms: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Related terms: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<> **12b. Extensions**--Write a Definition Patterned Paragraph using your notes from above.

Be sure you add a LINK—a sentence that ties your definition paragraph into the body of your paper about hyenas and jackals.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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## 13. Structural Analysis: Plural Nouns

Memorize and Recite  
**Memorize** and **recite**  
one example from each  
category.

**Change:**

woman—women

**No change:**

sheep—sheep

**Ends in *sh, ch, x, or s*:**

ash—ashes

**Vowel + *y*:**

monkey—monkeys

**Consonant + *y*:**

bunny—bunnies

**Consonant + *o*:**

volcano—volcanoes

**A musical term that  
ends in *o*:**

alto—altos

**Vowel + *o*:**

video—videos

**F to V**

half—halves

<> **13a.** In the first paragraph of this week's passage, highlight the plural nouns. A plural noun is a word that names more than one thing.

Most of the plural nouns in this week's passage were made plural by simply adding an *s* to the end of each of them.

There are numerous ways to make nouns plural.

1. **Change the spelling** of the word.
  - a. woman—women
  - b. goose—geese
2. Do **not change anything** in the word.
  - a. sheep—**sheep**
  - b. deer—**deer**
  - c. fish—**fish**
3. Add **es to words ending in *sh, ch, x, z, or s***.
  - a. ash—**ashes**
  - b. crutch—**crutches**
  - c. church—**churches**

Words ending in *y* have their own rules for making plural words.

1. When a word ends in **vowel + *y***, **just add *s***.
  - a. turkey—turkeys
  - b. joy—joys
  - c. monkey—monkeys
2. When a word ends in **consonant + *y***, **change the *y* to *i* then add *es***.
  - a. cry—cries
  - b. fly—flies

When a word ends in *o*, one of these three rules apply:

1. If a word ends in **consonant + o only** (and it is not a music-related word), **add es**.
  - a. tornado—**tornadoes**
  - b. halo—**haloes**
2. If it ends in **o** and is a **music-related word**, **just add s**.
  - a. piano—**pianos**
  - b. banjo—**banjos**
  - c. alto—**altos**
  - d. soprano—**sopranos**
3. If it ends in **vowel + o**, **just add s**.
  - a. radio—**radios**
  - b. video—**videos**

When a word ends in *f*, you usually **change the *f* to a *v*, then add es**.

1. half—**halves**
2. calf—**calves**
3. shelf—**shelves**
4. Exception: roof—**roofs**

If none of the rules you have learned this week apply, to make a word plural, you simply add *s*. (This is the easiest and most common way to make a word plural.)

1. One peacemaker
2. Two peacemakers

**<> 13b.** (T) Memorize one plural noun from each category, as listed in the sidebar, and recite them to your teacher when she orally gives you the singular counterpart of each one.

**<> 13c.** Get a partner, and work orally on plural words:

1. Look around the room and find one of something (a chair); say its singular form aloud (one chair).
2. Then find one more of that item (another chair); and say the plural form aloud (two chairs).
3. Together, decide how it was made plural (just add *s*). Write it on the whiteboard, if needed.
4. Write both the original word and the plural word on the whiteboard.
5. Continue this activity by describing other objects in the room.

**<> 13d.** Write the plural forms of the nouns provided; apply the rules you have learned this week.

- |                     |                     |
|---------------------|---------------------|
| 1. _____<br>heart   | 2. _____<br>woman   |
| 3. _____<br>concept | 4. _____<br>reason  |
| 5. _____<br>deer    | 6. _____<br>branch  |
| 7. _____<br>church  | 8. _____<br>man     |
| 9. _____<br>rash    | 10. _____<br>calf   |
| 11. _____<br>trial  | 12. _____<br>turkey |
| 13. _____<br>ox     | 14. _____<br>fly    |

15. \_\_\_\_\_  
tornado

17. \_\_\_\_\_  
banjo

19. \_\_\_\_\_  
roof

21. \_\_\_\_\_  
piano

23. \_\_\_\_\_  
monkey

16. \_\_\_\_\_  
fry

18. \_\_\_\_\_  
goose

20. \_\_\_\_\_  
radio

22. \_\_\_\_\_  
bunny

24. \_\_\_\_\_  
soprano

<> **13e.** In your notebook, write sentences using the plural words from the list above.

**Basic Level:** Write six sentences using six of the plural words.

**Extension:** Write eight sentences using eight of the plural words.

**Further Extension:** Write ten sentences using ten of the plural words.

Help Box for 13a

You should have highlighted the following words:

- |              |               |
|--------------|---------------|
| 1. observers | 2. hyenas     |
| 3. jackals   | 4. cowards    |
| 5. animals   | 6. kills      |
| 7. predators | 8. scavengers |
| 9. studies   | 10. animals   |

## 14. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

<> **14a.** Now that you have written the body of your essay, you are ready to write notes for an original opening paragraph. Follow these steps:

- (1) Read the body of your essay aloud to yourself, and consider these options for opening your report.
  - a. Definition of **boldness**
  - b. Quote by famous person about **predators and prey**.

- c. Scripture passage **about boldness**
- d. Songs such as **“All Creatures Great and Small”**
- e. Something you want to open and close your report with (a continuing poem, verse, story, etc.)

**Note:** Extensions students should use the Definition paragraph that you wrote earlier this week. Be sure you include a link at the end of your paragraph--a sentence that has your Definition Paragraph into the body of your essay about jackals and hyenas.

(2) In your notes, plan on what you will include in your thesis statement.\* (You may tweak your original thesis statement to fit in your opening paragraph however you see fit.)

- a. Remember, a thesis statement is a statement that **tells the “thesis” of your paper--what your entire paper is about.**
- b. It should be a sentence or two in length and should introduce your reader to your topic.
- c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
- d. It should bridge the gap between your catchy opening paragraph and the body of your essay.

(3) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.

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

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

### Notes for Opening Paragraph

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<> **14b.** Follow these steps for writing your opening paragraph:

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

## 15. Grammar: Verb Tenses and Verb Phrases

There are three main types of verbs.

1. Action verbs
2. Infinitive verbs
3. Be, a Helper, Link verbs

<> **15a.** In the passage, highlight the Be, a Helper, Link verbs (BHL)—being verbs, helping verbs, or linking verbs.

A verb phrase can consist of any combination of two or more verbs as long as one of the verbs is a BHL verb. A verb phrase may be in any of the following categories:

1. BHL and action verb—**be going**
2. BHL and BHL—**was being**
3. BHL and infinitive—**was to be**
4. Two verbs with an adverb between them—**has only to be**

Helping verbs are usually a major part of a verb phrase since they often come at the beginning of the phrase. **The first verb of the phrase is the one that must match the subject in number and tense.**

Another major function of Be, a Helper, Link verbs (BHL) that come in front of the main verb is to tell the reader when something happened.

1. I **was** going to town (happened earlier).
2. I **shall** go to town (will be happening in the future).
3. I **have** gone to town (happened earlier).
4. I **am** going to town (is happening).

The verb category that you are learning in this lesson—Be, a Helper, Link verbs—includes the following:

1. Being verbs (am, is, are, was, were)
2. Helping verbs (being verbs in front of a main verb)
3. Linking verbs (appear, taste, feel, look)

<> **15b.** Read through the Be, a Helper, Link verbs listed in the Grammar Card.

<> **15c.** (T) Memorize the Be, a Helper, Link verb song from the Grammar Card provided, and recite it to your teacher.

<> **15d. Optional:** Make a Grammar Card about Be, a Helper, Link verbs, or add new information to an existing one.

<> **15e.** In the sentences provided, highlight the Be, a Helper, Link verbs (those that come before another verb and those that are alone).

1. Observers of African wildlife had considered hyenas and jackals the cowards of the African plain because during the day they would slink around the kills of other predators, hoping to steal food for themselves.
2. These scavengers have appeared too small to kill large game and too timid to attack on their own.
3. Recent studies have demonstrated that while these animals may seem fainthearted by day, they are bold killers by night.
4. Once they spot a vulnerable animal, they will separate it from the herd, attack fearlessly, and when the victim is dead, devour everything except its horns and teeth.
5. The angler fish lives on the ocean floor and is such a poor swimmer that it is unable to chase after its prey.
6. A long, flexible spine with what appears to be a fish tail is located between its eyes and large mouth.

### Grammar Card: Verb—Be, a Helper, Link Verb (Abbreviated: BHL)

• Memorize the Be, a Helper, Link verbs song (to the tune of the Alphabet Song):

ABCDEFG

**Be, a Helper, Link verbs,**

HIJKLMNPO

**Is, Are, Am, Was, & Were.**

QRSTU

**Be, & Being, Been, Become,**

WXYZ

**Has, & Had, & Have are ones.**

Now I said my ABC's

**Can, Could, Shall, Should—they are fun**

Next time won't you sing with me?

**Will, Would, Do, Did, Does, & Done**

ABCDEFG

**May, Might, Must—they are some as well,**

HIJKLMNPO

**Appear, Look, Seem, Remain, Taste, Feel, & Smell**

- Not action verbs, rather, a state of being verb
- They may be isolated or located in front of an action verb, infinitive, or another Be, a Helper, Link verb:
  - He seemed sad.
  - He was sad.
  - He had bought the book.
  - He is to be here at noon.
- Usually found in the predicate part of a sentence
- When located in front of another verb, these are often called helping verbs
- “Sense” verbs are often called linking verbs

**A Verb Phrase may consist of the following elements:**

1. The base verb (action or Be, a Helper, Link)
2. Any helpers before the base verb
3. Any adverbs within the verb phrase

In order to be a helping verb, both of the following statements must be true:

1. One of the verbs must be a Be, a Helper, Link verbs.
2. The BHL verb must be written before the base verb.

When you write a verb phrase, **the first Be, a Helper, Link verb must match the subject in two ways:**

1. In number

The **boy** has given his best. (singular subject/singular verb)

The **boys** have given their best. (plural subject/plural verb)

2. In tense

Yesterday, the **boy** had given his best. (Use had because it happened yesterday.)

**She** was going to town. (Use was because it shows past tense.)

7. As the spine is bobbing up and down, the lure jiggles.
8. This movement can attract curious, smaller fish to within a few inches of the angler's waiting jaws.
9. Without warning, the angler will open its mouth and inhale large amounts of water, creating a tremendous underwater vacuum.
10. Water rushes in to fill the vacuum, and the prey is violently sucked into the angler's mouth.
11. The angler's teeth are hinged so that they fold down when a fish is inhaled.
12. A spider's web is an intricate trap from which its prey seldom will escape.
13. Orb webs, which people will see most often, are used by two families of spiders.
14. The spider will construct a frame and spin spokes that fan out from the center of the web and will anchor onto the surrounding frame.
15. Starting at the center, the spider will spin a temporary spiral of non-sticky silk to act as basting, which holds the framework in position as the spider finishes the web.
16. When the temporary spiral is complete, the spider will slowly backtrack, constructing a densely woven permanent spiral of sticky silk while removing the "basting."
17. Most spiders will sit patiently in the center of their webs, waiting for their prey.
18. When they sense the vibrations of a struggling victim, spiders will rush deftly across their webs and further entangle their prey with more silk.
19. Finally, they will bite the prey to kill it before dragging it away to eat it.
20. Predators will capture their prey by preparing inescapable traps.

Help Box for 15a

You should have highlighted the following words:

Paragraph 1

1. were (there)
2. appeared (too)
3. have (demonstrated)
4. may appear
5. are

Paragraph 2

6. are (no)
7. is (robust)
8. are (exhausted)
9. is (dead)

## 16. Composition and Editing: Edit and Revise Using the Checklist Challenge

- <> **16.** Use the Checklist Challenge located after this week’s lesson to edit your essay.
- (1) Complete each revision for each paragraph, as indicated.
  - (2) Insert revisions with pen or pencil into your rough draft paper.
  - (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher’s Guide* or as directed by your teacher.
  - (4) Check off (or code) each item’s check box on the Checklist Challenge for this week.

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

## 17. Spelling Practice: Write That Word!

- <> **17a.** On the lines provided, write two spelling words that you have never used in writing.

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

- <> **17b.** Complete the following steps for one of the words you listed in 17a.

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

---

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- <> **17c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

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

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

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



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

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

## 18. Grammar: Weekly Quizzes

<> **18a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week’s lesson) following the times suggested (according to your teacher’s direction) for each assigned section.

**Note: Complete any portion of the shaded parts that you are able to at this time. Eventually, you will learn all the parts of speech.**

<> **18b.** Do the Weekly Review Quiz provided after this week’s lesson.

## 19. Spelling: Spelling Test

<> **19a.** (T) In your notebook, take a Spelling Test consisting of this week’s words and any **Review Words**.

<> **19b.** (T) Have your teacher check your Spelling Test.

<> **19c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

## 20. Dictation: Dictation Quiz

<> **20a.** (T) In your notebook, take dictation from this week’s passage at the level directed by your teacher.

<> **20b.** (T) Review your dictation with your teacher.

<> **20c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

## 21. Composition: Write Final Copy Informative Essay From Key Word Outline

- <> **21a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **21b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

### Optional: Extra Practice

- 1E. In your notebook, write ten sentences that include BHL verbs.
- 2E. Write more notes about a bold follower of God from a character book or another source.
- 3E. In your notebook, write your essay about a bold follower of God using your Key Word Outline from this lesson.
- 4E. Edit and revise your essay using this week's Checklist Challenge.
- 5E. In your notebook, write ten root words and their plurals.
- 6E. In your notebook, write ten sentences using homophones from this week's spelling lesson.

# Checklist Challenge Red 2-B: Week One

Character Focus: Boldness

Complete the Checklist Challenge by using these guides:

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

All **All Levels**

B **Basic Level only**

E **Extension only**

E's **Extensions**

FE **Further Extension only**

All  All  All

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

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

All

Check to make sure one paragraph (or more, according to the check boxes) contains all five parts of a paragraph--**OCCTI**:

- Opening sentence
- Closing sentence
- Content is all the same
- Three or more sentences
- Indented

All  All  All

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

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

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

All  All  All

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

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

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

All All All

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

Examples:

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

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

All

Add an **adverb** (*ly* word or other) that does **not modify a verb**. If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- Modifies an adjective: Some **uncharacteristically** *sneaky* predators use subtle methods.
- Modifies an adverb: Some predators are **actually** *more* subtle

☞ **This will modify an adjective or another adverb and will answer the question *To what extent?***

All All All

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

Banned Word List:

very	big	really	many	such	good
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

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

Examples:

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

☞ **Tips:**

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

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 essay. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your essay 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: **Courageous Cowards?**
- Something comical: **Pick on Someone Your Own Size!**
- Something bold: **Devouring**
- A song title or line: **Talk to the Animals**
- A Scripture: **Be Sober; Be Vigilant**
- Something biblical: **Seeking Whom They May Devour**
- Something about character: **Fainthearted and Bold**
- Other: **Danger on the African Plain**

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

All All All

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

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

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

All All All

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

Examples:

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

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

All E's

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 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 it 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.**

B

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

Examples:

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

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

E's E's E's

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

⇒ **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

FE FE FE

Combine two sentences (or one sentence and one [or more] phrase/clause) into one complete sentence using the **conciseness technique** of your choice. If you have already done these, highlight the check box(es) as directed by your teacher.

Examples:

• **Appositive:**

Two sentences: A spider's web is an intricate trap. It seldom releases its victims.  
One sentence: A spider's web, **an intricate trap**, seldom releases its victims.

• **Compound verbs:**

Two sentences: It traps its victims. It ensnares its victims.  
One sentence: It **traps and ensnares** its victims.

• **Subordinate clause placement:**

Two sentences: The spider secures the center of the bridge with a vertical silk strand.  
Then it constructs a frame.  
One sentence: **Once the spider secures the center of the bridge with a vertical strand**, it constructs a frame.

• **Another non-essential opener:**

Two sentences: They are far more subtle in their methods. They act via traps and snares to put their victims in challenging positions.  
One sentence: **Subtle in their methods**, they act via traps and snares to put their victims in challenging positions.

• **Prepositional phrase placement:**

Two sentences: Orb webs are the ones seen by people most often. They are created by two families of spiders.

One sentence: Orb webs, **which people see most often**, are created by two families of spiders.

• **Conjunctive adverb:**

Two sentences: A spider sits patiently in the center of the web. It waits for its victim.

One sentence: A spider waits for its victim; **moreover**, it sits patiently in the center of its web.

• **Dash preceding clause or phrase:**

Two sentences: Some predators do not catch their prey by assailing them directly. They are far more subtle in their methods.

One sentence: Some predators do not catch their prey by assailing them directly--**they are far more subtle in their methods.**

• **Coordinating conjunction between two complete sentences:**

Two sentences: Each of the twenty-five families of spiders has its own design for a web. Orb webs are the ones most often seen by people.

One sentence: Each of the twenty-five families of spiders has its own design for a web, **but** orb webs are the ones most often seen by people.

• **Semicolon between two complete sentences:**

Two sentences: Spiders create intricate webs. Victims seldom escape from them.

One sentence: Spiders create intricate webs; **victims seldom escape from them.**

• **Colon usage:**

Two sentences: There are two crafty predators. These include the spider and the Venus' fly trap.

One sentence: There are two crafty predators: **the spider and the Venus' fly trap.**

All All All

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

## Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one loud.</li> <li>Try to spell the word aloud with out looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>



# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
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48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
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16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

- M** \_\_\_\_\_, **W** \_\_\_\_\_, **O** \_\_\_\_\_,  
**W** \_\_\_\_\_, **Y** \_\_\_\_\_, **N** \_\_\_\_\_,

**Subordinators**

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
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28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

**Coordinating Conjunctions**

(FANBOYS)

One Minute

- F \_\_\_\_\_
- A \_\_\_\_\_
- N \_\_\_\_\_
- B \_\_\_\_\_
- O \_\_\_\_\_
- Y \_\_\_\_\_
- S \_\_\_\_\_

**BHL Verbs**

Two Minutes

Be a Helper, Link Verbs,

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

**First Subordinators Learned  
in Rhyme**

Thirty Seconds

- S \_\_\_\_\_, W \_\_\_\_\_, Th \_\_\_\_\_,
- B \_\_\_\_\_, I \_\_\_\_\_, Al \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Comprehension and Vocabulary

1. List three synonyms or antonyms for persecute from this week's Vocabulary Box that could be used to describe hyenas and jackals.

a. \_\_\_\_\_ b. \_\_\_\_\_  
c. \_\_\_\_\_

2. Write two sentences about hyenas and jackals using two of the words you listed above.

a. \_\_\_\_\_  
\_\_\_\_\_  
b. \_\_\_\_\_  
\_\_\_\_\_

3. What are the two requirements for a compound word?

a. \_\_\_\_\_  
b. \_\_\_\_\_

4. What does *fainthearted* mean? \_\_\_\_\_

## II. Outlining and Write On

5. List abbreviations for the following that you could have used when you outlined your sentences from the hyenas and jackals passage:

a. African \_\_\_\_\_ b. scavengers \_\_\_\_\_  
c. two \_\_\_\_\_ d. both \_\_\_\_\_  
e. not the same \_\_\_\_\_ f. self-defense \_\_\_\_\_  
g. everything \_\_\_\_\_

6. List four (**Extensions:** six) emotion words on the lines provided.

a. \_\_\_\_\_ b. \_\_\_\_\_  
c. \_\_\_\_\_ d. \_\_\_\_\_

### Extensions:

e. \_\_\_\_\_ f. \_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer lesson he does not need to mark it.

### III. Grammar

7. What is another word for a noun marker? \_\_\_\_\_
8. A noun marker has the job of \_\_\_\_\_ the noun.
9. List the three noun markers:  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
10. List the two rules for using *a* and *an*:  
a. When the word directly following the noun marker begins with a \_\_\_\_\_, use the noun marker *a*.  
b. When the word directly following the noun marker begins with a \_\_\_\_\_, use the noun marker *an*.
11. Write the correct noun marker—*a* or *an*:  
a. \_\_\_\_\_ horse      b. \_\_\_\_\_ honor  
c. \_\_\_\_\_ unicycle      d. \_\_\_\_\_ upset driver
12. Make the following nouns plural:  
a. woman \_\_\_\_\_      b. sheep \_\_\_\_\_  
c. ash \_\_\_\_\_      d. turkey \_\_\_\_\_  
e. joy \_\_\_\_\_      f. French fry \_\_\_\_\_  
g. volcano \_\_\_\_\_      h. piano \_\_\_\_\_  
i. video \_\_\_\_\_      j. elf \_\_\_\_\_
13. **Extensions:** What does a verb phrase contain? \_\_\_\_\_
14. List fifteen BHL verbs:  
a. \_\_\_\_\_      b. \_\_\_\_\_      c. \_\_\_\_\_  
d. \_\_\_\_\_      e. \_\_\_\_\_      f. \_\_\_\_\_  
g. \_\_\_\_\_      h. \_\_\_\_\_      i. \_\_\_\_\_  
j. \_\_\_\_\_      k. \_\_\_\_\_      l. \_\_\_\_\_  
m. \_\_\_\_\_      n. \_\_\_\_\_      o. \_\_\_\_\_

### IV. Homophones

15. Write the meaning of the words below:  
a. we're \_\_\_\_\_      b. were \_\_\_\_\_
16. **Extensions:** What is the simple trick for determining whether to use *we're* or *were*?  
\_\_\_\_\_  
\_\_\_\_\_

## V. Editing and Revising

17. **Further Extensions:** Write the acronym that helps you learn if a paragraph is a real paragraph—fill in each letter:

O \_\_\_\_\_

C \_\_\_\_\_

C \_\_\_\_\_

T \_\_\_\_\_

I \_\_\_\_\_

18. What was your most difficult redundancy problem this week? \_\_\_\_\_

\_\_\_\_\_



# Red 2-B: Week Two

Character Focus: Boldness

## Vocabulary Box

Synonyms for *persecute*

afflict	oppress	harass
betray	pursue	torture
imprison	martyr	

## Vocabulary Box

Antonyms for *persecute*

console	defend	solace
protect	shelter	nourish
hearten	strengthen	

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

The first duckling pushed its body out from the perch and leaped. Its webbed feet and downy wings helped diminish the impact of the fall. Seconds later, it safely bounced on the soft grass at the base of the tree. Then it wobbled awkwardly to its mother and waited for the rest of the baby ducks to follow. One after another, they reached the opening and jumped down. As each hatchling descended, the mother increased the tempo of her call.

Extensions

Within a short time, five tiny ducks huddled adjacent to their mother. She continued urging and calling to the offspring remaining in the tree. Ultimately, when she felt she could no longer expose the vulnerable ducklings to danger, she gave one last summons and then scampered away with her young to the safety of the nearby brood pond. Yes, the five that obeyed the difficult instruction had a good chance of survival—death would befall the one who either could not or would not jump.

↔ **1a.** Read this week's passage aloud.

This passage is about how five ducklings obeyed their mother in leaving the tree, but one did not. The sixth disobedient duckling is suffering—but not as a result of righteousness. He is suffering because of his own disobedience.

Sometimes we suffer because of our wrongdoing. When we do, we should not call it suffering for righteousness' sake.

↔ **1b.** In the second paragraph of the passage, highlight the word *vulnerable*.

↔ **1c.** Look up the word *vulnerable* in the dictionary, and write its definition in your own words on the lines provided.

Definition of *vulnerable*

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<> 1d. Rewrite the sentence containing *vulnerable*, substituting a synonym for the word.

Sentence using a synonym for *vulnerable*

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<> 1e. On the lines provided, write three antonyms for *persecute* from the shaded Vocabulary Box located at the beginning of this week's lesson.

Antonyms for *persecute*

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

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

<> 1f. On the lines provided, write two sentences about the passage using the two of the antonyms for *persecute* that you listed.

Sentences using antonyms for *persecute*

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

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

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

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

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

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

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

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

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

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**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 for that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

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

**Optional Penmanship Practice**

For our light affliction which is but for a moment, worketh for us a far more exceeding and eternal weigh of glory.

II Corinthians 4: 17

**Character Focus: Pain is needed to tell the brain there is something wrong.**



**Character Focus:** Sometimes when we suffer, we suffer for God's sake. Sometimes we do something wrong and get punished for it.

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

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

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**Teacher Tip:** A syllable contains one vowel sound and any accompanying consonants. A syllable may or may not contain a consonant (e.g., l, a). When syllabating words, each syllable must contain a vowel sound; this sound may be made up of a y, one vowel, or a vowel combination (e.g., *by, joy, read, beau*). Syllables that end in a consonant are "closed" syllables. When a two-syllable word has a short vowel sound at the beginning, that syllable is called a "closed" syllable because it ends with a consonant. In the case of double-consonant-in-the-middle words, one consonant goes with the first syllable and the second consonant goes with the second syllable (e.g., *hap/py*).

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

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

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

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

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

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<> **1i. Further Extension:** Write a sentence about this week's passage using this DD word.

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

Example: When she felt she could no longer expose the vulnerable ducklings  
to danger, she gave one last summons. Subordinate Clause Opener

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

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

**Teacher Tip:** When adding *est* or *er* to a word that ends in *y*, the *y* should be changed to an *i*, before adding the ending (i.e., busy, busier, busiest). This is especially helpful when writing comparative and superlative degrees of words which were taught in last week's grammar lesson.

## 2. Spelling/Structural Analysis: Add Suffixes to Multi-Syllable Words Ending in y

Examples: *impurity, impurities*

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

The word *studies* is a good example of the rule about adding a suffix that begins with a vowel. Do you remember these rules for adding suffixes when the root word ends in y?

1. When a root word ends with consonant + y:
  - a. Change the y to i
  - b. Add the suffix:
    - 1) try—tries, tried
    - 2) impurity—impurities
2. When a root word ends with vowel + y:
  - a. Leave the y
  - b. Add the suffix:
    - 1) play—played
    - 2) convey—conveyed

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

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

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 82 of your *Spelling Notebook*.

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

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

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

**Teacher Tip:** If your student cannot remember whether to change the y to i or not, have him highlight the letter just before the y—whether or not to change the y to i is based on the letter that directly precedes the y. Is it a vowel? Then, just add the suffix. Is it a consonant? Then, change the y to i and add the suffix.

Consonant + y  
When a root word ends with **consonant + y**:

1. Change the y to i
2. Add the suffix:
  - a. Try—tries, tried
  - b. Impurity—impurities

Vowel + y  
When a root word ends with **vowel + y**:

1. Leave the y
2. Add the suffix:
  - a. Play—played
  - b. Convey—conveyed

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

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Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. convey	con-vey	_____		_____
2. conveys	con-veys	_____		_____
3. history	his-to-ry	_____		_____
4. histories	his-to-ries	_____		_____
5. wealthy	wealth-y	_____		_____
6. wealthier	wealth-i-er	_____		_____
7. ability	a-bil-i-ty	_____		_____
8. abilities	a-bil-i-ties	_____		_____
9. century	cen-tu-ry	_____		_____
10. centuries	cen-tu-ries	_____		_____
11. ministry	min-is-try	_____		_____
12. ministries	min-is-tries	_____		_____
13. strategy	strat-e-gy	_____		_____
14. strategies	strat-e-gies	_____		_____

**\*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
<b>Extensions</b>				
15. authority	au-thor-i-ty	_____		_____
16. authorities	au-thor-i-ties	_____		_____
17. analogy	a-nal-o-gy	_____		_____
18. analogies	a-nal-o-gies	_____		_____
<b>Further Extension</b>				
19. personality	per-son-al-i-ty	_____		_____
20. personalities	per-son-al-i-ties	_____		_____
<b>Optional</b>				
21. harass	ha-rass	_____		_____
22. imprison	im-pris-on	_____		_____
23. betray	be-tray	_____		_____
24. martyr	mar-tyr	_____		_____

**\*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: Sometimes people have to disobey the law to do what is right.

### 3. Editor Duty: Correct Given Paragraph(s)

**Homophones, CA's, Plural Nouns, Comparative/Superlative**

<> 3. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) **Extensions:** In the second and third paragraphs, highlight the conjunctive adverbs, and punctuate them correctly, if you have not already done so.

(3) In all of the paragraphs, highlight four homophone or confusing words errors, and write the correct homophones above them, if you have not already done so.

In 1739, on new year's day, john and charles wesley and george whitefield, together with 60 others, met to pray and seek the lord. at about 3 in the morning the holy spirit came upon this group in a special way and with one voice they praised god this unity gave them strength and courage for the persecutions that where to come as they spent they're lives spreading the Gospel throughout england and North america

John wesley begun preaching the true message of salvation after his conversion experience in england. The common people heard him gladly However those who used the churches for social acceptance of there ungodly weighs reacted strongly

As John wesley exposed sin ministers denounced him thus he was no longer allowed to preach in the churches He then began to preach in the open err, beginning with a message that was gave while standing on his fathers tombstone

### 4. Spelling Practice: Choose the Correct Spelling

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

1. convay                      convey

2. convays                    conveys

3. history                     histery

4. histeries	histories
5. wealthy	welthy
6. welthier	wealthier
7. ability	abillity
8. abillities	abilities
9. centery	century
10. centeries	centuries
11. ministry	minastry
12. ministries	minastries
13. strategy	stratugy
14. stratugies	strategies

Character Focus: People have always had the choice to give in to evil or stand up for what is right.

**Teacher Tip:** Be sure to carefully check your student's spelling words. If he misspelled a word when adding the suffix here, he may study the incorrectly spelled word all week!

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

15. athority	authority
16. athorities	authorities
17. analogy	annalogy
18. analogies	analogies

Further Study: Read *Foxes' Book Of Martyrs* about people who suffered for what is right.

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

19. personelity	personality
20. personalities	personelities

Further Study: Read about how pain travels to the brain.

<> **4d.** Highlight the correct spelling of each **Optional** word.

21. harrass	harass
22. imprison	inprison
23. betray	betrae
24. marter	martyr

Further Study: Learn a hymn by Charles Wesley and the story behind it.

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

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

### Alternative Writing for Red 2-B: Week Two

- Choose another animal and write 2–3 paragraphs about its survival early in life.
- Write two paragraphs comparing/contrasting synonyms and antonyms of persecute

### Optional Penmanship Practice

Yea, and all that will live  
godly in Christ Jesus shall  
suffer persecution.

II Timothy 3:12

## 5. Study Skills/Prewriting: Key Word Outline

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

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

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

### All--Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

### All--Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

(You may use up to eight words for Sentence Three.)

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

(Sentence five's line is provided in case you choose to divide the final sentence into two separate sentences rather than keeping it a compound sentence joined with a dash for emphasis.)

#### Sample KWO Paragraph 2

Paragraph Two

Topic of paragraph 2: 5 ducklings safe, 1 duckling exposed

Sentence 1: 5 ducklings huddled → mother

Sentence 2: she urged & called 2 duckling → tree

Sentence 3: ~~expose~~ vulnerable ducklings 1 last call & scampered 2 safety

Sentence 4: 5 obeyed +++ chance 2 survive - death → 1 left

#### Sample Paragraph From KWO Paragraph 2

At last, five pocket-sized ducks snuggled beside their mother. Since one was still lingering in the tree, the mama duck persistently compelled it to come down. Unfortunately, since she felt the urgency to protect her exposed ducklings, she beckoned her little one for the last time, and then hastened her offspring to a nearby lagoon. The crucial directions that were followed by the five ducklings would reap the possibility of a long life; however, death would most likely come to the one who could not or would not obey.

#### 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.



## 6. Grammar: Past Participles

↔ **6a.** In the second paragraph of the passage, highlight the following verb phrase: *would befall*.

This verb phrase is written in the past participle tense. Past participles are used to describe actions that have **already happened**.

They are different from past tense verbs because they always have helping verbs in front of them, such as one of the following:

1. was
2. had
3. were
4. have
5. has

These helpers combined with main verbs make up the verb phrase.

1. She **has written** a letter.
2. He **has gone** to town.

Writing and speaking correctly with past participles involves using what is sometimes called the final tense of the verb that your helping verb matches.

1. I have **gone**.
2. I have **spoken**.
3. I have **written**.
4. I have **lain**.

Past participle verbs may have other helpers with them besides **had**, **has**, and **have**, but if they have these words in them at all, use the past tense of the main verb.

Problems with past participles fall into one of the following two categories:

1. Using the past participle tense of the verb without a helper:
  - a. **Correct:** I **saw** him.
  - b. **Incorrect:** I **seen** him.
2. Using the past tense of the verb with a helper:
  - a. **Correct:** I had **gone**.
  - b. **Incorrect:** I had **went**.

In order to write properly (and speak properly) with past participle verbs, you need to easily recognize Be, a Helper, Link verbs. Be, a Helper, Link verbs are the verbs that come before the main verb in past participle verb phrases.

↔ **6b.** (T) Memorize the Be, a Helper, Link verbs, using the ABC song, and recite it to your teacher.

↔ **6c.** Study the verb tense chart provided in this lesson.

**Note:** This is not an exhaustive list; see a usage handbook for more.

## Grammar Card: Past Participle Chart

### Past Participles Ending in n:

Present	Past	Past Participle
arise	arose	(have) arisen
be	was	(have) been
beat	beat	(have) beaten
bite	bit	(have) bitten
blow	blew	(have) blown
break	broke	(have) broken
choose	chose	(have) chosen
did	do	(have) done
draw	drew	(have) drawn
drive	drove	(have) driven
eat	ate	(have) eaten
fall	fell	(have) fallen
fly	flew	(have) flown
forgive	forgave	(have) forgiven
forget	forgot	(have) forgotten
freeze	froze	(have) frozen
get	got	(have) gotten
give	gave	(have) given
go	went	(have) gone
grow	grew	(have) grown
hide	hid	(have) hidden
know	knew	(have) known
lie	lay	(have) lain (to recline)
prove	proved	(have) proved or proven
ride	rode	(have) ridden
rise	rose	(have) risen
see	saw	(have) seen
shake	shook	(have) shaken
shine	shone, shined	(have) shone, shined
speak	spoke	(have) spoken
steal	stole	(have) stolen
swear	swore	(have) sworn
take	took	(have) taken
throw	threw	(have) thrown
wake	woke,	(have) woken, waken
wear	wore	(have) worn
write	wrote	(have) written

### Past Participles With a Short u Sound:

Present	Past	Past Participle
become	became	(have) become
begin	began	(have) begun
come	came	(have) come
do	did	(have) done
ring	rang	(have) rung
sing	sang, sung	(have) sung
sink	sank, sunk	(have) sunk
shrink	shrank	(have) shrunk
swim	swam	(have) swum
swing	swung	(have) swung

### Tricky Past Participles:


Present	Past	Past Participle
be	was	(have) been
get	got	(have) gotten
give	gave	(have) given
go	went	(have) gone
lie	lay	(have) lain (to recline)
lay	laid	(have) laid (place)
become	became	(have) become
begin	began	(have) begun
dive	dived, dove	(have) dived
hang	hanged	(have) hanged (to execute)
hang	hung	(have) hung (to hang on wall)
sit	sat	(have) sat
set	set	(have) set
rise	rose	(have) risen
raise	raised	(have) raised

### Past Participles With the Same Past Form:

Present	Past	Past Participle
bring	brought	(have) brought
build	built	(have) built
catch	caught	(have) caught
costs	cost	(have) cost
die	died	(have) died
dig	dug	(have) dug
dive	dived, dove	(have) dived
drag	dragged	(have) dragged
dream	dreamed, dreamt	(have) dreamed, dreamt
drop	dropped	(have) dropped
fax	faxed	(have) faxed
fill	filled	(have) filled
feel	felt	(have) felt
find	found	(have) found
flee	fled	(have) fled
hang	hanged	(have) hanged (to execute)
hang	hung	(have) hung (to hang on wall)
hold	held	(have) held
issue	issued	(have) issued
keep	kept	(have) kept
kneel	knelt, kneeled	(have) knelt, kneeled
lay	laid	(have) laid (to place)
lay	laid	(have) laid (place)
lend	lent	(have) lent
lend	lent	(have) lent things
loan	loaned	(have) loaned money
make	made	(have) made
mean	meant	(have) meant
obey	obeyed	(have) obeyed
occur	occurred	(have) occurred
offer	offered	(have) offered
panic	panicked	(have) panicked
pay	paid	(have) paid
prove	proved	(have) proved or proven
raise	raised	(have) raised
say	said	(have) said
send	sent	(have) sent
sell	sold	(have) sold
set	set	(have) set
shine	shone, shined	(have) shone, shined
sit	sat	(have) sat
ski	skied	(have) skied
sneak	sneaked	(have) sneaked
stand	stood	(have) stood
taxi	taxied	(have) taxied
teach	taught	(have) taught
tell	told	(have) told
think	thought	(have) thought
try	tried	(have) tried
understand	understood	(have) understood
warm	warmed	(have) warmed

## Grammar Card: Verb—Verb Phrase

- A verb and any helping verbs or adverbs that go with that verb:  
–She **has gone** to town.  
–He **has written** a letter.
- We will consider any two-word verbs (two verbs or more) to be a verb phrase in a sentence. Remember, you must match all verbs with the subject in both tense and number (not just the sentence's main verb).
- Infinitive phrases (to + verb) are also considered verb phrases since they are made of two words.
- A one-word verb (with no helpers or adverbs) is just called a verb.

 **The main verb (or verb phrase) must correlate with the main subject. In the case of a verb phrase (rather than a one word verb), the first word of the verb phrase must agree with the subject: The boy has gone to town. (Has must agree with boy.)**

A song to learn the Be, a Helper, Link verbs, sing to the ABC tune:

ABCDEFGH

**Be, a Helper, Link verbs,**  
HIJKLMN

**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**  
ABCDEFGH

**May, Might, Must—they are some as well,**  
HIJKLMN

**Appear, Look, Seem, Remain, Taste, Feel, & Smell**


<> **6d.** (T) Have your teacher orally review the past participles on the chart provided by saying the following:

1. Right now, I **ring** the bell.
2. Yesterday, I **rang** the bell.
3. In the past, I had \_\_\_\_\_ the bell. (You fill in the blank!)

<> **6e.** (T) From the chart provided, select verbs from each category, and memorize their conjugations. Recite these to your teacher when she says the words given in 6d -- and you fill in the blank for the past participle form of the ones you chose.

**Basic Level:** Memorize twenty verbs in all three tenses.

**Extensions:** Memorize twenty-five verbs in all three tenses.

 **The main verb (or verb phrase) must correlate with the main subject. In the case of a verb phrase (rather than a one word verb), the first word of the verb phrase must agree with the subject: The boy has gone to town. (Has must agree with boy.)**

<> **6f.** For the sentences provided, complete the following steps:

- (1) Isolate all of the prepositional phrases with parenthesis ( ).
- (2) Highlight all of the verb phrases. (Do not highlight the main verb phrases only--highlight all verb phrases in all clauses of each sentence).
- (3) Correct those that are conjugated incorrectly.

**Note: Do not highlight infinitives (to + verb) as verb phrases for this lesson.**

**Note: Many of these sentences would sound better without the past participle tense. That tense is used here for teaching purposes.**

Further Study: Make a list of things that pain will make you aware of (bleeding, bruises, headaches).

1. The Venus' flytrap has produced another example of entrapment.
2. The Venus' flytrap has supplement its food supply with flies.
3. The leaves of the Venus' flytrap are tipped with spines that have acted like prison bars to trap insects between them.
4. The central rib of each leaf has contain thin-walled cells that work like hinges.
5. When an insect has touched any one of the three trigger hairs located on the inside of the leaf, the hinge cells shrink quickly, causing the two halves of the leaf to close.
6. After the victim has been digested, the leaf opens again slowly and waits for another insect to come too close. (*After the victim has been digested is a subordinate clause--has a subordinator & verb.*) (*For another insect is also a subordinate clause.*)
7. Tigers have hunts alone and have depended on concealment to stalk their prey.
8. His stripes have blended well with the surrounding trees, bushes, and grass.

9. If his stripes had run parallel to his body outline, a tiger would have stood out from the vegetation like an orange flag.
10. Since the stripes have ran at right angles to the tiger's body outline, he is almost invisible in the wild.
11. Cape hunting dogs have been among the most brutal predators in the world.
12. They have began feeding on their prey while it was still alive.
13. No one Cape hunting dog has been strong enough to take down such large animals by itself.
14. Cape hunting dogs have lived and hunted in packs averaging in size from twelve to twenty dogs.
15. Their black, yellow, and white mottled coats have provided the Cape dogs with camouflage.
16. The ample tuft of white at the tip of each dog's tail has acted as a flag, helping members of the pack to stay together during hunts in thick undergrowth.
17. A dominant male has usually initiated the hunt.
18. The hunt has began with members following the leader single file.
19. The pack has moved slowly and steadily until they spotted a prospective prey. (*Until they spotted a prosperous prey is a subordinate clause--has a subordinator & verb.*)
20. Once they have chose their intended victim, the dogs will vigorously pursue their prey.
21. When the leader has caught up to the prey, he will lock his jaws into any soft flesh he can grab.
22. This action has slowed and weakened the victim enough that other dogs will also find a vulnerable spot to attack.
23. Eventually, the entire pack have converged on the struggling victim and has pulled it to the ground. (*Watch out! Pack is the main subject --- and it is singular.*)
24. Once it was down, the dogs had began feeding immediately.
25. A large pack of dogs have completely consumed a zebra in less than thirty minutes. (*Watch out! Pack is the main subject --- and it is singular.*)

**Teacher Tip:** Like most other writing skills, proper verb tense usage in writing is developed through proper verb tense usage in speaking. When your student is working on developing a grammar skill in his writing, be sure he also works on that skill in his verbal communication. Using the proper verb tense in the past participle form is one of the biggest mistakes people make in their speech, as well as their writing. Gently correct your student orally and have the whole family make a concentrated effort to speak properly, which will, in turn, help everyone to write properly.

**Further Study:** Learn how to treat simple injuries and illnesses by reading a Red Cross or emergency preparedness book.

- <> **6g. Extensions:** In your notebook, write five sentences with past participle verb phrases.
- <> **6h.** Study the Grammer Card about past participle verbs provided in this lesson.
- <> **6i. Optional:** Make Grammar Cards about past participle verbs and verb phrases, or add new information to existing Grammar Cards.

#### Grammar Card: Verb—Past Participle (Abbreviated: PAST P)

- A verb that happened in the past
- **Preceded by a helping verb: was, were, has, had, or have**
- **Uses the final (past participle) verb case: done, seen, spoken, written, proven, lain, etc.**
- **Most times, when the helping verbs *has, had, or have* are used, the past participle tense of the main verb must be used:**
  - He has written several letters of recommendation.
  - She had spoken to several friends about her mission trip.

## Ly Openers

Two ways to add *ly* openers:

1. One-word *ly*-opener: Follow this one *ly* word with a comma if you hear a pause: Meekly, Jesus calls us unto Himself.
2. *ly*-clause opener: Follow an *ly*-clause with a comma if you hear a pause: Meekly calling us to Himself, Jesus desires for us to become meek.


## Optional Penmanship Practice

The Fourteenth Amendment, Due Process Clause

. . . Nor shall any state deprive any person of life, liberty, or property, without the due process of law . . .

## Grammar Card: Adverb—Adverbial Clause, Adverb Phrase, or Adverb Opener (*Ly* clause)

- Clause (group of words **containing** a subject and a verb) that begins with an *ly* word or another adverb but is not a complete sentence alone
- Phrase (group of words **not** containing both a subject and a verb) that begins with an *ly* word or another adverb
- Adverbial clause or phrase at the beginning of a sentence usually requires a comma after it if:
  - It is fairly long: **Joyfully obeying her mom and dad**, Sarah completed the tasks set before her.
  - You hear a definite pause: **Gladly complying**, the boys stacked the wood.
- A one-word adverb opener requires a comma if a pause is heard: **Clearly**, we should be diligent.
- May be removed from a sentence and a “real sentence” will still remain.
- Terms - adverb phrases and adverb clauses are often used interchangeably

 Place the comma where you hear the pause. The comma may be directly after the adverb (when the sentence's main subject comes next) or after the entire adverbial phrase or clause (when the opener is more than one word) --- just before the “real sentence” begins.

# 7. Grammar: *Ly* Openers

↔ **7a.** In the second paragraph of the passage, highlight the *ly* word at the beginning of a sentence.

You have learned about different sentence openers in this curriculum:

1. Prepositional openers
2. Subordinator openers
3. Non-essential information openers


An *ly* word at the beginning of a sentence is another great sentence opener that adds variety to sentences. There are a couple of different ways to add *ly* words to the beginning of sentences:

1. One word *ly* opener:
  - a. Follow this one *ly* word with a comma if you hear a pause
  - b. Examples:
    - 1) **Carefully**, the mother duck called.
    - 2) **Quickly**, the five ducks responded.
2. *Ly* clause or phrase opener:
  - a. Follow an *ly* clause or phrase with a comma if you hear a pause
  - b. Examples:
    - 1) **Meekly calling us to Himself**, Jesus desires for us to trust Him during persecution.
    - 2) **Quickly responding to the mother duck**, the five ducklings were safe.

Once again, these *ly* sentence openers are non-essential information. You probably remember that non-essential information is called that because it can be taken out of the sentence and a complete sentence will remain. Examples:

1. **Amazingly**, hyenas and jackals attack their prey at night.
2. **Similarly**, Satan attacks his prey when they are weakest.
3. **Fortunately**, God gives us tools to ward off Satan.
4. **Interestingly**, there are many similarities between Satan's tactics and those of wild animals.
5. **Additionally**, Satan's tactics are deceiving.
6. **Carefully preparing for Satan's tactics**, we will pray and read the Bible.

Re-read the sentences above, covering the opener. Do you hear how the rest of the sentence is still a sentence—even without the *ly* opener? Did you notice that some *ly* words are also conjunctive adverbs—such as similarly and consequently.

 Place the comma where you have the pause. The comma may be directly after the adverb (if it is a one-word adverb opener) or after the entire adverbial phrase or clause (when the opener is more than one word).

↔ **7b.** Study the Grammar Card about *ly* openers provided in this lesson.

↔ **7c. Optional:** Make a Grammar Card about *ly* openers, or add new information to an existing card.

↔ **7d.** Add punctuation after the *ly* openers according to the rules learned this week in the sentences provided.

## All

1. Interestingly lions live in groups called prides, which consist of one or more males and several females.
2. Surprisingly each pride has its own territory.
3. Actually they want all potential prey for themselves and for the other members of their pride.
4. Surprisingly many lions are ousted in young adulthood from the prides in which they were born and must wander about until they find another pride which will accept them.
5. Challengingly this acceptance often comes only as he fights an older male in an attempt to wrest from him his position of leadership in a pride.
6. Sadly once an older lion is defeated, he is doomed to roam about on his own until death claims him.
7. Fortunately the Lion of the tribe of Judah vanquished Satan when he rose from the grave.
8. Quickly He will return to establish His kingdom.
9. Currently God still allows Satan limited power in the world.
10. Angrily our adversary is on the offensive side.
11. Fortunately Christians have no reason to fear Satan in that Christ has already won the victory for us.
12. Unfortunately unwary believers who do not trust the Lord are often unnerved and destroyed by him.
13. Surprisingly Satan does not always approach as a lion.

Further Study: Learn how to treat simple injuries and illnesses by reading a Red Cross or emergency preparedness book.

Character Focus: God promises we will be rewarded for suffering for His sake.

Character Focus: Energy comes from things being rubbed together---or friction.

Further Study: Read a book about Rachel Joy Scott or Cassie Bernell, and learn how each was willing to stand up to their classmates for her faith. You might be challenged by *Rachel's Tears* or *She Said Yes*.

## Extensions

14. Frighteningly roaring to warn other lions not to infringe on their territory male lions are dominant.
15. Weakly fleeing at the roar of a powerful male other lions and animals know their place.
16. Shamefully slinking away the loser of the battle is forced to leave.
17. Diligently trying to win a place for themselves in a pride young males will fight to the death.
18. Determinedly drawing away as many souls with him as he can Satan is our adversary
19. Savagely roaring public disapproval or possible persecution Satan tries to keep believers from serving Christ effectively.
20. Diligently studying tactics employed by aggressors in the animal realm we can be alerted to wiles Satan would use to entrap us.

Character Focus: When we suffer for God's sake, we are made stronger by it.

<> **7e.** In ten of the sentences from exercise 7d., cross out the openers and add different *ly* openers.

<> **7f. Optional:** write sentences using *ly* openers (adverbial clause openers) punctuated according to the rules learned.

**Basic Level:** Write eight sentences.

**Extensions:** Write ten sentences.

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

Help Box for 7a

You should have highlighted the following word:

Ultimately

## 8. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

<> **8a.** Now that you have written the body of your report, you are ready to write notes for an original opening paragraph. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
  - a. A Scripture:
  - b. Song:
  - c. Story
  - d. Definition of
  - e. Something you want to use to open and close your essay (a continuing poem, verse, story, etc.).
- (2) **In your notes, plan on what you will include in your thesis statement.\* (You may tweak your original thesis statement to fit in your opening paragraph however you see fit.)**
  - a. Remember, a thesis statement is a statement that **tells the “thesis” of your paper--what your entire paper is about.**
  - b. It should be a sentence or two in length and should introduce your reader to your topic.
  - c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
  - d. It should bridge the gap between your catchy opening paragraph and the body of your report.
- (3) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
- (4) You may just jot down some thoughts, references, etc., for your opening paragraph notes, or you may create a “sentence-by-sentence” outline like you did for the body of your report.

### Optional Penmanship Practice

#### Amendment 10

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states are reserved to the states respectively, or to the people.

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

- (5) You may plan to write your opening paragraph in a different “person” (first person, second person, etc.) if the contents warrants it. For example, if you are using an opening story, you may tell it in first person (if needed). If you are using an opening challenge, you may tell it in second person etc. Note that opening and closing paragraphs are times in informative writing when it is acceptable to write less formally and to change persons and/or tenses.

**Notes for Opening Paragraph**

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**<> 8b.** Follow these steps for writing your opening paragraph:

- (1) **Write your thesis statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your thesis statement later, if desired.)**
- (2) **Number your notes in the order you want them, and add any information you may have forgotten.**



Further Study: Learn what it takes to ride and care for a horse like John and Charles Wesley did.

Further Study: Read Hebrews 11 about people who showed boldness even in hard times.

- (3) Using each set of notes for one sentence in the following way:
- a. Read a line of notes.
  - b. Consider what you want to say about those notes.
  - c. Say aloud a sentence that you want to use.
  - d. Write down that sentence.
  - e. Repeat these steps for all of your notes.
  - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
  - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the report you just wrote.

## 9. Spelling Practice: Six "S" Spelling Secret

- <> **9a.** Take a spelling "pre-test" in your notebook.
- <> **9b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **9c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

Further Study: Make a list of rewards we get when we are persecuted for righteousness' sake.

## 10. Composition/Creative Writing: Write a Rough Draft Essay From a Key Word Outline

- <> **10a.** Follow these steps for writing your rough draft essay from your Key Word Outline:
- (1) Re-read the entire passage to recall its content.
  - (2) Read your first line of notes and consider what you want your sentence to say.
  - (3) Practice saying your sentence aloud to get it just the way you want it.
  - (4) Write your first sentence in your notebook, or key your report on the computer.
  - (5) Be sure to double space your essay to make inputting the Checklist Challenge revisions easier.
  - (6) Indent the beginning of each paragraph five spaces.
  - (7) Repeat these steps for each line of notes, writing on every other line.

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

Further Study: Look up the word *righteousness* in the Bible and list ways you can be righteous.

<> **10b.** Read your report aloud. Do you like the way it sounds?

Further Study: Study the reasons given in the Bible for why Christians are persecuted.

## 11. Sentence Structure: Dashes

<> **11a.** In the second paragraph of the passage, highlight the dash.

**Dashes can be used for special emphasis to set off non-essential information—much the same way a comma is used.** They can also be used to set off parenthetical phrases—instead of putting them in parentheses, as directed by your teacher. **They can also be used to combine two sentences into one (making a compound sentence) when you want to emphasize the second half** of the compound sentence. This is how it is used in the passage.

Further Study: Identify a time in your life when you suffered persecution for your faith. Find another time when your were punished for something wrong you had done. Explain the difference between the two times, or write a two-paragraph contrasting/comparing essay about it.

<> **11b.** In the passage, underline both parts of the compound sentence containing the dash.

<> **11c.** On the lines provided, add a second part to the sentence each time it is given to make a compound sentence using a dash for special emphasis.

1. The five that obeyed the difficult instructions had a good chance for survival \_\_\_\_\_

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2. The five that obeyed the difficult instructions had a good chance for survival \_\_\_\_\_

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3. The five that obeyed the difficult instructions had a good chance for survival \_\_\_\_\_

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 **A dash is one of the most versatile punctuation marks---and may be used in place of a comma, parenthesis, colon, semicolon, etc. However, be sure you do not overuse dashes in writing.**

<> **11d.** Study the Grammar Card about dashes provided in this lesson.

<> **11e. Optional:** Make a Grammar Card about dashes, or add new information to an existing card.

## Grammar Card: Dash

- Shows an abrupt break in thought
- Is similar to parentheses, but is used to **emphasize the words**
- Made with two hyphens before and after a group of words: We should put forth our best--the best of the best--in all.
- May have one word or a phrase, a clause, or a complete sentence following it or contained within it.
- Different than parentheses in that it can be used to set off essential or non-essential information.
- May be used in place of a semicolon or colon when more emphasis is needed.
- May be used to separate an afterthought or an interrupter.
- May be used to correct two sentences into one as a compound sentence when emphasis is desired.

 A dash is one of the most versatile punctuation marks --- and may be used in place of a comma, parenthesis, colon, semicolon, etc. However, be sure you do not overuse dashes in writing.

### Help Box for 11a

You should have highlighted the following dash:

survival--death

### Help Box for 11b

You should have underlined the following compound sentence:

Yes, the five that obeyed the difficult instruction had a good chance of survival--death would befall the one who either could not or would not jump.

## 12. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> 12. Use the Checklist Challenge located after this week's lesson to edit your report.

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

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

# 13. Grammar: Interjection Sentence Openers

<> 13a. In the second paragraph of this week’s passage, highlight the word *Yes*.

<> 13b. In this week’s passage, with a different color highlighter, highlight the comma following the word *Yes*.

The word *yes* is sometimes used in grammar as an interjection. An interjection is a word that is added—or interjected—to a sentence.

When someone interjects something into a sentence, they just add it to what is already being said. When you think of interjections, you can think of words that are just added onto what someone is already saying.

You probably know most of the words used as interjections.

- |        |         |
|--------|---------|
| 1. my  | 2. well |
| 3. oh  | 4. wow  |
| 5. yes | 6. no   |

It might help if you learn them in the following rhyme:

**My, Well, Oh**  
**Wow, Yes, No!**

<> 13c. (T) Review the interjections from above until you can recite them to your teacher. (You may memorize them in rhyme, if needed.)

When you write with interjections at the beginning of sentences, you can write them one of two ways.

1. Since you hear a pause after the interjection, follow it with a comma. (Interjections are considered non-essential information or introductory material.)
  - a. **Well**, it is up to us to be diligent.
  - b. **Yes**, the Bible teaches us how to be diligent.
2. Follow the interjection with an exclamation mark (excited mark!), then use a capital letter for the next word since you will be starting a new sentence.
  - a. **Wow!** The Bible is very interesting.
  - b. **Yes!** I am trying to be diligent.

**Note:** It is okay to have a one-word sentence if it is an interjection.

<> 13d. In your notebook, write sentences with interjections containing information from a character book or other sources.

**Basic Level:** Write twelve sentences.

**Extensions:** Write fifteen sentences.

Further Study: Read the story of Joseph and identify the ways he reacted to being treated wrongly.

Further Study: Study the life of Elijah and explain how he showed courage.

Further Study: Study the life of Watchmen Nee and write a paragraph about how God was glorified by what Watchmen Nee went through.

When you use an interjection:

1. Follow it with a comma if you hear a pause.
2. Follow it with an exclamation mark if you hear excitement!

# 14. Spelling Practice: Write That Word!

<> 14a. On the lines provided, write two spelling words that you have never used in writing.

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

<> **14b.** Complete the following steps for one of the words you listed in 14a.

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

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

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<> **14c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

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

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

## 15. Grammar: Weekly Quizzes

<> **15a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

**Note: Complete any portion of the shaded parts that you are able to. Eventually, you will learn all the parts of speech.**

<> **15b.** Do the Weekly Review Quiz provided after this week's lesson.

## 16. Spelling: Spelling Test

<> **16a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **16b.** (T) Have your teacher check your Spelling Test.

<> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 17. Dictation: Dictation Quiz

- <> **17a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **17b.** (T) Review your dictation with your teacher.
- <> **17c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 18. Composition: Final Copy Dialogue Essay From a KWO

- <> **18a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **18b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

## Optional: Extra Practice

- 1E. In your notebook, write fifteen sentences with *ly* openers, containing information from a character book.
- 2E. In your notebook, take more notes about ducklings from any source.
- 3E. In your notebook, write your new paragraphs from this lesson.
- 4E. Edit and revise your paragraphs from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write twenty words that end in *y* with suffixes added according to this week's rules.
- 6E. Find fifteen sentences with noun markers from any source, and write them in your notebook.
- 7E. In your notebook, write ten sentences with dashes containing information from a character book. (Look for sentences that have non-essential information set off with commas that you could instead set off with dashes for emphasis.)
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

# Checklist Challenge Red 2-B: Week Two

Character Focus: Boldness

Complete the Checklist Challenge by using these guides:

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

All **All Levels**

B **Basic Level only**

E **Extension only**

E's **Extensions**

FE **Further Extension only**

All  All  All

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

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

All  All  All

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

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

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

All  All  All

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

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

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

All  All  All

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

Examples:

only      totally      joyfully      willingly      completely      never

practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

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

All All All

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

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 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 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

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

Consider the following ideas:

- Something catchy: **O-B-E-Y**
- Something comical: **Mother Duck Said, "Quack, Quack, Quack, Quack."**
- Something bold: **Disobedience Leads to Death**
- A song title or line: **Rubber Ducky, You're the One**
- A Scripture: **Honor Your Father and Mother**
- Something biblical: **And the End Thereof Is Destruction**
- Something about character: **Obedience or Disobedience?**
- Other: **Calling Her Young**

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

All All All

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

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious



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

All All All

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

Examples:

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

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

All

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

Punctuate appropriately:

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

☞ Interjections include words from the following rhyme:

**My, well, oh**  
**Wow, yes, no**

All

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

Examples:

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

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

All All All

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

## Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one loud.</li> <li>Try to spell the word aloud with out looking in the SEE column.</li> <li>If you get stuck, look at the word in the SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

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

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs

One Minute

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

## Interjection Rhyme

Thirty Seconds

- M \_\_\_\_\_, W \_\_\_\_\_, O \_\_\_\_\_,  
W \_\_\_\_\_, Y \_\_\_\_\_, N \_\_\_\_\_,

**Subordinators**

Two Minutes or Three Minutes

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

**Coordinating Conjunctions**

**(FANBOYS)**

One Minute

- F \_\_\_\_\_
- A \_\_\_\_\_
- N \_\_\_\_\_
- B \_\_\_\_\_
- O \_\_\_\_\_
- Y \_\_\_\_\_
- S \_\_\_\_\_

**BHL Verbs**

Two Minutes

**Be a Helper, Link Verbs,**

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

**First Subordinators Learned**

**in Rhyme**

Thirty Seconds

- S \_\_\_\_\_, W \_\_\_\_\_, Th \_\_\_\_\_,
- B \_\_\_\_\_, I \_\_\_\_\_, Al \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Comprehension and Vocabulary

1. **Extensions:** How does boldness relate to this week's passage?

---

---

2. Write three synonyms or antonyms for persecute that describe the duck(s).

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_

3. Write two sentences about the duck(s) using two of the words you listed above.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

## II. Outlining and Write On

4. **Extensions:** What do you call a sentence that takes the reader from one paragraph to another?

\_\_\_\_\_

5. Write a sentence about the passage containing a *dash*.

\_\_\_\_\_

\_\_\_\_\_

## III. Grammar

6. What three verbs always have the past participle verb tense with them?

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer lesson he does not need to mark it.

7. List the six most common interjections:

- a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_  
d. \_\_\_\_\_ e. \_\_\_\_\_ f. \_\_\_\_\_

8. Write sentences containing the past participle form of each of the verbs listed (one sentence per verb). Be sure you use *has*, *had*, or *have* in each.

**All**

- |        |     |       |      |
|--------|-----|-------|------|
| did    | ran | wrote | sank |
| became | go  | speak | take |

**Extensions**

- |     |      |      |     |
|-----|------|------|-----|
| get | give | dive | sit |
| set |      |      |     |

(1) \_\_\_\_\_  
\_\_\_\_\_

(2) \_\_\_\_\_  
\_\_\_\_\_

(3) \_\_\_\_\_  
\_\_\_\_\_

(4) \_\_\_\_\_  
\_\_\_\_\_

(5) \_\_\_\_\_  
\_\_\_\_\_

(6) \_\_\_\_\_  
\_\_\_\_\_

(7) \_\_\_\_\_  
\_\_\_\_\_

(8) \_\_\_\_\_  
\_\_\_\_\_

**Extensions**

(9) \_\_\_\_\_  
\_\_\_\_\_

(10) \_\_\_\_\_  
\_\_\_\_\_

(11) \_\_\_\_\_

\_\_\_\_\_

(12) \_\_\_\_\_

\_\_\_\_\_

(13) \_\_\_\_\_

\_\_\_\_\_

#### IV. Homophones

9. **Further Extension:** *Homo* means \_\_\_\_\_ and *graph* means to \_\_\_\_\_  
\_\_\_\_\_. Thus, homographs are words that are \_\_\_\_\_ the \_\_\_\_\_.

#### V. Editing and Revising

10. How do you add an interjection to a sentence? \_\_\_\_\_

\_\_\_\_\_

11. In a sentence with an interjection, where does the sentence's main subject usually fall?

\_\_\_\_\_

12. What word or words did you use this week that you have never used before in writing?

\_\_\_\_\_

13. What more advanced or distinct word did you add to your essay?

\_\_\_\_\_





# Red 2-B: Week Three

Character Focus: Boldness

## Vocabulary Box

Synonyms for *persecute*

afflict	oppress	harass
betray	pursue	torture
imprison	martyr	

## Vocabulary Box

Antonyms for *persecute*

console	defend	solace
protect	shelter	nourish
hearten	strengthen	

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

Finally, all the children were safe—except one. Little Jacky had been slumbering so soundly that he did not wake up until all the others were gone. The blazing light fooled the lad. Thinking it was morning, he opened his bedroom door. There in the hallway the five-year-old witnessed the roaring flames that had already engulfed the second floor.

Extensions

The youngster desperately climbed up on an old chest near his window and began to cry. His father attempted to reach his room, but the stairway had collapsed. While the heartbroken pastor knelt in prayer for his despairing son, the neighbors noticed wide-eyed Jacky at the window. But they could not secure a ladder.

Further Extension

Without a moment to spare, one man stood near the charred wall, and another man scaled the first man's shoulders to rescue the helpless child. God had spared all of their lives! When the rescuers brought him to his father, the exhausted minister cried out to the crowd: "Come neighbors! Let us kneel down! Let us give thanks to God! He has given me all my eight children; let the house go. I am rich enough!"

## Optional Penmanship Practice

For we wrestle not against flesh and blood, but against principalities, against powers, against rulers of the darkness of this world, against spiritual wickedness in high places.

Ephesians 6:12

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

This passage is about a time John Wesley, as a child in the early 1700s, was saved from the family's burning house in England. John's life was saved by a bold and courageous neighbor who was not afraid to risk his own life.

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

1. engulfed
2. charred

<> **1c.** Look up the words *engulfed* and *charred* in the dictionary, and write their definitions in your own words on the lines provided.

Definition of *engulfed*

---

---

Definition of *charred*

---

---

↔ **1d.** On the lines provided, write two sentences using the two words you defined.

Sentences using *engulfed* and *charred*

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

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

↔ **1e.** On the lines provided, write three synonyms for *persecute* from the shaded Vocabulary Box located at the beginning of this week's lesson.

Synonyms for *persecute*

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

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

↔ **1f.** Using two of the synonyms you listed for *persecute*, write two sentences about John Wesley on the lines provided.

Sentences about John Wesley

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

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

↔ **1g.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

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

---

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

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

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

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

\_\_\_\_\_

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

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

\_\_\_\_\_

\_\_\_\_\_

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

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

\_\_\_\_\_

\_\_\_\_\_

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

**Teacher Tip:** Occasionally, a word has few phonetic components (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*.

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

\_\_\_\_\_

\_\_\_\_\_

**<> 1i. Further Extension:** Write a sentence about this week's passage using this DD word.

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

Example: Yes, John learned how to improve the time he spent in routine tasks so that he could write more. Interjection

\_\_\_\_\_

### Decimal Numbers

Technically, it is incorrect to use the word *and* when reading numbers, unless it is in a decimal situation (such as in money). The use of the word *and* indicates a decimal point and should be reserved for those situations.

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

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

## 2. Spelling: Number Words

<> 2a. In the first paragraph of the passage, highlight the words that are numbers:

1. one
2. five-year-old
3. second

All of those words are number words. **When a number word takes two words or less to write out, you should write it in words rather than writing the numeral.**

For example, these numbers should be written out as they take two words or less to write them:

1. **two hundred**
2. **five thousand**

These numbers should be written as numerals since they take three words or more:

1. **5,032**
2. **856,950**

In order to write numbers in their written form, you must know how to spell them.

Some number words can be tricky, but some are relatively easy since they are made up of easier number words you probably learned when you were younger.

When you write a number word between twenty-one and ninety-nine, you should put a hyphen between the words. This is especially helpful for writing checks.

☞ **When describing numbers, you should use the word *fewer*, not *less*. For example: This aisle is for customers with ten items or *fewer*. (*Less* is for volume -- less mashed potatoes, please; *fewer* is for items -- fewer M & M's, please.)**

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

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

<> 2c. Add this week's new words (minus the **Optional** Words) to page 94 of your *Spelling Notebook*.

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

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

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

Remember these tips for writing numerals:

1. Use numerals to express all numbers that require more than two words in written form (e.g., 4,567).
2. Spell out all numbers that can be written in one or two words.
3. Hyphenate all numbers from twenty-one to ninety-nine that consist of two words.

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

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---

---

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---

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Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. twenty-one	twen-ty-one	_____		_____
2. thirty	thir-ty	_____		_____
3. forty*	for-ty	_____	not <b>four</b> ty	_____
4. fifty	fif-ty	_____		_____
5. sixty	six-ty	_____		_____
6. seventy	sev-en-ty	_____		_____
7. eighty*	eight-y	_____		_____
8. ninety*	nine-ty	_____		_____
9. hundred	hun -dred	_____		_____
10. thousand	thou-sand	_____		_____

**\*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
<b>Extensions</b>				
11. five hundred two	five hun-dred two	_____		_____
12. thirty-eight*	thir-ty-eight	_____		_____
<b>Further Extension</b>				
13. seventy-nine	sev-en-ty-nine	_____		_____
14. six thousand, four hundred eighty-five	six thou-sand, four hun-dred eight-y five	_____		_____
<b>Optional</b>				
15. console	con-sole	_____		_____
16. shelter	shel-ter	_____		_____
17. defend	de-fend	_____		_____
18. nourish	nour-ish	_____		_____

**\*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 rules given here for number writing are subjective. Some handbooks recommend the approach taught here while others recommend that you only write out number through ten.

### 3. Editor Duty: Correct Given Paragraph(s)

#### Ly Openers, Noun Markers, Dashes

<> 3. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight all of the noun markers.

(3) In the first and third paragraphs, underline the adverb openers, and place commas following them if you have not already done so.

(4) **Extensions:** In the last paragraph, highlight the sequencing words, and place commas following them if you have not already done so.

Actually animal populations fluctuate with the availability of plant foods harshness of weather incidence of parasitism and number of deaths by accident. population changes in predators and there prey are also directly related, especially when an predator looks largely to one particular species for food This can be it's doom

90 years of records kept by fur trappers hunting lynx and snowshoe hare in Canada clearly demonstrate this relationship. When the hare population climbed the lynx population followed; as lynx grew more numerous, the number of hares declined

obviously the reasons for this pattern are twofold. First more prey can support a greater number of predators. Second predators encouraged by an abundance of prey will feed more frequently.

### 4. Spelling Practice: Choose the Correct Spelling

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

1. twenty-one

twentee-one

2. therty

thirty

3. fourty

forty

4. fifty

fivety

5. sixtty

sixty

6. seventy

sevanty

- |              |          |
|--------------|----------|
| 7. eighty    | eigtty   |
| 8. ninty     | ninety   |
| 9. hundred   | hundrud  |
| 10. thousand | thowsand |

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

- |                      |                  |
|----------------------|------------------|
| 11. five hundrud two | five hundred two |
| 12. thirty-eight     | therty-eight     |

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

- |   |   |
|---|---|
| 13. sevente-nine                              | seventy-nine                              |
| 14. six thowsand, four<br>hundred eighty five | six thousand, four<br>hundred eighty-five |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- |              |          |
|--------------|----------|
| 15. console  | consoul  |
| 16. shellter | shelter  |
| 17. defend   | deefend  |
| 18. nourish  | nourrish |

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

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

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



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

## Overview of Story Writing: The Very Short Story

You will be writing a short story of four (or five) paragraphs this week. You will be “directed” in this just like you are in all *Training for Triumph* essays and reports -- in a step by step manner.

### I. TOPIC OF REPORT

You will be writing a **short story** about escaping from a **bold animal**.

- A. Mailman or other individual fleeing from an attacking dog
- B. Camper or outdoorsman fleeing from wolf or bear
- C. Fisherman fleeing from alligator or crocodile
- D. Swimmer fleeing from shark
- E. Fisherman or other water enthusiast fleeing from hippopotamus
- E. Zoo worker fleeing from angry lion or tiger.

### II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR STORY

- A. **Basic** students will write **4 paragraphs** for your story.
- B. **Extensions** students will write **5 paragraphs** for your story.

### III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write **5-7 sentences per paragraph**.
- B. **Extensions** students will write **7-9 sentences per paragraph**.

### IV. OPENING PARAGRAPH

Students will **not** write an **opening paragraph**. You will weave all background information into your story.

### V. CLOSING PARAGRAPH

Students will **not** write a **closing paragraph**. You will weave your story's conclusion into the story.

### VI. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. **Goals** of the character
- B. **Obstacles** for the character
- C. **Description** of setting
- D. **Feeling** words
- E. **Quotation/Dialogue** use
- F. **First and Third Person** Story Writing

### VII. QUOTATION INCLUSION

- A. **Basic** students **may** include quotations in the form of dialogue if desired.
- B. **Extensions** students **must** include at least some dialogue in your story

**Note:** This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lesson is assigned and detailed throughout the week(s).

## 5. Goal Setting: The Protagonist Must Have a Goal

**The protagonist is the main character of the story.** He or she is sometimes called the “star.” This character may be human, animal, or even object, but the important thing is that **most of the action centers around the protagonist.**

This is the goal that the entire story revolves around. A character may, and usually will (in longer stories), have smaller goals and secondary goals (otherwise known as subplots). But a **character must have a singular goal that holds the entire story together.** Without this goal, the story is just a description of events (i.e. a narrative or re-telling essay) not a true story.

In your story, the goal will be simple: Get away from a bold predator! In other stories, the goals may be more complex such as keeping a best friend or doing the right thing in a trying situation.

Two goals may even contradict. For example, if doing the right thing causes you to lose a friend, your goals may clash. The important thing at this point is that you are clear at the beginning of your story writing what the main character’s goal is (keeping a friend at all costs [not recommended] or doing the right thing even if it means losing a friend).

◁ 5. Think about the following possible situations. What is the human’s goal in each situation?

1. Mailman with an attacking dog \_\_\_\_\_

\_\_\_\_\_

2. Camper or outdoorsman confronted by a bear \_\_\_\_\_

\_\_\_\_\_

3. Fisherman cornered by an alligator or crocodile \_\_\_\_\_

\_\_\_\_\_

4. Swimmer near a shark \_\_\_\_\_

\_\_\_\_\_

5. Fisherman who angers a hippopotamus \_\_\_\_\_

\_\_\_\_\_

6. Zoo worker trapped in the cage with an angry lion or tiger \_\_\_\_\_

\_\_\_\_\_

### Help Box for 5

1. Mailman with an attacking dog - To get away from the dog, back to his truck
2. Camper or outdoorsman confronted by a bear - To hide from or escape the bear
3. Fisherman cornered by an alligator or crocodile - To get away from the alligator
4. Swimmer near a shark - To not make the shark angry, so it won't attack
5. Fisherman who angers a hippopotamus - To escape the hippopotamus before other hippopotamuses join it
6. Zoo worker trapped in the cage with an angry lion or tiger - To get out of the cage

### Optional Penmanship Practice

For with the heart man believeth unto righteousness; and with the mouth confession is made unto salvation.

Romans 10:10

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

## 6. Write On: Writing in the First Person

This week you will begin a two week writing project of writing a story. In this story, you may write in first person (as part of the story) or you may write in the third person (as an outsider telling the story).

First of all, a brief review of first, second, and third person is in order:

1. **First person**--usually more personal writing--**though sometimes a story might be written in first person if the narrator is part of the story.** Appropriate to **use the word I.**
2. **Second person**--used rarely--in CQLA we often use it to write **instructional writing.** It is a time in which you **use the personal pronoun you** (i.e. *you do this* or *you do that*).
3. **Third person**--used most of the time--uses personal pronouns *he, she, or it.* Used in **story writing** extensively, but also **used in report writing when you do not inject your own thoughts:**

Examples:

1. Third person: Paul was attempting to reconcile Onesimus and Philemon.  
(Writing about others; not including yourself)
2. First Person: I think Paul was attempting to reconcile Onesimus and Philemon.  
(Writing about others but interjecting your thoughts.)

It is usually not desirable to write in the first person when writing reports as reports are to be factual,

and it is seldom factual to write what you think about a subject in a report. That type of writing (what you think) is reserved for essays, editorials, memoirs, etc.

In this week's writing assignment, you may write in first person or third person:

- a. First person--you will write your story in first person if you are in the story:
  - i. You will do this if you are in the story and also the narrator.
  - ii. You will use the pronouns *I, me, we, us, our, ours*, etc.
  - iii. You may be the main character of your story or a lesser character but your character will be the story teller.
    - (a) Main character: I knew I was in trouble when my boat sprang a leak--but little did i realize how much trouble I was in until I spotted the crocodile coming my way.
    - (b) Another character: We knew we were in trouble when our boat sprang a leak. Our tour guide, Joe Aqua, told us all to start scooping water out as fast as we could. Then Joe told me to stay focused--and not to look to my left!
- b. Third person
  - i. You will do this if you are not in the story--if you are an outside narrator.
  - ii. You will never use the first person pronouns (*I, me, we, us*, etc.) unless you are using quotes to show dialogue. (Joe said, "I have a gun in that box.")
  - iii. You will not be in your story:
    - (a) Example: The crew knew they were in trouble when their boat sprang a leak--but little did they realize how much trouble they were in until they spotted the crocodile coming their way.
    - (b) Example: They knew they were in trouble when their boat sprang a leak. Their tour guide, Joe Aqua, told them all to start scooping water out as fast as they could. Then Joe told Josh to stay focused-- and not to look to his left!

↔ **6a.** On the lines provided, write four sentences (**Extensions:** write six) in the first person describing a scene or situation.

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

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

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

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

5. **Extensions** \_\_\_\_\_  
\_\_\_\_\_

6. **Extensions** \_\_\_\_\_

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

<> **6b.** On the lines provided, write four sentences (**Extensions:** write six) in the third person describing a scene or situation.

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

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

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

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

5. **Extensions** \_\_\_\_\_  
\_\_\_\_\_

6. **Extensions** \_\_\_\_\_  
\_\_\_\_\_

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

## 7. Wacky Words: Homophones

Examples: to, too, two

<> **7a.** In the first paragraph of the passage, highlight each word that has another word that sounds the same but is spelled differently (Examples: *to, too, two*).

These words are often called *homophones*.

The word *homophone* is easy to remember when you divide it in two and remember each part:

1. Homo—means same
2. Phone—means hear

Thus, homophones are **words that sound the same, but have different meanings and spellings.**

You will remember this even better if you remember that homophones are words that sound the same when you say them on the phone (that is, when you cannot see them written). However, when you write homophones, you can tell which word is meant.

↔ **7b.** On the lines provided, write a paraphrased definition (or a synonym for that word) beside each word, at the level directed by your teacher.

**Note: If there are any that you do not know, look them up in the dictionary or thesaurus.**

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

**Optional Penmanship Practice**

For what glory is it, if, when you are buffeted for your faults, ye shall take it patiently? but if when you do well, and suffer for it, ye take it patiently, this is acceptable with God.

I Peter 2: 20

**Optional Penmanship Practice**

Man, considered as a creature, must necessarily be subject to the laws of his Creator, for he is entirely a dependent being. A being, independent of any other, has no rule to pursue, but such as he prescribes to himself . . .

—The Commentaries  
William Blackstone 1765

**All**

1. there \_\_\_\_\_
2. their \_\_\_\_\_
3. where \_\_\_\_\_
4. wear \_\_\_\_\_
5. right \_\_\_\_\_
6. write \_\_\_\_\_
7. its \_\_\_\_\_
8. it's \_\_\_\_\_
9. capital \_\_\_\_\_
10. capitol \_\_\_\_\_

**Extensions**

11. accept \_\_\_\_\_
12. except \_\_\_\_\_
13. effect \_\_\_\_\_
14. affect \_\_\_\_\_

**Further Extension**

- \*15. then \_\_\_\_\_
- \*16. than \_\_\_\_\_
- \*17. are \_\_\_\_\_
- \*18. our \_\_\_\_\_
- \*19. hour \_\_\_\_\_

**\*Not true homophones—just confusing words you should know.**

↔ **7c.** In the sentences provided, highlight the correct homophones.

**Note: Some sentences have more than one homophone—some have several.**

**Example:** We should follow Jesus for His grace.

1. Finally, all the children we're/were safe--except/accept one.
2. Little Jacky had been/bin slumbering sew/so soundly that he did knot/not wake up until all the others were gone.
3. Thinking it was morning/mourning, he opened his bedroom door.
4. Their/There/They're in the hallway the five-year-old witnessed the roaring flames that had already engulfed the second floor.
5. The youngster desperately climbed up on an old chest near his window and began to/too/two cry.
6. His father attempted too/two/to reach his room, but the stairway had collapsed.
7. Wile/While the heartbroken pastor knelt in/inn prayer for his despairing son, the neighbors noticed wide-eyed Jacky at the window.
8. But they could knot/not secure as ladder.
9. Without a moment to spare, won/one man stood near the charred wall, and another man scaled the first man's shoulders too/two/to rescue the helpless child.
10. God had spared all of there/they're/their lives!
11. When/Win the rescuers brought hymn/him to his father, the exhausted minister cried out two/to/too the crowd: "Come neighbors! Let us kneel down!"
12. "Let us give thanks to/two/too God!"
13. "He has given me all my ate/eight children; let the house go. I am rich enough!"
14. He could accept/except what happened.
15. He was at piece/peace with God.
16. He knew the affect/effect of the fire.
17. It would effect/affect their life.
18. They would/wood have to trust God.
19. They would love God more than/then man.
20. They knew that God would than/then show Himself strong.

**<> 7d.** At the level directed by your teacher, choose six sets of the homophones provided to write twelve to fifteen sentences in your notebook.

### All

- |                 |                    |                |
|-----------------|--------------------|----------------|
| 1. to, too, two | 2. taught, tot     | 3. one, won    |
| 4. in, inn      | 5. heart, hart     | 6. would, wood |
| 7. him, hymn    | 8. for, four, fore | 9. knot, not   |
| 10. do, due     |                    |                |

### Extensions

- |                          |                 |                                     |
|--------------------------|-----------------|-------------------------------------|
| 1. to, too, two          | 2. hour, our    | 3. been, bin                        |
| 4. there, their, they're | 5. which, witch | 6. accept, except                   |
| 7. here, hear            | 8. while, wile  | 9. than, then (not true homophones) |
| 10. see, sea             |                 |                                     |

**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).

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

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 their, and their is a pronoun that shows ownership!
5. **See**—Do you see the two eyes in the word see ?



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

### Further Extension

- |   |  |                                     |
|---|--|-------------------------------------|
| 1. there, their, they're<br>(not true homophones) | 2. accept, except<br>(not true homophones) | 3. since, sense                     |
| 4. hear, here                                     | 5. effective, affective                    | 6. our, are (not true homophones)   |
| 7. would, wood                                    | 8. capital, capitol                        | 9. than, then (not true homophones) |
| 10. its, it's                                     |  |                                     |

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

#### Help Box for 7a.

You should have highlighted the following words:

- |                      |                 |                   |
|----------------------|-----------------|-------------------|
| 1. were (safe)       | 2. except (one) | 3. one (Little)   |
| 4. been (slumbering) | 5. so (soundly) | 6. he (did)       |
| 7. not (wake)        | 8. were (gone)  | 9. light (fooled) |
| 10. morning (he)     | 11. he (opened) | 12. There (in)    |
| 13. in (the)         |                 |                   |

## 8. Obstacles: The Protagonist Must Face Obstacles

Even the best goal means nothing in a story unless there are significant obstacles that stand in the way of the main character reaching his goal. The character must have the inner strength to fight through whatever obstacles are in his way. If, in your story, the character wants to get away from a bold predator, but all he has to do to achieve that goal is go to the gate of the zoo, open it, and walk through, then you have no story. (Or your story ends there!)

So your character has a goal and big obstacles standing in his or her way. What does he or she do? This is where stories get very interesting. If your character sees all of the obstacles and decides to give up the goal, then the story ends there.

But if your character faces the obstacles, he or she may succeed and achieve the goal or fail and not achieve the goal. However, either way, the character meeting those obstacles creates what every story needs: drama.

◁> 8. What were the primary obstacles facing the characters from assignment 5? See the Answer Box at the end of **this assignment** for help with this assignment, if needed.

1. Mailman \_\_\_\_\_
2. Camper or outdoorsman \_\_\_\_\_
3. Fisherman cornered \_\_\_\_\_
4. Swimmer \_\_\_\_\_
5. Fisherman \_\_\_\_\_
6. Zoo worker \_\_\_\_\_

Help Box for 8

1. Mailman - *Distance between mailman and truck, angry dog*
2. Camper or outdoorsman - *Bear, no weapon to protect himself*
3. Fisherman cornered - *Alligator, no way out*
4. Swimmer - *Shark*
5. Fisherman - *Hippopotamuses*
6. Zoo worker - *The closed gate/lost keys, etc.*

## 9. Write On: Quotation Inclusion

As you grow in your writing, you will want to use quoted material. This is true in research-based writing in which you will want to quote authorities concerning your subject in order to give your writing credence. This is also true in inspirational writing in which a quotation may add the perfect touch to your writing. Likewise, this is true in story writing in which you will use dialogue to show people speaking back and forth.

There are many ways to add quotations to your writing. This lesson will focus on some of the ways that you might be assigned to use quotations in your writing projects. **Extensions** student will need to have at least a little dialogue--words that people speak back and forth to each other.

## General Quotation Guidelines

1. Used for dialogue, minor works, special words, and partial quotations. Generally speaking, do not use quotation marks for thoughts. (Thoughts are usually written in italics.)
2. Always put periods and commas **inside** a closing quotation mark.
3. Put a question mark or exclamation point inside the closing quotation mark only if **it is part of a quotation**; otherwise, the question mark or exclamation point should be placed outside the closing quotation mark:
  - “Is he coming over??” they asked. (Place the question mark **inside** the closing quotation mark since the question mark is part of the quotation.)
  - “Watch out!!” he exclaimed. (Place the exclamation point **inside** the closing quotation mark since the exclamation point is part of the quotation.)
  - Did you read the article entitled “Baby Games”?? (Place the question mark **outside** the closing quotation mark since the question mark is not part of the quotation. It is not part of the minor work but is the end mark for the entire sentence.)
4. When quotation marks show a partial quotation or a minor work and a comma follows the quoted material, place the comma inside the closing quotation mark:
  - We should read the article entitled “Baby Games,,” and we should plan the activities.
5. When using quotation marks to show a partial quotation or a minor work at the very end of a sentence, a period should be placed inside the closing quotation mark--but not exclamation marks or question marks:
  - I read the article entitled “Daily Devotional..”
  - Did you read the article entitled “Daily Devotional”?? (Place the question mark **outside** the closing quotation mark since the question mark is not part of the quotation--not part of the minor work but punctuation for the entire sentence.)
6. Do not use quotation marks for indirect quotes. An indirect quote is a sentence in which the writer says what the person said, but says it in the writer’s words.
  - Example: She said **that** he was born in Missouri. (Instead of *She said, “He was born in Missouri.”*)
  - Indirect quotes are those using the word *that* to indicate that the words are not quoted word-for-word.
  - Indirect quotes are good for new or inexperienced writers since speech tags and quotation marks are not needed.
  - Indirect quotes are also good for instances in which dialogue would make a piece too lengthy.
  - In short stories, it is often beneficial to use regular quotes (dialogue) some places and indirect quotes other places.
7. A speech tag (words showing who the speaker is) can come before or after the quotation. (Speech tags are not surrounded by quotation marks.)
  - **She said,** “He is kind.”
  - “He is kind,” **she said.**
8. When a speech tag comes at the beginning of a quotation, a comma should follow the speech tag:
  - Father **said,** “Get all of your jobs done.”
9. Use a comma at the end of a declarative quotation instead of a period even if a complete sentence (in quotation marks) comes before the speech tag.
  - “I read it,,” he said. (A sentence may only have one period.)
10. When a speech tag comes at the end of a question or exclamatory quotation, a question mark or exclamation point should be placed before the speech tag, inside the closing quotation mark (assuming that the question mark or exclamation point is part of the quote):
  - “Have you read it??” asked Donna.

<> **9a.** In the third paragraph of the passage, highlight the words *the exhausted minister cried out to the crowd*.

*The exhausted minister cried out to the crowd* is a speech tag. The speech tag is the part of the dialogue that tells who the speaker is. The speech tag is **not** surrounded by quotation marks.

Learn these rules for speech tags:

1. When the speech tag comes before the quotation, a comma should always come at the end of the speech tag (or a colon if the speech tag is a complete sentence).
  - a. She said,
  - b. He responded,
2. When the speech tag comes after the quotation, a punctuation mark follows the quotation—usually inside the quotation marks:
  - a. “Is he enthusiastic?” asked the teacher.
  - b. “Watch out!” shouted the mother.
  - c. “The Maccabees started a revolt,” declared the teacher. (Do not use a period inside the quotation when the speech tag is at the end. A comma is used then, and the period comes at the end of the whole sentence.)

☞ **Periods and commas always go inside ending quotation marks.**

## **El. 1a. Basic Quote With Beginning Speech Tag and Ending Speech Tag in Your Outline**

When you include a quotation in your writing, you may write the entire quote in your outline so that when you are ready to write, you will not have to look it up. Or you may include a note on your outlining lines that tells you to look up your quote later when you are writing.

Unless your teacher tells you to do otherwise, you should **write the entire quote in your outline** for now so that you are ready to include your quote when you are writing your paper.

Follow these tips for putting your quote in your outline:

1. Write your quote neatly on the lines provided word-for-word as it appears in your source.
2. Be sure you use the exact wording, punctuation, and spelling of the original quote. (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
3. Put quotation marks around your quote, with the first one coming before the first word and the last one coming after your ending period (for your outline).
4. Just like you do any time you create an outline that contains details, be sure you include anything that you will need for that sentence—the correct spelling of the person who said it, a date or place, etc. You do not want to have to look up information later.

***Example on Outlining Lines:***

**“Although the world is full of suffering, it is full also of the overcoming of it.” Helen Keller**

**Note: This is the sample for the outline. In your text, you will use the author’s name in the speech tag.**

<> **9b.** In the last paragraph of the passage, highlight the punctuation mark that comes at the end of the quote just before the ending quotation mark.

At the end of the quotation (inside the ending quotation mark) there is a punctuation mark. Whenever an ending quotation mark comes at the end of the sentence, you must have an ending punctuation mark either inside or outside the quotation.

Remember these rules for punctuating quotations that end the sentence:

1. **Commas and periods always go inside the ending quotation mark.**
  - a. She said, “Here he comes now.”
  - b. “Here he comes now,” she said.
2. **Question marks and exclamation marks go inside the ending quotation mark when they are punctuating the quotation.**
  - a. She said, “Watch out!”
  - b. He asked, “Is he here?”

When the speech tag comes at the end of the sentence, the end mark following the speech tag is the punctuation for that sentence. In that case, do one of the following:

1. **If the quotation is a question, put a question mark inside the end quotation mark:**
  - a. “Is he here?” he asked.
  - b. “Is this just about over?”
2. **If the quotation is an exclamatory quote, put an exclamation mark inside the end quotation mark:**
  - a. “Watch out!” she yelled.
  - b. “You’re almost done!”
3. **If the quotation is not a question or exclamatory sentence, use a comma inside the end quotation mark. The period following the speech tag will be the only “ending punctuation” your sentence will have.**
  - a. “He will be coming soon,” she said.
  - b. “I dislike punctuation,” the student said.

That is a lot of rules to remember! The best way to remember new grammar or punctuation rules is to use them often after learning them.

🔑 **Periods and commas always go inside ending quotation marks.**

### **EI. 1b. Basic Quotes With Beginning Speech Tag and Ending Speech Tag in Your Essay or Report**

When you write a quotation, you will include a speech tag. The speech tag is the group of words that tells who said the quoted words. You may either put the speech tag before your quote or after your quote. Either way, just be sure you punctuate it correctly. You might want to get help from your teacher for this.

1. When you get to the place in your outline that contains your quote, you will write your quote in your paper-right within the paragraph you are writing.
2. You will either put your information about where you got your quote (the person who said it or the book from which you got it) before or after the quote itself. **These words are called the speech tag.**

**Details of Quote Rule #1b -- With Beginning Speech Tag:**

Helen Keller said, "Although the world is full of suffering, it is full also of the overcoming of it."

- \* said--A comma should follow most beginning speech tags. (Only use a colon if the speech tag is a complete sentence.)
- \* "Although—Most of the time, a quote begins with a capital letter.
- \* it." —Be sure the sentence's ending period goes inside the closing quotation mark.

**Details of Quote Rule # 1b -- With Ending Speech Tag:**

"Although the world is full of suffering, it is full also of the overcoming of it," said Helen Keller.

- \* "Although—Most of the time, a quote begins with a capital letter.
- \* it," —Be sure to end your statement quote with a comma (rather than a period) when you have an ending speech tag since your complete sentence will end in a period. Also be sure that your comma is inside the closing quotation mark. (You place a comma at the end of your quote when you have an ending speech tag because your sentence will have a period at the end of it. A sentence should only have one period.)
- \* said Helen Keller. —A speech tag found at the end of the quote begins with a lower case letter (unless the first word of it is a proper noun). The entire sentence ends with a period since the sentence itself (the whole sentence--containing the quote) is a statement.

**EI. 2. Quotes That Are Not Statements (Not Declarative) in Your Essay or Report**

2a. If your quote has an exclamation point in it, include it **inside** the closing quotation mark since the exclamation point goes with (is part of) the quote.

**Example 1--Exclamatory Quote With Speech Tag at Beginning:**

He said, "Watch out!"

**Example 2--Exclamatory Quote With Speech Tag at End:**

"Watch out!" he said.

2b. If your quote has a question mark in it, include it **inside** the closing quotation mark since the question mark goes with (is part of) the quote.

**Example 1--Question Quote With Speech Tag at Beginning:**

Charlie Brown asked, "Where have I gone wrong?"

**Example 2--Question Quote With Speech Tag at End:**

"Where have I gone wrong?" asked Charlie Brown.

<> **9c.** Place commas in the following sentences just after the end of the speech tag.

1. The exhausted minister cried out to the crowd "Come neighbors!"
2. The minister continued "Let us kneel down and give thanks to God."

3. The relieved father said "He has given me all my eight children; let the house go; I am rich enough!"
4. Mrs. Wesley resolved "I insist upon conquering the will of my children betimes because this is the only strong and rational foundation of a religious education without which both precept and example will be ineffectual."
5. She continued "But when this is thoroughly done then a child is capable of being governed by the reason and piety of its parents, till its own understanding comes to maturity, and the principles of religion have taken root in the mind."
6. The bishop of Oxford's chapel proclaimed "One day he (John) will be a standard-bearer of the cross either in his own country or beyond the seas."
7. Just before he died, John's father, Samuel Wesley said to his family "Be steady; the Christian faith will surely revive in this kingdom. You shall see it though I shall not."
8. He gave John a parting message "The strongest proof of the Christian life is the inward witness."
9. John Wesley said of his walk to Port Royal, England "The night was sharp; however, there was no complaining among us; but after having commended ourselves to God, we lay down and slept until near six in the morning."
10. Later in his life, after many years of ministry for the Lord, John wrote "We were everywhere represented as mad dogs, and treated accordingly. In sermons, newspapers, and pamphlets of all kinds, we were painted as unheard-of-monsters."

<> 9d. Based on the rules learned in this lesson, punctuate the following quotations correctly:

1. By the age of seventeen, John had dedicated his life to the preaching of the Gospel said the teacher
2. John Wesley said To my horror I discovered that many of my classmates who were being prepared for the ministry were blasphemers living in open sin
3. Father read The sinful conditions at the school and the taunting of his classmates motivated John Wesley to gather the students who were spiritually minded to meet together once a week for mutual spiritual encouragement and study of the Scriptures
4. Charles Wesley, John's younger brother, joined him at Oxford read Mother
5. John said In addition to our weekly meetings, the earnest members of the study group looked for every opportunity to minister to the sick, poor, and imprisoned
6. They regularly visited the prisons, bringing both spiritual and physical refreshment to the inmates said the teacher.
7. Father said They were also on hand to minister to condemned criminals at their hour of execution
8. Mother interjected They also reduced their food and sleep to a minimum so that they would have more funds and time to carry out their spiritual objectives
9. The student asked Why did their classmates call them Bible moths, Bible bigots, and Methodists
10. The word Methodist was given because of the methodical and punctual manner by which they carried out all of their responsibilities answered Mother.
11. The bishop of Oxford's chapel, however, proclaimed One day John will be a standard-bearer of the cross either in his own country or beyond the seas
12. Just before John's father died he said The strongest proof of the Christian life is the inward witness

13. Father continued Eight weeks later, John and Charles sailed to America to become missionaries among the Indians in Georgia
14. John wrote Fearing for their lives, passengers began to scream and rush about frantically
15. He continued In startling contrast to these passengers was a small band of German Moravians
16. While other passengers were terrified, the Moravians sang Psalms and praised the Lord said Father
17. John Wesley wrote I had long before observed the great seriousness of their behavior
18. He continued Of their humility they had given a continual proof, by performing those servile offices for the other passengers
19. And every day had given them occasion of showing a meekness which no injury could move; if they were pushed, struck, or thrown down, they rose again and went away, but no complaint was found in their mouth Mr. Wesley penned
20. The Moravian preacher asked John Does the Spirit of God bear witness with your spirit that you are a child of God
21. The teacher continued For two years John Wesley attempted to work with the Indians and debtors in Georgia's wilderness
22. Wherever he found himself, John Wesley sought to be a true peacemaker said Mother
23. Father interjected When John Wesley tried to establish discipline in the church, controversy arose against him
24. Mother continued He concluded that his work was done, and he made plans to return to England
25. John said When I returned to England, I faced the rebuke of the missionary society in London which had sent me to Georgia
26. With the assurance of salvation, John Wesley began a fifty-three year ministry that was to change the course of English and American history, but not without persecution read Father
27. Mother read In 1739, on New Year's Day, John and Charles Wesley and George Whitefield, together with sixty others, met to pray and seek the Lord
28. At about three in the morning, the Holy Spirit came upon this group in a special way, and with one voice they praised God said Father
29. The teacher continued In the churches of England John Wesley began preaching the message of salvation through a conversion experience
30. The common people heard him gladly, but those who used the churches for social acceptance of their ungodly ways reacted strongly read Dad
31. Wesley said As I exposed sin, ministers denounced me, and I was no longer allowed to preach in the churches
32. He continued I established preaching circuits, averaging fifteen sermons a week during fifty-four years, beginning at five o'clock each morning

#### Grammar Card: Quotations—Speech Tag

- A speech tag (words showing who the speaker is) can precede or follow the quotation:  
–**She said**, “Jesus is meek.”  
–“Jesus is meek,” **she said**.
- Speech tags are not surrounded by quotation marks
- When a speech tag comes at the beginning of a quotation, a comma should follow the speech tag: Father said, “Get all of your jobs done.”
- When a speech tag comes at the end of a quotation, a comma, question mark, or exclamation mark should be placed before the speech tag, inside the ending quotation mark: “Have you read it?” asked Susan.
- Use a comma instead of a period even if a complete sentence (in quotations marks) precedes the speech tag: “I read it,” he said.



## Grammar Card:

### Quotation Marks—General

- **Used for dialogue, minor works, special words, and partial quotations;** do not use quotation marks for thoughts
- When quotation marks show a partial quotation or a minor work and a comma follows it, **place the comma inside the ending quotation mark:** We should read the “Daily Devotional,” and we should study the Bible.
- When using quotation marks to show a partial quotation or a minor work at the very end of a sentence, **a period may be placed inside the quotation mark**—but not exclamation marks or question marks:
  - I read the “Daily Devotional.”
  - Did you read the “Daily Devotional”? (Place the question mark outside since it is not part of the quotation-- not part of the minor work but part of the entire sentence)
- **Always put periods and commas inside quotation marks**
- **Put a question mark or exclamation mark inside the quotation marks only if it is part of a quotation;** otherwise, it should be placed outside the quotation marks:
  - “Is he coming over?” they asked. (Place the question mark inside since it is part of the quotation.)
  - “Watch out!” he exclaimed. (Place the exclamation mark inside since it is part of the quotation.)
- Put dashes or parentheses inside the quotation marks only if they are part of the quotation
- A final semicolon or colon should be placed outside the quotation marks at all times: He said, “Go on”; the child did.
- Do not use quotation marks for indirect quotes: She said that he was born in Missouri. (Instead of: She said, “He was born in Missouri.”) Indirect quotes are those using the word *that* to indicate that the words are not quoted word-for-word.

 **Periods and commas always go inside ending quotation marks.**

33. Father read The press quickly joined the apostate ministers in denouncing the growing movement
34. Father said sadly If a mob failed to break up his meeting, they would follow him to his lodging, smash windows, and threaten to take his life
35. As a result of the persecutions, God poured out his grace upon John Wesley and his followers assured Mother

 **Periods and commas always go inside ending quotation marks.**

**<> 9e.** Study the Grammar Card about quotation marks provided in this lesson.

**<> 9f. Optional:** Make a Grammar Card about quotation marks, or add new information to an existing card.

## 10. Scene Development: Creating Scene Descriptions

### Two Gutters--Lack of Description and Over-Description

Descriptive writing is like bowling in that there are two gutters. The **first gutter is the lack of description.** This type of writing projects **no pictures into the imagination** of the reader.

The **second gutter is over-description.** This is when every aspect of the scene is described in too much detail. When this happens, the whole scene grinds to a stop while an entire paragraph is spent describing a chair, for example.

### Two Keys--Use Action and Be Picky

The **first key to avoiding either of these pitfalls is to describe using action as much as possible.** For example, instead of writing, *The spindly antique chair sat in the corner,* write, *The antique chair wobbled precariously as the man sat down.* By doing this, **you keep the scene moving while describing the things in the scene.**

You can be assured of having more action-driven descriptions if you use action verbs as much as possible and avoid using being and linking verbs.

For example, instead of saying, *The window pane **was** glossy,* say *The window pane **glistened** in the rain.*

You will avoid using being and linking verbs better if you learn to recognize this category of verbs by learning TFT's BHL (Be a Helper, Link) verb song/rhyme.

<> 10a. Study the BHL verb song/rhyme provided.

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**

*The second key is to be picky about what you spend time describing and what you do not. **The point of descriptive fictional writing is to put images into the mind of the reader and put emotions into his or her heart.** Some things need to be described in more detail than others.*

<> 10b. Write a new sentence beneath each sentence given below, changing the description to action-verb-generated descriptions rather than adjective-generated description.

Example: The sinister man's eyes **were hollow**.

The sinister man **peered** through hollow eyes.

1. The angry lion had razor sharp teeth.

---

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2. Dozens of fat hippos were on the river's floor.

---

---

3. The shark's sensitive nose smelled blood.

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4. At the beginning, the bear was a small speck on the horizon.

---

---

5. The fearful cat was in the giant tree.

---

---

6. The small wolf pack was loyal.

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7. The fisherman's line was stretched.

---

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8. Herds of antelope were on the plain.

---

---

9. Few animals are strong enough to fight a bear.

---

---

10. Long, sharp claws were in the tiger's paws.

---

---

<> **10c.** Choose five objects in the room you are sitting in right now. Write a sentence using action describing each one.

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

---

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

---

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

## 11. Vocabulary/Structural Analysis: Wacky Words

### Homographs: *lives* vs. *lives*

<> **11a.** In the third copy box of the passage, highlight the word *lives*.

The Wacky Word *lives* is a homograph, like the words *minute* and *minute*. Unlike the words *minute* and *minute*, though, the homographs *lives* and *lives* are related to each other in their meanings.

The word *lives* (with a long *i*) from the passage is the plural word for *life*. The word *lives* (with a short *i*) is a form of the verb *live*.

Of course, when you read these words, it is easy to tell *in context* which one is being used.

1. *Lives* (long *i*) is a plural noun. Thus, it will often be at the beginning of the sentence as a subject or at the end of a sentence as an object.
2. *Lives* (short *i*) is a verb. It will usually follow a subject.

<> **11b.** Fill in each blank provided with the correct Wacky Word-*lives* or *lives*.

1. David Brainerd challenged the \_\_\_\_\_ of people who later became great leaders.
2. A missionary \_\_\_\_\_ to serve other people.
3. Our \_\_\_\_\_ can have a positive or negative impact on others.

↔ **11c.** On the lines provided, write two sentences using *lives* and *lives*.

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

\_\_\_\_\_

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

\_\_\_\_\_

↔ **11d.** Fill in each blank provided with the correct Wacky Word--*were*, *we're*, *minute*, or *minute*.

1. \_\_\_\_\_ going on a mission's trip next year.
2. David and Matthew \_\_\_\_\_ in Haiti last month.
3. The missionaries should be arriving any \_\_\_\_\_ .
4. Thank you for taking care of the \_\_\_\_\_ details.

## 12. "Story" Writing: Outline Rough Draft

Now you are ready to outline your "story." Your story will be three or four paragraphs in length. You will simply write a very short story about a person who is trying to get away from a predatory animal. You may choose one from the list in the Overview Box or a different one altogether. He/she will face obstacles--and will overcome them and succeed in escaping.

↔ **12a.** Read the Sample Story provided in the Sample Story box and the pre-writing steps (characters, obstacles, solutions, and outline).

### Characters

1. The mailman
2. The dog
3. The cat
4. Mrs. Jones--- owner of the dog and cat

### Obstacles

The dog is angry and attacking  
The distance between the mailbox and the truck  
Mrs. Jones is not at home

### Solutions

Distracting the dog with the cat and running to the truck  
Running to the house and climbing through a window  
Outline

**Teacher Tip:** Be sure your student does all of the memorization/recitation work. He must memorize the parts of speech in order to recognize and punctuate them properly.

**Paragraph One:** Background

**Sentence 1:** Dog angry and can't get into the house because owner is gone

**Sentence 2:** Chases cat up tree

**Sentence 3:** Mailman pulls up to mailbox unaware of dog

**Sentence 4:** Dog hears truck

**Paragraph Two:** conflict

**Sentence 1:** Dog leaves cat in the tree to see what the sound is

**Sentence 2:** Mailman thinks dog is friendly at first

**Sentence 3:** Dog growls at mailman

**Sentence 4:** Mailman afraid

**Paragraph Three:** Options

**Sentence 1:** Mailman thinks about what he could do

**Sentence 2:** No one else on the street

**Sentence 3:** Owner does not seem to be home

**Sentence 4:** Cat is in the tree watching

**Sentence 5:** Could either run for the truck, back away slowly, or run for the house

**Paragraph Four:** Resolution

**Sentence 1:** Mailman makes a break for the truck

**Sentence 2:** Dog runs after him, but hears the cat coming down from the tree

**Sentence 3:** Dog is torn between which one to chase

**Sentence 4:** Mailman makes it to the truck and slams the door

**Sentence 5:** Cat climbs through the open window into the house

**Sentence 6:** Dog runs back and forth barking but caught neither

## Sample Story

It was a beautiful sunny day on the quiet street. Mrs. Jones had left earlier in the day, leaving the front window slightly ajar, so the cat could climb in and out of the house. Unfortunately, she had forgotten to lock the dog up in the backyard. Normally, the dog was a pleasant puppy, who played well with the cat and other animals, but today when Mrs. Jones had forgotten to lock him up, she had also forgotten to feed him. So now he was hungry and in a bad mood. The first prey he set his eyes on was the cat innocently lounging on the porch. Out of the corner of his eye, the cat saw him coming and bolted for the nearest tree, reaching the safety of the lowest branch just in time. Just then, the dog heard a truck pulling up in front of the house.

The mailman was blissfully unaware of the attack happening in the yard. He heard barking, but paid no attention to it until the barking turned into a low growl. The mailman looked up from sorting the mail right into the glowing eyes of an angry dog. He had been wrong to ignore the barking. He glanced back of his truck, which suddenly seemed so far away.

The mailman stood still thinking quickly. The house was closer than the truck, but he did not know if anyone was home or if the door was unlocked. The truck was farther away, but he knew once he reached it he could jump in quickly. He glanced up and down the street. It was empty and quiet. The dog took a few steps closer, forcing the mailman to step back slowly.

With the dog distracted by the mailman, the cat saw his opportunity and slithered down the tree, hoping to sneak back through the window while the dog was distracted. The dog turned his head at the slight noise. The mailman saw his chance and sprinted towards the truck. The dog's head whirled back and forth between the cat and the mailman, trying to decide who to chase first. He darted after the cat, but the cat lightly leaped up to the window before he got there. The dog turned on his heels, so quickly he nearly tripped over himself, heading back towards the mailman. Just as he was about to grab his heel, the mailman slammed the truck's door, leaving the dog barking in the street.

<> **12b.** Outline your story on the lines provided following these steps:

1. Move to the notetaking section provided in these instructions and write your paragraph topics, in the order you think you will want them, on the "Topic of Paragraph" lines (in the order you listed them in 10c.).
2. Once you have all of your paragraph topics designed, fill in the lines beneath with notes to indicate what you want to include in each paragraph. You should do this sentence by sentence unless you have your teacher's permission to do it by listing several key points for each paragraph.
3. If, while you are taking sentence notes, you think of more paragraph topics or see that a paragraph will need divided in two paragraphs, just mark this. **Your outlining space is for you! You may add, subtract, or divide however you desire.**

4. You may write down too much information and omit some of it later when you are writing, if needed, but **do not write down too little information**.
5. **You may or may not use all of the sentence lines**, according to the number of sentences assigned to you.

**Note: You may or may not use all of the outlining lines. Remember that if you use quoted dialogue, you will change paragraphs each time a different speaker (than the one currently speaking) begins speaking.**

### **All--Paragraph One of Body**

Topic of Paragraph A \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

Sentence 7 \_\_\_\_\_

Sentence 8 \_\_\_\_\_

Sentence 9 \_\_\_\_\_

### **All--Paragraph Two of Body**

Topic of Paragraph B \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

Sentence 7 \_\_\_\_\_

Sentence 8 \_\_\_\_\_

Sentence 9 \_\_\_\_\_



### **All--Paragraph Three of Body**

Topic of Paragraph C \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

Sentence 7 \_\_\_\_\_

Sentence 8 \_\_\_\_\_

Sentence 9 \_\_\_\_\_

### **Paragraph Four of Body**

Topic of Paragraph D \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

Sentence 7 \_\_\_\_\_

Sentence 8 \_\_\_\_\_

Sentence 9 \_\_\_\_\_

## **13. Grammar: Conjunctive Adverbs**

<> **13a.** In this week's passage, highlight the following conjunctive adverb: *However...*

Conjunctive adverbs are words that add variety to writing. As their name suggests, they join and modify.

**1. conjunctive (join)**

**2. adverbs (acting as an adverb—modifying)**

Conjunctive adverbs are easy to identify because there are not many of them, and they are not difficult to punctuate. Conjunctive adverbs include the following examples:

however	moreover	in spite of
for example	alas	whatsoever
for instance	wherefore	hence
henceforth	similarly	consequently
in fact	therefore	nonetheless
nevertheless	thus	in comparison
furthermore	however	likewise
in addition to		

A conjunctive adverb usually has a comma before and after it. Only use one comma if it is being used to begin or end a sentence or in a sentence containing a semicolon. **It is set off by commas because it can usually be removed from the sentence (along with the commas surrounding it) and a complete sentence will remain.**

Conjunctive adverbs are helpful in writing since they add variety to the sentence structure and can also be used to link (conjunct) two parts of a sentence.

1. At the beginning of a sentence: **Therefore**, we should read the writings of John Wesley.
2. When it comes in the middle of a sentence: We should, **therefore**, read the writings of John Wesley.
3. When it comes at the end of a sentence: We should read the writings of John Wesley, **therefore**.
4. When you combine two sentences into one with a semicolon: We should read the writings of John Wesley; **therefore**, we will learn from them.

**Whenever a word is used in an essential way** (regardless of whether it is a conjunctive adverb, subordinator, preposition, etc.), **do not set it off with commas.**

Remember, commas are to set off non-essential information—words, phrases, and dependent clauses that are not needed to make a sentence complete.

**<> 13b.** (T) Memorize and recite conjunctive adverbs to your teacher.

**Basic Level:** Recite ten conjunctive adverbs.

**Extensions:** Recite twelve conjunctive adverbs.

**☞ Conjunctive adverbs are nearly always surrounded with punctuation, usually commas. However, if both sides of the conjunctive adverb has a complete sentence, then you will put a semicolon before the conjunctive adverb and a comma following it.**

**<> 13c.** Study the Grammar Card about conjunctive adverbs provided in this lesson.

**Grammar Card: Conjunctive Adverb  
(Abbreviated: CA)**

• Included, but not limited to:

however	moreover	also
for example	alas	whatsoever
for instance	wherefore	hence
henceforth	similarly	consequently
in fact	therefore	nonetheless
nevertheless	thus	in comparison
furthermore	in spite of	likewise
in addition to		

• **Requires punctuation (if you hear a pause) on both sides of the CA when it is non-essential information:**

–We, however, desperately need God.

–We desperately need God, however.

–However, we desperately need God.

• Use a semicolon before a conjunctive adverb when the CA is the beginning of a complete sentence:

–We try to be independent; however, we desperately need God.

(The semicolon before the CA is used to join two complete sentences or independent clauses; a comma follows the CA.)

• Some grammarians consider other non-essential information to be conjunctive adverbs; others call these interrupting elements or transitional expressions:

–We should have, say, ten people here tonight.

–We invited Tom and Joe, but we could, if you desire, also include Steve.

–You can come at noon, or you could, if more convenient, come at one.

• Whenever a word is used in an essential way (regardless of whether it is a conjunctive adverb, subordinator, preposition, etc.), do not set it off with commas

• Non-essential information should always be set off with commas

**☞ Conjunctive adverbs are nearly always surrounded with punctuation, usually commas. However, if both sides of the conjunctive adverb has a complete sentence, then you will put a semicolon before the conjunctive adverb and a comma following it.**

- <> **13d. Optional:** Make a Grammar Card about conjunctive adverbs, or add new information to an existing card.
- <> **13e.** Complete the following steps for the sentences provided:
- (1) Highlight the conjunctive adverbs (CA's)
  - (2) Insert punctuation around CA's as needed.
1. In fact the Emperor Constantine proclaimed Christianity as the official religion of the Roman Empire.
  2. However when Christianity became popular, persecution stopped, and many uncommitted people joined churches.
  3. Henceforth compromise, apostasy, and corruption abounded.
  4. This renewal of persecution furthermore purified the Church of fair-weather Christians.
  5. The Reformation movement therefore was begun by courageous men like John Wycliffe, John Huss, William Tyndale, Martin Luther, John Calvin, and John Wesley.
  6. The churches greatly multiplied; furthermore Paul himself accepted Christ.
  7. Compromise, apostasy, and corruption abounded; consequently persecution purified the Church of fair-weather friends.
  8. Paul persecuted believers in the early church furthermore he forced thousands to flee.
  9. Christ's character is being recognized in you henceforth you are a threat to Satan's kingdom.
  10. Paul himself accepted Christ however realized his need for salvation.
- <> **13f. Optional:** In your notebook, write sentences with conjunctive adverbs set off by commas.
- Basic Level:** Write ten sentences.
- Extension:** Write twelve sentences.
- Further Extension:** Write fifteen sentences.

## 14. Spelling Practice: Six "S" Spelling Secret

- <> **14a.** Take a spelling "pre-test" in your notebook.
- <> **14b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **14c.** 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.)

## 15. Story Writing: Write Story

<> **15a.** Write your story in your notebook on every other line or key it on the computer.

## 16. Spelling Practice: Write That Word!

<> **16a.** On the lines provided, write two spelling words that you have never used in writing.

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

<> **16b.** Complete the following steps for one of the words you listed in 16a.

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

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

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<> **16c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 17. Grammar: Weekly Quizzes

<> **17a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

**Note:** Complete any portion of the shaded parts that you are able to. Eventually, you will learn all the parts of speech.

<> **17b.** Do the Weekly Review Quiz provided after this week's lesson.

## 18. Spelling: Spelling Test

<> **18a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **18b.** (T) Have your teacher check your Spelling Test.

<> **18c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 19. Dictation: Dictation Quiz

<> **19a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.

<> **19b.** (T) Review your dictation with your teacher.

<> **19c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## Optional: Extra Practice

1E. In your notebook, write fifteen sentences with quotations containing information from a character book.

2E. In your notebook, write twenty number words.

3E. Read a book about someone who was persecuted for righteousness' sake. You might consider *Tortured for Christ, Through the Gates of Splendor*, or *The Hawk that Dare Not Hunt by Day*.

4E. Find ten sentences with dates and numbers from a character book and write them in your notebook.

5E. In your notebook, copy ten Scriptures that tell about persecution for righteousness' sake.

6E. In your notebook, write any reports, paragraphs, essays, journal entries, letters, or book reports directed by your teacher.





## Six "S" Spelling Secret Sheet

<b>1. SEE</b>	<b>2. SAY</b>	<b>3. SEPARATE</b>	<b>4. SPELL</b>	<b>5. SPOT</b>	<b>6. STOP or START</b>
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one loud.</li> <li>Try to spell the word aloud with out looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>



# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

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

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs

One Minute

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

## Interjection Rhyme

Thirty Seconds

- M** \_\_\_\_\_, **W** \_\_\_\_\_, **O** \_\_\_\_\_,  
**W** \_\_\_\_\_, **Y** \_\_\_\_\_, **N** \_\_\_\_\_,

**Subordinators**

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
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9. \_\_\_\_\_
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11. \_\_\_\_\_
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25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

**Coordinating Conjunctions**

(FANBOYS)

One Minute

- F \_\_\_\_\_
- A \_\_\_\_\_
- N \_\_\_\_\_
- B \_\_\_\_\_
- O \_\_\_\_\_
- Y \_\_\_\_\_
- S \_\_\_\_\_

**BHL Verbs**

Two Minutes

Be a Helper, Link Verbs,

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

**First Subordinators Learned  
in Rhyme**

Thirty Seconds

- S \_\_\_\_\_, W \_\_\_\_\_, Th \_\_\_\_\_,
- B \_\_\_\_\_, I \_\_\_\_\_, Al \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Comprehension and Vocabulary

1. Look back in the passage to the third paragraph. Rewrite the closing quotations in your own words.

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2. Write two sentences using *engulfed* and *charred*.

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

## II. Outlining and Write On

3. **Extensions:** Describe "writing in the first person." \_\_\_\_\_  
\_\_\_\_\_

4. What pronoun do you predominantly use when you write in the first person?

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5. What pronoun do you predominantly use when you write in the third person?

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## III. Grammar

6. List six conjunctive adverbs on the lines (**Extensions:** list ten):

a. _____	b. _____
c. _____	d. _____
e. _____	f. _____

**Extensions:**

g. _____	h. _____
i. _____	j. _____

\* **Teacher Tip:** You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer lesson he does not need to mark it.

7. Two rules for using a conjunctive adverb:
- a. **Extensions**--When you use a conjunctive adverb at the beginning of your sentence (as introductory material or a sentence opener), follow the conjunctive adverb with a \_\_\_\_\_.
  - b. **Extensions**--When you use a conjunctive adverb in the middle of a sentence, surround the conjunctive adverb with \_\_\_\_\_.

#### IV. Homophones

8. *Homo* means \_\_\_\_\_; *phone* means \_\_\_\_\_.
- Thus, a homophone \_\_\_\_\_ the same when you \_\_\_\_\_ them.
9. Write tricks or tips for the following homophones (your own or ones you have learned in CQLA):
- |                |                |
|----------------|----------------|
| a. here _____  | b. hear _____  |
| c. there _____ | d. their _____ |
| e. then _____  | f. than _____  |

#### V. Editing and Revising

10. Write some transition sentences that you could use to go from one paragraph of your story to another paragraph:

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# Red 2-B: Week Four

Character Focus: Boldness

## Vocabulary Box

Synonyms for *persecute*

afflict	oppress	harass
betray	pursue	torture
imprison	martyr	

## Vocabulary Box

Antonyms for *persecute*

console	defend	solace
protect	shelter	nourish
hearten	strengthen	

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

<b>All</b>	<p>Mother had bowed her head to give thanks. John looked at her, then he peered at the people all around. Blushing just a little, he took his first bite.</p> <p>“You didn’t forget something, did you?” asked Mother as she commenced eating.</p> <p>“No, but everybody was staring at me,” said John.</p> <p>“What difference does it make ?” asked Mother. “If it is appropriate to thank God for our food at home, surely we should do it everywhere we go.”</p> <p>“But people stare,” said John. “I feel more uncomfortable in public.”</p> <p>“You shouldn’t,” said Mother. “We should never be afraid of people when we are doing right.”</p>
<b>Extensions</b>	<p>John continued, eating in silence. The matter was apparently forgotten.</p> <p>But when the family gathered for evening devotions, Father had a fitting story ready for his children. Indeed, John was surprised at how swiftly Father thought of one this time, for sometimes he took a long time to do so.</p>
<b>Further Extension</b>	<p>“I’m going to tell you the story of the man who always said his prayers,” said Father.</p> <p>“What, he prayed all day long?” asked John’s little sister.</p> <p>“Oh, no, but he always said his prayers, no matter what people said about him or how they treated him. His name was Daniel. It was his practice to pray three times a day -- once in the morning when he got up, once at dinnertime, and once before he went to bed.”</p>

↔ **1a.** Read this week’s passage aloud.

This passage is about how a young man felt that he was persecuted for righteousness’ sake. In our country, we know very little of what it truly means to suffer for Christ.

This passage reminds us that we should never be ashamed of Christ—including during times of praying

in front of others.

<> **1b.** In the second copy box of the passage, highlight the word *apparently*.

<> **1c.** Look this word up in a dictionary and thesaurus, and write the definition of it on the lines provided.

Definition of *apparently*

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<> **1d.** On the lines provided, rewrite the sentence containing this word, using a synonym for *apparently*.

Rewrite sentence containing *apparently*

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<> **1e.** On the lines provided, write a new sentence using this word. (Maybe you could find a place for this word in your essay this week!)

New sentence containing *apparently*

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<> **1f.** On the lines provided, write three synonyms of *persecute* from the shaded Vocabulary Box located at the beginning of this week's lesson.

Synonyms of *persecute*

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

<> **1g.** Using two of the synonyms you listed for *persecute* write two sentences on the lines provided about this week's passage.

Sentences about this week's passage

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

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

Character Focus: God will sometimes use non-believers to punish Christians, just like he used the pagan nations to punish Israel in the Old Testament.

Optional Penmanship Practice  
If we suffer, we shall also reign with Him.  
II Timothy 2:12

Optional Penmanship Practice  
It is a faithful saying: For if we be dead with Him, we shall also live with Him:  
II Timothy 2:11

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

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

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

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

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Further Study: Read about the Holy Club in a book about John or Charles Wesley or George Whitefield.

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

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

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**Optional Penmanship Practice**

“Am I a Soldier of the Cross?”

Are there no foes for me to face?

Must I not stem the flood?

Is this vile world a friend of grace,

To help me on to God?

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

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

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

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

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

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

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

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<> **1j. Further Extension:** Write a sentence about this week's passage using this DD word.

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

Example: When the family gathered for evening devotions, Father had a fitting story ready for his children. Subordinate Clause Opener

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

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

## 2. Spelling: Y Says ee at End of Two-Syllable Words

**Examples:** history, every

<> **2a.** In the second copy box of the passage, highlight the words that have the letter y at the end saying ee (long e).

All of these words have y at the end of the word. When y is at the end of a multisyllable word, it usually makes the sound of long ee as in see.

Y says ee

Y says ee at the end of two or more syllable words:

1. happy
2. diligently
3. carefully

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

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

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 54 of your *Spelling Notebook*.

**Teacher Tip:** At the end of two-syllable or multisyllable words, y and ey can both be used to say the long e sound. This is often confusing to students—when to end a word in y (i.e., bunny) and when to end it in ey (i.e. monkey). Normally when a word has the same double consonant in the middle, a y only is used (i.e., bunny, silly, happy).

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

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Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. jewelry	jew-el-ry	_____		_____
2. enemy	en-e-my	_____		_____
3. suddenly	sud-den-ly	_____		_____
4. diligently	dil-i-gent-ly	_____		_____
5. reality	re-al-i-ty	_____		_____
6. prophecy	prop-h-e-cy	_____		_____
7. ability	abil-i-ty	_____		_____
8. quality	qual-i-ty	_____		_____
9. geology	geol-o-gy	_____		_____
10. normally	nor-mal-ly	_____		_____
11. adversary	ad-ver-sar-y	_____		_____
12. monopoly	mo-nop-o-ly	_____		_____
13. authority	au-thor-i-ty	_____		_____
14. eternity	e-ter-ni-ty	_____		_____

**\*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
<b>Extensions</b>				
15. consequently	con-se-quent-ly	_____		_____
16. apparently	ap-par-ent-ly	_____		_____
<b>Further Extension</b>				
17. independently	in-de-pend-ent-ly	_____		_____
18. vicariously	vi-car-i-ous-ly	_____		_____
<b>Optional</b>				
19. solace	sol-ace	_____		_____
20. hearten	heart-en	_____		_____
21. protect	pro-TECT	_____		_____
22. strengthen	strength-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.**

- ↔ **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.
- ↔ **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.
- ↔ **2f. Optional:** In your notebook, write eight sentences using eight of the spelling words.

Help Box for 2a.  
 You should have highlighted the following words:

1. apparently	2. family
3. story	4. ready
5. swiftly	

### 3. Editor Duty: Correct Given Paragraph(s)

#### Quotations

Further Study: Make a list of the ways Paul was persecuted for righteousness' sake during his missionary travels.

- ↔ **3.** Complete the following steps:
  - (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.
    - Basic Level:** Correct the first two paragraphs.
    - Extensions:** Correct all three paragraphs.

**Note:** The paragraph breaks are already correctly in place. You will not need to change those.

Wesley was shocked by the one moravians line of questioning. Hoping to win the englishman to the lord, spangenburg continued Do you know jesus christ

Wesley replied I know he is the savior of the world

The moravian spoke again True, but do you know that He has saved you?

I hope he has died to save me answered Wesley

Do you know for yourself the moravian questioned further

After the Moravians explained the plan of salvation to John Wesley, he had another answer the next time the Moravians questioned him.

I do! answered John Wesley

## 4. Spelling Practice: Choose the Correct Spelling

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

- |               |             |
|---------------|-------------|
| 1. jewelry    | jewelry     |
| 2. enemy      | ennemy      |
| 3. suddenly   | sudenly     |
| 4. diligently | dilligently |
| 5. reallity   | reality     |
| 6. prophecy   | prophesy    |
| 7. abilty     | ability     |
| 8. qualitty   | quality     |
| 9. geolagy    | geology     |
| 10. normally  | normaly     |
| 11. adversary | advursary   |
| 12. monoppoly | monopoly    |
| 13. authority | athority    |
| 14. eternaty  | eternity    |

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

- |                  |              |
|------------------|--------------|
| 15. consequently | consiquently |
| 16. aparently    | apparently   |

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

- |                   |               |
|-------------------|---------------|
| 17. independantly | independently |
| 18. vicareously   | vicariously   |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- |             |        |
|-------------|--------|
| 19. solase  | solace |
| 20. hearten | harten |

**Teacher Tip:** Be sure your student uses all of the correct rules when he is asked to write sentences showing this week's punctuation / grammar rules.

**Further Study:** Read Genesis 6 through 9 and Hebrews 11, and learn how Noah profited from standing up to persecution.

21. protet                      protect  
 22. strenthen                strengthen

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

1. \_\_\_\_\_                      2. \_\_\_\_\_  
 3. \_\_\_\_\_                      4. \_\_\_\_\_

Character Focus: Read about the persecution of the church under the Emperor Drocletian, and write an essay explaining how this stengthened the church.

## 5. Structural Analysis: Plural Nouns

↔ 5a. In the passage, highlight the following nouns:

Copy Box # 1:

1. thanks                      2. people  
 3. people                      4. people

Copy Box # 2:

5. devotions                6. children

Copy Box # 3:

7. prayers                    8. prayers  
 9. people                    10. times

Further Study: Study the book of Daniel. How did Daniel show discipline when tempted with other things?

There are numerous ways to make nouns plural, including the following:

1. Change the spelling of the word.
  - a. woman—**women**
  - b. goose—**geese**
2. Do not change anything in the word.
  - a. sheep—sheep              b. fish—fish (or fishes)
  - c. deer—deer
3. Add *es* to words ending in *sh*, *ch*, *x*, or *s*. (The pluralizing of one of these words will add a new syllable to the words.)
  - a. ash—**ashes**                b. church—**churches**
  - c. crutch—**crutches**        d. kiss—**kisses**
4. Words ending in *y* have their own rules for making plural words.
  - a. When a word ends in vowel + *y*, just add *s*.
    - 1) turkey—**turkeys**        2) monkey—**monkeys**
    - 3) joy—**joys**
  - b. When a word ends in consonant + *y*, change the *y* to *i* then add *es*.
    - 1) cry—**cries**                2) fly—**flies**
5. When a word ends in *o*, one of these three rules apply:

Character Focus: When we have right attitudes, motives, and actions, some people will still not like us.

- a. If it ends in consonant + o only (and it's not a "music" word), add **es**.
  - 1) tornado—**tornadoes**
  - 2) tomato—**tomatoes**
- b. If it ends in vowel o, just add s.
  - 1) radio—**radios**
  - 2) video—**videos**
- c. If it is a music-related word (regardless of whether it is a vowel + o or consonant + o,) just add s (not es).
  - 1) piano—**pianos**      2) banjo—**banjos**
  - 3) alto—**altos**      4) soprano—**sopranos**
- 6. When a word ends in *f*, you usually change the *f* to a *v*, then add **es** to it.
  - a. half—**halves**      b. calf—**calves**
  - c. shelf—**shelves**      d. Exception: roof—**roofs**
- 7. If none of the rules you learned apply, you just add **s** to the word. This is the most common and easiest way to make a word plural.
  - a. one peacemaker
  - b. two peacemakers

Character Focus: God will sometimes use non-believers to punish Christians, just like he used the pagan nations to punish Israel in the Old Testament.

**<> 5b.** (T) Do the following with your teacher:

- (1) Go around the room and find one object (a chair), and say its singular form aloud (one chair).
- (2) Then find another of that object (another chair) and say the plural form aloud (two chairs).
- (3) Decide together how it was made plural (just add s).
- (4) Continue this with other objects around the room.
- (5) Note: You or your teacher might want to write the original word and the new plural word on the whiteboard.

**Optional Penmanship Practice**

That I may know him, and the power of his resurrection, and the fellowship of his sufferings . . .

Philippians 3:10

**<> 5c.** Make the nouns provided plural according to the rules you have learned this week.

- |                       |                       |
|-----------------------|-----------------------|
| 1. _____<br>observer  | 2. _____<br>hyena     |
| 3. _____<br>piano     | 4. _____<br>study     |
| 5. _____<br>tooth     | 6. _____<br>gazelle   |
| 7. _____<br>Christian | 8. _____<br>witness   |
| 9. _____<br>message   | 10. _____<br>soprano  |
| 11. _____<br>half     | 12. _____<br>eternity |
| 13. _____<br>reality  | 14. _____<br>deer     |

Further Study: Dramatize a story about how John and Charles Wesley were persecuted.

15. \_\_\_\_\_  
motive

17. \_\_\_\_\_  
church

19. \_\_\_\_\_  
persecution

16. \_\_\_\_\_  
ditch

18. \_\_\_\_\_  
radio

20. \_\_\_\_\_  
potato

### Extensions

21. \_\_\_\_\_  
authority

23. \_\_\_\_\_  
cafeteria

22. \_\_\_\_\_  
banjo

### Further Extension

**Note: Unusual plurals -- look them up**

24. \_\_\_\_\_  
bacteria

25. \_\_\_\_\_  
cactus

<> **5d. Optional:** Using the plural words from the list above, write sentences in your notebook.

**Basic Level:** Write ten sentences.

**Extension:** Write fifteen sentences.

**Further Extension:** Write twenty sentences.

## 6. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> **6.** Use the Checklist Challenge located after this week's lesson to edit your essay.

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

## 7. Spelling Practice: Six “S” Spelling Secret

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

## 8. Grammar: Positive, Comparative, and Superlative Degrees of Words

- <> **8a.** In the first copy box of this week's passage, highlight the words *more uncomfortable*.

This word is an example of the superlative degree of a word.

Comparative and superlative degrees of words are used to show how one item compares to another.

1. The **positive degree** of a word has the following characteristics:
  - a. It is the **regular describer**.
  - b. It **does not compare** one thing to something else.
  - c. It is **used to describe** a thing.
  - d. Examples:
    - 1) **rich**
    - 2) **helpful**
    - 3) **enthusiastic**
2. The **comparative degree** of a word has the following characteristics:
  - a. It is often **called the *er* form**.
  - b. It is used to **compare two things**.
  - c. It is used to **compare one thing to one other thing**.
  - d. Examples:
    - 1) **richer**
    - 2) **more helpful**
    - 3) **more enthusiastic**
3. The **superlative degree** of a word has the following characteristics:
  - a. It is often **called the *est* form**
  - b. It is used to **compare many things** to each other.
  - c. It is used to **compare one thing to many other things**.
  - d. Examples:

### Optional Penmanship Practice

Always bearing about in the body the dying of the Lord Jesus, that the life also of Jesus might be made manifest in our body.

II Corinthians 4:10

Further Study: Find a passage in Scripture where a mob attacked a godly person. How did God use the mob?



- 1) richest
- 2) most helpful
- 3) most enthusiastic

<> **8b.** Study the positive, comparative, and superlative chart provided.

The chart provided illustrates the three degrees of words used for comparisons—positive, comparative, and superlative.

There are two keys to knowing whether to use *more*, *most*, *er*, or *est* to show the degrees.

1. When a one or two syllable word sounds awkward with *er* or *est* added, use *more* or *most* in front of the word: more awkward; not awkwarder
2. When a root word has two syllables or more, use *more* or *most* instead of adding *er* or *est*: more transparent; not transparenter
3. Often use *er* or *est* with two syllable words: loveliest; not most lovely

Another key to writing well with comparative and superlative degrees of words is to ascertain whether you are comparing two things or three or more, and then choose the correct degree: comparative or superlative.

There are key words that will help you determine whether to use the comparative or superlative degree when comparing things in your writing.

1. **Between—Between indicates two; thus, use the comparative degree:**  
It is the lesser danger **between** the two sports.
2. **Among—Among indicates three or more; thus, use the superlative degree:**  
It is the least dangerous **among** all the sports.
3. **All—All indicates more than two; thus, use the superlative degree:**  
Of **all** sports, it is the least dangerous.

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
<b>No comparison; describes</b>	<b>Compare two items</b>	<b>Compare three or more items</b>
some/much	more	most
none/little	less	least
good	better	best
well	better	best
true	more true*	truest
kind	kinder	kindest
formal	more formal*	most formal*
beautiful	more beautiful**	most beautiful*

\*When a one or two syllable word sounds awkward when *er* or *est* is added, use *more* or *most* in front of the word instead.

\*\*With root words of three syllables or more, use *more* or *most* instead of adding *er* or *est*.

<> **8c.** In your notebook, write sentences using comparative and superlative degrees of the words provided.

- |           |             |           |
|-----------|-------------|-----------|
| 1. lesser | 2. least    | 3. more   |
| 4. most   | 5. prideful | 6. humble |

**Example:** Best—The parable of the Pharisee and Publican is the **best** example of pride and humility (indicating the best of “all”).

**Basic Level:** Write eight sentences.

**Extension:** Write ten sentences.

**Further Extension:** Write twelve sentences containing information from a character book or another source.

Further Study: Read the book of First Peter, and write down what God teaches you through it.

## 9. Spelling Practice: Write That Word!

<> **9a.** On the lines provided, write two spelling words that you have never used in writing.

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

<> **9b.** Complete the following steps for one of the words you listed in 9a.

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

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

\_\_\_\_\_  
\_\_\_\_\_

Further Study: Look up the word *persecution* in the original Greek.

Further Study: Write a historical fiction story about how John and Charles Welsey were persecuted.

<> **9c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 10. Grammar: Weekly Quizzes

<> **10a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

**Note:** Complete any portion of the shaded parts that you are able to. Eventually, you will learn all the parts of speech.

<> **10b.** Do the Weekly Review Quiz provided after this week's lesson.

## 11. Spelling: Spelling Test

- ↔ 11a. (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- ↔ 11b. (T) Have your teacher check your Spelling Test.
- ↔ 11c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 12. Dictation: Dictation Quiz

- ↔ 12a. (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- ↔ 12b. (T) Review your dictation with your teacher.
- ↔ 12c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## Optional: Extra Practice

- 1E. Read a book about someone who prayed or preached even when they were told not to by worldly authorities. (Try Watchman Nee or Daniel.)
- 2E. Write a book report about the book you read in this lesson or give an oral report. You may use the guidelines given in the *Teacher's Guide*.
- 3E. Give an oral report on a person from a character book, using the book report guidelines in the *Teacher's Guide*.
- 4E. Using the Checklist Challenge for this week's writing assignment, edit and revise your book report.
- 5E. Write any reports, essays, journal entries, letters, poems, and book reports in your notebook as directed by your teacher.



# Checklist Challenge Red 2-B: Weeks Three & Four

Character Focus: Boldness

Complete the Checklist Challenge by using these guides:

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

All **All Levels**

E's **Extensions**

B **Basic Level only**

FE **Further Extension only**

E **Extension only**

## To Be Completed During Week Four

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

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

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

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

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

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

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

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

All All All All E's

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

Examples:

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

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

All All All All E's

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

Examples:

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

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

All All All All E's

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

Banned Word List:

very	big	really	many	such	good
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

Add an **adverb** (*ly* word or other) that does **not modify a verb**. If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- Modifies an adjective: Some **uncharacteristically** *sneaky* predators use subtle methods.
- Modifies an adverb: Some predators are **actually** *more* subtle

⇒ **This will modify an adjective or another adverb and will answer the question *To what extent?***

All All All

Place **adverbs** in **different positions**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- At the beginning of the sentence: **Sneakily**, they act via traps and snares.
- At the end of the sentence: They act via traps and snares **sneakily**.
- Just before the word it modifies: They **sneakily** act via traps and snares.
- Just after the word it modifies: They act **sneakily**.

⇒ **Not all adverb placement positions sound correct. Be sure the position you choose for your adverb is optimal. Do not place an adverb in a spot that makes your writing sound stilted.**

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:
- Something comical:
- Something bold:
- A song title or line:
- A Scripture:
- Something biblical:
- Something about character:
- Other:

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

All

E's

FE

Add a **transition sentence** to the beginning of the second paragraph or at end of the first paragraph. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **First**, they set snares and traps for their victims.
- **After that**, there is no way for the creature to get loose.

☞ **Be sure your transition sentence takes the reader smoothly from the first paragraph to the body of your paper.**

All

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

Examples:

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

All

All

All

All

E's

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

Instead of:

tree  
kind  
grass

Use:

maple  
compassionate  
blades

Instead of:

deep  
turn  
loud

Use:

bottomless  
swerve  
obnoxious

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

All

All

All

All

E's

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

Examples:

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

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

B,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

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

Examples:

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

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

E's E's E's E's

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider’s victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

☞ **Upper Level B and all Level C students should choose various ones – preferably without much repeating.**

All

Add one **quotation or a partial quotation** (or more than one, according to your level) if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher. (This was already assigned so just find it and mark it for your teacher.)

Examples:

- The teacher said, “It designs a temporary spiral of non-sticky silk to act as basting.”
- “This basting holds the framework in position as it finishes the web.” said Mr. Reish.



☞ Remember, a comma or period at the end of the quotation or special words quoted *always* goes inside the ending quotation mark.

All

Add one **conjunctive adverb**, also known as an interrupter (or more than one, according to your level). **If you hear a pause, place punctuation on both sides of it.** If you have already done this, highlight the check box(es) as directed by your teacher. You may select one from the list below or choose one of your own.

Examples:

however	moreover	henceforth	for example	nonetheless
likewise	whatsoever	for instance	wherefore	hence
however	in addition to	similarly	consequently	in fact
therefore	in spite of	alas	nevertheless	thus
in comparison	furthermore			

☞ Three ways:

- **In the middle of a sentence:**
  - The Venus' flytrap, however, is actually a plant.
- **In the middle of two sentences with a semicolon just before the conjunctive adverb:**
  - The Venus' flytrap is a plant; however, it actually catches and eats bugs and flies.
- **At the beginning of a sentence:**
  - However, the plant actually catches and eats bugs and flies.

All E's FE

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 box(es) as directed by your teacher.

All E's FE

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

FE FE FE FE

Combine two sentences (or one sentence and one [or more] phrase/clause) into one complete sentence using the **conciseness technique** of your choice. If you have already done these, highlight the check box(es) as directed by your teacher.

Examples:

- **Appositive:**

Two sentences: A spider's web is an intricate trap. It seldom releases its victims.  
One sentence: A spider's web, **an intricate trap**, seldom releases its victims.
- **Compound verbs:**

Two sentences: It traps its victims. It ensnares its victims.  
One sentence: It **traps and ensnares** its victims.
- **Subordinate clause placement:**

Two sentences: The spider secures the center of the bridge with a vertical silk strand.  
Then it constructs a frame.  
One sentence: **Once the spider secures the center of the bridge with a vertical strand**, it constructs a frame.
- **Another non-essential opener:**

Two sentences: They are far more subtle in their methods. They act via traps and snares to put their victims in challenging positions.  
One sentence: **Subtle in their methods**, they act via traps and snares to put their victims in challenging positions.
- **Prepositional phrase placement:**

Two sentences: Orb webs are the ones seen by people most often. They are created by two families of spiders.  
One sentence: Orb webs, **which people see most often**, are created by two families

of spiders.

- **Conjunctive adverb:**

Two sentences: A spider sits patiently in the center of the web. It waits for its victim.

One sentence: A spider waits for its victim; **moreover**, it sits patiently in the center of its web.

- **Dash preceding clause or phrase:**

Two sentences: Some predators do not catch their prey by assailing them directly. They are far more subtle in their methods.

One sentence: Some predators do not catch their prey by assailing them directly--**they are far more subtle in their methods.**

- **Coordinating conjunction between two complete sentences:**

Two sentences: Each of the twenty-five families of spiders has its own design for a web. Orb webs are the ones most often seen by people.

One sentence: Each of the twenty-five families of spiders has its own design for a web, **but** orb webs are the ones most often seen by people.

- **Semicolon between two complete sentences:**

Two sentences: Spiders create intricate webs. Victims seldom escape from them.

One sentence: Spiders create intricate webs; **victims seldom escape from them.**

- **Colon usage:**

Two sentences: There are two crafty predators. These include the spider and the Venus' fly trap.

One sentence: There are two crafty predators: **the spider and the Venus' fly trap.**

All All All All E's

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

## Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one loud.</li> <li>Try to spell the word aloud with out looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
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41. \_\_\_\_\_
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46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
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12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

- M \_\_\_\_\_, W \_\_\_\_\_, O \_\_\_\_\_,  
W \_\_\_\_\_, Y \_\_\_\_\_, N \_\_\_\_\_,

**Subordinators**

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
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29. \_\_\_\_\_
30. \_\_\_\_\_

**Coordinating Conjunctions**

(FANBOYS)

One Minute

- F \_\_\_\_\_
- A \_\_\_\_\_
- N \_\_\_\_\_
- B \_\_\_\_\_
- O \_\_\_\_\_
- Y \_\_\_\_\_
- S \_\_\_\_\_

**BHL Verbs**

Two Minutes

**Be a Helper, Link Verbs,**

I \_\_\_\_\_, A \_\_\_\_\_, A \_\_\_\_\_,

W \_\_\_\_\_, & W \_\_\_\_\_,

B \_\_\_\_\_, & B \_\_\_\_\_, B \_\_\_\_\_,

B \_\_\_\_\_,

H \_\_\_\_\_, & H \_\_\_\_\_, & H \_\_\_\_\_,

are ones.

C \_\_\_\_\_, C \_\_\_\_\_, S \_\_\_\_\_,

S \_\_\_\_\_ --- they are fun

W \_\_\_\_\_, W \_\_\_\_\_, D \_\_\_\_\_,

D \_\_\_\_\_, D \_\_\_\_\_, &

D \_\_\_\_\_

M \_\_\_\_\_, M \_\_\_\_\_, M \_\_\_\_\_,

--- they are some as well,

A \_\_\_\_\_, L \_\_\_\_\_, S \_\_\_\_\_,

R \_\_\_\_\_, T \_\_\_\_\_,

F \_\_\_\_\_, & S \_\_\_\_\_

**First Subordinators Learned**

**in Rhyme**

Thirty Seconds

S \_\_\_\_\_, W \_\_\_\_\_, Th \_\_\_\_\_,

B \_\_\_\_\_, I \_\_\_\_\_, Al \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher\*

## I. Comprehension and Vocabulary

1. Why are the punctuation marks at the ends of the sentences:

a. "We should never be afraid of people when we are doing right."

\_\_\_\_\_

b. "No, but everybody was staring at me," said John."

\_\_\_\_\_

c. "You didn't forget something, did you?" asked Mother as she commenced eating."

\_\_\_\_\_

2. Write a sentence using the word *apparently*.

\_\_\_\_\_

\_\_\_\_\_

## II. Grammar

3. Match the forms of describers with their characteristics:

Positive

Comparative

Superlative

a. Used to compare two things \_\_\_\_\_

b. Uses the regular form of the adjective or adverb \_\_\_\_\_

c. Used to compare/describe one item to many others or many items among themselves

\_\_\_\_\_

d. Uses the *er* form \_\_\_\_\_

e. Uses the *est* form \_\_\_\_\_

f. Just used to describe \_\_\_\_\_

g. *Better*, *worse*, and *more* are used with this form \_\_\_\_\_

h. *Best*, *worst*, and *most* are used with this form \_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer lesson he does not need to mark it.

4. **Extensions:** Fill in the blanks:

a. *Between* indicates \_\_\_\_\_; thus, use the \_\_\_\_\_ degree.

Example: It is \_\_\_\_\_ than the other hill.

b. *Among* indicates \_\_\_\_\_; thus, use the \_\_\_\_\_ degree.

Example: It is the \_\_\_\_\_ among all of the cars.

c. *All* indicates \_\_\_\_\_; thus, use the \_\_\_\_\_ degree.

Example: He is the \_\_\_\_\_ one of all.

### III. Homophones

5. Write sentences using some of the Wacky Words you have learned in CQLA:

a. raise \_\_\_\_\_

\_\_\_\_\_

b. rise \_\_\_\_\_

\_\_\_\_\_

c. than \_\_\_\_\_

\_\_\_\_\_

d. then \_\_\_\_\_

\_\_\_\_\_

e. there \_\_\_\_\_

\_\_\_\_\_

f. they're \_\_\_\_\_

\_\_\_\_\_

g. their \_\_\_\_\_

\_\_\_\_\_

### IV. Editing and Revising

6. List three adverbs that you used in your paper this week:

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_

7. What two Banned Words did you omit from your paper?

a. \_\_\_\_\_ b. \_\_\_\_\_





# Teacher's Helps

## Red 2-B

### Character Focus: Boldness

Lesson Plans and Answer Keys

# Lesson Plans

## Red 2-B: Week One

For a Five-Day Week

**Character Focus: Boldness**

Day One																																					
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<p><b>1. Copying and Comprehension: Passage and Vocabulary</b> <b>All</b></p> <p>Observers of African wildlife used to consider hyenas and jackals the cowards of the African plain because during the day these animals were there slinking around the kills of other predators, hoping to steal food for themselves. Furthermore, these scavengers appeared too small to kill large game and too timid to attack on their own. Recent studies, however, have demonstrated that while these dog-like creatures may appear fainthearted by day, they are significantly bolder by night.</p> <p style="text-align: center;"><b>Extensions</b></p> <p>Hyenas and jackals discern that they are no match for prey that is robust and stalwart. Thus, they stalk animals at night, such as gazelles, studying the herd to locate members that are exhausted, injured, or otherwise unable to exercise self-defense. Once they identify a vulnerable animal, they separate it from the herd, and attack fearlessly. When the victim is dead, these beggars devour everything except for its horns and teeth.</p> <p><b>2. Spelling: Homophones</b> <b>Examples: to, too, two</b></p> <p><b>All</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">1. know</td> <td style="padding: 2px;">2. no</td> <td style="padding: 2px;">3. would</td> </tr> <tr> <td style="padding: 2px;">4. heard</td> <td style="padding: 2px;">5. there</td> <td style="padding: 2px;">6. their</td> </tr> <tr> <td style="padding: 2px;">7. here</td> <td style="padding: 2px;">8. hear</td> <td style="padding: 2px;">9. where</td> </tr> <tr> <td style="padding: 2px;">10. wear</td> <td style="padding: 2px;">11. one</td> <td style="padding: 2px;">12. won</td> </tr> <tr> <td style="padding: 2px;">13. led</td> <td style="padding: 2px;">14. lead</td> <td style="padding: 2px;">15. accept</td> </tr> <tr> <td style="padding: 2px;">16. except</td> <td></td> <td></td> </tr> </table> <p><b>Extensions</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">17. affect</td> <td style="padding: 2px;">18. effect</td> <td style="padding: 2px;">19. whose</td> </tr> <tr> <td style="padding: 2px;">20. who's</td> <td></td> <td></td> </tr> </table> <p><b>Further Extension</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">21. calvary</td> <td style="padding: 2px;">22. cavalry</td> <td style="padding: 2px;">23. lose</td> </tr> <tr> <td style="padding: 2px;">24. loose</td> <td></td> <td></td> </tr> </table> <p><b>Optional</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">25. afflict</td> <td style="padding: 2px;">26. oppress</td> <td style="padding: 2px;">27. pursue</td> </tr> <tr> <td style="padding: 2px;">28. torture</td> <td></td> <td></td> </tr> </table> <p><b>3. Editor Duty: Correct Given Paragraph(s)</b> <b>Subject Part/Predicate Part Adverbs, Adverb Openers</b></p>		1. know	2. no	3. would	4. heard	5. there	6. their	7. here	8. hear	9. where	10. wear	11. one	12. won	13. led	14. lead	15. accept	16. except			17. affect	18. effect	19. whose	20. who's			21. calvary	22. cavalry	23. lose	24. loose			25. afflict	26. oppress	27. pursue	28. torture		
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<p><b>4. Spelling Practice: Choose the Correct Spelling</b></p>
Day Two
<p><b>5. Study Skills/Prewriting: Key Word Outline</b> <b>All--Paragraph One of Body: 3 Sentences</b> <b>All--Paragraph Two of Body: 4 Sentences</b></p> <p><b>6. Grammar: Noun Markers</b> <b>Articles</b></p> <p><b>7. Write On: Using Word Pictures to Describe Emotions in Writing</b></p> <p><b>8. Spelling Practice: Six "S" Spelling Secret</b></p>
Day Three
<p><b>9. Composition/Creative Writing: Write a Rough Draft Essay From a Key Word Outline</b></p> <p><b>10. Think Fast Grammar Review: Prepositions</b></p> <p><b>11. Vocabulary/Structural Analysis: Wacky Words</b> <b>Confusing Words: were vs. we're</b></p> <p><b>12. Extensions--Study Skills and Prewriting: Learning About the Definition Patterned Paragraph</b></p>
Day Four
<p><b>13. Structural Analysis: Plural Nouns</b></p> <p><b>14. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph</b></p> <p><b>15. Grammar: Verb Tenses and Verb Phrases</b></p> <p><b>16. Composition and Editing: Edit and Revise Using the Checklist Challenge</b></p>
Day Five
<p><b>17. Spelling Practice: Write That Word!</b></p> <p><b>18. Grammar: Weekly Quizzes</b></p> <p><b>19. Spelling: Spelling Test</b></p> <p><b>20. Dictation: Dictation Quiz</b></p> <p><b>21. Composition: Write Final Copy Informative Essay From Key Word Outline</b></p> <p><b>Optional: Extra Practice</b></p>

# Lesson Plans

## Red 2-B: Week One

For a Four-Day Week

**Character Focus: Boldness**

### Day One

#### Vocabulary Box

##### Synonyms for *persecute*

afflict	oppress	harass
betray	pursue	torture
imprison	martyr	

#### Vocabulary Box

##### Antonyms for *persecute*

console	defend	solace
protect	shelter	nourish
hearten	strengthen	

### 1. Copying and Comprehension: Passage and Vocabulary All

Observers of African wildlife used to consider hyenas and jackals the cowards of the African plain because during the day these animals were there slinking around the kills of other predators, hoping to steal food for themselves. Furthermore, these scavengers appeared too small to kill large game and too timid to attack on their own. Recent studies, however, have demonstrated that while these dog-like creatures may appear fainthearted by day, they are significantly bolder by night.

#### Extensions

Hyenas and jackals discern that they are no match for prey that is robust and stalwart. Thus, they stalk animals at night, such as gazelles, studying the herd to locate members that are exhausted, injured, or otherwise unable to exercise self-defense. Once they identify a vulnerable animal, they separate it from the herd, and attack fearlessly. When the victim is dead, these beggars devour everything except for its horns and teeth.

### 2. Spelling: Homophones

**Examples: to, too, two**

#### All

- |            |          |            |
|------------|----------|------------|
| 1. know    | 2. no    | 3. would   |
| 4. heard   | 5. there | 6. their   |
| 7. here    | 8. hear  | 9. where   |
| 10. wear   | 11. one  | 12. won    |
| 13. led    | 14. lead | 15. accept |
| 16. except |          |            |

#### Extensions

- |            |            |           |
|------------|------------|-----------|
| 17. affect | 18. effect | 19. whose |
| 20. who's  |            |           |

#### Further Extension

- |             |             |          |
|-------------|-------------|----------|
| 21. calvary | 22. cavalry | 23. lose |
| 24. loose   |             |          |

#### Optional

- |             |             |            |
|-------------|-------------|------------|
| 25. afflict | 26. oppress | 27. pursue |
| 28. torture |             |            |

### 3. Editor Duty: Correct Given Paragraph(s)

**Subject Part/Predicate Part Adverbs, Adverb Openers**

### 4. Spelling Practice: Choose the Correct Spelling

### 5. Study Skills/Prewriting: Key Word Outline

**All**--Paragraph One of Body: 3 Sentences

**All**--Paragraph Two of Body: 4 Sentences

### Day Two

### 6. Grammar: Noun Markers

Articles

### 7. Write On: Using Word Pictures to Describe Emotions in Writing

### 8. Spelling Practice: Six "S" Spelling Secret

### 9. Composition/Creative Writing: Write a Rough Draft Essay From a Key Word Outline

### 10. Think Fast Grammar Review: Prepositions

### Day Three

### 11. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: were vs. we're

### 12. Extensions--Study Skills and Prewriting: Learning About the Definition Patterned Paragraph

### 13. Structural Analysis: Plural Nouns

### 14. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

### 15. Grammar: Verb Tenses and Verb Phrases

### Day Four

### 16. Composition and Editing: Edit and Revise Using the Checklist Challenge

### 17. Spelling Practice: Write That Word!

### 18. Grammar: Weekly Quizzes

### 19. Spelling: Spelling Test

### 20. Dictation: Dictation Quiz

### 21. Composition: Write Final Copy Informative Essay From Key Word Outline

### Optional: Extra Practice

# Answer Keys Red 2-B: Week One

## 3. Editor Duty: Correct Given Paragraph(s):

### Subject Part/Predicate Part, Adverbs, Adverb Openers

<> 3. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

- (2) In the last two paragraphs, highlight the adverb openers, and place the correct punctuation following them, if you have not already done so.
- (3) In all three of the paragraphs, place an adverb that you find in the thesaurus in the blanks provided.
- (4) In the first paragraph, divide between the subject part and the predicate part of each sentence by placing a slash mark. (Note: The last sentence is a compound sentence with a cc between the two parts; thus, it has a subject part/predicate part in the first half and a subject part/predicate part in the second half.)

**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.

No man | can live or die to himself—certainly not a believer. We | are members of the body of Christ and members one of another. This intimate and vital relationship | is significant, and just as pain in one part of the physical body \_\_\_\_\_ affects the entire body, so persecution faced by one believer | will affect other believers. (Teacher's Note: The second half of this compound sentence has as its subject part a whole dependent clause—*persecution faced by one believer*. Do not be concerned if your Level B student misses this.)

The persecuted believer has a grave responsibility. His response to persecution will have a "ripple" effect. If he chafes, succumbs to bitterness, or seeks revenge, other believers may become infected with his sin. Truly, if he submits, \_\_\_\_\_ thanking God for the opportunity to learn more of Christ and His supernatural power in delivering us from sin, others will be encouraged.

Furthermore, those seeing another believer \_\_\_\_\_ persecuted have a responsibility. Rapidly, we must respond in godly love to the suffering member. This loving care of the body for itself will cause believers to grow in likeness to Christ and in unity with one another. (Capitalizing *godly* is optional.)

## 4. Spelling Practice: Choose the Correct Spelling

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

1. know

knoe

**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!

2. noe	no
3. would	woud
4. herd	heard
5. thear	there
6. their	theire
7. here	heer
8. hear	heare
9. whear	where
10. wear	weare
11. one	wone
12. wun	won
13. led	ledd
14. lead	leed
15. axcept	accept
16. except	eccept

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

17. affect	afect
18. efect	effect
19. whose	whoze
20. who'se	who's

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

21. calvery	calvary
22. cavelry	cavalry
23. lose	loze
24. louse	loose

↔ **4d.** Highlight the correct spelling of each **Optional** word.

21. afflict	aflict
-------------	--------

- |             |         |
|-------------|---------|
| 22. oppress | oppress |
| 23. pursue  | persue  |
| 24. torture | toretur |

## 10. Think Fast Grammar Review: Prepositions

No Answer Key Needed. Answers will vary.

## 11. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: were vs. we're

<> 11b. Fill in each blank provided with the correct Wacky Word--*were* or *we're*.

1. David and Samson were two men who lived very similar, yet very contrasting lives.
2. we're learning about two Wacky Words.
3. These two men were also different in many ways.
4. After lunch, we're going to town.
5. we're having ice cream for dessert.
6. Where were you yesterday?
7. The lions' mouths were closed.
8. Before we leave, we're going to help clean up.

## 13. Structural Analysis: Plural Nouns

<> 13d. Write the plural forms of the nouns provided; apply the rules you have learned this week.

- |                      |                     |
|----------------------|---------------------|
| 1. heart--hearts     | 2. woman--women     |
| 3. concept--concepts | 4. reason--reasons  |
| 5. deer--deer        | 6. branch--branches |

- |                             |                               |
|-----------------------------|-------------------------------|
| 7. church--churches         | 8. man--men                   |
| 9. rash--rashes             | 10. calf--calves              |
| 11. trial--trials           | 12. turkey--turkeys           |
| 13. ox--oxen                | 14. fly--flies                |
| 15. tornado--tornadoes      | 16. fry--fries                |
| 17. banjo--banjos (no e)*   | 18. goose--geese              |
| 19. roof--roofs (exception) | 20. radio--radios             |
| 21. piano--pianos           | 22. bunny--bunnies            |
| 23. monkey--monkeys         | 24. soprano--sopranos (no e)* |

\* Musical words do not have an e added.

## 15. Grammar: Verb Tenses and Verb Phrases

<> 15e. In the sentences provided, highlight the Be, a Helper, Link verbs (those before another verb and those alone).

- Observers of African wildlife **had** considered hyenas and jackals the cowards of the African plain because during the day they **would** slink around the kills of other predators, hoping to steal food for themselves.
- These scavengers **have appeared** too small to kill large game and too timid to attack on their own.
- Recent studies **have** demonstrated that while these animals **may seem** fainthearted by day, they **are** bold killers by night.
- Once they spot a vulnerable animal, they **will** separate it from the herd, attack fearlessly, and when the victim **is** dead, devour everything except its horns and teeth.
- The angler fish lives on the ocean floor and **is** such a poor swimmer that it **is** unable to chase after its prey.
- A long, flexible spine with what appears to **be** a fish tail **is** located between its eyes and large mouth.
- As the spine **is** bobbing up and down, the lure jiggles.
- This movement **can** attract curious, smaller fish to within a few inches of the angler's waiting jaws.
- Without warning, the angler **will** open its mouth and inhale large amounts of water, creating a tremendous underwater vacuum.
- Water rushes in to fill the vacuum, and the prey **is** violently sucked into the angler's mouth.
- The angler's teeth **are** hinged so that they fold down when a fish **is** inhaled.
- A spider's web **is** an intricate trap from which its prey seldom will escape.

13. Orb webs, which people **will** see most often, **are** used by two families of spiders.
14. The spider **will** construct a frame and spin spokes that fan out from the center of the web and **will** anchor onto the surrounding frame.
15. Starting at the center, the spider **will** spin a temporary spiral of non-sticky silk to act as basting, which holds the framework in position as the spider finishes the web.
16. When the temporary spiral **is** complete, the spider **will** slowly backtrack, constructing a densely woven permanent spiral of sticky silk while removing the “basting.”
17. Most spiders **will** sit patiently in the center of their webs, waiting for their prey.
18. When they sense the vibrations of a struggling victim, spiders **will** rush deftly across their webs and further entangle their prey with more silk.
19. Finally, they **will** bite the prey to kill it before dragging it away to eat it.
20. Predators **will** capture their prey by preparing inescapable traps.

## Weekly Review Quiz Answer Key

### I. Comprehension and Vocabulary

1. List three synonyms or antonyms for persecute from this week’s Vocabulary Box that could be used to describe hyenas and jackals.

a. oppress                      b. torture                      c. betray

**Answers will vary.**

2. Write two sentences about hyenas and jackals using two of the words you listed above.

**Answers will vary.**

3. What are the two requirements for a compound word?

a. Each word must keep its original meaning.

b. Each word must keep its original spelling.

4. What does *fainthearted* mean? Faint means weak; hearted means of heart, thus, Fainthearted means weak of heart.

### II. Outlining and Write On

5. List abbreviations for the following that you could have used when you outlined your sentences from the hyenas and jackals passage:

a. African - A                      b. Scavengers - S                      c. Two - 2  
d. Both - 2                      e. Not the same - same                      f. self-defense - sd  
g. Everything -

**Answers will vary.**

6. List four (**Extensions:** six) emotion words on the lines provided.

a. ecstatic                      b. poignant                      c. vexed                      d. blissful



### Extensions:

- e. exultant                      f. petrified

Answers will vary.

### III. Grammar

7. What is another word for a noun marker? article
8. A noun marker has the job of marking the noun.
9. List the three noun markers:  
a. a                                      b. an                                      c. the
10. List the two rules for using *a* and *an*:  
a. When the word directly following the noun marker begins with a consonant sound, use the noun marker *a*.  
b. When the word directly following the noun marker begins with a vowel sound, use the noun marker *an*.
11. Write the correct noun marker—*a* or *an*:  
a. a horse                      b. an honor                      c. a unicycle                      d. an upset driver
12. Make the following nouns plural:  
a. woman - women                      b. sheep - sheep                      c. ash - ashes  
d. turkey - turkeys                      e. joy - joys                      f. French fry - French fries  
g. volcano - volcanoes                      h. piano - pianos                      i. video - videos  
j. elf - elves
13. **Extensions:** What does a verb phrase contain? Any combination of 2 or more verbs that begins with a BHL verb
14. List fifteen BHL verbs:  
a. am                                      b. is                                      c. are                                      d. was  
e. be                                      f. being                                      g. been                                      h. become  
i. have                                      j. has                                      k. had                                      l. will  
m. shall                                      n. appear                                      o. taste

### IV. Homophones

15. Write the meaning of the words below:  
a. we're - we are                      b. were - a BHL verb that shows a state of being
16. **Extensions:** What is the simple trick for determining whether to use *we're* or *were*?  
Say the contraction in its uncontracted form before writing the word.

### V. Editing and Revising

17. **Extensions:** Write the acronym that helps you learn if a paragraph is a real paragraph—fill in each letter:  
Opening Sentence  
Closing Sentence  
Content - all same subject  
Three or more sentences  
Indented
18. What was your most difficult redundancy problem this week?

No Answer Key needed. Answers will vary.

# Lesson Plans

## Red 2-B: Week Two

For a Five-Day Week

Character Focus: **Boldness**

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<p><b>1. Copying and Comprehension: Passage and Vocabulary</b></p> <p><b>All</b></p> <p>The first duckling pushed its body out from the perch and leaped. Its webbed feet and downy wings helped diminish the impact of the fall. Seconds later, it safely bounced on the soft grass at the base of the tree. Then it wobbled awkwardly to its mother and waited for the rest of the baby ducks to follow. One after another, they reached the opening and jumped down. As each hatchling descended, the mother increased the tempo of her call.</p> <p><b>Extensions</b></p> <p>Within a short time, five tiny ducks huddled adjacent to their mother. She continued urging and calling to the offspring remaining in the tree. Ultimately, when she felt she could no longer expose the vulnerable ducklings to danger, she gave one last summons and then scampered away with her young to the safety of the nearby brood pond. Yes, the five that obeyed the difficult instruction had a good chance of survival—death would befall the one who either could not or would not jump.</p>																															
<p><b>2. Spelling/Structural Analysis: Adding Suffixes to Multi-Syllable Words Ending in y</b></p> <p><b>Examples: impurity, impurities</b></p> <p><b>All</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">1. convey</td> <td style="padding: 2px;">2. conveys</td> <td style="padding: 2px;">3. history</td> </tr> <tr> <td style="padding: 2px;">4. histories</td> <td style="padding: 2px;">5. wealthy</td> <td style="padding: 2px;">6. wealthier</td> </tr> <tr> <td style="padding: 2px;">7. ability</td> <td style="padding: 2px;">8. abilities</td> <td style="padding: 2px;">9. century</td> </tr> <tr> <td style="padding: 2px;">10. centuries</td> <td style="padding: 2px;">11. ministry</td> <td style="padding: 2px;">12. ministries</td> </tr> <tr> <td style="padding: 2px;">13. strategy</td> <td style="padding: 2px;">14. strategies</td> <td></td> </tr> </table> <p><b>Extensions</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">15. authority</td> <td style="padding: 2px;">16. authorities</td> <td style="padding: 2px;">17. analogy</td> </tr> <tr> <td style="padding: 2px;">18. analogies</td> <td></td> <td></td> </tr> </table> <p><b>Further Extension</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">19. personality</td> <td style="padding: 2px;">20. personalities</td> <td></td> </tr> </table> <p><b>Optional</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">19. harass</td> <td style="padding: 2px;">20. imprison</td> <td style="padding: 2px;">21. betray</td> </tr> <tr> <td style="padding: 2px;">22. martyr</td> <td></td> <td></td> </tr> </table>		1. convey	2. conveys	3. history	4. histories	5. wealthy	6. wealthier	7. ability	8. abilities	9. century	10. centuries	11. ministry	12. ministries	13. strategy	14. strategies		15. authority	16. authorities	17. analogy	18. analogies			19. personality	20. personalities		19. harass	20. imprison	21. betray	22. martyr		
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<p><b>3. Editor Duty:</b> Correct Given Paragraph(s) Homophones, CA's, Plural Nouns, Comparative/Superlative</p> <p><b>4. Spelling Practice:</b> Choose the Correct Spelling</p>
Day Two
<p><b>5. Study Skills/Prewriting:</b> Writing Notes for an Original <b>All--Paragraph One of Body: 6 Sentences</b> <b>All--Paragraph Two of Body: 5 Sentences</b></p> <p><b>6. Grammar:</b> Past Participles</p> <p><b>7. Grammar:</b> <i>Ly</i> Openers</p>
Day Three
<p><b>8. Study Skills/Prewriting/Composition:</b> Take Notes and Write an Original Opening Paragraph</p> <p><b>9. Spelling Practice:</b> Six "S" Spelling Secret</p> <p><b>10. Composition/Creative Writing:</b> Write a Rough Draft Essay From a Key Word Outline</p> <p><b>11. Sentence Structure:</b> Dashes</p>
Day Four
<p><b>12. Composition and Editing:</b> Edit and Revise Using the Checklist Challenge</p> <p><b>13. Grammar:</b> Interjection Sentence Openers</p> <p><b>14. Spelling Practice:</b> Write That Word!</p> <p><b>15. Grammar:</b> Weekly Quizzes</p>
Day Five
<p><b>16. Spelling:</b> Spelling Test</p> <p><b>17. Dictation:</b> Dictation Quiz</p> <p><b>18. Composition:</b> Final Copy Dialogue Essay From a KWO</p> <p><b>Optional:</b> Extra Practice</p>

# Lesson Plans

## Red 2-B: Week Two

For a Four-Day Week

**Character Focus: Red**

### Day One

Vocabulary Box	Vocabulary Box																		
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#### 1. Copying and Comprehension: Passage and Vocabulary

##### All

The first duckling pushed its body out from the perch and leaped. Its webbed feet and downy wings helped diminish the impact of the fall. Seconds later, it safely bounced on the soft grass at the base of the tree. Then it wobbled awkwardly to its mother and waited for the rest of the baby ducks to follow. One after another, they reached the opening and jumped down. As each hatchling descended, the mother increased the tempo of her call.

##### Extensions

Within a short time, five tiny ducks huddled adjacent to their mother. She continued urging and calling to the offspring remaining in the tree. Ultimately, when she felt she could no longer expose the vulnerable ducklings to danger, she gave one last summons and then scampered away with her young to the safety of the nearby brood pond. Yes, the five that obeyed the difficult instruction had a good chance of survival—death would befall the one who either could not or would not jump.

#### 2. Spelling/Structural Analysis: Adding Suffixes to Multi-Syllable Words Ending in y

**Examples:** *impurity, impurities*

##### All

- |               |                |                |
|---------------|----------------|----------------|
| 1. convey     | 2. conveys     | 3. history     |
| 4. histories  | 5. wealthy     | 6. wealthier   |
| 7. ability    | 8. abilities   | 9. century     |
| 10. centuries | 11. ministry   | 12. ministries |
| 13. strategy  | 14. strategies |                |

##### Extensions

- |               |                 |             |
|---------------|-----------------|-------------|
| 15. authority | 16. authorities | 17. analogy |
| 18. analogies |                 |             |

##### Further Extension

- |                 |                   |
|-----------------|-------------------|
| 19. personality | 20. personalities |
|-----------------|-------------------|

##### Optional

- |            |              |            |
|------------|--------------|------------|
| 19. harass | 20. imprison | 21. betray |
| 22. martyr |              |            |

**3. Editor Duty:** Correct Given Paragraph(s)  
Homophones, CA's, Plural Nouns, Comparative/Superlative

**4. Spelling Practice:** Choose the Correct Spelling

**5. Study Skills/Prewriting:** Writing Notes for an Original

All--Paragraph One of Body: 6 Sentences

All--Paragraph Two of Body: 5 Sentences

### Day Two

**6. Grammar:** Past Participles

**7. Grammar:** *Ly* Openers

**8. Study Skills/Prewriting/Composition:** Take Notes and Write an Original Opening Paragraph

**9. Spelling Practice:** Six "S" Spelling Secret

### Day Three

**10. Composition/Creative Writing:** Write a Rough Draft Essay From a Key Word Outline

**11. Sentence Structure:** Dashes

**12. Composition and Editing:** Edit and Revise Using the Checklist Challenge

**13. Grammar:** Interjection Sentence Openers

### Day Four

**14. Spelling Practice:** Write That Word!

**15. Grammar:** Weekly Quizzes

**16. Spelling:** Spelling Test

**17. Dictation:** Dictation Quiz

**18. Composition:** Final Copy Dialogue Essay From a KWO

**Optional:** Extra Practice

# Answer Keys Red 2-B: Week Two

## 3. Editor Duty: Correct Given Paragraph(s)

Homophones, CA's, Plural Nouns, Comparative/Superlative

<> 3. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) **Extensions:** In the second and third paragraphs, highlight the conjunctive adverbs, and punctuate them correctly, if you have not already done so.

(3) In all of the paragraphs, highlight four homophone or confusing words errors, and write the correct homophones above them, if you have not already done so.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

In 1739, on New Year's Day, John and Charles Wesley and George Whitefield, together with sixty others, met to pray and seek the Lord. At about three in the morning, the Holy Spirit came upon this group in a special way, and with one voice they praised God. This unity gave them strength and courage for the persecutions that were to come as they spent their lives spreading the Gospel throughout England and North America. (*Capitalizing Gospel is optional.*)

John Wesley began an preaching the true message of salvation after his conversion experience in England. The common people heard him gladly. However, those who used the churches for social acceptance of their ungodly ways reacted strongly.

As John Wesley exposed sin, ministers denounced him; thus, he was no longer allowed to preach in the churches. He then began to preach in the open air, beginning with a message that was given while standing on his father's tombstone.

## 4. Spelling Practice: Choose the Correct Spelling

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

1. convay

convey

2. conveys

conveys

**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!

3. history	history
4. histories	histories
5. wealthy	welthy
6. welthier	wealthier
7. ability	abillity
8. abillities	abilities
9. centery	century
10. centeries	centuries
11. ministry	minastry
12. ministries	minastries
13. strategy	stratugy
14. stratugies	strategies

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

15. athority	authority
16. athorities	authorities
17. analogy	annalogy
18. annalogies	analogies

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

19. personelity	personality
20. personalities	personelities

↔ **4d.** Highlight the correct spelling of each **Optional** word.

21. harrass	harass
22. imprison	inprison
23. betray	betrae
24. marter	martyr

## 6. Grammar: Past Participles

<> 6f. For the sentences provided, complete the following steps:

- (1) Isolate all of the prepositional phrases with parenthesis ( ).
- (2) Highlight all of the verb phrases. (Do not highlight the main verb phrases only--highlight all verb phrases in all clauses of each sentence).
- (3) Correct those that are conjugated incorrectly.

**Note: Do not highlight infinitives (to + verb) as verb phrases for this lesson.**

**Note: Many of these sentences would sound better without the past participle tense. That tense is used here for teaching purposes.**

1. The Venus' flytrap **has produced** another example (of entrapment).
2. The Venus' flytrap **has supplemented** its food supply (with flies).
3. The leaves (of the Venus' flytrap) **are tipped** (with spines) that **have acted** (like prison bars) **to trap** insects (between them).
4. The central rib (of each leaf) **has contained** thin-walled cells that work (like hinges).
5. When an insect **has touched** any one (of the three trigger hairs located [on the inside] [of the leaf]), the hinge cells shrink quickly, causing the two halves (of the leaf) **to close**.
6. After the victim **has been digested**, the leaf opens again slowly and waits (for another insect) **to come** too close. (*After the victim has been digested is a subordinate clause--has a subordinator & verb.*) (*For another insect is also a subordinate clause.*)
7. Tigers **have hunted** alone and **have depended** (on concealment) **to stalk** their prey.
8. His stripes **have blended** well (with the surrounding trees, bushes, and grass).
9. If his stripes **had run** parallel (to his body outline), a tiger **would have stood** out (from the vegetation) (like an orange flag).
10. Since the stripes **have ran** (at right angles) (to the tiger's body outline), he is almost invisible (in the wild).
11. Cape hunting dogs **have been** (among the most brutal predators) (in the world).
12. They **have begun feeding** (on their prey) while it was still alive.
13. No one Cape hunting dog **has been** strong enough **to take** down such large animals (by itself).

14. Cape hunting dogs **have lived and hunted** (in packs) averaging (in size) (from twelve [to twenty dogs]).
15. Their black, yellow, and white mottled coats **have provided** the Cape dogs (with camouflage).
16. The ample tuft (of white) (at the tip) (of each dog's tail) **has acted** (as a flag), helping members (of the pack) **to stay** together (during hunts) (in thick undergrowth).
17. A dominant male **has usually initiated** the hunt.
18. The hunt **has begun** (with members) following the leader single file.
19. The pack **has moved** slowly and steadily until they spotted a prospective prey. (*Until they spotted a prosperous prey is a subordinate clause--has a subordinator & verb.*)
20. Once they **have chosen** their intended victim, the dogs **will vigorously pursue** their prey.
21. When the leader **has caught** up (to the prey), he **will lock** his jaws (into any soft flesh) he **can grab**.
22. This action **has slowed and weakened** the victim enough that other dogs **will also find** a vulnerable spot **to attack**.
23. Eventually, the entire pack **has converged** (on the struggling victim) and **has pulled** it (to the ground). (*Watch out! Pack is the main subject --- and it is singular since the pack is acting as one.*)
24. Once it was down, the dogs **had begun feeding** immediately.
25. A large pack (of dogs) **has completely consumed** a zebra (in less [than thirty minutes]). (*Watch out! Pack is the main subject --- and it is singular.*)

## 7. Grammar: *Ly* Openers

↔ **7d.** Add punctuation after the *ly* openers according to the rules learned this week in the sentences provided:

### All

1. Interestingly<sub>1</sub> lions live in groups called prides, which consist of one or more males and several females.
2. Surprisingly<sub>1</sub> each pride has its own territory.

3. Actually, they want all potential prey for themselves and for the other members of their pride.
4. Surprisingly, many lions are ousted in young adulthood from the prides in which they were born and must wander about until they find another pride which will accept them.
5. Challengingly, this acceptance often comes only as he fights an older male in an attempt to wrest from him his position of leadership in a pride.
6. Sadly, once an older lion is defeated, he is doomed to roam about on his own until death claims him.
7. Fortunately, the Lion of the tribe of Judah vanquished Satan when he rose from the grave.
8. Quickly, He will return to establish His kingdom.
9. Currently, God still allows Satan limited power in the world.
10. Angrily, our adversary is on the offensive side.
11. Fortunately, Christians have no reason to fear Satan in that Christ has already won the victory for us.
12. Unfortunately, unwary believers who do not trust the Lord are often unnerved and destroyed by him.
13. Surprisingly, Satan does not always approach as a lion.

### **Extensions**

14. Frighteningly roaring to warn other lions not to infringe on their territory, male lions are dominant.
15. Weakly fleeing at the roar of a powerful male, other lions and animals know their place.
16. Shamefully slinking away, the loser of the battle is forced to leave.
17. Diligently trying to win a place for themselves in a pride, young males will fight to the death.
18. Determinedly drawing away as many souls with him as he can, Satan is our adversary.
19. Savagely roaring public disapproval or possible persecution, Satan tries to keep believers from serving Christ effectively.
20. Diligently studying tactics employed by aggressors in the animal realm, we can be alerted to wiles Satan would use to entrap us.

## **Weekly Review Quiz Answer Key**

### **I. Comprehension and Vocabulary**

1. **Extensions:** How does boldness relate to this week's passage?

**No Answer Key needed. Answers will vary.**



2. Write three synonyms or antonyms for persecute that describe the ducks.  
a. protect                      b. shelter                      c. pursue

**Answers will vary.**

3. Write two sentences about the duck(s) using two of the words you listed above.

**Answers will vary.**

## II. Outlining and Write On

4. **Extensions:** What do you call a sentence that takes the reader from one paragraph to another?

transition sentence

5. Write a sentence about the passage containing a *dash*.

**Answers will vary.**

## III. Grammar

6. What three verbs always have the past participle verb tense with them?  
a. has                      b. had                      c. have

7. List the six most common interjections:

a. my                      b. well                      c. oh  
c. wow                      d. yes                      e. no

8. Write sentences containing the past participle form of each of the verbs listed (one sentence per verb). Be sure you use *has*, *had*, or *have* in each.

### All

did	ran	wrote	sank
became	go	speak	take

### Extensions

get	give	dive	sit
set			

**Answers will vary.**

## IV. Homophones

9. **Further Extension:** *Homo* means same and *graph* means to write.  
Thus, homographs are words that are spelled the same (or written the same).

## V. Editing and Revising

10. How do you add an interjection to a sentence? Just add it to what is already being said--and follow it with a comma or exclamation mark.
11. In a sentence with an interjection, where does the sentence's main subject usually fall? After the interjection.

12. What word or words did you use this week that you have never used before in writing?

**No Answer Key needed. Answers will vary.**

13. What more advanced or distinct word did you add to your essay?

**No Answer Key needed. Answers will vary.**



# Lesson Plans

## Red 2-B: Week Three

For a Five-Day Week

**Character Focus: Boldness**

Day One																			
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4. Spelling Practice: Choose the Correct Spelling
Day Two
<p><b>5. Goal Setting:</b> The Protagonist Must Have a Goal</p> <p><b>6. Write On:</b> Writing in the First Person</p> <p><b>7. Wacky Words:</b> Homophones Examples: to, too, two</p> <p><b>8. Obstacles:</b> The Protagonist Must Face Obstacles</p>
Day Three
<p><b>9. Write On:</b> Quotation Inclusion</p> <p><b>10. Scene Development:</b> Creating Scene Descriptions</p> <p><b>11. Vocabulary/Structural Analysis:</b> Wacky Words Homographs: lives vs. lives</p> <p><b>12. "Story" Writing:</b> Outline Rough Draft</p>
Day Four
<p><b>13. Grammar:</b> Conjunctive Adverbs</p> <p><b>14. Spelling Practice:</b> Six "S" Spelling Secret</p> <p><b>15. Story Writing :</b> Write Story</p> <p><b>16. Spelling Practice:</b> Write That Word!</p>
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<p><b>17. Grammar:</b> Weekly Quizzes</p> <p><b>18. Spelling:</b> Spelling Test</p> <p><b>19. Dictation:</b> Dictation Quiz</p> <p><b>Optional:</b> Extra Practice</p>

# Lesson Plans

## Red 2-B: Week Three

For a Four-Day Week

Character Focus: **Boldness**

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<p><b>4. Spelling Practice:</b> Choose the Correct Spelling</p> <p><b>5. Goal Setting:</b> The Protagonist Must Have a Goal</p>
Day Two
<p><b>6. Write On:</b> Writing in the First Person</p> <p><b>7. Wacky Words:</b> Homophones Examples: to, too, two</p> <p><b>8. Obstacles:</b> The Protagonist Must Face Obstacles</p> <p><b>9. Write On:</b> Quotation Inclusion</p> <p><b>10. Scene Development:</b> Creating Scene Descriptions</p>
Day Three
<p><b>11. Vocabulary/Structural Analysis:</b> Wacky Words Homographs: lives vs. lives</p> <p><b>12. "Story" Writing:</b> Outline Rough Draft</p> <p><b>13. Grammar:</b> Conjunctive Adverbs</p> <p><b>14. Spelling Practice:</b> Six "S" Spelling Secret</p> <p><b>15. Story Writing :</b> Write Story</p>
Day Four
<p><b>16. Spelling Practice:</b> Write That Word!</p> <p><b>17. Grammar:</b> Weekly Quizzes</p> <p><b>18. Spelling:</b> Spelling Test</p> <p><b>19. Dictation:</b> Dictation Quiz</p> <p><b>Optional:</b> Extra Practice</p>

# Answer Keys Red 2-B: Week Three

## 3. Editor Duty: Correct Given Paragraph(s)

**Ly Openers, Noun Markers, Dashes**

<> 3. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight all of the noun markers.

(3) In the first and third paragraphs, underline the adverb openers, and place commas following them if you have not already done so.

(4) **Extensions:** In the last paragraph, highlight the sequencing words, and place commas following them if you have not already done so.

**Teacher Tip:** Your student may highlight any of the shaded words in this Answer Key for the number of items he was to highlight.

Actually, animal populations fluctuate with the availability of plant foods, harshness of weather, incidence of parasitism, and number of deaths by accident. Population changes in predators and their prey are also directly related, especially when a predator looks largely to one particular species for food. This can be its doom.

Ninety years of records kept by fur trappers hunting lynx and snowshoe hare in Canada clearly demonstrate this relationship. When the hare population climbed, the lynx population followed; as lynx grew more numerous, the number of hares declined.

Obviously, the reasons for this pattern are twofold. First, more prey can support a greater number of predators. Second, predators, encouraged by an abundance of prey, will feed more frequently.

## 4. Spelling Practice: Choose the Correct Spelling

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

- |                      |               |
|----------------------|---------------|
| 1. <u>twenty-one</u> | twentee-one   |
| 2. therty            | <u>thirty</u> |
| 3. fourty            | <u>forty</u>  |
| 4. <u>fifty</u>      | fivety        |
| 5. sixtty            | <u>sixty</u>  |

- |              |          |
|--------------|----------|
| 6. seventy   | sevanty  |
| 7. eighty    | eigtty   |
| 8. ninty     | ninety   |
| 9. hundred   | hundrud  |
| 10. thousand | thowsand |

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

- |                      |                  |
|----------------------|------------------|
| 11. five hundrud two | five hundred two |
| 12. thirty-eight     | therty-eight     |

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

- |   |   |
|---|---|
| 13. sevente-nine                              | seventy-nine                              |
| 14. six thowsand, four<br>hundred eighty-five | six thousand, four<br>hundred eighty-five |

↔ **4d.** Highlight the correct spelling of each **Optional** word.

- |              |          |
|--------------|----------|
| 21. console  | consoul  |
| 22. shellter | shelter  |
| 23. defend   | deefend  |
| 24. nourish  | nourrish |

## 7. Wacky Words: Homophones

**to, too, and two**

↔ **7b.** On the lines provided, write a paraphrased definition (or a synonym for that word) beside each word, at the level directed by your teacher.

**All**

1. there - a place
2. their - ownership pronoun

3. where - question word; asking the place of something
4. wear - put item of clothing on body; use up, tire
5. right - correct; position
6. write - pen something
7. its - possessive pronoun
8. it's - contraction it is
9. capital - main city; primary
10. capitol - main government building in a city

### Extensions

- |                                    |   |
|------------------------------------|---|
| 11. accept - receive               | 13. effect - noun -- outcome or influence |
| 12. except - an exception, without | 14. affect - verb to influence            |

### Further Extension

- |                                  |                              |
|----------------------------------|------------------------------|
| 15. then—meaning “next”          | 18. our—ownership pronoun    |
| 16. than—comparison word         | 19. hour—time; sixty minutes |
| 17. are—being verb; form of “is” |                              |

<> **7c.** In the sentences provided, highlight the correct homophones.

**Note: Some sentences have more than one homophone—some have several.**

**Example:** We should follow Jesus **for** His grace.

1. Finally, all the children we're/ **were** safe-- **except** /accept one.
2. Little Jacky had **been** /bin slumbering sew/ **so** soundly that he did knot/ **not** wake up until all the others were gone.
3. Thinking it was **morning** /mourning, he opened his bedroom door.
4. Their/ **There** /They're in the hallway the five-year-old witnessed the roaring flames that had already engulfed the second floor.
5. The youngster desperately climbed up on an old chest near his window and began **to** /too/two cry.
6. His father attempted too/two/ **to** reach his room, but the stairway had collapsed.
7. Wile/ **While** the heartbroken pastor knelt **in** /inn prayer for his despairing son, the neighbors noticed wide-eyed Jacky at the window.
8. But they could knot/ **not** secure as ladder.
9. Without a moment to spare, won/ **one** man stood near the charred wall, and another man scaled the first man's shoulders too/two/ **to** rescue the helpless child.
10. God had spared all of there/they're/ **their** lives!
11. **When** /Win the rescuers brought hymm/ **him** to his father, the exhausted minister cried out two/ **to** /too the crowd: “Come neighbors! Let us kneel down!”
12. “Let us give thanks **to** /two/too God!”



13. "He has given me all my ate/ **eight** children; let the house go. I am rich enough!"
14. He could **accept** /except what happened.
15. He was at piece/ **peace** with God.
16. He knew the affect/ **effect** of the fire.
17. It would effect/ **affect** their life.
18. They **would** /wood have to trust God.
19. They would love God more **than** /then man.
20. They knew that God would than/ **then** show Himself strong.

## 9. Write On: Quotation Inclusion

↔ **9c.** Place commas in the following sentences just after the end of the speech tag.

1. The exhausted minister cried out to the crowd<sub>1</sub> "Come neighbors!"
2. The minister continued<sub>1</sub> "Let us kneel down and give thanks to God."
3. The relieved father said<sub>1</sub> "He has given me all my eight children; let the house go; I am rich enough!"
4. Mrs. Wesley resolved<sub>1</sub> "I insist upon conquering the will of my children betimes because this is the only strong and rational foundation of a religious education without which both precept and example will be ineffectual."
5. She continued<sub>1</sub> "But when this is thoroughly done then a child is capable of being governed by the reason and piety of its parents, till its own understanding comes to maturity, and the principles of religion have taken root in the mind."
6. The bishop of Oxford's chapel proclaimed<sub>1</sub> "One day he (John) will be a standard-bearer of the cross either in his own country or beyond the seas."
7. Just before he died, John's father, Samuel Wesley said to his family<sub>1</sub> "Be steady; the Christian faith will surely revive in this kingdom. You shall see it though I shall not."
8. He gave John a parting message<sub>1</sub> "The strongest proof of the Christian life is the inward witness."
9. John Wesley said of his walk to Port Royal, England<sub>1</sub> "The night was sharp; however, there was no complaining among us; but after having commended ourselves to God, we lay down and slept until near six in the morning."
10. Later in his life, after many years of ministry for the Lord, John wrote<sub>1</sub> "We were everywhere represented as mad dogs, and treated accordingly. In sermons, newspapers, and pamphlets of all kinds, we were painted as unheard-of-monsters."

↔ **9d.** Based on the rules learned in this lesson, punctuate the following quotations correctly:

1. "By the age of seventeen, John had dedicated his life to the preaching of the Gospel<sub>1</sub>" said the teacher<sub>1</sub>
2. John Wesley said<sub>1</sub> "To my horror I discovered that many of my classmates who were being prepared for the ministry were blasphemers living in open sin<sub>1</sub>"

3. Father read, “The sinful conditions at the school and the taunting of his classmates motivated John Wesley to gather the students who were spiritually minded to meet together once a week for mutual spiritual encouragement and study of the Scriptures.”
4. “Charles Wesley, John’s younger brother, joined him at Oxford,” read Mother.
5. John said, “In addition to our weekly meetings, the earnest members of the study group looked for every opportunity to minister to the sick, poor, and imprisoned.”
6. “They regularly visited the prisons, bringing both spiritual and physical refreshment to the inmates,” said the teacher.
7. Father said, “They were also on hand to minister to condemned criminals at their hour of execution.”
8. Mother interjected, “They also reduced their food and sleep to a minimum so that they would have more funds and time to carry out their spiritual objectives.”
9. The student asked, “Why did their classmates call them Bible moths, Bible bigots, and Methodists?”
10. “The word Methodist was given because of the methodical and punctual manner by which they carried out all of their responsibilities,” answered Mother.
11. The bishop of Oxford’s chapel, however, proclaimed, “One day John will be a standard-bearer of the cross either in his own country or beyond the seas.”
12. Just before John’s father died he said, “The strongest proof of the Christian life is the inward witness.”
13. Father continued, “Eight weeks later, John and Charles sailed to America to become missionaries among the Indians in Georgia.”
14. John wrote, “Fearing for their lives, passengers began to scream and rush about frantically.”
15. He continued, “In startling contrast to these passengers was a small band of German Moravians.”
16. “While other passengers were terrified, the Moravians sang psalms and praised the Lord,” said Father.
17. John Wesley wrote, “I had long before observed the great seriousness of their behavior.”
18. He continued, “Of their humility they had given a continual proof, by performing those servile offices for the other passengers.”
19. “And every day had given them occasion of showing a meekness which no injury could move; if they were pushed, struck, or thrown down, they rose again and went away, but no complaint was found in their mouth.” Mr. Wesley penned.
20. The Moravian preacher asked John, “Does the Spirit of God bear witness with your spirit that you are a child of God?”
21. The teacher continued, “For two years John Wesley attempted to work with the Indians and debtors in Georgia’s wilderness.”
22. “Wherever he found himself, John Wesley sought to be a true peacemaker,” said Mother.
23. Father interjected, “When John Wesley tried to establish discipline in the church, controversy arose against him.”
24. Mother continued, “He concluded that his work was done, and he made plans to return to England.”
25. John said, “When I returned to England, I faced the rebuke of the missionary society in London which had sent me to Georgia.”

26. "With the assurance of salvation, John Wesley began a fifty-three year ministry that was to change the course of English and American history, but not without persecution," read Father.
27. Mother read, "In 1739, on New Year's Day, John and Charles Wesley and George Whitefield, together with sixty others, met to pray and seek the Lord."
28. "At about three in the morning, the Holy Spirit came upon this group in a special way, and with one voice they praised God," said Father.
29. The teacher continued, "In the churches of England, John Wesley began preaching the message of salvation through a conversion experience."
30. "The common people heard him gladly, but those who used the churches for social acceptance of their ungodly ways reacted strongly," read Dad.
31. Wesley said, "As I exposed sin, ministers denounced me, and I was no longer allowed to preach in the churches."
32. He continued, "I established preaching circuits, averaging fifteen sermons a week during fifty-four years, beginning at five o'clock each morning."
33. Father read, "The press quickly joined the apostate ministers in denouncing the growing movement."
34. Father said sadly, "If a mob failed to break up his meeting, they would follow him to his lodging, smash windows, and threaten to take his life."
35. "As a result of the persecutions, God poured out his grace upon John Wesley and his followers," assured Mother.

## 11. Vocabulary/Structural Analysis: Wacky Words

### Homographs: *lives* vs. *lives*

<> 11b. Fill in each blank provided with the correct Wacky Word-*lives* or *lives*.

1. David Brainerd challenged the lives of people who later became great leaders.
2. He lives to serve other people.
3. Our lives can have a positive or negative impact on others.

<> 11d. Fill in each blank provided with the correct Wacky Word-*were*, *we're*, *minute*, or *minute*.

1. we're going on a mission's trip next year.
2. David and Matthew were in Haiti last month.
3. The missionaries should be arriving any minute.
4. Thank you for taking care of the minute details.

# 13. Grammar: Conjunctive Adverbs

<> 13e. Complete the following steps for the sentences provided:

- (1) Highlight the conjunctive adverbs (CA's)
- (2) Insert punctuation around CA's as needed.

1. **In fact**, the Emperor Constantine proclaimed Christianity as the official religion of the Roman Empire.
2. **However**, when Christianity became popular, persecution stopped, and many uncommitted people joined churches.
3. **Henceforth**, compromise, apostasy, and corruption abounded.
4. This renewal of persecution, **furthermore**, purified the Church of fair-weather Christians.
5. The Reformation movement, **therefore**, was begun by courageous men like John Wycliffe, John Huss, William Tyndale, Martin Luther, John Calvin, and John Wesley.
6. The churches greatly multiplied; **furthermore**, Paul himself accepted Christ.
7. Compromise, apostasy, and corruption abounded; **consequently**, persecution purified the Church of fair-weather friends.
8. Paul persecuted believers in the early church; **furthermore**, he forced thousands to flee.
9. Christ's character is being recognized in you; **henceforth**, you are a threat to Satan's kingdom.
10. Paul himself accepted Christ, **however** realized his need for salvation.

## Weekly Review Quiz Answer Key

### I. Comprehension and Vocabulary

1. Look back in the passage to the third paragraph. Rewrite the closing quotations in your own words.

**No Answer Key needed. Answers will vary.**

2. Write two sentences using *engulfed* and *charred*.

**Answers will vary.**

### II. Outlining and Write On

3. **Extensions:** Describe "writing in the first person." You will write using the personal pronoun I.
4. What pronoun do you predominantly use when you write in the first person? I

5. What pronoun do you predominantly use when you write in the third person? He/She

### III. Grammar

6. List six conjunctive adverbs on the lines (**Extensions:** list ten):
- |                   |                     |                    |
|-------------------|---------------------|--------------------|
| a. <u>however</u> | b. <u>moreover</u>  | c. <u>alas</u>     |
| d. <u>thus</u>    | e. <u>therefore</u> | f. <u>likewise</u> |

**Answers will vary.**

7. Two rules for using a conjunctive adverb:
- Extensions--**When you use a conjunctive adverb at the beginning of your sentence (as introductory material or a sentence opener), follow the conjunctive adverb with a comma.
  - Extensions--**When you use a conjunctive adverb in the middle of a sentence, surround the conjunctive adverb with commas.

### IV. Homophones

8. *Homo* means same; *phone* means hear/sound.

Thus, a homophone sounds the same when you say/hear them.

9. Write tricks or tips for the following homophones (your own or ones you have learned in CQLA):
- |  |   |
|--|---|
| a. here - <u>here &amp; there</u>          | b. hear - <u>ear in hear</u>                  |
| c. there - <u>here &amp; there</u>         | d. their - <u>heir shows ownership</u>        |
| e. then - <u>th<u>e</u>n = n<u>e</u>xt</u> | f. than - <u>th<u>a</u>n = comp<u>a</u>re</u> |

**Answers will vary.**

### V. Editing and Revising

10. Write two transition sentences that you could use to go from one paragraph of your story to another paragraph:

**No Answer Key needed. Answers will vary.**

# Lesson Plans

## Red 2-B: Week Four

For a Five-Day Week

**Character Focus: Boldness**

Day One																															
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<p><b>1. Copying and Comprehension: Passage and Vocabulary</b></p> <p><b>All</b></p> <p>Mother had bowed her head to give thanks. John looked at her, then peered at the people all around. Blushing just a little, he took his first bite.</p> <p>“You didn’t forget something, did you?” asked Mother as she commenced eating.</p> <p>“No, but everybody was staring at me,” said John.</p> <p>“What difference does it make?” asked Mother. “If it is appropriate to thank God for our food at home, surely we should do it everywhere we go.”</p> <p>“But people stare,” said John. “I feel more uncomfortable in public.”</p> <p>“You shouldn’t,” said Mother. “We should never be afraid of people when we are doing right.”</p> <p><b>Extensions</b></p> <p>John continued, eating in silence. The matter was apparently forgotten.</p> <p>But when the family gathered for evening devotions, Father had a fitting story ready for his children. Indeed, John was surprised at how swiftly Father thought of one this time, for sometimes he took a long time to do so.</p> <p><b>Further Extension</b></p> <p>“I’m going to tell you the story of the man who always said his prayers,” said Father.</p> <p>“What, he prayed all day long?” asked John’s little sister.</p> <p>“Oh, no, but he always said his prayers, no matter what people said about him or how they treated him. His name was Daniel. It was his practice to pray three times a day -- once in the morning when he got up, once at dinnertime, and once before he went to bed.”</p>																															
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<p>17. independently    18. vicariously</p> <p><b>Optional</b></p> <p>19. solace            20. hearten            21. project</p> <p>22. strengthen</p>
<p><b>3. Editor Duty: Correct Given Paragraph(s)</b></p> <p><b>Quotations</b></p>
Day Two
<p><b>4. Spelling Practice: Choose the Correct Spelling</b></p> <p><b>5. Structural Analysis: Plural Nouns</b></p> <p><b>6. Composition and Editing: Edit and Revise Using the Checklist Challenge</b></p>
Day Three
<p><b>7. Spelling Practice: Six “S” Spelling Secret</b></p> <p><b>8. Grammar: Positive, Comparative, and Superlative Degrees of Words</b></p>
Day Four
<p><b>9. Spelling Practice: Write That Word!</b></p> <p><b>10. Grammar: Weekly Quizzes</b></p>
Day Five
<p><b>11. Spelling: Spelling Test</b></p> <p><b>12. Dictation: Dictation Quiz</b></p> <p><b>Optional: Extra Practice</b></p>

# Lesson Plans

## Red 2-B: Week Four

For a Four-Day Week

**Character Focus: Boldness**

Day One																			
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**1. Copying and Comprehension: Passage and Vocabulary**  
**All**

Mother had bowed her head to give thanks. John looked at her, then peered at the people all around. Blushing just a little, he took his first bite.

“You didn’t forget something, did you?” asked Mother as she commenced eating.

“No, but everybody was staring at me,” said John.

“What difference does it make?” asked Mother. “If it is appropriate to thank God for our food at home, surely we should do it everywhere we go.”

“But people stare,” said John. “I feel more uncomfortable in public.”

“You shouldn’t,” said Mother. “We should never be afraid of people when we are doing right.”

**Extensions**

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But when the family gathered for evening devotions, Father had a fitting story ready for his children. Indeed, John was surprised at how swiftly Father thought of one this time, for sometimes he took a long time to do so.

**Further Extension**

“I’m going to tell you the story of the man who always said his prayers,” said Father.

“What, he prayed all day long?” asked John’s little sister.

“Oh, no, but he always said his prayers, no matter what people said about him or how they treated him. His name was Daniel. It was his practice to pray three times a day -- once in the morning when he got up, once at dinnertime, and once before he went to bed.”

**2. Spelling: Y Says ee at End of Two-Syllable Words**  
**Examples: history, every**

**All**

1. jewelry	2. enemy	3. suddenly
4. diligently	5. reality	6. prophecy
7. ability	8. quality	9. geology
10. normally	11. adversary	12. monopoly
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**Extensions**

15. consequently    16. apparently

**Further Extension**

17. independently    18. vicariously

**Optional**

19. solace                      20. hearten                      21. project

22. strengthen

**3. Editor Duty: Correct Given Paragraph(s)**

**Quotations**

| Day Two | |

**4. Spelling Practice: Choose the Correct Spelling**

**5. Structural Analysis: Plural Nouns**

**6. Composition and Editing: Edit and Revise Using the Checklist Challenge**

| Day Three | |

**7. Spelling Practice: Six “S” Spelling Secret**

**8. Grammar: Positive, Comparative, and Superlative Degrees of Words**

**9. Spelling Practice: Write That Word!**

| Day Four | |

**10. Grammar: Weekly Quizzes**

**11. Spelling: Spelling Test**

**12. Dictation: Dictation Quiz**

**Optional: Extra Practice**

# Answer Keys Red 2-B: Week Four

## 3. Editor Duty: Correct Given Paragraph(s)

<> 3. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

**Note:** The paragraph breaks are already correctly in place. You will not need to change those.

**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.

Wesley was shocked by the one Moravian's line of questioning. Hoping to win the Englishman to the Lord, Spangenburg continued, "Do you know Jesus Christ?"

Wesley replied, "I know He is the Savior of the world."

The Moravian spoke again, "True, but do you know that He has saved you?"

"I hope He has died to save me," answered Wesley.

"Do you know for yourself?" the Moravian questioned further.

After the Moravians explained the plan of salvation to John Wesley, he had another answer the next time the Moravians questioned him.

"I do!" answered John Wesley.

**Note:** It would not be incorrect to have a colon following the word *continued* since the speech tag is a complete sentence that can stand alone.

## 4. Spelling Practice: Choose the Correct Spelling

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

1. jewelry                      jewelry

2. enemy                        ennemy

3. suddenly                     sudenly

**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!



**Teacher Tip:** The comma after “Beyond a valley” is optional according to whether or not your student “hears” a comma.

- |               |             |
|---------------|-------------|
| 4. diligently | dilligently |
| 5. reallity   | reality     |
| 6. prophecy   | propheisy   |
| 7. abilaty    | ability     |
| 8. qualitty   | quality     |
| 9. geolagy    | geology     |
| 10. normally  | normaly     |
| 11. adversary | advursary   |
| 12. monoppoly | monopoly    |
| 13. authority | athority    |
| 14. eternaty  | eternity    |

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

- |                  |              |
|------------------|--------------|
| 15. consequently | consiquently |
| 16. aparently    | apparently   |

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

- |                   |               |
|-------------------|---------------|
| 17. independantly | independently |
| 18. vicareously   | vicariously   |

↔ **4d.** Highlight the correct spelling of each **Optional** word.

- |               |            |
|---------------|------------|
| 17. solase    | solace     |
| 18. hearten   | harten     |
| 19. protet    | protect    |
| 20. strenthen | strengthen |

## 5. Structural Analysis: Plural Nouns

<> 5c. Make the nouns provided plural according to the rules you have learned this week.

- |                  |              |                |
|------------------|--------------|----------------|
| 1. observers     | 2. hyenas    | 3. pianos      |
| 4. studies       | 5. teeth     | 6. gazelles    |
| 7. Christians    | 8. witnesses | 9. messages    |
| 10. sopranos     | 11. halves   | 12. eternities |
| 13. realities    | 14. deer     | 15. motives    |
| 16. ditches      | 17. churches | 18. radios     |
| 19. persecutions | 20. potatoes |                |

### Extensions

- |                 |            |                |
|-----------------|------------|----------------|
| 21. authorities | 22. banjos | 23. cafeterias |
|-----------------|------------|----------------|

**Further Extension** -- Unusual plurals---look them up

- |               |           |
|---------------|-----------|
| 24. bacterium | 25. cacti |
|---------------|-----------|

## Weekly Review Quiz Answer Key

### I. Comprehension and Vocabulary

- Why are the punctuation marks at the ends of the sentences:
  - "We should never be afraid of people when we are doing right."  
*Periods always go inside quotation marks.*
  - "No, but everybody was staring at me," said John."  
*Commas always go inside quotation marks.*
  - "You didn't forget something, did you?"asked Mother as she commenced eating."  
*Question marks go inside when part of quote.*
- Write a sentence using the word *apparently*.

**No Answer Key needed. Answers will vary.**

### II. Grammar

- Match the forms of descriptors with their characteristics:

Positive	Comparative	Superlative
----------	-------------	-------------

  - Used to compare two things *comparative*
  - Uses the regular form of the adjective or adverb *positive*
  - Used to compare/describe one item to many others or many items among themselves *superlative*

- d. Uses the *er* form comparative
  - e. Uses the *est* form superlative
  - f. Just used to describe positive
  - g. *Better, worse, and more* are used with this form comparative
  - h. *Best, worst, and most* are used with this form superlative
4. **Extensions:** Fill in the blanks:
- a. *Between* indicates two ; thus, use the comparative degree.  
Example: It is steeper than the other hill. **Answers will vary.**
  - b. *Among* indicates three or more; thus, use the superlative degree.  
Example: It is the fastest among all of the cars. **Answers will vary.**
  - c. *All* indicates more than two; thus, use the superlative degree.  
Example: He is the quickest one of all. **Answers will vary.**

### III. Homophones

5. Write sentences using some of the Wacky Words you have learned in CQLA:
- a. raise - we will raise the flag.
  - b. rise - The congregation will rise.
  - c. than - I would rather have steak than chicken.
  - d. then - we will eat lunch and then go to the museum.
  - e. there - Please put the book over there.
  - f. they're - They're going to attend the concert.
  - g. their - Their new home is beautiful.

**Answers will vary.**

### IV. Editing and Revising

6. List three adverbs that you used in your paper this week:  
**Answers will vary.**
7. What two Banned Words did you omit from your paper?  
**Answers will vary.**







# Red 3-B: Week One

Character Focus: Endurance

## Vocabulary Box

Synonyms of *reviling*

ridicule      mock      vilify  
scorn      defame      rail

## Vocabulary Box

Character needed to *withstand reviling*

innocent      blameless      irreproachable  
unimpeachable      faultless      guiltless

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

Endurance is often considered with the physical stamina required for a race. However, the character quality of endurance is significantly more extensive than physical stamina. It also includes the strength that accompanies willingly rejoicing in the reproaches that one encounters in following the ways of God.

Extensions

Unquestionably, endurance is based on hope. A runner willingly endures difficult and painful training for the hope that he will eventually win the race. Men and women of God have also undergone immense suffering for the hope of their promised reward.

Further Extension

Jesus endured the cross for the joy of knowing that His death would conquer Satan and ultimately bring redemption. When Elijah stood against the evil of his day and was hunted down, he was loyal to the end. John the Baptist was imprisoned for his stand on adultery, yet he remained faithful to his death. Daniel maintained godly standards during the reign of four kings; he was tested when others attempted to take his life, but he endured to the end.

◁▷ **1a.** Read this week's passage aloud.

This passage is about how endurance is displayed in the lives of believers. It shows that one aspect of endurance is persevering during difficult times.

◁▷ **1b.** In the first paragraph of the passage, highlight the word *reproaches*.

◁▷ **1c.** Look up this word in the dictionary, and write the definition in your own words on the lines provided.

Definition of *reproaches*

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<> **1d.** On the lines provided, rewrite the sentence from the passage containing *reproaches*, replacing *reproaches* with a synonym.

Rewritten sentence containing *reproaches*

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<> **1e.** On the lines provided, write three synonyms of reviling from the shaded Vocabulary Box located at the beginning of this week's lesson.

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

<> **1f.** On the lines provided, write two sentences about *endurance*. Use synonyms for reviling.

Sentences about endurance

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

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

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

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

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

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

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

**Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only.**

Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

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

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

**Further Study:** Read through II Samuel 16 and make a cause and effect chart listing each instance of persecution in one column and David's responses to each one in the other column.



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

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

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

**Character Focus:**  
Endurance is the inward strength to stand stress to accomplish God's best.

**Further Study:** Learn the song "My Anchor Holds."

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

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

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

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

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

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

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

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↔ **1i. Further Extension:** Write a sentence about this week's passage using this DD word.

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

Example: When Elijah stood up against the evil king and queen, he was hunted. Subordinate clause opener

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

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

## 2. Spelling/Structural Analysis: *Ent, ant, ance, ence* Families

**Examples: different, rampant, chance, difference**

<> **2a.** In the first paragraph of the passage, highlight the word *Endurance*. It contains *ance* at the end.

*Ance* is one of four easily-confused families. It is difficult to remember whether a word is spelled with *ance* or *ence*. It is also difficult to remember whether a word is spelled with *ent* or *ant*. Once again, these words are most easily learned by studying similar words together—and categorizing similar words in your *Spelling Notebook*.

For example:

**ent:**

1. government      2. president      3. comment

**ence:**

4. commence      5. obedience

**ant:**

6. blatant      7. variant

**ance:**

8. endurance      9. repentance

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

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

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 78 of your *Spelling Notebook*.

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

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

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

### Optional Penmanship Practice

My sheep hear my voice,  
and I know them, and they  
follow me: And I give unto  
them eternal life.

John 10:27–28a

Further Study: Read I  
Samuel 17 and explain how  
Goliath reviled God's name.

Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. government	gov-ern-ment	_____		_____
2. comment	com-ment	_____		_____
3. president	pres-i-dent	_____		_____
4. accent	ac-cent	_____		_____
5. document	doc-u-ment	_____		_____
6. variant	var-i-ant	_____		_____
7. endurance	en-dur-ance	_____		_____
8. commence	com-mence	_____		_____
9. blatant	bla-tant	_____		_____
10. repentance	re-pent-ance	_____		_____
11. commentary	com-men-tar-y	_____		_____
12. obedience	o-be-di-ence	_____		_____
13. gallant	gal-ant	_____		_____
14. vigilant	vig-i-lant	_____		_____
15. vigilante	vig-i-lant-e	_____		_____

**\*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
<b>Extensions</b>				
16. experience	ex-pe-ri-ence	_____		_____
17. presidential	pres-i-den-tial	_____		_____
18. dependency	de-pen-den-cy	_____		_____
<b>Further Extension</b>				
19. accompaniment	ac-com-pa-ni-ment	_____		_____
20. adjournment	ad-journ-ment	_____		_____
<b>Optional</b>				
21. ridicule	ri-di-cule	_____		_____
22. mock	mock	_____		_____
23. defame	de-fame	_____		_____
24. rail	rail	_____		_____

**\*Commonly Misspelled**

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

### 3. Editor Duty: Correct Given Paragraph(s)

#### Verb Phrases, Past Participles, Interjections

↔ 3. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight the verb phrases.

(3) In the last paragraph, highlight the interjection, and place a comma following it, if you have not already done so.

although we commonly shrink from experiencing reproach for christ's sake, reproach can actually strengthen our faith if we view it from gods perspective. The picture is that of a enemy coming against the lord in me I am standing in the place of his body and they is attacking me, not because they do not like me, but because they have rejected him

Once we understand this vital concept we are able to employ the powerful weapons of faith that david used when facing goliath. Goliath came out every day to revile saul and the armys of israel in the same way that christ's enemies reviles believers in our day

saul and the men of israel assumed that they were goliath's enemies. Yes they fled in fear and hid themselves in there tents and in the rocks. David understood that goliath's revilings was not against saul or israel, but against the god of israel. therefore david was able to draw upon all of the power authority and resources of heaven to defeat goliath he did this by going out to battle in gods name, rather than his own

### 4. Spelling Practice: Choose the Correct Spelling

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

1. government

goverment

2. comment

commint

3. president	presidant
4. acsent	accent
5. documant	document
6. variant	varient
7. endurance	endurence
8. comence	commence
9. blatent	blatant
10. repentance	repentence
11. commentary	commantary
12. obedience	obedience
13. gallant	gallent
14. vigilant	vigilant
15. vigilante	vigilanty

Character Focus:  
Godliness will bring verbal attacks.

Further Study:  
Read a biography of John Bunyan.

Further Study: Learn the story behind the song "My Anchor Holds."

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

16. experience	experiance
17. presidential	presidantial
18. depenancy	dependency

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

19. accompaniment	accompiniment
20. adjournment	adjornment

<> **4d.** Highlight the correct spelling of each **Optional** word.

21. ridecule	ridicule
22. mock	mokk
23. defaim	defame
24. rail	rale

Optional Penmanship Practice

My hands also will I lift up  
unto thy commandments,  
which I have loved; and I  
will meditate in thy  
statutes.

Psalm 119:48

Further Study: Read the book *In His Steps* to learn how a group of Christians responded when they were "reviled" for doing what is right.

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

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

Further Study: Read about endurance in the book *The Power for True Success*, pages 79-81.

### Alternative Writing for Red 3-B: Week One

- Write three paragraphs comparing a runner to a Christian.
- Write three paragraphs about endurance.

## 5. Study Skills/Prewriting: Key Word Outline

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

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

### Optional Penmanship Practice

Let the words of my mouth, and the meditation of my heart, be acceptable in thy sight.

Psalm 19:14

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

Further Study: Read *Pilgrim's Progress*.

### ALL--Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

Sentence 1 \_\_\_\_\_  
\_\_\_\_\_

Sentence 2 \_\_\_\_\_  
\_\_\_\_\_

Sentence 3 \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

## ALL--Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

\_\_\_\_\_

Sentence 2 \_\_\_\_\_

\_\_\_\_\_

Sentence 3 \_\_\_\_\_

\_\_\_\_\_

## ALL--Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

\_\_\_\_\_

Sentence 2 \_\_\_\_\_

\_\_\_\_\_

Sentence 3 \_\_\_\_\_

\_\_\_\_\_

Sentence 4 \_\_\_\_\_

(You may use up to seven words for sentence four.)

\_\_\_\_\_

\_\_\_\_\_

### Sample KWO

#### Paragraph 1

Paragraph One

Topic of Paragraph 1: *Endurance is more than physical stamina.*

Sentence 1: *Endurance considered physical race*

Sentence 2: *Endurance more extensive than physical*

Sentence 3: *strength --> rejoice in reproaches & righteousness*

### Sample Paragraph from KWO

#### Paragraph 1

*Most people imagine a marathon runner when thinking about endurance. But endurance involves more than just being in shape and being able to run long distances. The character quality also includes a person being willing to suffer for the sake of Jesus and following His commands.*

### Optional Penmanship Practice

For consider him that endureth such contradiction of sinners against himself, lest ye be wearied and faint in your minds.

Hebrews 12: 3

### KWO Symbols

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

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

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

# can mean number, pound, or numeral

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

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

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

“” can mean spoken words or special words

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



### Opening Paragraph

Remember that opening paragraphs should catch the attention of the reader. Be sure yours is interesting and appealing—causing the reader to want to read the entire essay.

## 6. Punctuation: Semicolons Used to Combine Two Complete, Related Sentences

<> **6a.** In the third paragraph of the passage, highlight the semicolon in the sentence *Daniel maintained godly standards during the reign of four kings; he was tested when others attempted to take his life, but he endured to the end.*

This is an example of two sentences combined with a semicolon between them. Sometimes in writing it is good to have short sentences and sometimes it is better to have long sentences. Sentence variety is what makes writing “sing.”

Sentence variety includes using various sentence openers, using differing sentence structures, and implementing various sentence combining techniques so that the sentences are not all short, normal, subject-verb formats.

Using a semicolon is one of those excellent sentence variety techniques that you should be able to do. **Combining two complete sentences with a semicolon between the two is a lot like combining two complete sentences with a comma and a cc ( FANBOYS).**

1. Each side of the semicolon must have a complete (real) sentence.
2. Each side of the semicolon must be related to each other.

**Combining two sentences into one with a semicolon creates a compound sentence.**

A compound sentence is a sentence that contains two complete sentences (or independent clauses).

<> **6b.** Highlight the sentences on each side of the semicolons in the sentences written above (6a).

Did you notice that on each side of the semicolon there is a complete sentence? That is, **each side could stand alone as a sentence.** Did you also notice that the sentence on each side of the semicolon is related to the other?

This creates a compound sentence. Just like a compound fracture is a break in two parts--so a compound sentence is two sentences.

🔑 **Each side must be a complete sentence (independent clause) in order to combine the two sentences with a semicolon. This creates a compound sentence.**

<> **6c.** Study the Grammar Card about semicolons.

<> **6d. Optional:** Make a Grammar Card about semicolons, or add new information to an existing card.

KWO: Writing a Key Word Outline is kind of like Squanto may have talked with the Pilgrims when he first met them: "How! Me Squanto!"

### Grammar Card: Semicolon

- **Used to combine two complete, related sentences:**
  - Each side must contain a complete sentence
  - Each side must be related to each other and about the same topic: We should be grateful to God; we should be grateful to others.
- **Also used to separate items in a series when some items in the series already contain commas**

🔑 **Each side must be a complete sentence (independent clause) in order to combine the two sentences with a semicolon. This creates a compound sentence.**

<> **6e.** In the sentences provided, combine two sentences into one using a comma and a coordinating conjunction or a semicolon. You may simply pencil in the changes and copy the new sentences on the lines provided.

**Example: We must examine ourselves on a regular basis. The heart is deceitful above all things.**

(1) With semicolon: *we must examine ourselves on a regular basis; the heart is deceitful above all things.*

(2) With comma-cc: *we must examine ourselves on a regular basis, for the heart is deceitful above all things.*

**Optional:** You may write your sentences on the lines provided, if desired.

1. God's laws are expressions of His love. They provide protection for all who keep them.

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2. Others cast them aside as being out of date or irrelevant. They pay with their lives for their lack of understanding.

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3. These principles must be properly discerned and correctly applied. Understanding His perspective in applying His laws helps us to do this.

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4. When you love a person, you give that person first place in your life. This means giving them consistent loyalty and devotion.

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5. Jesus said the second law is like the first one. James says the second law is the "royal law."

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**Optional Penmanship Practice**

And when the chief Shepherd shall appear, ye shall receive a crown of glory that fadeth not away.

I Peter 5:4

**Character Focus:** If we can keep going even if we can't see the results of what we do for the Lord, we have endurance.

Optional Penmanship Practice

Thy words were found, and I did eat them; and thy word was unto me the joy and rejoicing of mine heart.

Jeremiah 15:16

6. The word royal denotes that which is kingly or magnificent. It was actually used to refer to things which belonged to a sovereign or part of a sovereign's right.

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7. Freedom is not the power to do what we want. It is the power to do what we ought.

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8. The words sowing and reaping reveal one of the most significant aspects of the law. It is the principle of cause and effect.

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9. The word reap denotes the process of gathering a harvest. Its expanded meaning includes receiving something as a reward or as the fruit of one's labors.

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10. One of the clearest confirmations of the timelessness of the Old Testament law is seen in the way God has written its basic principles in the hearts of every person in the world. There is a universal "moral consciousness" of right and wrong that is consistent with Old Testament law.

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<> **6f. Extensions:** On the lines provided, write five sentences with semicolons, containing information from this week's passage.

(1) \_\_\_\_\_

Further Study: Read *Character Sketches*, Volume II pages 199-201.

(2)

(3)

(4)

(5)

Further Study: Read the book of Esther and list the people who showed endurance in that story.

Help Box for 6a.

You should have highlighted the semicolons in the following sentences:

1. The first aspect is a reverence for time; the second element is a respect for other people.
2. We are given a limited amount of it; we are accountable to God for how we use it.

Further Study: Read I Samuel 17 and explain how David responded when God's name was insulted.

## 7. Structural Analysis: Prefix *re*

<> **7a.** In the passage, highlight the words that contain *re* at the beginning of them.

Many of the words you highlighted have the prefix *re* in them; others begin with the letter combination *r-e*.

*Re* can have three different meanings, depending on whether it is used as a prefix or already part of the original word.

1. about or concerning---as part of the original word: **rejoice**—joy about
2. again---when used as prefix: **replay**—play again
3. back---when used as prefix: **repel**—push back

Since the **most frequent meaning of *re* is *again***, when you come across a word beginning with *re*, say *again* with the root word and see if it makes sense.

1. reword: **word again**
2. replay: **play again**
3. rename: **name again**
4. reinstall: **install again**

↔ **7b.** On the lines provided, complete the following steps:

- (1) Write ten *re* words on the lines.
- (2) Look up their definitions, and write them beside the words.

Note: Try to use *re* words with all three meanings for *re*.

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

Help Box for 7a.

You should have highlighted the following words:

- |                           |                             |                             |
|---------------------------|-----------------------------|-----------------------------|
| 1. required (paragraph 1) | 2. rejoicing (paragraph 1)  | 3. reproaches (paragraph 1) |
| 4. reward (paragraph 2)   | 5. redemption (paragraph 3) | 5. remained (paragraph 3)   |

## 8. Spelling Practice: Six "S" Spelling Secret

↔ **8a.** Take a spelling "pre-test" in your notebook.

<> **8b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the work sheet for any words you misspelled in your pre-test.

Further Study: Read about how Daniel responded to suffering in Daniel 6.

<> **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 9. Composition/Creative Writing: Write a Rough Draft Essay From a Key Word Outline

<> **9a.** Follow these steps for writing your rough draft essay from your Key Word Outline:

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

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

<> **9b.** Read your essay aloud. Do you like the way it sounds?

## 10. Vocabulary/Structural Analysis: Wacky Words

**Homophones: their, there, they're**

<> **10a.** In the second 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

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

### 2. Their

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

### 3. They're

- a. They're is a contraction.
- b. **If you get into the habit of always saying the two words of the contraction (rather than the one word contraction), you will know when to use they're.**
- c. For example, do not say *They're coming to dinner*. Say, *they are coming to dinner*.
- d. Then you will know **not** to use *Their coming to dinner* or *There coming to dinner*.

↔ **10b.** Fill in each blank provided with the correct Wacky Word--***their***, ***there***, or ***they're***.

1. \_\_\_\_\_ are late again.
2. We went to \_\_\_\_\_ house for dinner.
3. Many missionaries inspire us with \_\_\_\_\_ endurance.
4. \_\_\_\_\_ people who felt the call to spread the gospel.
5. Many missionaries went far away from \_\_\_\_\_ homes.
6. I want to go \_\_\_\_\_.

↔ **10c.** On the lines provided, write three sentences using this lesson's Wacky Words--***their***, ***there***, and ***they're***.

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

2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## 11. Extensions--Study Skills/Pre-Writing/ **Composition: Take Notes and Write an Original Continuing Paragraph**

↔ **11a. Extensions:** Now that you have written the body of your essay, you are ready to write notes for an original continuing paragraph.

Follow these steps:

- (1) Read the body of your essay aloud to yourself, and consider these options for continuing your essay:
  - a. You will write a continuing paragraph to fit with the body of your report.
  - b. Consider one of these two continuing paragraphs (or another one altogether, if desired):
    - i. Put all Old Testament examples in the third paragraph (PoB--C) then make the fourth paragraph (PoB--D-- the Continuing Paragraph)
    - ii. Fill your continuing paragraph with three of four examples of godly people in history (similar to PoB--C of three Bible heroes).
- (2) Now that you have decided how you are going to continue your essay, you are ready to write notes for your continuing paragraph. Follow these steps:
  - a. Write only notes—not complete sentences.
  - b. It is okay if you have more information than you need. You can omit some later when it is time to write.
  - c. Do not worry about the exact order of the notes; you will be arranging them when you are ready to write.
  - d. Write your notes on the lines provided.

Notes for Closing Paragraph

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2. Main subject (also called simple subject in some grammar handbooks)
  - a. This is the **complete sentence's (the "real" sentence's) subject**.
  - b. You may consider the main subject to be the one-word subject of the "real" sentence or the one-word subject with the descriptors surrounding it.
  - c. **The complete (or real) sentence, in which you must find the main subject, is often called an independent clause.** This means that it is the clause that can stand all by itself if all other parts of the sentence (all phrases, subordinate clauses, etc.) are removed.
  - d. Sometimes a sentence's main subject is found later in the sentence, following sentence openers, etc.

With all this talk about subjects, you may wonder why you need to learn about them at all. What effect do they have on good writing?

**Good writers can spot all of the subjects throughout their sentences** and match up the various subjects with their correlating verbs to ensure subject-verb agreement.

**A good writer can also tell where the "real sentence" (also called the independent clause) begins and ends--and where that sentence's (independent clause's) main subject is found.**

<> **12a.** In the first paragraph of the passage, highlight the main subject of each sentence.

The main subjects you located in the passage were fairly simple ones because there were no sentence openers and distracters (clauses and phrases preceding the subject) to work around.

Of course, you had to understand that a compound sentence (two sentences joined together as one with a semicolon or a cc) has a main subject in each side of it -- since each side is a complete sentence in order to be combined.

(The sentence with a semicolon contains two sentences joined into one--thus, each part of the compound sentence contains its own main subject (*aspect* in the first half of the sentence and *factor* with second half of the sentence).

Finding the main subject in a sentence with openers and distracters is much more difficult. You must remember that the **"real sentence"** (or independent clause) **does not begin until the sentence opener(s) ends.** This is why CQLA emphasizes mentally removing (or isolating with parentheses and brackets) all sentence openers. Then you can determine your sentence's main subject.

<> **12b.** In the two sentences listed below, complete the following steps:

- (1) Place brackets around the two sentence openers
- (2) Highlight the main subject of each one.
  1. Unquestionably, endurance is based on hope.
  2. When Elijah stood against the evil of his day and was hunted down, he was loyal to the end.

**Remember, the main subject of a sentence or even the other subjects throughout sentences are not usually in prepositional phrases or other sentence openers. Likewise, a sentence's main subject is not found in other prepositional phrases and subordinate clauses that fall later in a sentence. Sentence openers, prepositional phrases, and subordinate clauses throughout sentences are called "distracters." They distract you from finding a sentence's main subject.**

↔ **12c.** Study the paragraph below to see how you can mentally remove distracters in order to find the main subject of your sentences.

- Note: 1. The parentheses ( ) indicate prepositional phrases.  
2. The brackets [ ] indicate subordinate clauses.  
3. The light shading is each sentence's main subject.  
4. The dark shading is each sentence's main verb.

Punctuality requires [that we have a respect (for other people and the time [that God has entrusted (to them)])]. Punctuality is a method (of demonstrating the worth) (of people and their time) (by arriving) (for appointments) [before they begin.] Failing to be punctual contravenes God's purposes (in our lives.) It becomes an offense (to those) [who have to endure our lateness.] [When people are forced to wait,] they tend to count the faults (of the one) [who kept them waiting.] [As the time increases (without the person's arrival,)] the list (of faults) that "waiter" mentally makes increases too.


**Note: the authors prefer to place brackets around subordinate clauses (subordinator + subject + verb); parentheses around prepositional phrases; and ↔ around other distracters when needed.**

↔ **12d.** Find the main subject and main verb (or verb phrase if the main verb is comprised of a verb phrase) of each sentence below. Some of the distracters are isolated for you.

1. Punctuality is based (on two important factors.)
2. The first factor is a reverence (for time); the second is a respect (for other people.)
3. Time is one (of our most precious assets;) we are given a limited amount (of it;) we are accountable (to God) (for how we use it.)
4. We are to reverence time [because God created it.]
5. He established days, nights, weeks, months, and years.
6. He also established seasons (of the year) and seasons (of life.)
7. God designed the day (for work) and the night (for rest.)
8. He desires [for us to make full use] (of every day) and finish one week's work (in six days.)
9. Punctuality requires [that we have a respect] (for other people) and the time God has entrusted (to them.)
10. Punctuality is a way (of demonstrating) the worth (of people and their time) [(by arriving) (for appointments) (before they begin.)]
11. Failing to be punctual hinders God's purposes (in our lives.)
12. It becomes an offense (to those) [who have to endure our lateness.]
13. [When people are forced to wait,] they tend to count the faults (of the one) [who

kept them waiting.]

14. [As the time increases (without the person's arrival,)] the list increases too.

 The goal of subject study is to be able to match all subjects in a sentence with correlating verbs. Sometimes this is easier to do if you locate the sentence's many subjects. Each regular sentence (not compound) usually has one main subject. The subject part is the first half of the sentence—including the sentence's main subject and anything before it in the sentence (ie. sentence openers are in the subject part since they come *before* the sentence's main subject).

- <> 12e. Study the Grammar Card about main subjects.
- <> 12f. **Optional:** Make a Grammar Card about main subjects.
- <> 12g. In the sentences provided, highlight the main subject of each sentence. If you have difficulty finding them, get rid of the distracters (phrases, subordinate clauses, and describers) by placing parentheses and brackets around them.

## All


1. In reality, we gain approval by becoming the unique individuals God intended us to be.
2. By covering up our mistakes and failures, we think that we will gain admiration.
3. God tells us that we gain admiration by acknowledging our failures and asking for forgiveness from those we have offended.
4. We do not "get even" with those who offend us by hurting and avoiding them.
5. We "repay" those who offend us by doing all the good we can for them.
6. The Scriptures show us that we are exalted when we humble ourselves and exalt others.
7. Ultimately, we do not gain respect when we demand our personal rights.
8. Actually, we gain respect when we yield our personal rights.
9. We think that we gain prosperity by holding on to what we have.
10. Truly, the way to prosperity is to give all we have to Him and others.
11. We cannot gain joy by avoiding irritations and trials.
12. We become joyful when we welcome and respond correctly to trials.
13. We are wrong if we think the way to enjoy life is to satisfy all of our desires.
14. God states that the way to enjoy life is to die to our desires.
15. When God allows trials in our lives, His purpose is to refine our faith.

### Grammar Card: Subject—Main Subject, Simple Subject, Other Subject, and Subject Part

#### • Main subject:

- Who or what the complete sentence (the independent clause) is about
- The person or object performing the main action of the sentence
  - 1) Usually found in the subject part of the sentence
  - 2) Usually a noun or pronoun
- To find the main subject, isolate prepositional phrases and subordinate clauses, since the subject of the sentence is not found in prepositional phrases and subordinate clauses.

Example: (In the case) (of Christians) (following after Christ), **we** should seek Him early (in the morning) (because He will be found).The main subject of this sentence is the word that is the subject of the independent clause—the complete sentence—not the subjects of the clauses.
- Also called the simple subject

 The goal of subject study is to be able to match all subjects in a sentence with correlating verbs. Sometimes this is easier to do if you locate the sentence's many subjects. Each regular sentence (not compound) usually has one main subject. The subject part is the first half of the sentence—including the sentence's main subject and anything before it in the sentence (ie. sentence openers are in the subject part since they come *before* the sentence's main subject).

#### Subject Terminology

The terms for "subjects" vary from handbook to handbook, sometimes the terms "main subject" and "simple subject" are used interchangeably. In CQLA, we will differentiate between the two.

### Main Subject

The main subject:

1. Is the subject of the "real" (or complete) sentence.
2. Is not found in a sentence opener.
3. Is often found at the beginning of a sentence.
4. It is acceptable to consider the main subject to include only one word or one word plus its descriptors and articles.
5. Often called the "simple subject" Since it is the subject of the sample part of the sentence--the "real part."

### Extensions

16. By looking or acting like someone else who is accepted, we think we can gain approval.
17. To some people, independence is gained when they get out from under the authority over them.
18. Regardless of what the world says, we are not exalted when we point out the faults of others.
19. By giving our life to Him in order to achieve His purposes, we will discover a meaningful life.
20. By dying to our desires, we can enjoy life to the fullest.

**<> 12h. Further Extension:** For each sentence opener provided, add a main subject and a main verb (and any other words you need in order for your sentence to make sense).

**Do you see how you can combine a sentence opener with a complete sentence to create a more complex, detailed sentence?**

Example: When we are accountable to God, we will use our time more wisely.

(1) When we respect other people, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(2) Truly, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(3) Since God desires us to make full use of every day, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(4) When we are punctual, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(5) By the end of the day, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(6) In considering punctuality, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(7) Since punctuality is a method of demonstrating the worth of people, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(8) When people are forced to wait, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(9) Through seasons of the year and seasons of life, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(10) In six days, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Help Box for 12a.

You should have highlighted the following words:

1. endurance
2. the character quality (of endurance)
3. It

## 13. Composition and Editing: Edit and Revise Using the Checklist Challenge

↔ 13. Use the Checklist Challenge located after this week's lesson to edit your essay.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.

- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

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

## 14. Spelling Practice: Write That Word!

↔ **14a.** On the lines provided, write two spelling words that you have never used in writing.

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

↔ **14b.** Complete the following steps for one of the words you listed in 14a.

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

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

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↔ **14c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 15. Grammar: Weekly Quizzes

<> **15.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

**Note:** Complete any portion of the shaded parts that you are able to at this time. Eventually, you will learn all the parts of speech.

<> **15b.** Do the Weekly Review Quiz provided after this week's lesson.

## 16. Spelling: Spelling Test

<> **16a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **16b.** (T) Have your teacher check your Spelling Test.

<> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

**Checklist Challenge**  
Do not do anything in the Checklist Challenge that makes your essay sound worse! The Checklist Challenge is for improving essays. If some portion of it does not improve your essay, you may omit that step (with your teacher's permission).

## 17. Dictation: Dictation Quiz

<> **17a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.

<> **17b.** (T) Review your dictation with your teacher.

<> **17c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.



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

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

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

## 18. Composition: Final Copy Essay From Given Material

- <> **18a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **18b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

### Optional: Extra Practice

- 1E. In your notebook, write fifteen sentences containing semicolons.
- 2E. In your notebook, write more notes about endurance from a character book.
- 3E. In your notebook, write another essay about endurance, using your Key Word Outline from this lesson.
- 4E. Edit and revise your composition from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write thirty *re* words that you have never used before in your writing.
- 6E. Read a children's story to a younger sibling about someone who endured.
- 8E. Write twelve sentences about endurance, and highlight the main subject of each one.
- 9E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

**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 Red 3-B: Week One

Character Focus: Endurance

Complete the Checklist Challenge by using these guides:

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

All **All Levels**

E's **Extensions**

B **Basic Level only**

FE **Further Extension only**

E **Extension only**

All  All  All  E's

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

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

All  All  All  E's

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

Be sure to circle all of the following verbs:

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

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

All  All  All  E's

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

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

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

All All All E's

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

Examples:

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

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

All All All E's

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

Examples:

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

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

All All All E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher. (or place a check mark in each one that represents a paragraph with no Banned Words).

**Banned Word List:**

very	big	really	good	great
fine	say	bad	little	want
see	look	ask	lot	find

like (Only when used as a verb; not a Banned Word as a preposition)

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

All

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

Consider the following ideas:

- Something catchy: **Runners Run, Sufferers Suffer**
- Something comical: **Run, Saint, Run!**
- Something bold: **Run the Race!**
- A song title or line: **Maranatha Marathon!**
- A Scripture: **Blessed Are You...**
- Something Biblical: **Come Boldly**
- Something about character: **Endure!**
- Something comical: **Real Men Don't Give Up...or Give In**
- Other: **Endurers Endure!**

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

All All All E's

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

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

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

All All All E's

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

Examples:

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

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

B

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

Examples:

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

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

B

Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **When a spider creates its web**, it uses an original design.
- **Because a web must capture many types of prey**, it is durable and adhesive.
- **While a spider is designing its web**, it constructs a frame and spins spokes that span out from the center.
- **Since a web needs to be durable and adhesive**, it is made of silk threads.

☞ **Subordinators are words that come at the beginning of subordinate clause openers. They include words in this rhyme (plus many more):**

Since, when, though  
Because, if, although

B

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

Examples:

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

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

E's E's E's E's

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

☞ **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

FE

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

Examples:

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

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

All FE

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 box(es) as directed by your teacher.

All E's FE

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

☞ **A word you have never used in writing might be one you use in speaking but not in your 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.**

FE

Add a **simile**. If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- A spider's web is as intricate **as a lace tablecloth**.

☞ **A simile is a comparison using *like* or *as*.**

B

**Combine two complete, related sentences** with a semicolon. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly; these sneaky ones use far more subtle methods.
- They act via traps and snares; they put their victims in challenging positions.

E's

Combine two complete sentences with either a **coordinating conjunction (cc)** or a **semicolon** at least once. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- A web is an intricate trap, **for** it seldom allows a prey to escape.
- A web is an intricate trap; **it** seldom allows a prey to escape.

All

All

All

E's

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





# Six "S" Spelling Secret Sheet

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

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
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31. \_\_\_\_\_
32. \_\_\_\_\_
33. \_\_\_\_\_
34. \_\_\_\_\_
35. \_\_\_\_\_
36. \_\_\_\_\_
37. \_\_\_\_\_
38. \_\_\_\_\_
39. \_\_\_\_\_
40. \_\_\_\_\_

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs--E's

One Minute

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

## Interjection Rhyme

Thirty Seconds

- M \_\_\_\_\_, W \_\_\_\_\_, O \_\_\_\_\_,  
W \_\_\_\_\_, Y \_\_\_\_\_, N \_\_\_\_\_,

**Subordinators**

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
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16. \_\_\_\_\_
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18. \_\_\_\_\_
19. \_\_\_\_\_
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21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

**Coordinating Conjunctions**

(FANBOYS)

Thirty Seconds

- F \_\_\_\_\_
- A \_\_\_\_\_
- N \_\_\_\_\_
- B \_\_\_\_\_
- O \_\_\_\_\_
- Y \_\_\_\_\_
- S \_\_\_\_\_

**BHL Verbs**

Two Minutes

**Be, a Helper, Link Verbs,**

I \_\_\_\_\_, A \_\_\_\_\_, A \_\_\_\_\_,

W \_\_\_\_\_, & W \_\_\_\_\_,

B \_\_\_\_\_, & B \_\_\_\_\_, B \_\_\_\_\_,

B \_\_\_\_\_,

H \_\_\_\_\_, & H \_\_\_\_\_, & H \_\_\_\_\_,

are ones.

C \_\_\_\_\_, C \_\_\_\_\_, S \_\_\_\_\_,

S \_\_\_\_\_ -- they are fun

W \_\_\_\_\_, W \_\_\_\_\_, D \_\_\_\_\_,

D \_\_\_\_\_, D \_\_\_\_\_, &

D \_\_\_\_\_

M \_\_\_\_\_, M \_\_\_\_\_, M \_\_\_\_\_,

-- they are some as well,

A \_\_\_\_\_, L \_\_\_\_\_, S \_\_\_\_\_,

R \_\_\_\_\_, T \_\_\_\_\_,

F \_\_\_\_\_, & S \_\_\_\_\_

**First Subordinators Learned  
in Rhyme**

Thirty Seconds

S \_\_\_\_\_, W \_\_\_\_\_, Th \_\_\_\_\_,

B \_\_\_\_\_, I \_\_\_\_\_, Al \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher\*

## I. Comprehension and Vocabulary

1. What is endurance based on? \_\_\_\_\_
2. What four examples of endurance are given in the passage?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
3. Look up and list the meanings of four spelling words that you did not already know.
  - a. \_\_\_\_\_  
definition: \_\_\_\_\_
  - b. \_\_\_\_\_  
definition: \_\_\_\_\_
  - c. \_\_\_\_\_  
definition: \_\_\_\_\_
  - d. \_\_\_\_\_  
definition: \_\_\_\_\_

## II. Outlining and Write On

4. What symbol did you use in your Key Word Outline? \_\_\_\_\_
5. Further Extnesion--What is the difference between a simile and a metaphor? \_\_\_\_\_  
\_\_\_\_\_
6. What synonyms did you use for the following words or terms from the passage? (Note: If these words are in your paper, then you probably did not change it enough from the passage. Go back to your paper and insert synonyms.)
  - a. physical: \_\_\_\_\_
  - b. race: \_\_\_\_\_
  - c. reproaches: \_\_\_\_\_
  - d. ways of God: \_\_\_\_\_
  - e. endure: \_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

- f. endure: \_\_\_\_\_
- g. painful: \_\_\_\_\_
- h. win: \_\_\_\_\_
- i. immense: \_\_\_\_\_
- j. endured: \_\_\_\_\_
- k. hunted down: \_\_\_\_\_

### III. Grammar and Usage

7. What are semi-colons used for?

\_\_\_\_\_

8. What must be on both sides of a semi-colon?

\_\_\_\_\_

9. Are the semi-colons being used correctly in the following sentences? Write Y or N to indicate your choice.

- a. We ate dinner; it was delicious. \_\_\_\_\_
- b. We ate dinner; and it was delicious. \_\_\_\_\_
- c. We ate dinner; with my brother and sister at Applebees. \_\_\_\_\_
- d. After eating with my brother and sister; we played putt-putt golf. \_\_\_\_\_

### IV. Homophones and Spelling

10. Write three *ent* words

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

11. Write three *ence* words

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

12. Write three *ant* words

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

13. Write three *ance* words

- a. \_\_\_\_\_
- b. \_\_\_\_\_

C. \_\_\_\_\_

14. What does the word *there* mean?

\_\_\_\_\_

15. What does the word *their* mean?

\_\_\_\_\_

16. What does the word *they're* mean?

\_\_\_\_\_

## V. Editing and Revising

17. What Checklist Challenge change was best at making your paper more clear? \_\_\_\_\_

\_\_\_\_\_

18. What interesting word did you find in the thesaurus? \_\_\_\_\_

# Red 3-B: Week Two

Character Focus: Endurance

## Vocabulary Box

Synonyms of *reviling*

ridicule      mock      vilify  
scorn      defame      rail

## Vocabulary Box

Character needed to *withstand reviling*

innocent      blameless      irreproachable  
unimpeachable      faultless      guiltless

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

<b>All</b>	<p>How could blessing and not bitterness come from Bunyan's prison-cell experience? While handcrafting laces to help support his family, he diligently studied God's Word. His close relationship with Christ gave him the courage to stand by his convictions in the face of persecution. This bond also inspired and enriched his writings.</p>
<b>Extensions</b>	<p>During his twelve years in the Bedford jail, Bunyan published eleven books. Many believers probably viewed his suffering as a foolish and unfair interruption. How could a young and promising preacher do God's will from inside a jail? Yet, his ministry and effectiveness for God were enriched beyond measure because he willingly suffered for the cause of Christ.</p>
<b>Further Extension</b>	<p>In 1672, Charles II signed the Declaration of Religious Indulgence, which ended the persecution of dissenters. On the ninth of May, Bunyan was officially released. At the age of forty-four, what kind of influence could this preacher now have since he had "wasted the best years of his life"?</p> <p>God's blessings on John Bunyan's post-prison ministry were expansive. He continued to pastor a church in Bedford until his death. His spiritual leadership and energy were responsible for the establishment of many churches in neighboring shires. Bunyan also became one of the outstanding preachers of his day.</p>

↔ **1a.** Read this week's passage aloud.

This passage is about a famous author and preacher named John Bunyan. Bunyan suffered much persecution, but he endured it joyfully. Thus, he was very usable for God's kingdom. **You might know John Bunyan as the author of a famous, life-changing, Christian classic entitled *Pilgrim's Progress*.**

↔ **1b.** In the last copy box, highlight the following words:

1. dissenters
2. shires

↔ **1c.** Re-read the sentence in the passage containing *shires*. Can you guess what it means?

<> 1d. Look up the words *dissenters* and *shires* in the dictionary, and write their definitions in your own words on the lines provided.

Definition of *dissenters*

---

---

---

Definition of *shires*

---

---

---

Do you understand from your dictionary definition that the word *dissenters* in the phrase “ended the persecution of dissenters” means that it ended the persecution of those **not agreeing with the state church**?

Was your guess about the meaning of *shires* correct? When you come to an unfamiliar word in your reading, look around at the words and sentences surrounding the unknown word. For example, one would start churches in a city, county, or province. **Since the shires are “neighboring,” you can know they (whatever shires are) are nearby -- so they must be small.** If you learn how to “read between the lines,” you will be surprised at how smart you truly are!

<> 1e. On the lines provided, write three synonyms of *reviling* from the shaded Vocabulary Box located at the beginning of this week’s lesson.

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

<> 1f. On the lines provided, write two sentences about John Bunyan from this week’s passage. Use two of the synonyms you listed for *reviling*.

Sentences about John Bunyan

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

**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: People use insults to try to stop the light of the Gospel.

Optional Penmanship Practice

Know ye that the Lord he is God: it is he that hath made us, and not we ourselves; we are his people, and the sheep of his pasture.

Psalm 100:3



**Optional Penmanship Practice**

As newborn babes, desire the sincere milk of the word, that ye may grow thereby: If so ye have tasted that the Lord is gracious.

I Peter 2:2, 3

➤ **1g.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

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

\_\_\_\_\_

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

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

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

\_\_\_\_\_

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

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

\_\_\_\_\_

\_\_\_\_\_

Further Study: Study the role of a poison control center.

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

**Optional Penmanship Practice**

And be not drunk with wine, wherein is excess; but be filled with the Spirit; Speaking to yourselves in psalms and hymns and spiritual songs, singing and making melody in your heart to the Lord.

Ephesians 5:18-19

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

\_\_\_\_\_

\_\_\_\_\_

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

**Optional Penmanship Practice**

How sweet are thy words unto my taste! yea, sweeter than honey to my mouth!

Psalm 119:103

➤ **1h. Extensions:** Write a sentence about the character quality for this month using this DD word.

\_\_\_\_\_

\_\_\_\_\_

<> **1i. Further Extension:** Write a sentence about this week's passage using this DD word.

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

Example: In England in the 1600s, many Christians were persecuted by the government.

Double Prepositional phrase opener

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

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

## 2. Spelling/Structural Analysis: Gh Without the ff Sound

**Examples: through, thorough**

<> **2a.** In the fourth paragraph passage, highlight the word that contains the letter combination *gh*.

You have probably learned that the spelling combination *gh* says *ff*. This is true; however, there are times when *gh* is completely silent. Those are the words that you will learn this week.

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

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

<> **2c.** Add this week's new words (minus the **Optional Words**) to pages 47, 50, and 51 of your *Spelling Notebook*.

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

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

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

Help Box for 2a.

You should have highlighted the word *neighboring*.

### Spelling Practice

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

1. Use the Spelling Practice Worksheet in the Appendix of the Teacher's Guide.
2. Have a partner dictate your spelling words to you while you write them on a whiteboard. If you misspell a word, write the word correctly in a different color beneath the misspelled word.
3. Have a partner write your spelling words on graph paper, leaving a blank for every letter or two. Try to fill in the missing letters.
4. Have your teacher write your words on paper or on the Spelling Practice Worksheet found in the Appendix of the *Teacher's Guide*, syllabifying each syllable of each word for you (e.g., *dilli/gent*). Practice writing them syllable by syllable just like your teacher did.

**Teacher Tip:** Oftentimes the *gh* combination does not make the *ff* sound and instead makes no sound at all. In these cases, the *ough* family makes four different sounds, as in *bough*, *through*, *bought*, and *though*.

Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. neighbor	neigh-bor	_____		_____
2. though	though	_____		_____
3. through	through	_____		_____
4. thought	thought	_____		_____
5. thorough	thor-ough	_____		_____
6. thoughtful	thought-ful	_____		_____
7. haughty	haugh-ty	_____		_____
8. ought	ought	_____		_____
9. sought	sought	_____		_____
10. blight	blight	_____		_____
11. overweight	o-ver-weight	_____		_____
12. drought	drought	_____		_____
13. although	al-though	_____		_____
14. frighten	fright-en	_____		_____
15. daughter	daugh-ter	_____		_____

**\*Commonly Misspelled**

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

Words	Syllabication	Write it**	Tip	Your Tip
<b>Extensions</b>				
16. furlough	fur-lough	_____		_____
17. thoughtless	thought-less	_____		_____
18. slough	slough	_____	(uff)	_____
<b>Further Extension</b>				
19. thoroughfare	thor-ough-fare	_____		_____
20. borough	bor-ough	_____		_____
<b>Optional</b>				
21. rail	rail	_____		_____
22. innocent	in-no-cent	_____		_____
23. faultless	fault-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 Paragraph(s)

#### Action Verbs and Adverbs

↔ 3. Complete the following steps:

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

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the second paragraph, highlight all of the action verbs.

(3) In one of the paragraphs, insert two descriptive adverbs.

during his 12 years in the bedford jail Bunyan published 11 books. many people probably viewed bunyans suffering as a foolish and unfair interruption. how could a young and promising preacher do gods will from inside a jail. yet, his ministry and effectiveness for god were enriched beyond measure because he willingly suffered for the cause of christ

in 1672 charles II signed the declaration of religious indulgence, which ended the persecution of dissenters. on the 9th of may bunyan was officially released. at the age of 44 what kind of influence could this preacher now have who had "wasted the best years of his life"?

gods blessings on john bunyans post-prison ministry was far-reaching. he continued to pastor a church in bedford until his death. his spiritual leadership and energy was responsible for the establishment of many church- es in neighboring shires bunyan also became one of the outstanding preachers of his day

### 4. Spelling Practice: Choose the Correct Spelling

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

1. neighbor                      naybor

2. thouth                        though

3. through                      thrugh

4. thought                      thaught

5. thorough	thorough
6. thoughtful	thoughtful
7. hauty	haughty
8. ought	oght
9. saught	sought
10. blight	blite
11. overweight	overwrate
12. drout	drought
13. although	althogh
14. friten	frighten
15. daughter	dater

Further Study: Learn the following medical terms: poison, burn, shock, and swell.

Further Study: Read about Charles the Second's reign in England.

Further Study: Draw a palm tree and label its parts, such as pinnate leaves, growth disks, ball of root, dates, etc.

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

16. furlough	ferlough
17. thotless	thoughtless
18. slouw	slough

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

19. thoroughfare	thoroughfair
20. borough	borogh

<> **4d.** Highlight the correct spelling of each **Optional** word.

21. rale	rail
22. innosent	innocent
23. faultless	faltless

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

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

Further Study: Look up the following snakes and determine which are poisonous and which are not: garter, king cobra, bull, viper, green, copperhead, corn, coral, cottonmouth, rattlesnake, and king.

Further Study: Read *Grace Abounding to the Chief of Sinners*.

### Alternative Writing for Red 3-B: Week Two

- Write a three-paragraph essay about John Bunyan's life prior to his jail experience.
- Write one paragraph describing the *Declaration of Religious Indulgence*.

## 5. Study Skills/Prewriting: Key Word Outline

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

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

Further Study: Read about what John Bunyan's wife and children went through while he was in prison.

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

### ALL--Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

### ALL--Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

Sentence 1 \_\_\_\_\_  
\_\_\_\_\_

Further Study: Prepare a family first aid kit.

Sentence 2 \_\_\_\_\_  
\_\_\_\_\_

Sentence 3 \_\_\_\_\_  
\_\_\_\_\_

Sentence 4 \_\_\_\_\_  
\_\_\_\_\_

**ALL--Paragraph Three of Body**

Topic of Paragraph 3 \_\_\_\_\_

Sentence 1 \_\_\_\_\_  
\_\_\_\_\_

Character Focus: People will always speak against what is right.

Sentence 2 \_\_\_\_\_  
\_\_\_\_\_

Sentence 3 \_\_\_\_\_  
\_\_\_\_\_

**ALL--Paragraph Four of Body**

Topic of Paragraph 4 \_\_\_\_\_

Sentence 1 \_\_\_\_\_  
\_\_\_\_\_

Sentence 2 \_\_\_\_\_  
\_\_\_\_\_

Sentence 3 \_\_\_\_\_  
\_\_\_\_\_

Sentence 4 \_\_\_\_\_  
\_\_\_\_\_



### Topic of Paragraph Line

The "Topic of Paragraph Line" that is above each paragraph of each essay is provided as a comprehension and a composition exercise. As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.

As a composition exercise, its merits are endless. It is one of the first keys that CQLA uses to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years become adept at knowing when a paragraph ends and when a new one should be started. It narrows the student's thinking to see that everything written in this paragraph has to be about that topic.

Do not let your students skip this vital step! The "Topic of Paragraph Line" is different than many other outlining tools (like the KWO) that require a student to use no more than a certain number of words, write in phrases or sentences only, etc. On this line, students may use as many words as they desire and may write phrases or complete sentences. Encourage your students to use this line to help them.

### Sample KWO

#### Paragraph 1

#### Paragraph One

Topic of Paragraph 1: How Bunyan grew spiritually in prison

Sentence 1: How blessing ~~bitterness~~ --> jail

Sentence 2: handcrafting 4 family + study Bible

Sentence 3: close 2 Christ = courage when persecuted

Sentence 4: Bond inspired + enriched writings

### Sample Paragraph from KWO

It would have been easy for Bunyan to become angry at God because of his time in prison. Day after day he worked on small laces with his hands, but he also took the time to meditate on Scripture. He was given the inner strength to remain faithful during the ordeal thanks to his close relationship with the Lord. Today readers can see how this difficult circumstance added depth to Bunyan's many works.

## 6. Punctuation: Comma After Introductory Material (Sentence Openers)

<> 6a. In this week's passage, highlight the following sentence openers.

1. While handcrafting laces to help support his family, . . .
2. During his twelve years in the Bedford jail, . . .
3. Yet, . . .
4. In 1672, . . .
5. On the ninth of May, . . .
6. At the age of forty-four, . . .

You probably remember learning about prepositional phrases as sentence openers. Prepositions are words that show the position of one thing to another in a sentence.

Remember this rhyme: **Prepositions show position!**

You will know a word is a preposition if it appropriately fits into one of these two **Preposition-Check Sentences**.

1. The girl prayed \_\_\_\_\_ the service.
2. The angel flew \_\_\_\_\_ the clouds.

**For example, the words below are prepositions because they fit into the Preposition-Check Sentences.**

- |  |  |
|--|--|
| a. The angel flew <b>about</b> the clouds.   | b. The angel flew <b>around</b> the clouds.  |
| c. The angel flew <b>below</b> the clouds.   | d. The angel flew <b>beneath</b> the clouds. |
| e. The angel flew <b>between</b> the clouds. | f. The angel flew <b>beyond</b> the clouds.  |

- |  |   |
|--|---|
| g. The angel flew <b>from</b> the clouds.      | h. The angel flew <b>in</b> the clouds.           |
| i. The angel flew <b>into</b> the clouds.      | j. The angel flew <b>on</b> the clouds.           |
| k. The angel flew <b>onto</b> the clouds.      | l. The angel flew <b>with</b> the clouds.         |
| m. The angel flew <b>within</b> the clouds.    | n. The angel flew <b>without</b> the clouds.      |
| o. The girl prayed <b>at</b> the service.      | p. The girl prayed <b>before</b> the service.     |
| q. The girl prayed <b>during</b> the service.  | r. The girl prayed <b>for</b> the service.        |
| s. The girl prayed <b>through</b> the service. | t. The girl prayed <b>throughout</b> the service. |

Further Study: Read about how Paul and Silas focused on Christ when they were persecuted in Acts 16:16-40.

**A prepositional phrase is a phrase that begins with a preposition and ends with an object of the preposition, such as the following examples:**

1. over the *cloud*
2. during the *service*

**A phrase is a group of words that usually does not contain a verb.** Thus, a prepositional phrase is a group of words that **usually does not contain a verb and begins with a word known as a preposition.**

From the sentence openers that you highlighted, you can see the following prepositional phrase openers:

1. (During his twelve years) (in the Bedford jail)
2. (In 1672)
3. (On the ninth) (of May)
4. (At the age) (of forty-four)

**When you begin a sentence with a phrase or group of words that are not necessary to make the sentence complete** (the rest of the sentence still has a subject and a verb), **this phrase or group of words is called introductory material or non-essential information.**

To know whether you should place a comma following a phrase or clause at the beginning of a sentence, cover the clause or phrase and see **if the rest of the sentence still sounds complete without the opener.** If it does, you should probably set off the opener by placing a comma after it.

The following non-essential or introductory material should be followed by a comma:

- A subordinate clause opener: **When the spider's victims are in these challenging positions,** they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares,** their prey seldom escape.
- An *ing* opener: **Acting via traps and snares,** they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider,** a web is truly a work of art.
- A short PP that requires a comma: **From this,** the prey cannot get loose.
- A transition word or phrase: **Next,** it designs a temporary spiral of non-sticky silk to act as bast-  
ing.
- An *ly* word (adverb): **Amazingly,** it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking,** the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth,** it cannot escape.
- An interjection: **Yes,** the spider is a stealthy creature.
- Other non-essential material of your choice: **From there,** it has no way of escape.

Further Study: When we suffer for the right, we should focus on Christ.

Each kind of introductory material has the same things in common:

1. It is **not needed to make a sentence a complete sentence.**
2. It is usually **set off with commas.**
3. It **can be taken out of the sentence and a complete sentence will remain.**
4. It is a **technique of advanced writers.**
5. It **adds more information** to your sentence.

### Optional Penmanship Practice

Man shall not live by bread alone, but by every word . . . of God.

Matthew 4:4

**Character Focus:** The amount of pressure on air determines how fast and how high hot air balloons rise just like persecution in Christians help us rise to be more like Christ.

### Optional Penmanship Practice

Blessed are they which do hunger and thirst after righteousness: for they shall be filled.

Matthew 5:6

**Further Study:** Read the following verses to determine how a believer should respond to someone who defames his character: I Corinthians 1:1-10 and I Peter 2:15-25.

The **first determining factor** in comma usage with sentence openers is the voice inflection. **If your voice goes down at the end of the opener when reading the sentence aloud, a comma is needed**—regardless of whether a complete sentence follows the opener.

**The second determining factor in comma usage is clarity.**

A comma following an opener makes the sentence clearer. It shows the reader exactly where the opener ends and the complete sentence (or another opener, on occasion) begins.

↔ **6b.** In the sentences provided, complete the following:

- (1) Highlight the non-essential information (also called introductory material) at the beginning of each sentence. Be sure to highlight any opener set off with a comma that you have learned in this lesson or a previous lesson.
- (2) Read each sentence aloud without the sentence opener (introductory material) that you highlighted. Do you see how each one is a complete sentence without the opener?
  1. When John Bunyan chose the name for his greatest work, he wanted to express two important and contrasting pictures.
  2. First, the Christian life must be seen as a pilgrimage in a hostile world.
  3. Alas, John Bunyan's own life pictures the hardships of a pilgrim traveling to the Celestial City.
  4. Second, in John Bunyan's time, a progress was a royal mission. (Two openers in a row!)
  5. In his allegory, John Bunyan skillfully blends spiritual lessons with real-life situations and problems.
  6. In chapter six, Bunyan describes the arrival of Christian and Faithful at Vanity Fair.
  7. There, they were put on trial for their loyalty to Christ and rejection of worldly pleasures.
  8. Then, when they were almost out of the wilderness, Faithful chanced to cast his eye back.
  9. Finally, Evangelist told Christian and Faithful to persevere.
  10. Using all of his armor and the sword, Christian resisted the attacks of the evil one.
  11. Cautioned by others, Christian and Faithful entered the city of Vanity Fair.
  12. Receiving a mocking welcome by the town's inhabitants, Christian and Faithful entered.
  13. Furthermore, Christian and Faithful were dragged through the streets of Vanity Fair.
  14. Eventually, the judge and jury put Christian and Faithful on trial.
  15. Thus, came Faithful to his end.

↔ **6c. Extensions:** Add the type of sentence opener that is listed below each line to each sentence provided.

Example: Amazingly, the books of the Bible have been copied and recopied dozens  
adverb opener

1. \_\_\_\_\_,  
prepositional phrase opener  
the books of the Bible have been copied and recopied dozens of times.

2. \_\_\_\_\_,  
interjection  
today none of the original documents still remain.

3. \_\_\_\_\_,  
sub-clause opener  
criticism abounded concerning the authenticity of various sections of the Bible.

4. \_\_\_\_\_,  
adverb opener  
the shepherd boys found the manuscripts hidden in a cave.

5. \_\_\_\_\_,  
sub-clause opener  
these documents were hidden in the caves for safekeeping.

6. \_\_\_\_\_,  
adverb opener  
these writings were dated from 200 B.C. to 70 A.D.

7. \_\_\_\_\_,  
adverb opener  
others were unearthed in additional caves.

8. \_\_\_\_\_,  
adverb opener  
they included portions of the Bible.

9. \_\_\_\_\_,  
adverb opener  
no major differences were found.

10. \_\_\_\_\_,  
adverb opener  
these texts were called the Dead Sea Scrolls.

Further Study: Look up information about the persecution of Christians by attacks from wild animals in the Roman Coliseum.

Character Focus: We should know how to respond when people mock us.

<> **6d.** Study the Grammar Card about introductory information.

<> **6e. Optional:** Make a Grammar Card about introductory information, or add new information to an existing card.

<> **6f. Optional:** In your notebook, write sentences using sentence openers (non-essential information or introductory material) followed by commas.

**Basic Level:** Write ten sentences.

**Extension:** Write fifteen sentences.

**Further Extension:** Write fifteen sentences containing information from the *Character Sketches* or another source.

### Grammar Card: Introductory Material

• A phrase, word, or clause at the beginning of a sentence that is not needed to make a sentence complete:

–**Much later**, they arrived at our door.

–**Without further ado**, he gave his speech.

• Read aloud and place a comma where you hear the pause

• A pause may occur following any introductory material that is non-essential:

conjunctive adverbs	longer PP's*	two PP's in a row*
ed openers	ly openers	verbal openers
infinitive openers	short PP's*	others
interjections	sub clauses	

\* PP's = prepositional phrases

Help Box for 6a.

You should have highlighted the following commas:

1. Actually, (paragraph 1)
2. Years later, (paragraph 2)
3. When these texts, called the Dead Sea Scrolls, were compared with the contemporary Bible, (paragraph 2)

## 7. Write On: Negative Descriptive Words

↔ **7a.** In the passage, highlight the following words:

1. bitterness (paragraph 1)
2. persecution (paragraph 1)
3. suffering (paragraph 2)

The words you highlighted are negative words. They are all three nouns. They signify something negative or difficult.

In the type of report you are writing next week about animals, it is good to have vivid descriptions. **Descriptive writing helps your reader feel, see, taste, and smell (vicariously, or course) the event you are describing. Descriptive adjectives are especially strong words to use.**

In descriptive writing, you want to be as exact as you can. **The more vague you are, the less your reader can experience or visualize your information.** The more exact your words, the better your reader can experience your writing.

Extreme descriptive words can show...well, extremes.

- (1) An extremely positive describer (*outstanding, polished, mellifluous, melodious*) gives the reader a positive perception.
- (2) An extremely negative describer (*parsimonious, nugatory, livid*) gives the reader a negative perception.

Since you are writing about animals that endure next week, you will want to use negative words to describe what these animals have to endure. **Bad, sad, and hurt are negative words, but they are not descriptive, exact negative words.**

↔ **7b.** On the lines provided, write sentences using the words listed below.

- a. **Basic Level:** Write six sentences.
- b. **Extensions:** Write eight sentences.

Example: The trip down the dilapidated stairs was dangerous following the quake.

- |           |               |
|-----------|---------------|
| 1. winter | 2. freezing   |
| 3. hunger | 4. dust       |
| 5. thirst | 6. starvation |
| 7. dry    | 8. weak       |

Further Study: Discuss with your teacher how we will suffer for our own sakes if we are bitter (Proverbs 17:11) or disrespectful (Proverbs 19:29).

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

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## 8. Spelling Practice: Six “S” Spelling Secret

- <> **8a.** Take a spelling "pre-test" in your notebook.
  
- <> **8b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the work sheet for any words you misspelled in your pre-test.
  
- <> **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 9. Composition/Creative Writing: Write a Rough Draft Report From a Key Word Outline

- <> **9a.** Follow these steps for writing your rough draft report from your Key Word Outline:
  - (1) Re-read the entire passage to recall its content.
  - (2) Read your first line of notes and consider what you want your sentence to say.
  - (3) Practice saying your sentence aloud to get it just the way you want it.
  - (4) Write your first sentence in your notebook, or key your report on the computer.
  - (5) Be sure to double space your report to make inputting the Checklist Challenge revisions easier.
  - (6) Indent the beginning of each paragraph five spaces.
  - (7) Repeat these steps for each line of notes, writing on every other line.

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

- <> **9b.** Read your report aloud. Do you like the way it sounds?

# 10. Vocabulary/Structural Analysis: Wacky Words

## Homophones: were, we're

<> **10a.** In the second paragraph of the passage, highlight the word *were*.

This confusing word pair often sounds the same when spoken. If you do not look closely at it, the pair even looks alike when you read it. **Only one little punctuation mark makes the difference! But that one little punctuation marks changes the meaning of the word entirely.**

### 1. were

1. **BHL verb:** is, are, was, were
2. Shows the **subject's state of being:** They **were** happy.

### 2. we're

1. **A contraction** comprised of two words squeezed together: *we* and *are*
2. **Is the subject and a BHL verb together:** We are

Remember the trick for telling the difference between contractions and other confusing words? **Read the contraction as though the two words were written—not as though the one contraction is there. In other words, do not read *we're*, but read *we are*.**

Examples:

1. They **were** happy. Just read it as it is; it is **correct**.
2. They **we're** happy. Read the contraction: They we are happy. It is **incorrect**.

<> **10b.** Fill in each blank provided with the correct Wacky Word--*we're* or *were*.

1. The prisoners \_\_\_\_\_ often hungry.
2. \_\_\_\_\_ able to learn alot from the sacrifices of Christians in history.
3. One of the things \_\_\_\_\_ able to learn is patience.
4. Bunyan and his fellow Christians \_\_\_\_\_ able to rely on God.
5. Many writers \_\_\_\_\_ inspired by suffering.
6. Persecution is the type of thing \_\_\_\_\_ not dealing with on a daily basis.
7. But many Christians \_\_\_\_\_ able to survive it.

<> **10c.** On the lines provided, write two sentences using the WW's **were** and **we're**.

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



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

<> 10d. Fill in each the blank provided with the correct Wacky Word--**their, they're, or there**.

1. The Christians knew that \_\_\_\_\_ God would sustain them.
2. \_\_\_\_\_ examples to us today.
3. It was \_\_\_\_\_ in a cell that Bunyan composed Pilgrim's Progress.
4. Its characters teach us about the Christian life; \_\_\_\_\_ inspirations.
5. It is through \_\_\_\_\_ fictional journey that we can learn about our Christian walk.
6. They traveled here and \_\_\_\_\_ on the way to the Celestial City.
7. They read \_\_\_\_\_ book to show them the way.
8. \_\_\_\_\_ book is a symbol of the book God gives to us.

## 11. Grammar: Subordinators

A subordinate clause is a group of words that begins with a word called a subordinator and contains a verb.

A subordinator is a word that qualifies a clause as a dependent clause (or subordinate clause); it makes that part of the sentence sound incomplete—because it is.

1. **Because** *Christ endured for us*, we should endure for Him.
2. **Since** *Jesus endured the cross*, we should endure persecution for Him.
3. **Although** *it is difficult to endure*, God gives us the power.
4. **If** *we endure until the end*, we shall receive a reward.

<> 11a. In the first paragraph of the passage, highlight the subordinator *While* at the beginning of the one of the sentences.

<> 11b. (T) With your teacher's help, write as many subordinators as you can remember, on the lines provided.

_____	_____
_____	_____
_____	_____
_____	_____

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<> **11c.** (T) Memorize subordinators, and recite them to your teacher.

**Basic Level:** Memorize and recite eight subordinators.

**Extension:** Memorize and recite ten subordinators.

**Further Extension:** Memorize and recite fifteen subordinators.

🔑 **Who, whom, and that are subordinators that are often used incorrectly. Use who or whom to refer to a person: The girl who wrote the story is here. Use that to refer to other objects (not people): The dog that bit her is usually gentle.**

<> **11d.** Study the Grammar Card about subordinators provided in this lesson.

<> **11e. Optional:** Make a Grammar Card about subordinators, or add new information to an existing card.

<> **11f.** In the sentences provided, complete the following steps:

- (1) Highlight all of the subordinators (not just those at the beginning of the sentences).
- (2) Cross out ten of the subordinators that you highlighted at the beginning of the sentences and replace them with new subordinators that still make sense.
  1. When the conditions and forces that create wind, storms, hurricanes, and tornadoes are studied, many significant parallels to the spiritual realm can be found.
  2. When one makes a defamatory statement, it constitutes slander in the court of law.
  3. If someone publishes an untrue statement about someone else, it is considered libel.
  4. When someone's reputation is marred, it may be libel or slander.
  5. When a person studies the Scriptures, he can see that believers are not encouraged or commanded to defend their own reputations.
  6. If we want to protect someone, we should seek to protect Christ's reputation.
  7. While we seek to protect Christ's reputation, we should follow church discipline and practice good works before unbelievers.
  8. When a person is cut with a razor, the cut is made immediately and deeply without the warning of pain.

### Grammar Card: Subordinate Clause Opener

- A comma should follow a subordinate clause opener at:
  - The end of the subordinate clause: Because Jesus was the meekest person to ever live, we can learn from Him.
  - The beginning of the complete sentence: While the world says not to be meek, God's Word tells us to be meek.
- Memorize subordinate clause opener rhyme:  
**When you start a sentence with a subordinate clause,  
Put a comma in where you hear the pause!**

🔑 Listen for your voice inflection when reading a sentence that begins with a subordinate clause opener. You will hear when the subordinate clause ends and when the "real" sentence (complete sentence) begins. Remember this rhyme: "When you start a sentence with a subordinate clause, put a comma in where you hear the pause."

### Grammar Card: Subordinate Clause (Dependent Clause)

- A group of words but not a complete sentence
- Sounds as though something is missing
- Contains a subject and a verb but begins with a subordinator
- May be placed anywhere in a sentence:
  - Since Jesus was meek**, He invites us to come to Him to learn meekness.
  - Jesus, **since He was meek**, invites us to come to Him to learn meekness.
  - Jesus invites us to come to Him to learn meekness **since He was meek**.
- You can tell the difference between a subordinate clause and a prepositional phrase:
  - Phrases do **not** have a subject *and* a verb.
  - Clauses **do** have a subject and a verb.

🔑 A subordinate clause begins with a word called a subordinator. A subordinator is a word that makes the part of the sentence it is in be less -- or subordinate to the rest of the sentence. A subordinate clause cannot stand alone but needs a complete sentence (independent clause) to be put with it in order to be used. A subordinate clause is sometimes called a dependent clause because it is dependent on other words (a complete sentence) in order to be used. In that way, clauses that cannot stand alone (that begin with a subordinator, for instance) are called dependent clauses, and clause that can stand alone (complete sentences) are called independent clauses.

## Grammar Card: Subordinator

• Words that “leave you hanging” when you read the clauses that they introduce

• **Words that make a clause sound as though something is missing**

• Used to start subordinate clauses (also called dependent clauses)

• Most subordinators fit into the **Subordinator-Check Sentence**:  
\_\_\_\_\_ **he was late for church**

• The first subordinators learned in rhyme by Level A students:

**Since, When, Although  
Because, If, and Though**


• List of subordinators:

although	how	so that	whenever
as	if	than	where
as if	inasmuch	that	wherever
as though	in order	though	whether
because	just as	unless	while
even	provided	until	which
eventhough	since	when	why

• Some subordinators are also prepositions:

during	after	inasmuch as	before
until	through	throughout	at
for	by	toward	by

• It is important to recognize subordinators quickly because they are words used to begin subordinate (dependent) clauses; these clauses cannot stand alone and require special punctuation and another sentence to use them.

 **Who, whom, and that are subordinators that are often used incorrectly. Use who or whom to refer to a person: The girl who wrote the story is here. Use that to refer to other objects (not people): The dog that bit her is usually gentle.**

9. Whenever a razor cut is healed on the outside, tenderness often remains underneath.
10. In order to see the potential damage of a reviling tongue, we can study deep physical cuts such as those made with a razor.
11. If we study the functions of our bodies protecting us from invading germs, we can draw rich analogies to how we need to respond during a verbal attack.
12. When we study persecution, we can learn how piercing words should be treated.
13. If we understand the scope and ramifications of this battle of words, we will be able to rejoice when the world reviles us and speaks all manner of evil against us falsely.
14. Whenever we study reviling, we will want to learn the synonyms for reviling, such as ridicule, mock, scorn, or defame.
15. In order to make sure that we are being persecuted for the Lord's sake and not for our own sake, we should be considered innocent, blameless, faultless, guiltless, and irreproachable.
16. When we are reviled for righteousness, we know that we have invaded a stronghold of the enemy.
17. If we use our spiritual armor, we can quench every fiery dart.
18. When we have ceased to love someone, we will find something ridiculous in that person's standards.
19. When Jesus taught God's standards in the Temple, the Jews ridiculed Him.
20. When someone ridicules us for our standards, we should tell him that Jesus taught there are only two roads we can travel and that we have chosen the road that leads to life.

↔ **11g. Further Extension:** Copy five of the subordinate clause openers from exercise 5f. (after your teacher has checked your answers), and write a new complete sentence following each one

## 12. Composition and Editing: Edit and Revise Using the Checklist Challenge

↔ **12.** Use the Checklist Challenge located after this week's lesson to edit your report.

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

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

# 13. Sentence Structure: Subordinate Clause Openers

Now that you know what subordinators are, it is time to learn why you need to learn them! **A subordinator is a special word that comes at the beginning of a subordinate clause.**

**A clause is a group of words that contains a subject and a verb.** There are two kinds of clauses:

1. An independent clause—also known as a sentence
2. A dependent clause—also known as a subordinate clause

**Thus, a subordinate clause is a group of words that begins with a subordinator and contains a subject and a verb—but is not a sentence.** Subordinate clauses are helpful in writing because they add variety and give additional information to sentences.

<> **13a.** Read the sentences provided without the subordinate clauses, and then read them with the subordinate clauses to see how helpful subordinate clauses are in writing:

1. People today still remember John Bunyan, an insignificant man born in the little English village of Elstow.
2. Though such famous men as John Locke and Sir Isaac Newton were living at that time, **people today still remember John Bunyan, an insignificant man born in the little English village of Elstow.**
3. Bunyan had a successful career as a preacher and writer.
4. Though John Bunyan was the son of a tinsmith, **he had a successful career as a preacher and writer.**

Subordinate clause openers are just like any other sentence openers in that they are nonessential. This means that the material within the subordinate clause opener is not needed to make the material after the comma a real sentence. Those words would be a sentence without the sentence opener.

Do you see how sentences one and three above do not have sentence openers (subordinate clauses) and they are still sentences? This is important to learn because the main subject and main verb of a sentence are not in an opener---they are in the real part of the sentence---the part after the sentence opener.

This might sound confusing now, but as you learn more about how complex sentences are created--and create them yourself--you will understand more and more about how sentence openers work. For now, you need to learn to recognize them (i.e. a subordinate clause begins with a subordinator and contains a subject and verb but does not stand alone; a prepositional phrase begins with a preposition and has some words following it (its object), but is not a sentence alone either) -- and punctuate them. Then determining where your real sentence begins and your opener ends will be easy!

Subordinate clauses can be placed anywhere in a sentence:

1. **When he read those two devotionals**, a seed was planted in John Bunyan.
2. A seed was planted in John Bunyan **when he read those two devotionals.**
3. A seed was planted, **when he read those two devotionals**, within John Bunyan.

When you write a subordinate clause at the beginning of a sentence, you should follow the subordinate clause with a comma. This is easier to do than you might think:

1. **Place the comma when you hear the subordinate clause end.**
2. **Put the comma in just before you hear the complete sentence begin.**

<> **13b.** Highlight the commas in the subordinator sentences in the examples above. Read them aloud, allowing a pause in your voice for each comma.

Do you see how simple it is to hear where the commas should go when you write with subordinate clause openers? Remember: A subordinate clause contains a subject and a verb, so if you see a subordinator

## Grammar Card: Introductory Information

- **Phrases, words, or clauses (at the beginning of a sentence) that are not needed to make a sentence complete:**

- Much later, they arrived at our door.
- Without further ado, he gave his speech.

- Read aloud and place a comma where you hear the pause

- **Pauses may occur following any introductory material that is nonessential:**

conjunctive adverbs	longer PP's*	two PP's in a row*
ed openers	ly openers	verbal openers
infinitive openers	short PP's*	others
interjections	sub clauses	


\* PP's = prepositional phrases


followed by some words—but not a subject and verb—it is not a subordinate clause and only needs a comma if you hear a definite pause.


When you just have a subordinator—but not a subordinate clause (no group of words containing a subject and verb following the subordinator)—a comma is not always needed. You will need to “listen” for the pause and determine whether or not you think a comma is needed in these instances:


1. As children we should long for God.
2. While seeking for God we will find Him.

Comma use is highly subjective in “now mandatory comma sentences.” In other words, you might hear a pause but someone else may not. Be sure to use commas with pauses *and* for sentence clarity.

 **Listen for your voice inflection when reading a sentence that begins with a subordinate clause opener. You will hear when the subordinate clause ends and when the “real” sentence (complete sentence) begins. Remember this rhyme: “When you start a sentence with a subordinate clause, put a comma in where you hear the pause.”**

 **A subordinate clause begins with a word called a subordinator. A subordinator is a word that makes the part of the sentence it is in be less -- or subordinate to the rest of the sentence. A subordinate clause cannot stand alone but needs a complete sentence (independent clause) to be put with it in order to be used. A subordinate clause is sometimes called a dependent clause because it is dependent on other words (a complete sentence) in order to be used. In that way, clauses that cannot stand alone (that begin with a subordinator, for instance) are called dependent clauses, and a clause that can stand alone (complete sentences) are called independent clauses.**

 **13c.** Study the Grammar Card about subordinate clauses provided in this lesson.

 **13d. Optional:** Make a Grammar Card about subordinate clauses, or add new information to an existing card.

 **13e.** In the sentences provided, complete the following steps:

- (1) Underline the subordinators at the beginning of the sentences.
- (2) Highlight the subordinate clause openers with one color.
- (3) Highlight the comma following each of the clauses with another color.
- (4) Extensions: Box the complete sentence that follows each subordinate clauses

Example: When John Bunyan read the two devotionals and heard his wife talk of her Godly father, seeds were planted.

1. Since John Bunyan was converted, he joined a congregation in Bedford.
2. Since he had quickly learned to love the Gospel, he accepted an appointment to preach.
3. When John Bunyan began his ministry, it was not long before the Stuart family was restored to the throne of England and persecution of “dissenters” to the state church resumed.
4. When people refused to take part in state-sponsored religious ceremonies, they were persecuted.
5. If John Bunyan would have agreed to stop preaching, he would have been released after three months of imprisonment.
6. Since John Bunyan’s conscience would not allow him to do this, his imprisonment lasted for twelve years.

7. Though he had many rough times during his twelve years of imprisonment, thoughts of his wife and children became far greater burdens than the loss of his freedom.
8. While he diligently handcrafted laces to help support his family, he also diligently studied God's Word.
9. Though he was faced with much persecution, John Bunyan kept a close relationship with Christ.
10. Since he had such a close relationship with Christ, his writings were enriched.
11. Since he was released from prison at the age of forty-four, some felt that he had "wasted the best years of his life."
12. Though he was in his mid-forties when he was set free, his post-prison ministry was far-reaching.
13. While he preached the Gospel, John Bunyan also continued to use his pen to honor God.
14. Though he wrote many books, his most popular ones were *Grace Abounding to the Chief of Sinners* and *Pilgrim's Progress*.

<> **13f.** (T) Before you begin writing sentences with subordinate clause openers, be sure you can still recite eight subordinators to your teacher or older sibling.

<> **13g. Optional:** In your notebook, write sentences with subordinate clauses followed by commas.

**Basic Level:** Write eight sentences.

**Extension:** Write ten sentences.

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

## 14. Spelling Practice: Write That Word!

<> **14a.** On the lines provided, write two spelling words that you have never used in writing.

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

<> **14b.** Complete the following steps for one of the words you listed in 13a.

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

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

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

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

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

<> **14c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 15. Grammar: Weekly Review Quizzes

<> **15.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

**Note:** Complete any portion of the shaded parts that you are able to at this time. Eventually, you will learn all the parts of speech.

<> **18b.** Do the Weekly Review Quiz provided after this week's lesson.

## 16. Spelling: Spelling Test

<> **16a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **16b.** (T) Have your teacher check your Spelling Test.

<> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 17. Dictation: Dictation Quiz

<> **17a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.

<> **17b.** (T) Review your dictation with your teacher.

<> **17c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 18. Composition: Final Copy Informative Report From Given Material

- <> **18a.** Write the final copy of your report in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **18b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

### Optional: Extra Practice

- 1E. In your notebook, write fifteen sentences subordinators.
- 2E. Write a report about Bible John Bunyan.
- 3E. Edit and revise your report from this lesson using this week's Checklist Challenge.
- 4E. In your notebook, write twenty-five words containing *gh* without the *ff* sound.
- 5E. Find twelve sentences with compound subjects in a character book or another source, and copy them into your notebook.
- 6E. In your notebook, write sentences using all of the vocabulary words from the Vocabulary Box located at the beginning of this lesson.
- 7E. In your notebook, write fifteen sentences with prepositional phrase openers.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

**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 Red 3-B: Week Two

Character Focus: Endurance

Complete the Checklist Challenge by using these guides:

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

All **All Levels**

B **Basic Level only**

E **Extension only**

E's **Extensions**

FE **Further Extension only**

All  All  All  All

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

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

All  All  All  All

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

Be sure to circle all of the following verbs:

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

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

All  All  All  All

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

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

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

All All All All

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

Examples:

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

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

All All All All

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

Examples:

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

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

All All All 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. (or place a check mark in each one that represents a paragraph with no Banned Words).

**Banned Word List:**

very	big	really	good	great
fine	say	bad	little	want
see	look	ask	lot	find

like (only when used as a verb; not a Banned Word as a preposition)

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

All

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

Consider the following ideas:

- Something catchy: **Blessing or Bitterness?**
- Something comical: **Leather, Laces, and Heavenly Graces**
- Something bold: **Courage!**
- A song title or line: **Dare to Stand Alone**
- A Scripture: **Count It All Joy!**
- Something Biblical: **...But Not Defeated!**
- Something about character: **Endure!**
- Other: **Persecuted Prison Preacher**
- Other: **Pilgrim's Progress From a Persecuted Preacher**

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

All

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

Examples:

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

☞ **Tips:**

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

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

All

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

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

All All All All

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

Instead of:

tree

kind

grass

Use:

maple

compassionate

blades

Instead of:

deep

turn

loud

Use:

bottomless

swerve

obnoxious

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

All All All All

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

Examples:

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

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

B

Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **When a spider creates its web**, it uses an original design.
- **Because a web must capture many types of prey**, it is durable and adhesive.
- **While a spider is designing its web**, it constructs a frame and spins spokes that span out from the center.
- **Since a web needs to be durable and adhesive**, it is made of silk threads.

⇒ **Subordinators are words that come at the beginning of subordinate clause openers. They include words in this rhyme (plus many more):**

Since, when, though  
Because, if, although

B B

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

Examples:

- **In the garden**, Jesus prayed. (Optional comma)
- **Of all the miracles of Your creation**, my favorite is flowers.
- **From the beginning**, God loved man. (Optional comma)
- **For all of this and more**, we want to say thanks.
- **With careful thought and planning**, the boy spoke.
- **In reverence and adoration**, we praise You. (Optional comma)
- **Out of Your creative genius**, You made all things.

All All All All

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

⇒ **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

All E's

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

Examples:

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

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

All E's

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

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 compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

FE

Include one **simile or metaphor** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Simile--Comparison *using* like or as: The Venus' fly trap is as insidious **as the steel jaws of a hunter's snare**.
- Metaphor--Comparison *without* using like or as: The Venus' fly trap **is a hinged prison**.

FE

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

Example:

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

All All All All

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



# Six "S" Spelling Secret Sheet

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

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

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42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs--E's

One Minute

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

## Interjection Rhyme

Thirty Seconds

- M \_\_\_\_\_, W \_\_\_\_\_, O \_\_\_\_\_,  
W \_\_\_\_\_, Y \_\_\_\_\_, N \_\_\_\_\_,



**Subordinators**

Two Minutes or Three Minutes

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

**Coordinating Conjunctions**

**(FANBOYS)**

Thirty Seconds

- F \_\_\_\_\_
- A \_\_\_\_\_
- N \_\_\_\_\_
- B \_\_\_\_\_
- O \_\_\_\_\_
- Y \_\_\_\_\_
- S \_\_\_\_\_

**BHL Verbs**

Two Minutes

**Be, a Helper, Link Verbs,**

I \_\_\_\_\_, A \_\_\_\_\_, A \_\_\_\_\_,

W \_\_\_\_\_, & W \_\_\_\_\_,

B \_\_\_\_\_, & B \_\_\_\_\_, B \_\_\_\_\_,

B \_\_\_\_\_,

H \_\_\_\_\_, & H \_\_\_\_\_, & H \_\_\_\_\_,

are ones.

C \_\_\_\_\_, C \_\_\_\_\_, S \_\_\_\_\_,

S \_\_\_\_\_ -- they are fun

W \_\_\_\_\_, W \_\_\_\_\_, D \_\_\_\_\_,

D \_\_\_\_\_, D \_\_\_\_\_, &

D \_\_\_\_\_

M \_\_\_\_\_, M \_\_\_\_\_, M \_\_\_\_\_,

-- they are some as well,

A \_\_\_\_\_, L \_\_\_\_\_, S \_\_\_\_\_,

R \_\_\_\_\_, T \_\_\_\_\_,

F \_\_\_\_\_, & S \_\_\_\_\_

**First Subordinators Learned**

**in Rhyme**

Thirty Seconds

S \_\_\_\_\_, W \_\_\_\_\_, Th \_\_\_\_\_,

B \_\_\_\_\_, I \_\_\_\_\_, Al \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher\*

## I. Comprehension and Vocabulary

1. How long did John Bunyan stay in prison? \_\_\_\_\_

2. What act ended the persecution of dissenters?

\_\_\_\_\_

3. What was responsible for the fact that John Bunyan established many churches?

\_\_\_\_\_

4. Look up and list the meanings of four spelling words that you did not already know the meaning of.

a. \_\_\_\_\_

definition: \_\_\_\_\_

b. \_\_\_\_\_

definition: \_\_\_\_\_

c. \_\_\_\_\_

definition: \_\_\_\_\_

d. \_\_\_\_\_

definition: \_\_\_\_\_

## II. Outlining and Write On

5. What symbol did you use in your Key Word Outline?

\_\_\_\_\_

6. Look the following words up in a thesaurus and replace them with more descriptive words.

a. sad: \_\_\_\_\_ b. hot: \_\_\_\_\_

c. cold: \_\_\_\_\_ d. hard: \_\_\_\_\_

e. pain: \_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

7. What synonyms did you use for the following words or terms from the first paragraph of the passage? (Note: If these words are in your paper then you probably did not change it enough from the passage. your paper has these words or phrases go back and insert synonyms.)
- a. blessing: \_\_\_\_\_
  - b. prison cell: \_\_\_\_\_
  - c. studied: \_\_\_\_\_
  - d. courage: \_\_\_\_\_
  - e. enrich: \_\_\_\_\_

### III. Grammar and Usage

Fill in the blanks for the following questions.

8. A prepositional phrase is a group of words that usually does not contain a \_\_\_\_\_ and begins with a word known as a \_\_\_\_\_.

9. What three things does most introductory material have in common:

- A. It is \_\_\_\_\_ needed to make a sentence a \_\_\_\_\_ sentence.
- B. It is usually set off with \_\_\_\_\_.
- C. It can be \_\_\_\_\_ of the sentence and a \_\_\_\_\_ sentence will remain.

10. A subordinate clause is a \_\_\_\_\_ of words that \_\_\_\_\_ with a \_\_\_\_\_ and contains a \_\_\_\_\_ and a \_\_\_\_\_ —but is not a sentence.

11. When you start a sentence with a subordinate \_\_\_\_\_,

Put a comma in where you hear the \_\_\_\_\_!

12. What is the subordinator check sentence?

\_\_\_\_\_

13. What are the first six subordinators learned by a rhyme?

\_\_\_\_\_

\_\_\_\_\_

### IV. Homophones and Spelling

14. Which word *were* or *we're* shows a subjects state of being? \_\_\_\_\_

15. Which word *were* or *we're* is a contraction meaning we are? \_\_\_\_\_

### V. Editing and Revising

16. What was the best adverb in you added in the Checklist Challenge? \_\_\_\_\_
17. What was the best adjective in you added in the Checklist Challenge? \_\_\_\_\_
18. What is the most interesting word you found in a thesaurus this week? \_\_\_\_\_

# Red 3-B: Week Three

Character Focus: Endurance

## Vocabulary Box

Synonyms of *reviling*

ridicule	mock	vilify
scorn	defame	rail

## Vocabulary Box

Character needed to *withstand reviling*

innocent	blameless	irreproachable
unimpeachable	faultless	guiltless

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

The violence of the wind is dependent, in part, on air pressure. Observe what happens when there is a significant difference between air pressures by doing the following experiment.

First, fill up a balloon until it reaches its maximum capacity. The densely-packed air in the balloon creates a high-pressure area. The air around the balloon is thinner, forming a low-pressure area.

Extensions

Next, hold the balloon in one hand, and release the opening. The dense air flows out of the balloon, invading the area of the low-pressure, or thinner air.

Further Extension

Lastly, release the air from the balloon in front of the flame of a candle. The air movement is made more evident by releasing the opening of the balloon in front of a flame. The strong movement of air from the low-pressure area to the high-pressure area, coupled with contrasting hot and cold air colliding in its fall or ascent, creates severe winds.

↔ **1a.** Read this week's passage aloud.

This passage is an experiment showing how strong movement of air from low-pressure areas to high-pressure areas results in severe winds. By studying turbulent winds, we can learn much about the rise of persecution.

↔ **1b.** In the last paragraph of the passage, highlight the following words:

- (1) contrasting
- (2) colliding
- (3) ascent

Character Focus: Verbal attacks should help us identify with Christ and His sufferings.

<> 1c. Look up these words in the dictionary, and write their definitions in your own words on the lines provided.

Definition of *contrasting*

---

---

---

Definition of *colliding*

---

---

---

Definition of *ascent*

---

---

---

<> 1d. On the lines provided, rewrite the last sentence of the passage, substituting synonyms for the words you defined above.

Rewriting of last sentence

---

---

---

---

---

---

<> 1e. In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

---

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

Further Study: Read through the Bible and make a list of things the tongue is compared to (like fire or sword).

Optional Penmanship Practice

And they that passed by railed on him wagging their head, and saying, ah, thou that destroyest the temple, and buildest it in three days, Save thyself, and come down from the cross.

Mark 15: 29-30

Character Focus: The resistance of the wind is what makes the eagle and other high-flying birds fly.

**Optional Penmanship Practice**

But his delight is in the law of the Lord; and in his law doth he meditate day and night.

Psalm 1:2

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

\_\_\_\_\_

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

\_\_\_\_\_  
\_\_\_\_\_

**Further Study: Learn how to make a tourniquet.**

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

\_\_\_\_\_  
\_\_\_\_\_

**Optional Penmanship Practice**

A victim of cutting words shall also be instructed to wait on the Lord and be quiet before Him.

Psalms 10a

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_

(9) Write a sentence using this DD word on the lines provided.

\_\_\_\_\_  
\_\_\_\_\_

↔ **1f. Extensions:** Write a sentence about the character quality for this month using this DD word.

\_\_\_\_\_  
\_\_\_\_\_

↔ **1g. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Lastly, release the air from the balloon in front of the flame of  
a candle. Ly opener

Optional Penmanship Practice

Whose teeth are spears,  
and arrows, and their  
tongue a sharp sword.

Psalms 57: 4b

<> 1h. In your notebook, copy this week's passage at the level directed by your teacher.

<> 1i. (T) Review your copy with your teacher, and correct any errors.

Further Study: Read a book about the different kinds of snakes.

## 2. Spelling/Structural Analysis: *Le* Grabs the Consonant Before It

### Example: Bi/ble

<> 2a. In the last paragraph of the passage, highlight the word *coupled*.

Words that have *le* at the end of them almost always have the consonant before the *le* in the last syllable, too.

You can learn to spell these words easily if you remember this: **le grabs the consonant before it!**

For example, when syllabating words with *le* at the end, be sure the last syllable has a consonant grabbed by the *le*:

1. scrab/ble
2. ta/ble
3. shut/tle
4. gar/gle
5. rum/ble

This will help you learn to spell better! When you syllabicate a word with *le* at the end, put the consonant before the *le*, with the *le*.

Then if the first syllable is short, the first syllable will need a consonant with it also:

1. can/**dle**---The *n* makes the first syllable short.
2. shut/**tle**---The first *t* makes the first syllable short.
3. rum/**ble**---The *m* makes the first syllable short.

But if the first syllable is long, you will know it does not end in a consonant, but a vowel instead:

1. **ta**/ble---The first syllable ends in a vowel; thus, it is long.
2. **bi**/ble---The first syllable ends in a vowel; thus, it is long.
3. **cra**/dle---The first syllable ends in a vowel; thus, it is long.

In *r-controlled* words, the *r* goes with the first syllable and the final consonant will go with the *le*:

1. gar/**gle**
2. gar/**ble**

You only have to learn to spell the first syllable, then the last syllable will have the consonant + *le*!

Further Study: Learn how to treat different kinds of cuts. Consider how the different kinds of cuts are similar to different types of cutting words.

**Teacher Tip:** This rule goes hand in hand with the soft *c* and hard *c* rule. When a *k* sound is heard, and the vowel following the *k* is an *e*, *i*, or *y*, the letter *k* is used (e.g., *key*). When a *k* sound is heard, and the letter following the *k* sound is an *a*, *o*, *u*, or a consonant, the letter *c* is used (e.g., *cat*, *clang*).



**Teacher Tip:** The letter *c* often makes two sounds:

1. Soft *c* in the case of *cent*
2. Hard *c* in the case of *candy*

The sound that *c* makes in individual words is usually determined by the letter directly following the *c*. When the letter *c* is followed by an *e*, *i*, or *y*, it makes its soft sound (*s*). When the letter *c* is followed by any consonant (other than *h* as in *ch*), *a*, *o*, or *u*, it makes its hard sound (*k*).

<> **2c.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2d.** Add this week's new words (minus the **Optional** Words) to pages 67 and 68 of your *Spelling Notebook*.

<> **2e. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2f.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2g. Optional:** In your notebook, write eight sentences using eight of the spelling words.

### Optional Penmanship Practice

Hear instruction, and be wise, and refuse it not. Blessed is the man that heareth me, watching daily at my gates, waiting at the posts of my doors. For who so findeth me findeth life, and shall obtain favour of the Lord.

Proverbs 8:33-35

Help Box for 2a.

You should have highlighted the word *direction*.

Character Focus:  
Resistance makes it possible for us rise to new heights in our faith.

Further Study: Learn what the laws are regarding libel and slander.

Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. belittle	be-lit-tle	_____		_____
2. subtle	sub-tle	_____		_____
3. crumble	crum-ble	_____		_____
4. temple	tem-ple	_____		_____
5. sensible	sen-si-ble	_____		_____
6. reliable	re-li-a-ble	_____		_____
7. recordable	re-cord-a-ble	_____		_____
8. plausible	plau-si-ble	_____		_____
9. terrible	ter-ri-ble	_____		_____
10. possible	pos-si-ble	_____		_____
11. portable	port-a-ble	_____		_____
12. credible	cred-i-ble	_____		_____
13. multiple	mul-ti-ple	_____		_____
14. miracle	mir-a-cle	_____		_____
15. horrible	hor-ri-ble	_____		_____

**\*Commonly Misspelled**

**\*\*Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
<b>Extensions</b>				
16. infallible	in-fal-li-ble	_____		_____
17. unchangeable	un-change-a-ble	_____		_____
18. accountable	ac-count-a-ble	_____		_____
<b>Further Extension</b>				
19. impeccable	im-pec-ca-ble	_____		_____
20. estimable	es-ti-ma-ble	_____		_____
21. imperceptible	im-per-cep-ti-ble	_____		_____
<b>Optional</b>				
22. blameless	blame-less	_____		_____
23. guiltless	guilt-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 Paragraph(s)

#### Subordinators

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In all of the paragraphs, highlight the subordinators.

#### Opening Paragraph

Remember, opening paragraphs catch the attention of the reader. Be sure yours is interesting and appealing—causing the reader to want to read the entire essay.

libel and slander are two forms of defamation. defamation are a untrue communication to a third party about a person that injure his good name or reputation and cause him to be the object of hatred abuse contempt or ridicule in front of others. libel is defamation in written form. Slander is defamation in spoken form

an tort is a civil matter and is not legally a crime. torts involve civil suits and deal with the question of the rights of individuals. tort actions is governed primarily by state laws, which varies from state to state.

present legal practice is to treat libel and slander as torts and not as criminal proceedings. gods court however treat libel and slander as crimes. the seriousness of slander and libel are clearly emphasized in scripture when it say that death and life are in the power of the tongue

### 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |               |            |
|---------------|------------|
| 1. belittle   | belittle   |
| 2. subtle     | sutle      |
| 3. crumbel    | crumble    |
| 4. tempal     | temple     |
| 5. sensible   | sensible   |
| 6. reliable   | relieble   |
| 7. recordible | recordable |

#### Optional Penmanship Practice

But seek ye first the kingdom of God, and His righteousness; and all these things shall be added unto you.

Matthew 6:33

Character Focus: God will not allow someone to get away with speaking an untruth about one of his followers.

- |               |          |
|---------------|----------|
| 8. plausible  | plosible |
| 9. terrible   | terrable |
| 10. possible  | posseble |
| 11. portible  | portable |
| 12. credeble  | credible |
| 13. multepole | multiple |
| 14. miracle   | miricle  |
| 15. horrible  | horible  |

Further Study: Make a chart outlining the difference between God's punishment for slander and man's punishment.

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- |                  |              |
|------------------|--------------|
| 16. enfallible   | infallible   |
| 17. unchangeible | unchangeable |
| 18. accountable  | accounteable |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- |                   |               |
|-------------------|---------------|
| 19. impecceble    | impeccable    |
| 20. estimable     | estimible     |
| 21. imperceptible | inperceptible |

Character Focus: The courts have penalties for saying something untrue about a person just like God does.

<> **4d.** Highlight the correct spelling of each **Optional** word.

- |               |           |
|---------------|-----------|
| 22. blaimless | blameless |
| 23. guiltless | giltless  |

Further Study: Read the book of Nehemiah and take notes as you go.

<> **4e.** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

### Optional Penmanship Practice

Delight thyself also in the Lord; and he shall give thee the desires of thine heart.

Psalm 37:4

### Alternative Writing for Blue 3-B: Week Three

- Write a four to six paragraph essay detailing the laws of thermodynamics.
- Write a four to six paragraph newspaper article detailing a specific earthquake in history.
- Write four to six paragraphs describing various weather conditions, such as earthquakes, tsunamis, or tornadoes.

## Overview of Paper on Animals Who Must Have Endurance

You will be writing an informative report over the next two weeks. An informative report is a report that informs a reader. It has factual information in it about a topic. It basically teaches a reader about a subject.

To write an informative report, you will need to research to get information. Remember, you are going to inform your reader, so you want to find information from a book or online source to put in your report. At this level, you will learn **how to use multiple sources and make outlining cards.**

### I. TOPIC OF REPORT

You will be writing an Informative Report about animals who must have endurance. It will be a scientific sequencing (denoting order) report. You may choose four (or five) from the topics listed or choose a different one according to your teacher's instructions.

- A. Emperor Penguins living in North Pole sitting on their eggs
- B. Butterflies breaking out of their cocoon
- C. Chicks breaking out of eggs
- D. Camels storing water to cross desert
- E. Baby sperm whales must be wary of larger animals
- F. Bears hibernating in winter
- G. Hyenas getting prey stolen by a lion
- H. Ants having to work so much

### II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT

- A. **Basic** students will write **4 paragraphs** for the body (P'soB).
- B. **Extensions** students will write **5 paragraphs** for the body (P'soB).

**\*Note:** Your entire report will be about four (or five) animals who endure hardships. Each paragraph will be about one animal.

### III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write **5-7 sentences\*** per paragraph.
- B. **Extensions** students will write **6-8 sentences** per paragraph.

**\*Note:** You may always choose to write fewer sentences per paragraph but more total paragraphs in any TFT writing assignment, with your teacher's permission.

### IV. OPENING PARAGRAPH

All students **will** write an **opening paragraph.**

### V. CLOSING PARAGRAPH

All students **will** write a **closing paragraph.**

### VI. SOURCES

- A. **Basic** students will use **2 sources.** You will be told in the writing instructions what types of sources to use.
- B. **Extensions** students will use **3 sources.** You will be told in the writing instructions what types of sources to use.

**\*Note:** You may need four (or five) sources--one for each animal you are writing about (and maybe even one for your opening paragraph and /or closing paragraph). It is fine to have more than the assigned number of sources--but not fewer.

### VII. QUOTATION USE

No students **will** include quotations unless student desires to.

### VIII. SKILLS/WRITE ON

You will learn/further develop the following additional skills:

- A. Paragraph division
- B. Color-Coded Research
- C. Multiple source use
- D. Negative descriptive words

**Note:** This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lesson is assigned and detailed throughout the week(s).

Optional Penmanship Practice

For it was not an enemy that reproched me, that I could have borne it.

Psalm 55: 12

## 5. Research and Study Skills: Choose Your Topic and Overview Sources

You have been given a list of topics from which to choose for your report. The first step in writing a report is to choose the topic you will be writing about.

<> **5a.** Start with the list of topics that are provided for you and think about these aspects of topic choosing:

- (1) You will be breaking your informative report down into paragraphs. This will not be difficult since each paragraph is going to be about a different animal.
- (2) You will want to choose a topic from the list that is most interesting to you. You will be reading and researching about the topic, so you want to be sure you enjoy learning about it.
- (3) You want to choose a topic that you know you can find information about easily. For example, if you know you have a juvenile non-fiction mammal encyclopedia that has information about various animals in it (that would make a good "Overview Source"), you might want to write about four or five animals in that book.

<> **5b.** Write the topic you have chosen on the topic line below. (For right now, this will just be "animals that struggle but endure.")

Topic: \_\_\_\_\_

<> **5c.** Study the "Choosing Sources" box provided.

### Choosing Sources

Specifically, you might like a source book that contains any or all of the following:

1. **Sidebars** with further explanations of the material
2. **Section headings** that indicate what the next section is about
3. **Pictures, graphs, and drawings** that help to explain difficult information
4. **Short chapters**, but more chapters, that begin anew with each aspect of your topic
5. **Vocabulary words or other challenging/technical terms in bold font or italics and defined somewhere**--either directly in the text, in a sidebar, or in a glossary (list of terms and their definitions located in the back of the book)
6. Detailed **Table of Contents** that not only lists the chapter titles but also the section headings, if possible
7. **Index** in the back of the book that tells you specifically on what page each minor topic can be found
8. **Summaries** at the ends of the chapters that briefly tell you what the chapters contain

<> **5d.** Choose an “Overview Source” to help you become familiar with your topic.

You will be helped greatly in the researching, outlining, and writing process for research-based reports if you use what Training for Triumph calls the “Overview Source” when you first begin a writing project.

Consider how this source will be used when choosing your “Overview Source” for this writing project:

(1) You want to choose an **“Overview Source” for this that contains information about all aspects of your topic.** If your animals are extremely different from each other, you may need one source per animal. (See #5 below.)

(2) You want this source to be **one that you can read in one sitting--not a lengthy book about the topic.** For example, in the amphibians that struggle example, you might choose a juvenile non-fiction book about amphibians or an adult encyclopedia essay entitled “Amphibians.”

(3) You want your **source to be short enough that you can write the assigned length** of report using that as your first source, but not so short that the portions of it about your topic are shorter than your report will be.

(4) You want your source to be long enough that you can find enough information for your topic, but not so long that wading through it is too laborious--and determining what information you want to use or do not want to use is too hard.

**Note: A good rule of thumb for your Overview Source is that it be at least four times as long as your assigned text. Thus, if you are assigned six total paragraphs, you do not want your Overview Source to be shorter than twenty-four paragraphs--though it may be longer.**

(5) Generally speaking, online encyclopedias, books with long chapters that are each about a different topic, etc., are good “Overview Sources.”

**Note: With a varied topic such as this one, you may need more than one “Overview Source”--such as one encyclopedia entry for each animal.**

Further Study: Make a chart telling the differences between palm trees and normal trees.

Character Focus: God has given us a way to protect ourselves from being hurt by words just like we have an immune system to protect us from being hurt by disease.

<> **5e.** Study the “Looking Ahead at the Overview Source Method” box provided.



## Looking Ahead...at the "Overview Source Method"

(Read Only Box)

In the "Overview Source Method" of writing, you will find one source (the "Overview Source") in the beginning that helps you learn about your topic in a concise way--and that will help you divide up information in your report more easily. Once you find this source, you will use this source to decide what all you will put in your report, how you will break down the information, etc. Then when you add other sources to the writing process, you will know where to plug in the information from that source(s) easily.

In a nutshell, you will do the following steps with your Overview Source. **Detailed steps will follow during the outlining assignment.** This box is for reading only--before you get into each step.

- (1) Find a source based on the criteria given for the "Overview Source."

**Example: *Animals and Their Hardships* (juvenile non-fiction)**

- (2) Read that source (or section about your topic in that source) thoroughly.

- (3) As you read through your Overview Source, decide how you will divide up the information into paragraphs for your report and write those paragraph topics on the Topic of Paragraph of Body lines provided in your work text:

Example:

Paragraph of Body A (PoB A): Emperor Penguin

Paragraph of Body B (PoB B): Chicks

Paragraph of Body C (PoB C): Camels

Paragraph of Body D (PoB D): Bears

- (4) Highlight your Paragraph of Body (PoB) lines in this work text and your Overview Source with "Color Coded Research" following these steps:
  - a. Choose the same number of colors of highlighters<sup>+</sup> as you are assigned paragraphs for the body of your paper.
  - b. Highlight the first Topic of Paragraph line (PoB A) with one color of highlighter.
  - c. Then go through your Overview Source and highlight information that will fit in that paragraph (PoB A) with the same color of highlighter that you highlighted the PoB A line in b. above.
  - d. Continue in this manner, using the "Color-Coded Research" approach to highlight your PoB lines in this work text and your Overview Source until you have color coded all of your PoB lines and your Overview Source.

**Note: Thus, if the emperor penguin information (information for your first paragraph) in your Overview Source is highlighted in blue, the Topic of PoB A line in your work text will be highlighted in the same blue.**

- (5) Choose another source (or sources) that contains information specifically about the paragraph topics that you have chosen from your Overview Source to include in your report. Color Code this source in the same way as you did your Overview Source (using the same colors in your additional sources for each PoB that you used in your Overview Source and that you used on your Topic of PoB lines in your work text).

**Examples: (1) An encyclopedia and (2) *Animals in the Wild***

(6) Write information from all of your source(s) beneath your PoB note headers (for the sentences of your report) on the Outlining Cards provided.

PoB A: Emperor Penguins

Support Sentence (SS) 1: Live in the North Pole

SS 2: Male has to sit on eggs

SS 3: Go through many hardships while on egg

<sup>+</sup>You may use whatever you desire for your color coding—highlighters, colored pencils or pens, crayons, etc. (though some implements will not be seen through, so you must underline, circle, box, etc., your information if you use these). If your source is not one that may be marked on, you may use various colors of sticky notes that you label.

**\*Note: Your Overview Source will help you determine what your Paragraph Topics will be. All of your sources will be used to get the content for your outline and report.**

Further Study: Read Isaiah 36 about how the Assyrians reviled Judah.

## 6. Grammar: Hyphenated Words

↔ **6a.** In the second paragraph of the passage, highlight the words that have a hyphen (a single dash).

Hyphens are used to connect two words that are not usually connected! Hyphenated words are not compound words, but neither are they two totally separate words.

The more you read, the more familiar you will become with hyphenated words. Often, when you are using hyphenated words, you will have to look up the spelling in a dictionary to be sure you are spelling them correctly.

In the meantime, remember these rules for writing hyphenated words:

1. If it **sounds hyphenated, it often is**:
  - a. God-fearing
  - b. man-made
2. If it is a **number word between twenty-one and ninety-nine**, it should be hyphenated:
  - a. forty-one
  - b. fifty-two
3. If it is an **extended family relationship**, it should be hyphenated:
  - a. brother-in-law
  - b. sister-in-law
  - c. great-grandmother
  - d. father-in-law
  - e. mother-in-law
4. If it is a **two-word adjective that is not an established noun**, it should be hyphenated:
  - a. Hyphenated: two-word adjective
  - b. Hyphenated: low-pressure area
  - c. Not hyphenated: little league game
  - d. Not hyphenated: first rate team
5. You usually **pluralize the first part of the hyphenated word** when making the word plural:
  - a. brothers-in-law
  - b. mothers-in-law
  - c. Exception: great-grandmothers

↔ **6b.** Study the Grammar Card about hyphens provided in this lesson.

↔ **6c. Optional:** Make a Grammar Card about hyphens or add new information to an existing card.

↔ **6d.** In the sentences provided, complete the following steps:

- (1) Highlight the hyphenated words.
- (2) On the lines following each sentence, write the reason the word is hyphenated.
  - (a) Sounds hyphenated
  - (b) Number word
  - (c) Extended family
  - (d) Two-word adjective

Example: He is a God-fearing man. (sounds hyphenated, and two-word adjective)

1. We should be good witnesses to non-Christians. \_\_\_\_\_

\_\_\_\_\_

2. John Bunyan was released from prison at age forty-four. \_\_\_\_\_

\_\_\_\_\_

3. "You will soon come into a town that you will by-and-by see \_\_\_\_\_  
before you." \_\_\_\_\_  
\_\_\_\_\_
4. John Bunyan's prison time was a life-changing event. \_\_\_\_\_  
\_\_\_\_\_
5. Palm trees are able to withstand hurricane-force winds without breaking. \_\_\_\_\_  
\_\_\_\_\_
6. This prevents palms from losing their life-sustaining leaves during storms. \_\_\_\_\_  
\_\_\_\_\_
7. The coconut's need for a year-round temperature of 72° F limits its growing area.  
\_\_\_\_\_
8. The densely packed air in the balloon creates a high-pressure area. \_\_\_\_\_  
\_\_\_\_\_
9. She was witnessing to her sister-in-law. \_\_\_\_\_  
\_\_\_\_\_

**<> 6e. Optional:** In your notebook, write sentences using hyphenated words you find in the dictionary.

**Basic Level:** Write six sentences.

**Extension:** Write eight sentences.

**Further Extension:** Write twelve sentences.

Help Box for 6a.

You should have highlighted the following words:

1. densely-packed
2. high-pressure
3. low-pressure

Further Study: Study a character in the Bible who was reviled.

Character Focus: It hurts the most when we are reviled by someone we care about.

Further Study: Make a list of the ways we should respond when we are reviled.

## 7. Research and Study Skills: Write Your Working Thesis Statement, Begin Gathering Information From Overview Source, and Choose Additional Source(s)

By now you should have your sources found, your “Overview Source” read, and your topic chosen. Since you are writing a research-based report, you need to be sure that you take notes on your topic in an organized way--and that you do not include anything in your notes that you will not need for your report or leave out information you will need in order to write a strong report.

Character Focus: Palm trees bend with the wind, instead of breaking. When the storm is over, they can stand back up.

One way that you can be helped in this process is to write what is known as a **thesis statement--a statement declaring what your entire paper is going to be about**. This is similar to when you learned how to write the opening sentence of a paragraph--a sentence that tells what your entire paragraph is about. Only **in the case of a thesis statement, you will not write just what one paragraph is about--but you will write what the entire report is going to be about**.

For instance, if you were writing an opening sentence about **one** of the paragraphs in your report about the emperor penguin, you might write, *A daddy emperor penguin must go through many hardships*. This would tell your reader that **your paragraph is going to be about the emperor penguin**.

However, you cannot use that sentence for the thesis statement for your entire report because it only tells what that **one** paragraph is about--**the paragraph about the formation of tornadoes**. **The thesis statement must tell what the entire report is about**.

Character Focus: Christ was reviled on the cross.

A thesis statement is a commitment of sorts. You are committing to the topic(s) you are going to write about. Of course, you may always change your mind and start back at Step One in any writing project, but your “working” thesis statement gets you moving immediately.

Your thesis statement for the tornado report might be, ***Animals, including penguins, chicks, camels, and bears, must endure many hardships in their world.***

Further Study: Read a book about poisonous snakes with your teacher. Discuss how the snake's poison is like cruel words.

Since you have read your first source, you will probably be ready to come up with a “working” thesis statement--one that you may tweak later when you write your opening paragraph.

**<> 7a.** Follow these tips to write the “working” thesis statement for your report.\*

- (1) Write one sentence that tells the reader what your report is about.
- (2) Be sure it includes all aspects of your report.
- (3) Tell your reader what you plan to include in your report (to a small extent list the animals your report includes, if possible).

(4) Do not say, *In this report, you will read about...*

(5) Include the four or five animals in your “working” thesis statement--in the order you will include them in your paper.

Further Study: In the Bible, look up the references to a snake, and explain how a snake's poison is like cruel words.

**Note: If you do not feel prepared to write your “working” thesis statement at this time, you may skip this assignment and come back to it after you complete assignment 7b.**

### Your “Working” Thesis Statement

**My “Working” Thesis Statement for this report:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**<> 7b.** Read and mark your “Overview Source” for possible aspects that you want to include in your report.

(1) Read the sections of your Overview Source that pertain to your topic.

(2) Skim through the text of your source to get an idea of the various aspects of your topic.

(a) As you skim through your source, consider that you are writing four or five short paragraphs about your topic--and your book or source contains many paragraphs!

(b) You will need to decide which parts of your topic you want in your report (since you cannot include all of the information from your source in just a short report).

i. Remember, you are going to write about one animal per paragraph.

ii. Remember also that you are going to write about one aspect of each animal--how that animal endures through hardship. Your report is not about all aspects of the animal.

(3) Now that you have read and skimmed your Overview Source, determine what your paragraph breaks will be. Once you have determined what your PoB Topics are, list them on the Topic of PoB lines provided below in the order you will include them in your report.

**Note: These should be the same as what you have listed in your “working” thesis statement above. If they are not, tweak them in one place or the other as needed.**

### Optional Penmanship Practice

Know ye that the Lord he is God: it is he that hath made us, and not we ourselves; we are his people, and the sheep of his pasture.

Psalm 100:3

**Topic of PoB A:** \_\_\_\_\_

**Topic of PoB B:** \_\_\_\_\_

**Topic of PoB C:** \_\_\_\_\_

**Topic of PoB D:** \_\_\_\_\_

**Extensions--Topic of PoB E:** \_\_\_\_\_

(4) Now begin the “Color-Coded Research” process as follows:

- (a) Choose **four or five different colors of highlighters**<sup>+</sup>--one color for each animal you will write about in your report.
- (b) Highlight the first Topic of Paragraph line (PoB A) with one color of highlighter.
- (c) Go through your Overview Source\* and highlight information that will fit in that paragraph (PoB A) with the same color of highlighter that you highlighted the PoB A line above.

For example, after you highlight the Topic of PoB A line (about the emperor penguin, for example) with a pink highlighter, highlight all of the emperor penguin information in your Overview Source (that you think you might want to use) with that same pink highlighter.

- (d) Continue in this manner, using the “Color-Coded Research” approach to highlight your PoB lines in this work text and your Overview Source until you have color coded all of your PoB lines and the information in your Overview Source that you think you might use.

<sup>+</sup> You may use whatever you desire for your color coding—highlighters, colored pencils or pens, crayons, etc. (though some implements will not be seen through, so you must underline, circle, box, etc., your information if you use these). If your source is not one that may be marked on, you may use various colors of sticky notes (on your source’s pages) that you label.

↔ **7c.** Choose one or two other sources (based on your assigned number of sources) that contain information about your topic and that you think will help you write your report—and continue with the “Color Coded Research”:

- (1) You will need to secure two or three total sources for your report (including your Overview Source), depending on your level and your teacher’s wishes. (Remember that you might need more than two or three sources if you use one encyclopedia entry for each animal.

- (2) Your Overview Source should have helped you determine your Paragraph of Body Topics clearly. Now you will continue highlighting/coding information in your other sources following these tips:

- a. Use the same color coding in your additional sources as you did in your Overview

Source. In other words, if your emperor penguin information in your Overview Source is highlighted in pink (as is your Topic of PoB A line in your work text, for example), continue using pink your other sources for the emperor penguin.

- b. Use your sources wisely. Mark (via “color coding”) all information from all source(s) that you think you will be able to use in your report.

**Note: If research is new to you, you might desire (with your teacher’s permission) to use a simplified multi-source research method in which you get your topics from your Overview Source then get information for each aspect from a different source (e.g., a different encyclopedia entry for each aspect). This is a gentle introduction to research writing and should be used only in the very beginning stages of research report writing. The goal is to learn to merge multiple sources into one paper (after the Overview Source helps you determine what information you need to search for).**

## 8. Grammar/Sentence Structure: Subject-Verb

### Agreement

- <> **8a.** In the second paragraph of the passage, highlight the main subject of each of the sentences.
1. Understood you (nothing to highlight)
  2. The densely-packed air
  3. The air (around the balloon)

**You probably remember from last week that the main subject is the person or thing doing the main action of the sentence.**

#### Main Subject Not In Other Phrases and Clauses

**The main subject of the sentence is not found in a prepositional phrase or subordinate clause** (though these may come just after the main subjects to further describe or elaborate on them, like *around the balloon* in the passage).

Sometimes the main subject is found later in the sentence. This happens when the sentence begins with a prepositional phrase or subordinate clause (also known as a dependent clause). **A subordinate clause does have a subject, but it is not the main subject of the sentence.**

**When trying to determine the main subject of the sentence, it is best to isolate (place parentheses around) any of the following since the main subject is rarely found in them:**

1. Introductory material
2. Non-essential information
3. Prepositional phrases throughout the sentence
4. Subordinate clauses throughout the sentence



5. Interjections
6. Other openers

### Compound Sentences Have Two Main Subjects

**When a sentence contains two main subjects, the subject is called a compound subject.** A sentence has a compound subject when it is about two people or two things. Usually compound subjects are near the beginning of the sentence and are joined by the word *and*.

Compound subjects are helpful to learn because they make your writing more interesting and less choppy. For example, which one of the following sounds better?

1. The boy ate a cookie. The girl ate a cookie.
2. The **boy** and the **girl** each ate a cookie.

It is possible to have one, two, three, or even more main subjects in a sentence.

It is also possible to have two main subjects with two different main verbs—in the case of a compound sentence. **A compound sentence has two complete sentences joined together as one sentence:** The **boy** ate a cookie, and the **girl** ate an apple.

### Subject-Verb Agreement

You need to be aware of how many subjects your sentence contains in order to make sure your verb tenses match with your subjects. This is called subject-verb agreement. It is extremely important in writing.

1. **A singular subject (only one) requires a singular verb.**
  - a. *Man is* born a sinner.
  - b. A joyful *person knows* God.
2. **A plural subject (either one subject that is plural or more than one subject) requires a plural verb.**
  - a. *Men are* born as sinners.
  - b. Joyful *people know* God.
  - c. *Men and women need* God.

↔ **8b.** In the first sentence of the third paragraph, find the main subject.

### Understood You as Subject

If you could not find the main subject written there, you are right! The main subject of that sentence is you! You are supposed to "...hold the balloon..." **When a sentence is a command and no subject is given, it is called an understood subject.** It is understood in these sentences that you is the main subject.

When this happens, the sentence's main verb must match the understood *you* in tense and number. You would not say **you** *imagines*. You would say **you** *imagine*.

🔑 **Get rid of all distracters (mentally or with parenthesis, brackets, or other signals) in order to find the sentence's main subject. Be sure this main subject agrees with the sentence's main verb. Other subjects in dependent (subordinate clauses) should also agree with their correlating verbs.**

↔ **8c.** Study the Grammar Cards about subject-verb agreement and understood subjects.

<> **8d. Optional:** Make Grammar Cards about subject-verb agreement and understood subjects, or add new information to existing cards.

<> **8e.** In the sentences provided, complete the following steps:

- (1) Isolate the sentence openers at the beginning by placing parentheses around them. (You may desire to place parentheses around the PP openers, brackets around the sub clause openers, and less-than/greater-than symbols (< >) around other types of openers for further divisions.)
- (2) Highlight the main subject in each sentence.
- (3) **Further Extension:** Write the type of opener each sentence contains on the line following the sentence, using the opener lists given in this lesson.

Example:

[When these texts, <called the Dead Sea Scrolls, > were compared (with the modern Bible,)] no major differences were found.

**sub clause** (with verbal and prepositional phrase within it)


1. Unfortunately, John Wycliffe suffered a massive stroke during a church service in 1384 and died three days later. \_\_\_\_\_
2. In 1415, the same Council of Constance that sentenced the valiant reformer John Hus to the stake ordered John Wycliffe's body exhumed and burned.  
\_\_\_\_\_
3. Eventually, his ashes were thrown into the River Swift to condemn him as a heretic. \_\_\_\_\_
4. Along with John Wycliffe's bones, the church tried to destroy his translation of the Bible. \_\_\_\_\_
5. With only a few tattered copies of single Gospels and Epistles, the Lollards struggled to preserve John Wycliffe's translation. \_\_\_\_\_
6. Like a flickering candle against the constant winds of criticism and condemnation, the English Bible survived. \_\_\_\_\_
7. The momentous events of 1453 dramatically influenced the battle for an English Bible.  
\_\_\_\_\_
8. During that same year, Johann Gutenberg began work on a movable-type printing press that made the laborious process of copying the Bible by hand obsolete.  
\_\_\_\_\_

### Grammar Card: Subject—Understood Subject (You)

- **When a sentence does not have a written subject, it contains an understood subject**
- Usually occurs when a sentence is a direct command: Go to the store. (The main subject is *you*—an understood subject.)
- **In a sentence with an understood subject, the subject of the sentence is you—and the verb must fit with the word you:**
  - Correct: Go to the store. (*You go* to the store.)
  - Incorrect: Goes to the store. (*You goes* to the store is incorrect.)

### Grammar Card: Subject-Verb Agreement

- **The subject and the verb must agree with each other in:**
  - Number:**
    - 1) When a singular subject is used, use a singular verb
    - 2) When a plural subject is used, use a plural verb
  - Tense** (when the action takes/took place)
- Find the main verb of the sentence by locating words that show action or come from your Be, a Helper, Link verb list.
- The main subject of the sentence is not usually in:
  - Prepositional phrases
  - Subordinate clauses
  - Other “distracters” (adverbs, adjectives, conjunctive adverbs, etc.)
- **To determine which word or words are your subjects, identify and isolate these distracters; then be sure your subject and verb agree:** *Tears* (which accompany repentance) contain chemicals.
- When mixed compound subjects are in a sentence with the word *or* in between them, the subject closer to the verb is the one that needs to agree with the verb: Bob *or they* are going; They *or Bob* is going.

 **Get rid of all distracters (mentally or with parenthesis) in order to find the sentence’s main subject. Be sure this main subject agrees with the sentence’s main verb. Other subjects in dependent (subordinate clauses) should also agree with their correlating verbs.**

9. With the Gutenberg press, the Word of God could be printed and distributed in unlimited numbers. \_\_\_\_\_

10. After leaving Cambridge, William Tyndale became the tutor-chaplain of the Walsh Estate in Little Sodbury.  
\_\_\_\_\_

11. As God’s calling became clear, William Tyndale began to comprehend the importance of the task.  
\_\_\_\_\_

12. When Tyndale appealed to the Bishop in 1523, the Bishop of London would have nothing to do with his translation project.  
\_\_\_\_\_

13. For the first time, the Gospel and the Epistles were printed in a form of English that all of England could understand.  
\_\_\_\_\_

14. During the next four years, fifteen thousand Bibles flooded the shores of John Wycliffe’s native land.  
\_\_\_\_\_

**<> 8f. Extensions:** On the lines provided, rewrite five of the sentences from 11e, replacing the introductory material each one contains with a different type of opener. Be sure to punctuate each sentence with the proper punctuation as indicated on this week’s lessons.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

## 9. Spelling Practice: Six “S” Spelling Secret

<> **9a.** Take a spelling "pre-test" in your notebook.

<> **9b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **9c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 10. Study Skills/Research: Create Outlining Cards for Informative Research Report

<> **10.** Create Outlining Cards (notes) that you can write your report from using the source(s) that you have chosen and marked, following these steps:

(1) Turn to the Outlining Cards following this entire writing lesson.

(2) Start with the first Paragraph of the Body of your report (PoB A) that you listed in Step 2, and complete the following steps on the Outlining Cards:

a. **Write the topic of that paragraph on the Paragraph of Body line** (i.e. PoB A, PoB B, etc.).

b. Open your "Overview Source," and find the information you "color-coded" for that topic.

c. **Fill in the sentence lines with the information about that animal from your "Overview Source" until you have some information for some of the sentences** These will be your Support Sentences (SS)--the sentences that tell about what you

## Subject-Verb Agreement

When you write a verb phrase, the Be, a Helper, Link verb must match the subject:

1. In number
  - a. The **boy** *has* given his best. (Use the singular verb *has* because the word boy is a singular noun.)
  - b. The **boys** *have* given their best. (Use the plural verb *have* because the word boys is a plural noun.)
2. In tense
  - a. Yesterday, the **boy** *had* given his best. (Use *had* because it happened yesterday.)
  - b. **She** *was* going to town. (Use *was* because it shows past tense.)

introduced in your opening sentence.

- d. Move to your other source(s) one at a time, and **fill in the rest of the sentence lines with notes about that animal using the color-coded information.**
- e. Do this for each of your four or five animals.
- f. If you know the opening or transition sentence you want to use, **you may outline that sentence for each paragraph too.**

**\*Note: When using multiple sources for report writing, always begin with the source that will help you choose your paragraph topics (i.e. your Overview Source), then move on to the source that contains the next greatest amount of information you will need. Continue in this manner, using the sources that contain the most information first, then moving onto the ones with less usable information.**

(3) **You may cut out the cards or leave them all on the pages.**

(4) Keep these tips in mind:

**a. A paragraph is a unit of thought**

- i. Each paragraph should only contain information about one animal.
- ii. Do not put information about the poodle and the schnauzer on the same paragraph space.
- iii. Each of your items will be a separate paragraph.
- iv. If you would like to write more than the assigned paragraphs and your teacher agrees, you may create some additional note taking cards and do extra paragraphs. For example, you may do more paragraphs--with more animals or you may do two paragraphs over each animal,\* if desired.

**b. Just write down key words for each sentence line, but be sure to include any details that are hard to spell or difficult to remember.**

c. You will be using the “**Sentence-by-Sentence**” (S-by-S) approach to notetaking for this report. That means that **you will write key words on each “sentence” line that you will later use to create a complete sentence when you write your report.**

**\*Teacher Tip: This first report will likely be relatively easy for students who have done any MC books or CQLA books in middle school/junior high school. It is included here to lay the foundation for research writing. If your student is advanced for the simple “one-topic-per-paragraph” writing in this project, consider having him or her write four paragraphs all about one animal--with each paragraph containing a different aspect of that animal. (For example: PoB A: Lions’ habitat; PoB B: Lions’ prey; PoB C: Lions’ mating and offspring; PoB D: Lions’ physical description.)**

# 11. Grammar: Subjective and Objective Case of Pronouns

<> **11a.** In the last paragraph of this week’s passage, highlight the following words:

1. the air (release the air)
2. the opening (releasing the opening)
3. severe winds (creates severe winds)

Each word you highlighted is a direct object. **A direct object is a word or words that follow an action verb and receives the action of the verb.**

A direct object is often a noun or pronoun. **A pronoun is a word that takes the place of a noun. A pronoun is in the objective case or the subjective case, depending on whether it is found at the beginning or end of a sentence or clause.**

**A subjective case** of a word has the following characteristics:

1. It is written in **subject form**.
2. It is **used at the beginning** of a sentence or clause—as a subject. Write the subjective case of the pronoun when using it as the subject of the sentence.

Examples:

- a. Correct: *He* wrote a song.  
Incorrect: *Him* wrote a song.
- b. Correct: *They* are coming.  
Incorrect: *Them* are coming.
- c. Correct: *We* got here late.  
Incorrect: *Us* got here late.

**An objective case** of a word has the following characteristics:

1. It is written in **object form**.
2. An objective case of pronouns is **used at the end of the sentence** (or clause)—as the object. Use the objective case of the pronoun when using it as any type of object: object of a prepositional phrase (OP), direct object (DO), or indirect object (IO).

Examples:

- a. Correct: Joshua wrote to *her*.  
Incorrect: Joshua wrote to *she*.
- b. Correct: Joshua and Kayla gave *her* a book.  
Incorrect: Joshua and Kayla gave *she* a book.

**When writing with pronouns as objects—direct objects, indirect objects, or objects of the prepositional phrases—you must use the objective case of the pronoun.**

These rules are clear when a single pronoun is at the end of the sentence or clause.

Examples:

1. Cami cheered *him*. (Not: Cami cheered *he*.)
2. Kara gave it to *him*. (Not: Kara gave it to *he*.)

Confusion arises when there are multiple pronouns at the end of a sentence or clause.

Examples:

1. Correct: Jonathan gave *her* and *me* each a book.  
Incorrect: Jonathan gave *her* and *I* each a book.
2. Correct: Josiah gave *Jacob* and *me* each a book.

Incorrect: Josiah gave *Jacob* and *I* each a book.

A tip to make sure you write or speak with the proper case of pronouns as objects is as follows: **When you have a compound object and one or both is a pronoun, read the sentence with only one of the objects to see if it sounds correct.**

1. Joshua called Kayla and her. (Say, "Joshua called *her*," and "Joshua called *she*." Which one sounds correct alone? *Her* sounds correct.)
2. Cami wrote to them and us. (Say, "Cami wrote to *them*," and "Cami wrote to *they*." Say "Cami wrote to *us*," and "Cami wrote to *we*." Which word sounds correct alone? *Them* sounds correct. *Us* sounds correct.)

Two rules for **objective pronouns** at the end of clauses and sentences are as follows:

**1. Most of the time, use the objective case at the end of a sentence or clause.**

- a. Kara gave it to *him*.
- b. Jonathan sang for *them*.
- c. Josiah spoke to *her*.

**2. Occasionally, the verb preceding the pronoun is a Be, a Helper, Link verb. In this case, use the subjective case—as you would at the beginning of a sentence or clause—even if it sounds funny! (This happens in the case of a predicate nominative—a noun or pronoun in the predicate part that follows a BHL verb.)**

- a. The man was *he*.
- b. This is *she*.

🔑 **99% of all pronouns at the end of words are in the objective case. Unless the pronoun follows a BHL verb (it is she) or the word *than* (taller than she), use the objective case of a pronoun at the end of a sentence: He called *her* (not he called *she*).**

↔ **11b.** Study the Grammar Card about objective vs. subjective cases of pronouns.

↔ **11c. Optional:** Make a Grammar Card about objective vs. subjective cases of pronouns, or add new information to an existing card.

↔ **11d.** Fill in the blanks in the sentences provided with either the subjective or the objective cases of pronouns as taught in this lesson. You may use *himself, he, him, they, we, us, themselves*, etc., in whatever way is the correct case.

**Note: Remember, you cannot use a pronoun unless you first use a noun. For this exercise, pretend that the noun has already been named in a previous sentence, and only use pronouns in the blanks since these sentences are taken out of context.**

Example: Man's idea of God is of utmost importance to *Him*.

**Note: Other pronouns would also work, just so they are in the correct case. For example, *me, him, them, or us* would work in Sentence One.**

1. Jesus called \_\_\_\_\_ on the road to Emmaus.
2. \_\_\_\_\_ began with Moses and the prophets.
3. \_\_\_\_\_ explained how they referred to \_\_\_\_\_.
4. The Torah is the five book group written by \_\_\_\_\_.

5. Joseph took \_\_\_\_\_ and Baby Jesus to Egypt.
6. John the Baptist preached a message of repentance to prepare for \_\_\_\_\_ coming.
7. \_\_\_\_\_ came riding into Jerusalem.
8. Jesus raised \_\_\_\_\_ son from the dead.
9. Jesus restored \_\_\_\_\_ sight.
10. The soldiers parted \_\_\_\_\_ garments.
11. The crowd mocked Jesus as \_\_\_\_\_ hung on the cross.
12. \_\_\_\_\_ was buried in a rich man's tomb.
13. Joseph took \_\_\_\_\_ body from the cross.
14. Mary brought the good news to \_\_\_\_\_.
15. Jesus went away from \_\_\_\_\_, promising that \_\_\_\_\_ would return.

#### Grammar Card:

#### Subjective vs. Objective Case

- Subjective case of pronouns: I, he, she, they, we, who, you
- Objective case of pronouns: me, him, her, them, us, whom, you
- **Use subjective case when written in subject form:** I, he, she, they, we, who, you
- **Use objective case writing in object form**—at the end of a sentence: me, him, her, them, us, whom, you
- If the object follows a Be, a Helper, Link verb, use subjective case:  
–This is she. (Not: *This is her*; *She* is a predicate nominative.)



**99% of all pronouns at the end of words are in the objective case. Unless the pronoun follows a BHL verb (it is she) or the word *than* (taller than she), use the objective case of a pronoun at the end of a sentence: He called *her* (not he called *she*).**

**<> 11e. Further Extension:** Choose the correct form of the pronouns in the sentences provided.

1. Hello. This is she/her.
2. Give this to me/I at the end.
3. It appears to be him/he.
4. The book belongs to Jonathan and him/he.
5. Ray and Donna are us/we.
6. The boys gave her/she and I/me gifts.
7. They are stronger than us/we.\*
8. He is later than she/her.\*

**\*Note: Following *than*, use the subjective form of a pronoun. It should sound as though you could finish the thought: *He is later than she (is)*.**

**<> 11f. Optional:** In your notebook, write sentences with pronouns in their subjective and objective cases. Underline the pronouns, and write above them which case they are: subjective or objective.

**Basic Level:** Write ten sentences.

**Extension:** Write fifteen sentences.

**Further Extension:** Write fifteen sentences with information from a character book or another source.



## 12. Composition: Write Rough Draft of Informative Report About Animals That Endure Through Hardships

<> 12. Follow these steps to write your report:

(1) Read your original thesis statement to remind yourself of what your report is about.

**Note About Thesis Statement:** Since you are going to be writing an opening and a closing paragraph later, you do not need to include your thesis statement in your report yet. You will tweak the rough thesis statement you wrote earlier and include it in the opening paragraph of your report (at the time of that writing). For now, you will just write the four or five Paragraphs of the Body (P'soB) of your report.

(2) Read the topic of your first paragraph of the body and the sentence notes beneath it.

(3) Add any notes to this paragraph that you desire, or mark through things you do not want, or re-number the sentence lines if you want your information in a different order.

(4) Write the first paragraph of the body of your report (PoB A) in your notebook (on every other line) or key it on the computer (double spaced).

(5) Continue the steps above for the rest of your report.

## 13. Spelling Practice: Write That Word!

<> 13a. On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_

2. \_\_\_\_\_

<> 13b. Complete the following steps for one of the words you listed in 11a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

---

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<> **13c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

## 14. Grammar: Weekly Review Quizzes

<> **14.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

**Note: Complete any portion of the shaded parts that you are able to at this time. Eventually, you will learn all the parts of speech.**

<> **14b.** Do the Weekly Review Quiz provided after this week's lesson.

## 15. Spelling: Spelling Test

<> **15a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **15b.** (T) Have your teacher check your Spelling Test.

<> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 16. Dictation: Dictation Quiz

<> **16a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.

<> **16b.** (T) Review your dictation with your teacher.

<> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## Optional: Extra Practice

- 1E. In your notebook, write twelve sentences using words with prefixes from a character book or another source.
- 2E. In your notebook, write more notes about a different animal that endures.
- 3E. In your notebook, write your essay using your Key Word Outline from the Extra Practice assignments.
- 4E. Edit and revise your essay from the Extra Practice assignments, using the Checklist Challenge for week four.
- 5E. Find twelve sentences with words from the Vocabulary Box in a character book or another source, and copy them into your notebook.
- 6E. In your notebook, write twelve sentences with proper subject-verb agreement, and highlight the main subject and main verb in each sentence.
- 7E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.



## Outlining Cards

PoB A: \_\_\_\_\_  
(1st animal)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

PoB B: \_\_\_\_\_  
(2nd animal)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

**Note:** The parenthetical lines on each outlining card are provided for the student to record where (the page number & source title) the information was obtained. These will be used in a report when the student is assigned the addition of quotes and other source citation in text (which you are *not* assigned).



## Outlining Cards (Continued)

PoB C: \_\_\_\_\_  
(3rd animal)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

PoB D: \_\_\_\_\_  
(4th animal)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

**Note:** The parenthetical lines on each outlining card are provided for the student to record where (the page number & source title) the information was obtained. These will be used in a report when the student is assigned the addition of quotes and other source citation in text (which you are *not* assigned).





## Outlining Cards (Continued)

PoB E: \_\_\_\_\_  
(Extension--5th animal)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

PoB F: \_\_\_\_\_  
(Optional Card: 6th animal)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

**Note:** The parenthetical lines on each outlining card are provided for the student to record where (the page number & source title) the information was obtained. These will be used in a report when the student is assigned the addition of quotes and other source citation in text (which you are *not* assigned).



# Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one aloud.</li> <li>Try to spell the word aloud without looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the 1. SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_
31. \_\_\_\_\_
32. \_\_\_\_\_
33. \_\_\_\_\_
34. \_\_\_\_\_
35. \_\_\_\_\_
36. \_\_\_\_\_
37. \_\_\_\_\_
38. \_\_\_\_\_
39. \_\_\_\_\_
40. \_\_\_\_\_

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs--E's

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

- M \_\_\_\_\_, W \_\_\_\_\_, O \_\_\_\_\_,  
W \_\_\_\_\_, Y \_\_\_\_\_, N \_\_\_\_\_,

### Subordinators

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

### Coordinating Conjunctions

(FANBOYS)

Thirty Seconds

- F \_\_\_\_\_
- A \_\_\_\_\_
- N \_\_\_\_\_
- B \_\_\_\_\_
- O \_\_\_\_\_
- Y \_\_\_\_\_
- S \_\_\_\_\_

### BHL Verbs

Two Minutes

Be, a Helper, Link Verbs,

I \_\_\_\_\_, A \_\_\_\_\_, A \_\_\_\_\_,

W \_\_\_\_\_, & W \_\_\_\_\_,

B \_\_\_\_\_, & B \_\_\_\_\_, B \_\_\_\_\_,

B \_\_\_\_\_,

H \_\_\_\_\_, & H \_\_\_\_\_, & H \_\_\_\_\_,

are ones.

C \_\_\_\_\_, C \_\_\_\_\_, S \_\_\_\_\_,

S \_\_\_\_\_ -- they are fun

W \_\_\_\_\_, W \_\_\_\_\_, D \_\_\_\_\_,

D \_\_\_\_\_, D \_\_\_\_\_, &

D \_\_\_\_\_

M \_\_\_\_\_, M \_\_\_\_\_, M \_\_\_\_\_,

-- they are some as well,

A \_\_\_\_\_, L \_\_\_\_\_, S \_\_\_\_\_,

R \_\_\_\_\_, T \_\_\_\_\_,

F \_\_\_\_\_, & S \_\_\_\_\_

### First Subordinators Learned

in Rhyme

Thirty Seconds

S \_\_\_\_\_, W \_\_\_\_\_, Th \_\_\_\_\_,

B \_\_\_\_\_, I \_\_\_\_\_, Al \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher\*

## I. Comprehension and Vocabulary

1. What creates a high pressure area? \_\_\_\_\_
2. What three transition words are used in the passage to introduce the steps of the experiment?  
\_\_\_\_\_
3. Look up and list the meanings of four spelling words that you did not already know the meaning of.
  - a. \_\_\_\_\_  
definition: \_\_\_\_\_
  - b. \_\_\_\_\_  
definition: \_\_\_\_\_
  - c. \_\_\_\_\_  
definition: \_\_\_\_\_
  - d. \_\_\_\_\_  
definition: \_\_\_\_\_

## II. Outlining and Write On

4. What is an overview source?  
\_\_\_\_\_
5. What are some ideas for a good overview source given in the lesson?
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
6. What is color coded research?  
\_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

### III. Grammar and Usage

7. What is an understood subject?

---

8. What is a compound subject?

---

9. Write a sentence using an understood subject.

---

---

10. Write a sentence using a compound subject.

---

---

Fill in the blanks for the hyphen rules you learned this week.

11. If it sounds hyphenated, \_\_\_\_\_ .

12. If it is a \_\_\_\_\_ word between \_\_\_\_\_ - \_\_\_\_\_ and \_\_\_\_\_ - \_\_\_\_\_, it should be hyphenated.

13. If it is an \_\_\_\_\_ relationship, it should be hyphenated.

14. If it is a \_\_\_\_\_ - \_\_\_\_\_ that is not an established noun, it should be hyphenated.

15. You usually pluralize the \_\_\_\_\_ part of a hyphenated word when making the word plural.

16. A singular nouns should have a \_\_\_\_\_ verb.

17. A plural noun should have a \_\_\_\_\_ verb.

#### IV. Homophones and Spelling

18. Fill in the blank for the spelling rule you learned this week.

Le grabs the \_\_\_\_\_ it.



# Red 3-B: Week Four

Character Focus: Endurance

## Vocabulary Box

Synonyms of *reviling*

ridicule      mock      vilify  
scorn      defame      rail

## Vocabulary Box

Character needed to *withstand reviling*

innocent      blameless      irreproachable  
unimpeachable      faultless      guiltless

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

<b>All</b>	Because hurricanes blow in circles, palm trees must be able to bend in any direction and spring back up as soon as the storm passes. In a hurricane, the wind first blows from one direction. Then the air is perfectly still as the eye of the hurricane passes over. Within a few hours, the back side of the hurricane causes the wind to blow from the opposite direction. A palm tree that does not spring up instantaneously after being bent by the wind would be torn to shreds.
------------	--

<b>Extensions</b>	The trunk of most palms is made of a fibrous material that is slightly elastic. When it is tugged, it stretches and allows the trunk to bend. But the more the tree bends, the more the elastic fibers resist. Because the fibers on the outside of the curve stretch the most, they pull the hardest when the pressure is finally released, snapping the palm back into place.
-------------------	---

↔ **1a.** Read this week's passage aloud.

This passage is about how palm trees can withstand fierce winds. **Christians should be like palm trees--able to withstand the winds of persecution and hardships.**

↔ **1b.** In the second paragraph of the passage, highlight the word *pressure*.

↔ **1c.** Look up the word *pressure* in the dictionary, and write the definition in your own words on the lines provided.

Definition of *pressure*

---

---

↔ **1d.** Using synonyms for *pressure*, rewrite the sentence from the passage that contains that word.

Rewritten sentence

---

Further Study: Find out the purpose of white blood cells to protect the body.

↔ **1e.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

\_\_\_\_\_

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

\_\_\_\_\_

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

\_\_\_\_\_  
\_\_\_\_\_

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

\_\_\_\_\_  
\_\_\_\_\_

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

(9) Write a sentence using this DD word on the lines provided.

**Teacher Tip:** Students will need to memorize these words.

\_\_\_\_\_  
\_\_\_\_\_  
↔ **1f. Extensions:** Write a sentence about the character quality for this month using this DD word.

\_\_\_\_\_  
\_\_\_\_\_  
↔ **1g. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Wow! Palm trees can withstand even severe hurricane winds.

Interjection opener

\_\_\_\_\_  
\_\_\_\_\_  
↔ **1h.** In your notebook, copy this week's passage at the level directed by your teacher.

↔ **1i.** (T) Review your copy with your teacher, and correct any errors.

Character Focus: It hurts the most when we are reviled by someone we care about.

## 2. Spelling/Structural Analysis: *Tion* Says *shun*

↔ **2a.** In the first paragraph of the passage highlight the word containing *tion* saying *shun*: *direction*.

The spelling combination *tion* usually makes two sounds:

1. shun as in **salvation**
2. chun as in **question**

This week you will be learning words that have *tion* saying *shun* only.

↔ **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

Further Study: Find out five ways we can help our body fight impurities.

↔ **2c.** Add this week's new words (minus the **Optional** Words) to page 70 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write eight sentences using eight of the spelling words.

Further Study: Make a list of the differences between making fun of someone and sharing a laugh. You might begin with the author's family rule: "It's only funny if everyone thinks it's funny."

#### Optional Penmanship Practice

All we like sheep have gone astray; we have turned every one to his own way; and the Lord hath laid on him the iniquity of us all.

Isaiah 53:6

Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. emotion	e-mo-tion	_____		_____
2. direction	di-rec-tion	_____		_____
3. rotation	ro-ta-tion	_____		_____
4. resolution	res-o-lu-tion	_____		_____
5. infection	in-fec-tion	_____		_____
6. fraction	frac-tion	_____		_____
7. function	func-tion	_____		_____
8. relation	re-la-tion	_____		_____
9. condition	con-di-tion	_____		_____
10. section	sec-tion	_____		_____
11. protection	pro-tec-tion	_____		_____
12. deception	de-cep-tion	_____		_____
13. distortion	dis-tor-tion	_____		_____
14. motivation	mo-ti-va-tion	_____		_____
15. communication	com-mu-ni-ca-tion	_____		_____
16. supplication	sup-pli-ca-tion	_____		_____

**\*Commonly Misspelled**

\*\*Note: You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
<b>Extensions</b>				
17. inspiration	in-spi-ra-tion	_____		_____
18. affirmation	af-fir-ma-tion	_____		_____
19. adaption	ad-ap-ta-tion	_____		_____
20. organization	or-gan-i-za-tio	_____		_____
<b>Further Extension</b>				
21. authentication	au-then-ti-ca-tion	_____		_____
22. optimization	op-ti-mi-za-tio	_____		_____
<b>Optional</b>				
23. reproachable	re-proach-a-ble	_____		_____
24. impeach	im-peach	_____		_____

**\*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: Learn what kind of shots protect you from what sicknesses.

### 3. Editor Duty: Correct Given Paragraph(s)

#### Hyphenated Words, Spelling

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight the hyphenated two-word adjective.

(3) **Extensions:** In the third paragraph, highlight the misspelled words, and write their correct spellings above them, if you have not already done so.

the body is constantly exposed to disease-producing organisms. these organisms is called pathogens. pathogens are in almost everything we eat and touch. they are in the air we breathe and literally cover our entire bodies from head to toe many of these pathogens are deadly. they can cause hundreds of diseases such as pneumonia typhoid fever and tetanus

In spite of this the body remain healthy most of the time. Without resistance to these disease-producing pathogens however the body would be quickly overcome by bacteria and viruses. Within a matter of days there toxins would be fatal

reaviling persacution and false reports acts much like bacteria and viruses they constontly expose believers to defiling organisms that attempt to invade the body. without a proper defense they're poisions can be fatal. yet the body of Christ can remain healthy even in the midst of harassment

### 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. emotion                      emotian

2. direction                    dierection

3. rotatiun                     rotation

4. resoolotion	resolution
5. infection	enfection
6. fracshun	fraction
7. function	funtion
8. reelation	relation
9. condition	conditun
10. section	sektion
11. protectiun	protection
12. deception	desemption
13. distortion	distoretion
14. moativation	motivation
15. communication	comunication
16. supplication	suplication

Further Study: Make a list of ways you should react to being made fun of.

<> **4b.** Highlight the correct spelling of each **Extensions** word.

17. insperation	inspiration
18. affirmatiun	affirmation
19. adaption	adapption
20. organization	organizatiun

Further Study: Read a section from a secondary or junior high text book about the immune system.

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

21. authentication	athentication
22. optimization	optimization

<> **4d.** Highlight the correct spelling of each **Optional** word.

23. reproachable	reeproachable
24. empeach	impeach



Character Focus: People who rely on themselves compromise more easily if they think it will help them.

<> 4e. On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 5. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

<> 5a. Now that you have written the body of your report, you are ready to write notes for an original opening paragraph. Follow these steps:

(1) Read the body of your report aloud to yourself, and consider these options for opening your report.

- a. Statistics:
- b. Story:
- c. A quotation:
- d. A newspaper report:
- e. A dialogue:
- f. A Scripture:
- g. A creation science book quotation
- h. Other

(2) **In your notes, plan on what you will include in your thesis statement.\* (You may tweak your original thesis statement to fit in your opening paragraph however you see fit.)**

- a. Remember, a thesis statement is a statement that **tells the “thesis” of your paper-- what your entire paper is about.**
- b. It should be a sentence or two in length and should introduce your reader to your topic.
- c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
- d. It should bridge the gap between your catchy opening paragraph and the body of your report.

(3) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.

(4) You may just jot down some thoughts, references, etc., for your opening paragraph notes, or you may create a “sentence-by-sentence” outline like you did for the body of your report.

**\*Note: If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph--even at the very end of your opening paragraph, if desired. Sometimes this helps the flow of your opening paragraph when you are using a story or other information in your opening paragraph that you want to keep all together--then follow all of this with the thesis statement.**

**Notes for Opening Paragraph**

Further Study: Make a list of the ways we should respond when we are reviled.

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Character Focus: Without God's help, we will give in to what is wrong.

<> **5b.** Follow these steps for writing your opening paragraph:

- (1) Write your thesis statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your thesis statement later, if desired.)
  
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
  
- (3) Using each set of notes for one sentence in the following way:
  - a. Read a line of notes.
  - b. Consider what you want to say about those notes.
  - c. Say aloud a sentence that you want to use.
  - d. Write down that sentence.
  - e. Repeat these steps for all of your notes.
  - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
  - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the report you just wrote.

## Grammar Card: Verb—Be, a Helper, Link Verb (abbreviated: BHL)

- A song to learn the Be, a Helper, Link verbs, sing to the ABC tune:  
ABCDEFGH  
**Be, a Helper, Link verbs,**  
HIJKLMNOP  
**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,**  
HIJKLMNOP  
**Appear, Look, Seem, Remain, Taste, Feel, & Smell**
- Not action verbs, rather, more a state of being verb
- They may be isolated or located in front of an action verb, infinitive, or another Be, a Helper, Link verb:
  - He seemed sad.
  - He was sad.
  - He had bought the book.
  - He is to be here at noon.
- Usually found in predicate part of sentence

## 6. Grammar: Be, a Helper, Link Verbs

↔ **6a.** Highlight all of the verbs in the passage.

You probably remember that verbs tell what the subject is doing or being. You probably also remember that there can be multiple verbs in one sentence, depending on how many subjects, clauses, etc., there are in a sentence.

Many English programs teach dozens of different verbs, including:

1. action verbs
2. being verbs
3. linking verb
4. verbals
5. modals
6. auxiliary verbs
7. helping verbs
8. transitive verbs
9. infinitives
10. intransitive verbs

This can be very confusing to students, so CQLA will teach you three main categories of verbs—the categories that are necessary for good writing.

### 1. Action verbs

a. Verbs that **show action**

b. **May or may not have a helping verb** with it showing when the action happened:

- 1) Shall write (helper shall; action write)
- 2) Has written (helper has; action written)

### 2. Infinitives

- a. The word **to plus a verb**
- b. Often confused with a prepositional phrase
- c. Can be action or not:
  - 1) **to write**
  - 2) **to be**

### 3. Be, a Helper, Link verbs

- a. All being verbs, helping verb, and linking verbs will fall into this category
- b. These will include being verbs (verbs that show being) and helping verbs (being verbs that are put with another verb to show when something occurred):
  - 1) **is, am, are, was, were**
  - 2) **feel, taste, smell, seem**

That sounds like a lot to learn in one week, but if you memorize the Be, a Helper, Link verb song, you will have all of the being/helping/linking verbs memorized! CQLA will call this category of verbs the Be, a Helper, Link verbs.

↔ **6b.** (T) Memorize the Be, a Helper, Link verb song found on the Grammar Card, and recite it to your teacher.

↔ **6c.** Study the Grammar Card about Be, a Helper, Link verbs provided in this lesson.

↔ **6d. Optional:** Make a Grammar Card about Be, a Helper, Link verbs, or add new information to an existing card.

↔ **6e.** In the sentences provided, complete the following steps:

(1) Highlight all of the verbs.

(2) Write above each verb which type of verb it is:

- ACT for action verbs
- INF for infinitives
- BHL for Be, a Helper, Link verbs

1. There are more than 2,600 varieties of palm trees.
2. Some are short and wide, and others are tall and slender.
3. Most have a single trunk that is as big around at the top as it is at the base.
4. Palm trees seldom have branches.
5. Instead, their leaves grow at the very tip of their trunks.
6. Because palm trees grow in a very different way than other trees, they are able to withstand hurricane-force winds without breaking.
7. Palm trees can resist droughts.
8. Several varieties flourish in the Sahara Desert.
9. Even fires and physical abuse do not prevent palm trees from producing fruit.
10. Oaks, maples, and most other woody trees have growth areas along the sides of their trunks.
11. As the tree grows taller, it also grows wider.
12. Palm trees never grow outward; they always grow upward.
13. Hardwood trees, such as oaks and maples, are very strong, yet they are often snapped in two by strong winds.
14. When these trees are caught in a storm, the tightly packed tubes can not bend, so they break.
15. Palm trees are able to withstand hurricane-force winds without breaking.
16. Palms bend in much the same way that the segments of a plastic bendable straw allow the straw to bend.
17. The majority of palm leaves fits into one of two categories.
18. Most are either palmately compound or pinnately compound.
19. This prevents palms from losing their life-sustaining leaves during storms and also reduces the air resistance that pulls at the tree in high winds.
20. Because hurricanes blow in circles, palm trees must be able to bend in any direction and spring back up as soon as the storm passes.
21. The trunk of most palms is made of a fibrous material that is slightly elastic.
22. Palm trees are anchored securely in the soil by a root system that radiates in all directions from the base of the tree.

23. Trees with shallow surface roots are dependent on rain for their supply of water.
24. Palm trees, however, send their roots out in all directions, not just along the surface.
25. Palms tap water that comes from deep underground sources.
26. Palm trees are like stalks of grass.
27. Sap flows throughout the entire cross section of the palm tree's trunk.
28. The whole trunk is alive.
29. It is not merely a hollow shell.
30. If a section is damaged, the injury does not affect the whole tree.

<> **6f.** Optional: In your notebook, write sentences with Be, a Helper, Link verbs. Highlight the verbs.

**Basic Level:** Write ten sentences.

**Extension:** Write fifteen sentences.

**Further Extension:** Write fifteen sentences using information from a resource about palm trees.

## 7. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph

<> **7a.** Now that you have written the body and opening paragraph of your report, you are ready to write a closing paragraph.

(1) **Your closing paragraph will include a “thesis statement reloaded.”**

- a. Remember, a **“thesis statement reloaded” is a statement that “closes” your paper--sums up what your entire paper is about.**
- b. It should be a sentence or two in length and should close your report.
- c. It may be at the very beginning of your closing paragraph or at the end of your closing paragraph.
- d. It should bridge the gap between your catchy closing paragraph and the body of your report.
- e. It should leave your reader with a feeling of satisfaction after reading your paper.
- f. It may repeat something catchy from your opening or may repeat the title of your report, if desired.
- g. Be sure your “thesis statement reloaded” is not identical to your thesis statement---it should be “reloaded” with the key words still in it.

(2) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.

- (3) You may just jot down some thoughts, references, etc. for your closing paragraph notes, or you may create a “sentence-by-sentence” outline like you did for the body of your report.

**Note: If you are used to writing “thesis statements reloaded” and closing paragraphs, you may experiment with putting your “thesis statement reloaded” later in your closing paragraph--even at the very end of your closing paragraph, if desired. Sometimes this helps the flow of your closing paragraph when you are writing a story or other information in your closing paragraph that you want to keep all together--then follow this with the “thesis statement reloaded.”**

### Notes for Closing Paragraph

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**<> 7b.** Follow these steps for writing your closing paragraph:

- (1) Write an **opening sentence (“thesis statement reloaded”)** at the beginning of your closing paragraph that tells what your report was about. (Or plan to put your “thesis statement reloaded” later, if desired.)
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Using each set of notes for one sentence:
  - a. Read a line of notes.
  - b. Think about what you want to say about those notes.
  - c. Say a sentence aloud that you want to use.
  - d. Write that sentence down.
  - e. Repeat these steps for all of your notes.
  - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
  - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced), after the report you just wrote.

Help Box for 6a.

You should have highlighted the following words:

Paragraph 1:

1. blow
2. must be (able) to bend
3. spring
4. passes
5. blows
6. is
7. passes
8. causes
9. to blow
10. does (not) spring
11. being bent
12. would be torn

Paragraph 2:

13. is made
14. is
15. is tugged
16. stretches
17. allows
18. to bend
19. bends
20. resist
21. stretch
22. pull
23. is (finally) released
24. snapping

## 8. Grammar: Helping Verbs and Verb Phrases

↔ **8a.** Highlight the verb phrases in the passage. Remember, for our purposes, a verb phrase is any base verbs (action, infinitive, or BHL) with at least one helper.

You have learned about the three categories of verbs in CQLA:

1. Action verbs
2. Infinitives
3. Be, a Helper, Link verbs

It is important to understand what helping verbs are since in a verb phrase a helping verb is the one that changes tense according to the number of the subject and when the action occurred.

A verb phrase consists of any of the following combinations:

1. An action verb plus a helper: being bent
2. Two BHL verbs: would be
3. Two verbs with an adverb between the two: does not spring
4. Multiple verbs making up a phrase: must be able to bend
5. An infinitive: to bend

Helping verbs are not difficult to use in writing since you use them in speaking all the time! They always have the following characteristics:

1. They must be one of the Be, a Helper, Link verbs
2. They must be written before the main verb

↔ **8b.** Highlight the Be, a Helper, Link verbs in the list of verb phrases from the passage.

The main reason you should learn Be, a Helper, Link verbs is because when you write a verb phrase (the helpers and main verb), you need to be sure the helpers match the subject in the following ways:

1. In number
  - a. The boy **has** given his best. (Use has because the subject is singular.)
  - b. The boys **have** given their best. (Use have because the subject is plural.)
2. In tense
  - a. Yesterday, the boy **had** given his best. (Use had because it happened yesterday.)
  - b. She **was** going to town. (Use was because it shows past tense.)

↔ **8c.** In the sentences provided, highlight the main verb of each sentence in one color and any helpers that go with the main verb in another color.

Note: Do not highlight adverbs in the middle of the verb phrase.

Note: Remember, a sentence's main verb is not found in a sentence opener.

Example: We **should** **keep** our hearts on God.

1. Palm trees must tap water that comes from deep underground sources.
2. The palm is one of the few trees that is able to live in the Sahara Desert.
3. Its deep roots must find sources of water that are not apparent on the surface.
4. Both the bark and the inner heart of these trees are dead.
5. Because the heartwood of trees is dead, it can rot. (Remember, the sentence's main verb is not in a sentence opener.)
6. This will leave the center of the tree hollow.
7. Sap will flow throughout the entire cross section of the palm tree's trunk.

8. If a section is damaged, the injury does not affect the whole tree.
9. Because the growth cells of palm trees are located at the top of the trunk rather than on the sides, injuries to the trunk do not heal.
10. Each and every nick on a palm tree will remain as a permanent scar.
11. Most palm trees will grow in tropical or semi-tropical climates.
12. They will grow best in heat and bright sunlight.
13. They might wither in the cold.
14. To protect themselves, many palm trees will “clothe” themselves with their own leaves.
15. These form what is called a petticoat around the trunk of the tree.
16. Palm trees will produce many kinds of fruit.
17. The fruit of the date palm has become a major source of food in most of Africa and the Middle East.
18. Because injuries to the palm’s trunk never heal as other trees do, old palms are covered with scars that mark each time they were battered or abused.
19. The fruit of these trees will taste much sweeter than their younger and sleeker relatives.

**<> 8d. Optional:** In your notebook, write sentences with verb phrases (main verb and any helpers) containing information from a character book.

**Basic Level:** Write ten sentences.

**Extensions:** Write twelve sentences.

Help Box for 8a.

You should have highlighted the following words:

- |                          |                      |               |
|--------------------------|----------------------|---------------|
| 1. must be able          | 2. does (not) spring | 3. being bent |
| 4. would be torn         | 5. is made           | 6. is tugged  |
| 7. is (finally) released |                      |               |

Help Box for 8b.

You should have highlighted the following words:

Paragraph 1:

- |            |         |          |
|------------|---------|----------|
| 1. must be | 2. does | 3. being |
|------------|---------|----------|

4. would be

Paragraph 2:

- |       |       |       |
|-------|-------|-------|
| 5. is | 6. is | 7. is |
|-------|-------|-------|

## 9. Spelling Practice: Six “S” Spelling Secret

**<> 9a.** Take a spelling "pre-test" in your notebook.



## Subject-Verb Agreement

When you write a verb phrase, the Be, a Helper, Link verb must match the subject:

1. In number
  - a. The boy has given his best. (Use the singular verb *has* because the word *boy* is a singular noun.)
  - b. The boys have given their best. (Use the plural verb *have* because the word *boys* is a plural noun.)
2. In tense
  - a. Yesterday, the boy had given his best. (Use *had* because it happened yesterday.)
  - b. She was going to town. (Use *was* because it shows past tense.)

<> **9b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the work sheet for any words you misspelled in your pre-test.

<> **9c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 10. Grammar: Subject-Verb Agreement With the Subject Following the Verb

<> **10a.** In the first and second paragraph of the passage, highlight the main subject of each of the sentences:

Paragraph 1:

- |                |                  |
|----------------|------------------|
| 1. palm trees  | 2. the wind      |
| 3. the air     | 4. the back side |
| 5. A palm tree |                  |

Paragraph 2:

- |                   |         |
|-------------------|---------|
| 6. The trunk      | 7. it   |
| 8. elastic fibers | 9. they |

While we had to wade through sentence openers and other distracters to find those main subjects, it wasn't as difficult to locate them as when a main subject comes later in a sentence.

Sometimes a main subject can be extremely challenging to locate. This happens when the main subject comes later in a sentence, such as in these sentences:

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| 1. There is a <b>hurricane</b> . | 2. Where is the <b>eye</b> of it?    |
| 3. Why is <b>she</b> late?       | 4. Here are some <b>provisions</b> . |

The bold fonted words (found later in the sentences) are the main subjects of the sentences.

When the subject is after the verb in the sentence, it can be very tricky to ensure that the subject and verb are in agreement. **There are some key words (often found at the beginning of the sentence) that will alert you to the fact that the subject is later in the sentence, and you should use special care in choosing the correct verb form.**

These key words include:

- |                                   |                |
|-----------------------------------|----------------|
| 1. <b>There</b>                   | 2. <b>Here</b> |
| 3. <b>Then</b>                    |                |
| 4. Any word that asks a question: |                |
| a. <b>Where</b>                   | b. <b>When</b> |
| c. <b>What</b>                    | d. <b>Who</b>  |
| e. <b>Which</b>                   | f. <b>Why</b>  |
| g. <b>How</b>                     |                |

When a sentence begins with one of these words, the verb usually comes before the subject. In order to have proper subject-verb agreement, you will need to look further in the sentence and find the subject before choosing the correct verb form.

The following sentences have inverted sentence structures:

1. There *are* many **ways** we can respond to persecution. (The plural subject *ways* requires the plural verb *are...ways are*.)
2. There *is* a **fountain** filled with blood. (The singular subject *fountain* requires the singular verb *is*. The entire verb phrase would be *is filled...fountain is filled*.)
3. Here *are* the **mockers**. (The plural subject *mockers* requires the plural verb *are...mockers are*.)
4. Here *is* a **reviler**. (The singular subject *reviler* requires the singular verb *is...reviler is*.)
5. Where *are* the persecuted **Christians** hiding? (The plural subject *Christians* requires the plural verb *are...Christians are*.)
6. What *is* the **topic** of this character book? (The singular subject *topic* requires the singular verb *is...topic is*.)
7. When *were* the **Bunyans** alive? (The plural subject *Bunyans* requires the plural verb *were... Bunyans were*.)
8. When *were* **Paul and Silas** imprisoned? (The compound subject *Paul and Silas* requires the plural verb *were...Paul and Silas were*.)

Of course, **any time a sentence is a compound sentence (two sentences joined together with a semicolon or a comma and a coordinating conjunction), each part of the sentence will have its own subject and verb.** For example: *Paul was imprisoned, and Silas was imprisoned.*

🔑 Do not say or write “There’s the kids” or “There’s Kendra and Danae.” The main subject follows the “There’s” or “There is,” and you need to notice whether the subject is singular or plural, and choose the verb accordingly: There is Kara. There are Kayla and Cami.

🔑 When a question word begins your sentence, look beyond the verb for the subject and match the subject with the correct verb: Where is she? Where are they?

↔ 10b. Study the Grammar Card about subject-verb agreement when the subject follows the verb.

↔ 10c. **Optional:** Make a Grammar Card about subject-verb agreement when the subject follows the verb, or add new information to an existing card.

↔ 10d. In the sentences provided, complete the following steps:

- (1) Highlight the main subject of each sentence. (Do not highlight other subjects in subordinate [or dependent] clauses or phrases.)
- (2) Highlight the corresponding verb that goes with the main subject you highlighted.
- (3) Correct any subject-verb agreement errors you find.
- (4) **Optional:** Isolate distracters with parentheses, brackets, etc. if this will help you.

1. There are a scale for measuring the strength of earthquakes.
2. There are various levels of earthquakes.

### Grammar Card: Subject-Verb Agreement When the Subject Follows the Verb (Inverted Sentence Structure)

- When the subject is later in the sentence, **look for the subject first, then determine the verb needed**
- Confusion often happens when a sentence begins with:
  - Question words—When, Where, What, Who, Which: Who are the members?
  - There: There are the birds. There is the bird.
  - Here: Here are the birds. Here is the bird.

🔑 Do not say or write “There’s the kids” or “There’s Joe and Sandy.” The main subject follows the “There’s” or “There is,” and you need to notice whether the subject is singular or plural, and choose the verb accordingly: There is Kara. There are Kayla and Cami.

🔑 When a question word begins your sentence, look beyond the verb for the subject and match the subject with the correct verb: Where is she? Where are they?

3. There is many signs of a pending earthquake.
4. The Richter scale are a numbering system for measuring the strength of earthquakes.
5. A quake that measures three on the Richter scale is one thousand times greater than a quake that registers one.
6. Earthquakes shakes the foundation upon which homes, businesses, and churches are built.
7. Foundations that are built upon bedrock is the safest.
8. They may shake and rumble, but they are the least likely to give way.  
(Note: This is a compound sentence with each half of the sentence containing its own main subject and verb. Highlight the subjects and verbs in each half of the sentence.)
9. Sand and clay, on the other hand, crumble quickly.
10. When the earth quakes, waves spreads out from its center just like ripples in a pond.
11. Most earthquakes occurs within five to forty miles of the surface.
12. Ninety-nine percent of all earthquakes happens along rift zones where there have been many other quakes.
13. It was once believed that the rifts themselves caused earthquakes.
14. It is now believed that something deep in the earth triggers earthquakes.
15. The giant rifts in the earth's crust is the results rather than the causes of earthquakes.
16. A fault is a place where the earth's crust has already broken.
17. These faults are the first to quake when there is a disturbance deep in the earth.

## 11. Spelling Practice: Write That Word!

<> **11a.** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

<> **11b.** Complete the following steps for one of the words you listed in 10a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

---

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<> **11c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 12. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> **12.** Use the Checklist Challenge located after this week's lesson to edit your report.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

**Optional:** In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

## 13. Grammar: Weekly Review Quizzes

<> **13.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

**Note:** Complete any portion of the shaded parts that you are able to at this time. Eventually, you will learn all the parts of speech.

<> **18b.** Do the Weekly Review Quiz provided after this week's lesson.

## 14. Spelling: Spelling Test

- ↔ 14a. (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- ↔ 14b. (T) Have your teacher check your Spelling Test.
- ↔ 14c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 15. Dictation: Dictation Quiz

- ↔ 15a. (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- ↔ 15b. (T) Review your dictation with your teacher.
- ↔ 15c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 16. Composition: Final Copy Original Informative Research Report

- ↔ 16a. Write the final copy of your report in your notebook (on every line). If you prefer, you may key it on the computer (double spaced).
- ↔ 16b. Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

## Optional: Extra Practice

- 1E. In your notebook, write fifteen sentences using the understood subject you from a character book or another source.
- 2E. On the lines provided, write key words from this week's passage.
- 3E. In your notebook, write your essay using your Key Word Outline from this lesson.
- 4E. Edit and revise your essay from this lesson using this week's Checklist Challenge.

# Checklist Challenge Red 3-B: Weeks Three & Four

Character Focus: Endurance

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).

All **All Levels**

E's **Extensions**

B **Basic Level only**

FE **Further Extension only**

E **Extension only**

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## To Be Completed During Week Four

All  All  All  All  
 All  All  E's

Read your report to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

☞ **Focus on content errors at this time.**

All  All  All  All  
 All  All  E's

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All  All  All  All  
 All  All  E's

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All All  
All All E's

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

⇒ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All All All All  
All All E's

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

⇒ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All All All All  
All All E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher. (or place a check mark in each one that represents a paragraph with no Banned Words).

**Banned Word List:**

very	big	really	good	great
fine	say	bad	little	want
see	look	ask	lot	find

like (only when used as a verb; not a Banned Word as a preposition)

⇒ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box as directed by your teacher.

Consider the following ideas:

- Something catchy:
- Something comical:
- Something bold:
- A song title or line:
- A Scripture:
- Something biblical:
- Something about character:
- Something informative:
- Other:

⇒ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

☞ **Tips:**

- **Write a sentence that describes your essay without telling the reader exactly what it is about.**
- **Do not say: *In this essay you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* essay.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **“thesis statement reloaded”** and should conclude your report. If you have already done this, highlight the check box as directed by your teacher.

☞ **You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.**

All

All

All

All

All

All

E's

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **A word you have never used in writing might be one you use in speaking but not in your reports. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

All

All

All

All

All

All

E's

Check each paragraph carefully to be sure that your **transition from one paragraph to another** is smooth. If not, add transition sentences as needed. If your transition sentences are adequate, highlight the check box(es) as directed by your teacher.

☞ **Your transition from one topic to another topic may come at the end of a paragraph (telling the next paragraph's topic) or at the beginning of a paragraph (telling that paragraph's topic).**

B

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.**

B

Add one **SSS5 x 3** (Three Super Short Sentences of five words or fewer) in **a row** for emphasis. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- They are subtle. They are sneaky. They are predators!
- They set traps. They devise snares. They are sneaky.



All All All All  
All All E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

☞ **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.**

All All All All  
All All E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ **Do not change insignificant words such as *was, it, and, etc.***

B

Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (or more than one time, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Punctuate appropriately:

- Follow it with a comma: **Yes**, that "hunter" has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.

☞ **Interjections include words from the following rhyme:**

**My, well, oh  
Wow, yes, no**

B

Start one or more of your sentences with an **adverb** (ly word or other) (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims**, courageous predators attack and eat.

☞ **The comma may be directly after the adverb or shortly after it, depending on where you "hear" it.**

B

Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **When a spider creates its web**, it uses an original design.
- **Because a web must capture many types of prey**, it is durable and adhesive.
- **While a spider is designing its web**, it constructs a frame and spins spokes that span out from the center.
- **Since a web needs to be durable and adhesive**, it is made of silk threads.

☞ **Subordinators are words that come at the beginning of subordinate clause openers. They include words in this rhyme (plus many more):**

**Since, when, though**  
**Because, if, although**

E's E's

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

☞ **Follow the opener with a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause.**

All

**Combine two complete, related sentences** with a semicolon. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly; these sneaky ones use far more subtle methods.
- They act via traps and snares; they put their victims in challenging positions.

All

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 set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Joined by *and*: The **crafty and ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

☞ **Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*.)**

FE

Include one **simile or metaphor** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Simile--Comparison *using* like or as: The Venus' fly trap is as insidious **as the steel jaws of a hunter's snare**.
- Metaphor--Comparison *without* using like or as: The Venus' fly trap **is a hinged prison**.

E's

Add one **appositive** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- The Venus' flytrap, **a plant that catches and eats bugs and flies**, provides another example of entrapment.

☞ **Set off an appositive with commas unless it is a one-word name.**

E's

Add another complete sentence to one of your sentences with a **coordinating conjunction or semicolon** to create a compound sentence. If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- Original: The Venus' flytrap provides another example of entrapment. It is a plant that eats bugs and flies.
- Compound Sentence: The Venus' flytrap provides another example of entrapment, **for it is a plant that eats bugs and flies.**

FE

Add one **conjunctive adverb**, also known as an interrupter (or more than one, according to your level). **If you hear a pause, place punctuation on both sides of it.** If you have already done this, highlight the check box(es) as directed by your teacher. You may select one from the list below or choose one of your own.

Examples:

however	moreover	henceforth	for example	nonetheless
likewise	whatsoever	for instance	wherefore	hence
however	in addition to	similarly	consequently	in fact
therefore	in spite of	alas	nevertheless	thus
in comparison	furthermore			

☞ **Three ways:**

- **In the middle of a sentence:**
  - The Venus' flytrap, however, is actually a plant.
- **In the middle of two sentences with a semicolon just before the conjunctive adverb:**
  - The Venus' flytrap is a plant; however, it actually catches and eats bugs and flies.
- **At the beginning of a sentence:**
  - However, the plant actually catches and eats bugs and flies.

E's

Add one **list of three or more items** (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:

1. **Nouns:** Venus' flytraps eat **bugs, flies**, and small **spiders**.
2. **Verbs:** Spiders **build** a web, **trap** their prey, and **eat** their dinner.
3. **Adverbs:** Spiders catch their prey **sneakily, stealthily**, and **craftily**.
4. **Adjectives:** A web is **intricate, sticky**, and **silky**.
5. **Clauses:** Spiders are insects **that are creative, that capture other insects**, and **that never miss their meals!**
6. **Prepositional phrases:** The spider is clever **in its hunting, for its abilities**, and **from much practice**.
7. **Infinitives** (to + a verb): The spider likes **to spin, to catch**, and **to eat**.

☞ **Make sure your list is parallel and punctuated properly.**

All All All All

All All E's

**Edit each paragraph** with your teacher, and correct any **usage or spelling errors**.



# Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one aloud.</li> <li>Try to spell the word aloud without looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the 1. SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
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6. \_\_\_\_\_
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47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs E's

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
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8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
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14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

- M \_\_\_\_\_, W \_\_\_\_\_, O \_\_\_\_\_,  
W \_\_\_\_\_, Y \_\_\_\_\_, N \_\_\_\_\_,

**Subordinators**

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
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26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

**Coordinating Conjunctions**

**(FANBOYS)**

Thirty Seconds

- F \_\_\_\_\_
- A \_\_\_\_\_
- N \_\_\_\_\_
- B \_\_\_\_\_
- O \_\_\_\_\_
- Y \_\_\_\_\_
- S \_\_\_\_\_

**BHL Verbs**

Two Minutes

**Be, a Helper, Link Verbs,**

I \_\_\_\_\_, A \_\_\_\_\_, A \_\_\_\_\_,

W \_\_\_\_\_, & W \_\_\_\_\_,

B \_\_\_\_\_, & B \_\_\_\_\_, B \_\_\_\_\_,

B \_\_\_\_\_,

H \_\_\_\_\_, & H \_\_\_\_\_, & H \_\_\_\_\_,

are ones.

C \_\_\_\_\_, C \_\_\_\_\_, S \_\_\_\_\_,

S \_\_\_\_\_ -- they are fun

W \_\_\_\_\_, W \_\_\_\_\_, D \_\_\_\_\_,

D \_\_\_\_\_, D \_\_\_\_\_, &

D \_\_\_\_\_

M \_\_\_\_\_, M \_\_\_\_\_, M \_\_\_\_\_,

-- they are some as well,

A \_\_\_\_\_, L \_\_\_\_\_, S \_\_\_\_\_,

R \_\_\_\_\_, T \_\_\_\_\_,

F \_\_\_\_\_, & S \_\_\_\_\_

**First Subordinators Learned  
in Rhyme**

Thirty Seconds

S \_\_\_\_\_, W \_\_\_\_\_, Th \_\_\_\_\_,

B \_\_\_\_\_, I \_\_\_\_\_, Al \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher\*

## I. Comprehension and Vocabulary

1. In what pattern does a hurricane blow? \_\_\_\_\_

2. What makes up the trunk of a palm tree?

\_\_\_\_\_

3. What is this passage about?

- A. How strong hurricanes are.
- B. How palm trees survive hurricanes.
- C. What palm trees are made of.
- D. Where palm trees grow.

4. Why does the author of the passage tell the reader what the trunk of a palm tree is made of?

- A. To show that palm trees are amazing plants.
- B. To make you want to buy a palm tree.
- C. To explain how palm trees survive hurricanes.
- D. To show how powerful hurricanes are.

5. Look up and list the meanings of four spelling words that you did not already know the meaning of.

a. \_\_\_\_\_

definition: \_\_\_\_\_

b. \_\_\_\_\_

definition: \_\_\_\_\_

c. \_\_\_\_\_

definition: \_\_\_\_\_

d. \_\_\_\_\_

definition: \_\_\_\_\_

**\* Teacher Tip:** You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.



## II. Outlining and Write On

6. Was there anything (source, name, technical information) that you needed for your report but was not in your outline? If so, what was it?

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7. What is a thesis statement?

---

8. What is a thesis statement reloaded?

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## III. Grammar and Usage

9. What are the three types of verbs?

A. \_\_\_\_\_ B. \_\_\_\_\_

C. \_\_\_\_\_

Fill in the blanks for the grammar rules you learned this week.

10. BHL verbs are not \_\_\_\_\_ verbs but rather \_\_\_\_\_ of \_\_\_\_\_ verbs.

11. BHL verbs are usually found in the \_\_\_\_\_ part of a sentence.

12. In a compound sentence each side has its own \_\_\_\_\_ and its own \_\_\_\_\_.

13. When you are checking to make sure you subject and verb agree, look for the \_\_\_\_\_ first, then determine the \_\_\_\_\_ needed.

## IV. Homophones and Spelling

14. What sound does *tion* usually say? \_\_\_\_\_

15. What three words did you have the most trouble with this week?

A. \_\_\_\_\_ B. \_\_\_\_\_

C. \_\_\_\_\_

## V. Editing and Revising

16. What three interesting facts about your animal did you include in your paper?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

17. What was the best adverb in you added in the Checklist Challenge? \_\_\_\_\_

18. What was the best adjective in you added in the Checklist Challenge? \_\_\_\_\_

19. What is the most interesting word you found in a thesaurus this week? \_\_\_\_\_

# Teacher's Helps

## Red 3-B

### Character Focus: Endurance

Lesson Plans and Answer Keys

# Lesson Plans

## Red 3-B: Week One

For a Five-Day Week

**Character Focus: Endurance**

Day One																											
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<p><b>1. Copying and Comprehension: Passage and Vocabulary</b> <b>All</b></p> <p>Endurance is often considered with the physical stamina required for a race. However, the character quality of endurance is significantly more extensive than physical stamina. It also includes the strength that accompanies willingly rejoicing in the reproaches that one encounters in following the ways of God.</p> <p><b>Extensions</b></p> <p>Unquestionably, endurance is based on hope. A runner willingly endures difficult and painful training for the hope that he will eventually win the race. Men and women of God have also undergone immense suffering for the hope of their promised reward.</p> <p><b>Further Extension</b></p> <p>Jesus endured the cross for the joy of knowing that His death would conquer Satan and ultimately bring redemption. When Elijah stood against the evil of his day and was hunted down, he was loyal to the end. John the Baptist was imprisoned for his stand on adultery, yet he remained faithful to his death. Daniel maintained godly standards during the reign of four kings; he was tested when others attempted to take his life, but he endured to the end.</p> <p><b>2. Spelling/Structural Analysis: <i>Ent, ant, ance, ence</i> Families</b> Examples: different, rampant, chance, difference</p> <p><b>All</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">1. government</td> <td style="padding: 2px;">2. comment</td> <td style="padding: 2px;">3. president</td> </tr> <tr> <td style="padding: 2px;">4. accent</td> <td style="padding: 2px;">5. document</td> <td style="padding: 2px;">6. variant</td> </tr> <tr> <td style="padding: 2px;">7. endurance</td> <td style="padding: 2px;">8. commence</td> <td style="padding: 2px;">9. blatant</td> </tr> <tr> <td style="padding: 2px;">10. repentance</td> <td style="padding: 2px;">11. commentary</td> <td style="padding: 2px;">12. obedience</td> </tr> <tr> <td style="padding: 2px;">13. gallant</td> <td style="padding: 2px;">14. vigilant</td> <td style="padding: 2px;">15. vigilante</td> </tr> </table> <p><b>Extensions</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">16. experience</td> <td style="padding: 2px;">17. presidential</td> <td style="padding: 2px;">18. dependency</td> </tr> </table> <p><b>Further Extension</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">19. accompaniment</td> <td style="padding: 2px;">20. adjournment</td> </tr> </table> <p><b>Optional</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">21. ridicule</td> <td style="padding: 2px;">22. mock</td> <td style="padding: 2px;">23. defame</td> </tr> <tr> <td style="padding: 2px;">24. rail</td> <td></td> <td></td> </tr> </table> <p><b>3. Editor Duty: Correct Given Paragraph(s)</b> Verb Phrases, Past Participles, Interjections</p> <p><b>4. Spelling Practice: Choose the Correct Spelling</b></p>		1. government	2. comment	3. president	4. accent	5. document	6. variant	7. endurance	8. commence	9. blatant	10. repentance	11. commentary	12. obedience	13. gallant	14. vigilant	15. vigilante	16. experience	17. presidential	18. dependency	19. accompaniment	20. adjournment	21. ridicule	22. mock	23. defame	24. rail		
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Day Two
<p><b>5. Study Skills/Prewriting: Key Word Outline</b>  <b>All</b> -- Paragraph One of Body: 3 Sentences  <b>All</b> -- Paragraph Two of Body: 3 Sentences  <b>All</b> -- Paragraph Three of Body: 4 Sentences</p> <p><b>6. Punctuation: Semicolons Used to Combine Two Complete, Related Sentences</b></p> <p><b>7. Structural Analysis: Prefix re</b></p> <p><b>8. Spelling Practice: Six "S" Spelling Secret</b></p>
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<p><b>16. Spelling: Spelling Test</b></p> <p><b>17. Dictation: Dictation Quiz</b></p> <p><b>18. Composition: Final Copy Essay From Given Material</b></p> <p><b>Optional: Extra Practice</b></p>

# Lesson Plans

## Red 3-B: Week One

For a Four-Day Week

**Character Focus: Endurance**

Day One																																							
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# Answer Keys Red 3-B: Week One

## 3. Editor Duty: Correct Given Paragraph(s)

### Verb Phrases, Past Participles, Interjections

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight the verb phrases.

(3) In the last paragraph, highlight the interjection, and place a comma following it, if you have not already done so.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma-cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

Although we commonly shrink from experiencing reproach for Christ's sake, reproach **can actually strengthen** our faith if we view it from God's perspective. The picture is that of an enemy coming against the Lord in me. I **am standing** in the place of His body, and they **are attacking** me, not because they **do not like** me, but because they **have rejected Him**.

Once we understand this vital concept, we are able to employ the powerful weapons of faith that David used when facing Goliath. Goliath came out everyday to revile Saul and the armies of Israel in the same way that Christ's enemies **revile** believers in our day.

Saul and the men of Israel assumed that they were Goliath's enemies. **Yes**, they fled in fear and hid themselves in **their** tents and in the rocks. David understood that Goliath's revilings **were** not against Saul or Israel, but against the God of Israel. **Therefore**, David was able to draw upon all of the power, authority, and resources of heaven to defeat Goliath. **He** did this by going out to battle in God's name, rather **than** his own.

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word

- |                      |                 |
|----------------------|-----------------|
| 1. <b>government</b> | goverment       |
| 2. <b>comment</b>    | commint         |
| 3. <b>president</b>  | presidant       |
| 4. <b>acsent</b>     | <b>accent</b>   |
| 5. <b>documant</b>   | <b>document</b> |
| 6. <b>variant</b>    | varient         |
| 7. <b>endurance</b>  | endurence       |

**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:** These sentences have been combined using a semicolon. Do not consider it wrong if your student chooses to combine them using a comma and a coordinating conjunction.

8. comence	<b>commence</b>
9. blatent	<b>blatant</b>
10. <b>repentance</b>	repentence
11. <b>commentary</b>	commantary
12. obedience	<b>obedience</b>
13. <b>gallant</b>	gallent
14. vigilent	<b>vigilant</b>
15. <b>vigilante</b>	vigilanty

<> **4b.** Highlight the correct spelling of each **Extensions** word

16. <b>experience</b>	experiance
17. <b>presidential</b>	presidantial
18. depenancy	<b>dependency</b>

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

19. <b>accompaniment</b>	accompiniment
20. <b>adjournment</b>	adjornment

<> **4d.** Highlight the correct spelling of each **Optional** word.

21. ridecule	<b>ridicule</b>
22. <b>mock</b>	mokk
23. defaim	<b>defame</b>
24. <b>rail</b>	rale

## 6. Punctuation: Semicolons Used to Combine Two Complete, Related Sentences

<> **6e.** In the sentences provided, combine two sentences into one using a comma and a coordinating conjunction or a semicolon. You may simply pencil in the changes or copy the new sentences on the lines provided.

Example: **We must examine ourselves on a regular basis. The heart is deceitful above all things.**

- (1) With semicolon: *we must examine ourselves on a regular basis; the heart is deceitful above all things.*
- (2) With comma-cc: *we must examine ourselves on a regular basis, for the heart is deceitful above all things.*

1. God's laws are expressions of His love; they provide protection for all who keep them.
2. Others cast them aside as being out of date or irrelevant; they pay with their lives for their lack of understanding.
3. These principles must be properly discerned and correctly applied; understanding His perspective in applying His laws helps us to do this.
4. When you love a person, you give that person first place in your life; this means giving them consistent loyalty and devotion.
5. Jesus said the second law is like the first one; James says the second law is the "royal law."
6. The word royal denotes that which is kingly or magnificent; it was actually used to refer to things which belonged to a sovereign or part of a sovereign's right.
7. Freedom is not the power to do what we want; it is the power to do what we ought.
8. The words sowing and reaping reveal one of the most significant aspects of the law; it is the principle of cause and effect.
9. The word reap denotes the process of gathering a harvest; its expanded meaning includes receiving something as a reward or as the fruit of one's labors.
10. One of the clearest confirmations of the timelessness of the Old Testament law is seen in the way God has written its basic principles in the hearts of every person in the world; there is a universal "moral consciousness" of right and wrong that is consistent with Old Testament law.

**Sample Answers Given. Answers will vary.**

## **10. Vocabulary/Structural Analysis: Wacky Words**

**Homophones: their, there, they're**

**<> 10b.** Fill in each blank provided with the correct Wacky Word--*their, there, or they're*.



1. They're are late again.
2. We went to their house for dinner.
3. Many missionaries inspire us with their endurance.
4. They're people who felt the call to spread the gospel.
5. Many missionaries went far away from their homes.
6. I want to go there

## 12. Grammar: Main Subject

**Note:** the authors prefer to place brackets around subordinate clauses (subordinator + subject + verb); parentheses around prepositional phrases; and <> around other distracters when needed.

<> **12d.** Find the main subject and main verb of each sentence below after the distracters are isolated for you.

■ = main subject

■ = main verb

1. Punctuality is based (on two important factors.)
2. The first factor is a reverence (for time); the second is a respect (for other people.)
3. Time is one (of our most precious assets); we are given a limited amount (of it); we are accountable (to God) (for how we use it.)
4. We are to reverence time (because God created it.)
5. He established days, nights, weeks, months, and years.
6. He also established seasons (of the year) and seasons (of life.)
7. God designed the day (for work) and the night (for rest.)
8. He desires [for us to make maximum use (of every day) and finish one week's work (in six days.) ]
9. Punctuality requires [that we have a respect] (for other people) and the time God has entrusted (to them.)
10. Punctuality is a method (of demonstrating) the worth (of people and their time) (by arriving) (for appointments) (before they begin.)

11. **Failing to be punctual** **hinders** God's purposes (in our lives.)
12. **It** **becomes** an offense (to those) [who have to endure our lateness.]
13. [When people are forced to wait,] **they** **tend to count** the faults (of the one) [who kept them waiting.]
14. [As the time increases (without the person's arrival,)] **the list** **increases** too.

<> **12g.** In the sentences provided, highlight the main subject of each sentence. If you have difficulty finding them, get rid of the distracters (phrases, subordinate clauses, and describers) by placing parentheses and brackets around them.

## All

1. (In reality,) **we** gain approval (by becoming the unique individuals God intended us to be.)
2. (By covering up our mistakes and failures,) **we** think that we will gain admiration.
3. **God** tells us (that we gain admiration by acknowledging our failures and asking (for forgiveness) (from those we have offended.))
4. **We** do not "get even" (with those who offend us) (by hurting and avoiding them.)
5. **We** "repay" those (who offend us) (by doing all the good we can (for them.))
6. The **Scriptures** show us (that we are exalted) (when we humble ourselves and exalt others.)
7. (Ultimately,) **we** do not gain respect (when we demand our personal rights.)
8. (Actually,) **we** gain respect (when we yield our personal rights.)
9. **We** think (that we gain prosperity( by holding on) (to what we have.))
10. (Truly,) the **way** (to prosperity) is to give all we have (to Him and others.)
11. **We** cannot gain joy (by avoiding irritations and trials.)
12. **We** become joyful (when we welcome and respond correctly (to trials.))
13. **We** are wrong (if we think the way to enjoy life is to satisfy all (of our desires.))
14. **God** states (that the way to enjoy life is to die (to our desires.))
15. (When God allows trials (in our lives,)) His **purpose** is to refine our faith.

## Extensions

16. (By looking or acting like someone else (who is accepted,)) **we** think we can gain approval.
17. (To some people,) **independence** is gained (when they get out (from under the authority) (over them.))

18. (Regardless (of what the world says,)) **we** are not exalted (when we point out the faults (of others.))
19. (By giving our life (to Him) (in order to achieve His purposes,)) **we** will discover a meaningful life.
20. (By dying (to our desires,)) **we** can enjoy life (to the fullest.)

**Answers will vary as your student may or may not have isolated all distracters.**

**<> 12h. Further Extension:** For the sentence openers provided, add a main subject and a main verb (and any other words you need in order for your sentences to make sense.) Do you see how you can combine a sentence opener with a complete sentence to create a more complex, detailed sentence?

Example: When we are accountable to God, we will use our time more wisely.

**No Answer Key needed. Answers will vary.**

## Weekly Review Quiz Answer Key

### I. Comprehension and Vocabulary

1. What is endurance based on? Hope
2. What four examples of endurance are given in the passage?
  - a. Jesus
  - b. Elijah
  - c. John the Baptist
  - d. Daniel
3. Look up and list the meanings of four spelling words that you did not already know.  
**Answers will vary.**

### II. Outlining and Write On

4. What symbol did you use in your Key Word Outline?  
**Answers will vary.**
5. What is the difference between a simile and a metaphor?  
A simile is a comparison using the words like or as. A metaphor is a comparison that does not use the words like or as.
6. What synonyms did you use for the following words or terms from the passage? (Note: if these words are in your paper, then you probably did not change it enough from the passage. Go back to your paper and insert synonyms.)  
**Answers will vary.**

### III. Grammar and Usage

7. What are semi-colons used for?  
To combine to complete sentences.

8. What must be on both sides of a semi-colon?

A complete sentence.

9. Are the semi-colons being used correctly in the following sentences? Write Y or N to indicate your choice.

a. We ate dinner; it was delicious. Y

b. We ate dinner; and it was delicious. N

c. We ate dinner; with my brother and sister at Applebees. N

d. After eating with my brother and sister; we played putt-putt golf. N

#### IV. Homophones and Spelling

10. Write three *ent* words

**Answers will vary.**

11. Write three *ence* words

**Answers will vary.**

12. Write three *ant* words

**Answers will vary.**

13. Write three *ance* words

**Answers will vary.**

14. What does the word *there* mean?

A location. Here and there.

15. What does the word *their* mean?

A pronoun that shows ownership

16. What does the word *they're* mean?

A contraction meaning they are

#### V. Editing and Revising

17. What Checklist Challenge change was best at making your paper more clear?

**Answers will vary.**

18. What interesting word did you find in the thesaurus?

**Answers will vary.**



# Lesson Plans

## Red 3-B: Week Two

For a Five-Day Week

**Character Focus: Endurance**

Day One																									
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**1. Copying and Comprehension: Passage and Vocabulary**  
**All**

How could blessing and not bitterness come from Bunyan's prison-cell experience? While handcrafting laces to help support his family, he diligently studied God's Word. His close relationship with Christ gave him the courage to stand by his convictions in the face of persecution. It also inspired and enriched his writings.

**Extensions**

During his twelve years in the Bedford jail, Bunyan published eleven books. Many believers probably viewed his suffering as a foolish and unfair interruption. How could a young and promising preacher do God's will from inside a jail? Yet, his ministry and effectiveness for God were enriched beyond measure because he willingly suffered for the cause of Christ.

**Further Extension**

In 1672, Charles II signed the Declaration of Religious Indulgence, which ended the persecution of dissenters. On the ninth of May, Bunyan was officially released. At the age of forty-four, what kind of influence could this preacher now have since he had "wasted the best years of his life"?

God's blessings on John Bunyan's post-prison ministry were expansive. He continued to pastor a church in Bedford until his death. His spiritual leadership and energy were responsible for the establishment of many churches in neighboring shires. Bunyan also became one of the outstanding preachers of his day.

**2. Spelling/Structural Analysis: Gh Without the ff Sound**  
**Examples: through, thorough**

**All**

1. neighbor	2. though	3. through
4. thought	5. thorough	6. thoughtful
7. haughty	8. ought	9. sought
10. blight	11. overweight	12. drought
13. although	14. frighten	15. daughter

**Extensions**

16. furlough	17. thoughtless	18. slough
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**Further Extension**

19. thoroughfare	20. borough
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**Optional**

21. rail	22. innocent	23. faultless
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**3. Editor Duty: Correct Given Paragraph(s)**  
Action Verbs and Adverbs

**4. Spelling Practice: Choose the Correct Spelling**

Day Two
---------

**5. Study Skills/Prewriting: Key Word Outline**  
**All** -- Paragraph Four of Body: 4 Sentences  
**All** -- Paragraph Two of Body: 4 Sentences  
**All** -- Paragraph Three of Body: 3 Sentences  
**All** -- Paragraph Four of Body: 4 Sentences

**6. Punctuation: Comma After Introductory Material**  
(Sentence Openers)

**7. Write On: Negative Descriptive Words**

Day Three
-----------

**8. Spelling Practice: Six "S" Spelling Secret**

**9. Composition/Creative Writing: Write a Rough Draft**  
Report From a Key Word Outline

**10. Vocabulary/Structural Analysis: Wacky Words**  
Homophones: were, we're

**11. Grammar: Subordinators**

Day Four
----------

**12. Composition and Editing: Edit and Revise Using the**  
Checklist Challenge

**13. Sentence Structure: Subordinate Clause Openers**

**14. Spelling Practice: Write That Word!**

Day Five
----------

**15. Grammar: Weekly Quizzes**

**16. Spelling: Spelling Test**

**17. Dictation: Dictation Quiz**

**18. Composition: Final Copy Informative Report From Given**  
Material

**Optional: Extra Practice**

# Lesson Plans

## Red 3-B: Week Two

For a Four-Day Week

**Character Focus: Endurance**

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### 1. Copying and Comprehension: Passage and Vocabulary

**All**

How could blessing and not bitterness come from Bunyan's prison-cell experience? While handcrafting laces to help support his family, he diligently studied God's Word. His close relationship with Christ gave him the courage to stand by his convictions in the face of persecution. It also inspired and enriched his writings.

#### Extensions

During his twelve years in the Bedford jail, Bunyan published eleven books. Many believers probably viewed his suffering as a foolish and unfair interruption. How could a young and promising preacher do God's will from inside a jail? Yet, his ministry and effectiveness for God were enriched beyond measure because he willingly suffered for the cause of Christ.

#### Further Extension

In 1672, Charles II signed the Declaration of Religious Indulgence, which ended the persecution of dissenters. On the ninth of May, Bunyan was officially released. At the age of forty-four, what kind of influence could this preacher now have since he had "wasted the best years of his life"?

God's blessings on John Bunyan's post-prison ministry were expansive. He continued to pastor a church in Bedford until his death. His spiritual leadership and energy were responsible for the establishment of many churches in neighboring shires. Bunyan also became one of the outstanding preachers of his day.

### 2. Spelling/Structural Analysis: Gh Without the ff Sound

Examples: *through, thorough*

**All**

- |              |                |               |
|--------------|----------------|---------------|
| 1. neighbor  | 2. though      | 3. through    |
| 4. thought   | 5. thorough    | 6. thoughtful |
| 7. haughty   | 8. ought       | 9. sought     |
| 10. blight   | 11. overweight | 12. drought   |
| 13. although | 14. frighten   | 15. daughter  |

#### Extensions

- |              |                 |            |
|--------------|-----------------|------------|
| 16. furlough | 17. thoughtless | 18. slough |
|--------------|-----------------|------------|

#### Further Extension

- |                  |             |
|------------------|-------------|
| 19. thoroughfare | 20. borough |
|------------------|-------------|

#### Optional

- |          |              |               |
|----------|--------------|---------------|
| 21. rail | 22. innocent | 23. faultless |
|----------|--------------|---------------|

### 3. Editor Duty: Correct Given Paragraph(s)

Action Verbs and Adverbs

### 4. Spelling Practice: Choose the Correct Spelling

### 5. Study Skills/Prewriting: Key Word Outline

- All -- Paragraph Four of Body: 4 Sentences
- All -- Paragraph Two of Body: 4 Sentences
- All -- Paragraph Three of Body: 3 Sentences
- All -- Paragraph Four of Body: 4 Sentences

### Day Two

### 6. Punctuation: Comma After Introductory Material (Sentence Openers)

### 7. Write On: Negative Descriptive Words

### 8. Spelling Practice: Six "S" Spelling Secret

### 9. Composition/Creative Writing: Write a Rough Draft Report From a Key Word Outline

### Day Three

### 10. Vocabulary/Structural Analysis: Wacky Words

Homophones: *were, we're*

### 11. Grammar: Subordinators

### 12. Composition and Editing: Edit and Revise Using the Checklist Challenge

### 13. Sentence Structure: Subordinate Clause Openers

### Day Four

### 14. Spelling Practice: Write That Word!

### 15. Grammar: Weekly Quizzes

### 16. Spelling: Spelling Test

### 17. Dictation: Dictation Quiz

### 18. Composition: Final Copy Informative Report From Given Material

**Optional:** Extra Practice

# Answer Keys Red 3-B: Week Two

## 3. Editor Duty: Correct Given Paragraph(s)

### Action Verbs and Adverbs

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the second paragraph, highlight all of the action verbs.

(3) In one of the paragraphs, insert two descriptive adverbs.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

During his **twelve** years in the **Bedford** jail, Bunyan published **eleven** books. **Many** people probably viewed **Bunyan's** suffering as a foolish and unfair interruption. **How** could a young and promising preacher do **God's** will from inside a jail? **Yet**, his ministry and effectiveness for **God** were enriched beyond measure because he willingly suffered for the cause of **Christ**.

In 1672, **Charles II** signed the **Declaration of Religious Indulgence**, which ended the persecution of dissenters. **On** the **ninth** of **May**, **Bunyan** was officially released. **At** the age of **forty-four**, what kind of influence could this preacher now have who had "wasted" the best years of his life?"

**God's** blessings on **John Bunyan's** post-prison ministry **were** far-reaching. **He** continued to pastor a church in **Bedford** until his death. **His** spiritual leadership and energy **were** responsible for the establishment of many churches in neighboring shires. **Bunyan** also became one of the outstanding preachers of his day.

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |               |           |
|---------------|-----------|
| 1. neighbor   | naybor    |
| 2. thouth     | though    |
| 3. through    | thruh     |
| 4. thought    | taught    |
| 5. thorough   | thorough  |
| 6. thoughtful | thouhtful |
| 7. hauty      | haughty   |
| 8. ought      | oght      |

**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.



9. saught	<b>sought</b>
10. <b>blight</b>	blite
11. <b>overweight</b>	overwrate
12. drout	<b>drought</b>
13. <b>although</b>	althogh
14. friten	<b>frighten</b>
15. <b>daughter</b>	dater

<> **4b.** Highlight the correct spelling of each **Extensions** word.

16. <b>furlough</b>	ferlough
17. thotless	<b>thoughtless</b>
18. slouw	<b>slough</b>

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

19. <b>thoroughfare</b>	thoroughfair
20. <b>borough</b>	borogh

<> **4d.** Highlight the correct spelling of each **Optional** word.

21. rale	<b>rail</b>
22. innosent	<b>innocent</b>
23. <b>faultless</b>	faltless

**Teacher Tip:** Consider it correct if your student highlights the one-word main subject (e.g., event) or the describers that go with it (e.g., The momentous event).

## 6. Punctuation: Commas After Introductory Material (Sentence Openers)

<> **6b.** In the sentences provided, complete the following:

- (1) Highlight the non-essential information at the beginning of each sentence. Be sure to highlight any opener set off with a comma that you have learned in this lesson or a previous lesson.
- (2) Read each sentence aloud without the sentence opener (introductory material) that you highlighted. Do you see how each one is a complete sentence without the opener?

1. **When John Bunyan chose the name for his greatest work**, he wanted to express two important and contrasting pictures.
2. **First**, the Christian life must be seen as a pilgrimage in a hostile world.

3. **Alas**, John Bunyan's own life pictures the hardships of a pilgrim traveling to the Celestial City.
4. **Second**, **in John Bunyan's time**, a progress was a royal mission. (Optional: Your student may or may not have highlighted *in John Bunyan's time* as a second opener.)
5. **In his allegory**, John Bunyan skillfully blends spiritual lessons with real-life situations and problems.
6. **In chapter six**, Bunyan describes the arrival of Christian and Faithful at Vanity Fair.
7. **There**, they were put on trial for their loyalty to Christ and rejection of worldly pleasures.
8. **Then**, when they were almost out of the wilderness, Faithful chanced to cast his eye back.
9. **Finally**, Evangelist told Christian and Faithful to persevere.
10. **Using all of his armor and the sword**, Christian resisted the attacks of the evil one.
11. **Cautioned by others**, Christian and Faithful entered the city of Vanity Fair.
12. **Receiving a mocking welcome by the town's inhabitants**, Christian and Faithful entered.
13. **Furthermore**, Christian and Faithful were dragged through the streets of Vanity Fair.
14. **Eventually**, the judge and jury put Christian and Faithful on trial.
15. **Thus**, came Faithful to his end.

<> **6c. Extensions:** Add the type of sentence opener that is listed below each line.

Example: Amazingly, the books of the Bible have been copied and recopied  
adverb opener dozens of times.

**No Answer Key needed. Answers will vary.**

## 10. Vocabulary/Structural Analysis: Wacky Words

**Homophones: were, we're**

<> **10b.** Fill in each blank provided with the correct Wacky Word--**we're** or **were**.

1. The prisoners were often hungry.
2. We're able to learn a lot from the sacrifices of Christians in history.
3. One of the things we're able to learn is patience.
4. Bunyan and his fellow Christians were able to rely on God.
5. Many writers were inspired by suffering.
6. Persecution is the type of thing we're not dealing with on a daily basis.
7. But many Christians were able to survive it.

<> 10d. Fill in each the blank provided with the correct Wacky Word--**their, they're, or there**.

1. The Christians knew that their God would sustain them.
2. They're examples to us today.
3. It was there in a cell that Bunyan composed Pilgrim's Progress.
4. Its characters teach us about the Christian life; they're inspirations.
5. It is through their fictional journey that we can learn about our Christian walk.
6. They traveled here and there on the way to the Celestial City.
7. They read their book to show them the way.
8. They're book is a symbol of the book God gives to us.

## 11. Grammar: Subordinators

<> 11f. In the sentences provided, complete the following steps:

- (1) Highlight all of the subordinators (not just those at the beginning of the sentences).
- (2) Cross out ten of the subordinators that you highlighted at the beginning of the sentences and replace them with new subordinators that still make sense.

1. **When** the conditions and forces **that** create wind, storms, hurricanes, and tornadoes are studied, many significant parallels to the spiritual realm can be found.
2. **When** one makes a defamatory statement, it constitutes slander in the court of law.
3. **If** someone publishes an untrue statement about someone else, it is considered libel.
4. **When** someone's reputation is marred, it may be libel or slander.
5. **When** a person studies the Scriptures, he can see **that** believers are not encouraged or commanded to defend their own reputations.
6. **If** we want to protect someone, we should seek to protect Christ's reputation.
7. **While** we seek to protect Christ's reputation, we should follow church discipline and practice good works before unbelievers.
8. **When** a person is cut with a razor, the cut is made immediately and deeply without the warning of pain.
9. **Whenever** a razor cut is healed on the outside, tenderness often remains underneath.
10. **In order** to see the potential damage of a reviling tongue, we can study deep physical cuts such as those made with a razor.
11. **If** we study the functions of our bodies protecting us from invading germs, we can draw rich analogies to **how** we need to respond during a verbal attack.
12. **When** we study persecution, we can learn **how** piercing words should be treated.

13. **If** we understand the scope and ramifications of this battle of words, we will be able to rejoice **when** the world reviles us and speaks all manner of evil against us falsely.
14. **Whenever** we study reviling, we will want to learn the synonyms for reviling, such as ridicule, mock, scorn, or defame.
15. **In order** to make sure **that** we are being persecuted for the Lord's sake and not for our own sake, we should be considered innocent, blameless, faultless, guiltless, and irreproachable.
16. **When** we are reviled for righteousness, we know **that** we have invaded a stronghold of the enemy.
17. **If** we use our spiritual armor, we can quench every fiery dart.
18. **When** we have ceased to love someone, we will find something ridiculous in that person's standards. (*That is being used as a pronoun or adjective here; your student is not expected to know that.*)
19. **When** Jesus taught God's standards in the Temple, the Jews ridiculed Him.
20. **When** someone ridicules us for our standards, we should tell him **that** Jesus taught **there** are only two roads we can travel and **that** we have chosen the road **that** leads to life.

## 13. Sentence Structure: Subordinate Clause Openers

<> 13e. In the sentences provided, complete the following steps:

- (1) Underline the subordinators at the beginning of the sentences.
- (2) Highlight the subordinate clause openers with one color.
- (3) Highlight the comma following each of the clauses with another color.
- (4) Extensions: Box the complete sentence that follows each subordinate clause.

Example: When John Bunyan read the two devotionals and heard his wife talk of her godly

father , seeds were planted .

1. Since John Bunyan was converted , he joined a congregation in Bedford .

2. Since he had quickly learned to love the Gospel , he accepted an appointment to

preach .

3. When John Bunyan began his ministry , it was not long before the Stuart family was

restored to the throne of England and persecution of "dissenters" to the state church

resumed .

4. When people refused to take part in state-sponsored religious ceremonies , they were

persecuted .

5. If John Bunyan would have agreed to stop preaching , he would have been released after three months of imprisonment .
6. Since John Bunyan's conscience would not allow him to do this , his imprisonment lasted for twelve years .
7. Though he had many rough times during his twelve years of imprisonment , thoughts of his wife and children became far greater burdens than the lost of his freedom .
8. While he diligently handcrafted laces to help support his family , he also diligently studied God's Word .
9. Though he was faced with much persecution , John Bunyan kept a close relationship with Christ .
10. Since he had such a close relationship with Christ , his writings were enriched .
11. Since he was released from prison at the age of forty-four , some felt that he had "wasted the best years of his life." .
12. Though he was in his mid-forties when he was set free , his post-prison ministry was far-reaching .
13. While he preached the Gospel , John Bunyan also continued to use his pen to honor God .
14. Though he wrote many books , his most popular ones were *Grace Abounding to the Chief of Sinners* and *Pilgrim's Progress* .

# Weekly Review Quiz Answer Key

## I. Comprehension and Vocabulary

1. How long did John Bunyan stay in prison? Twelve years
2. What act ended the persecution of dissenters?  
The Declaration of Religious Indulgence
3. What was responsible for the fact that John Bunyan established many churches?  
Spiritual leadership and energy
4. Look up and list the meanings of four spelling words that you did not already know the meaning of.

**Answers will vary.**

## II. Outlining and Write On

5. What symbol did you use in your Key Word Outline?  
**Answers will vary.**
6. Look the following words up in a thesaurus and replace them with more descriptive words.  
**Answers will vary.**
7. What synonym did you use for the following words or terms from the first paragraph of the passage? (Note: If these words are in your paper then you probably did not change it enough from the passage. If your paper has these words or phrases go back and insert synonyms.)

**Answers will vary.**

## III. Grammar and Usage

Fill in the blanks for the following questions.

8. A prepositional phrase is a group of words that usually does not contain a verb and begins with a word known as a preposition
9. What three things does most introductory material have in common:
  - A. It is not needed to make a sentence a complete sentence.
  - B. It is usually set off with comma
  - C. It can be taken out of the sentence and a complete sentence will remain.
10. A subordinate clause is a group of words that begins with a subordinator and contains a subject and a verb —but is not a sentence.
11. When you start a sentence with a subordinate clause  
Put a comma in where you hear the pause!
12. What is the subordinator check sentence?  
\_\_\_\_\_ he was late for church.

13. What are the first six subordinators learned by a rhyme?

*Since When Although*

*Because If Though*

#### **IV. Homophones and Spelling**

14. Which word *were* or *we're* shows a subjects state of being? **were**

15. Which word *were* or *we're* is a contraction meaning we are? **we're**

#### **V. Editing and Revising**

16. What was the best adverb in you added in the Checklist Challenge?

**Answers will vary.**

17. What was the best adjective in you added in the Checklist Challenge?

**Answers will vary.**

18. What is the most interesting word you found in a thesaurus this week?

**Answers will vary.**

# Lesson Plans

## Red 3-B: Week Three

For a Five-Day Week

**Character Focus: Endurance**

Day One																									
<p><b>Vocabulary Box</b></p> <p>Synonyms of <i>reviling</i>  ridicule      mock      vilify  scorn      defame      rail</p>	<p><b>Vocabulary Box</b></p> <p>Character needed to <i>withstand reviling</i>  innocent      blameless      irreproachable  unimpeachable      faultless      guiltless</p>																								
<p><b>1. Copying and Comprehension: Passage and Vocabulary All</b></p> <p>The violence of the wind is also dependent, in part, on air pressure. Observe what happens when there is a significant difference between air pressures by doing the following experiment.</p> <p>First, fill up a balloon until it reaches its maximum capacity. The densely-packed air in the balloon creates a high-pressure area. The air around the balloon is thinner, forming a low-pressure area.</p> <p><b>Extensions</b></p> <p>Next, hold the balloon in one hand, and release the opening. The dense air flows out of the balloon, invading the area of the low-pressure, or thinner air.</p> <p><b>Further Extension</b></p> <p>Lastly, release the air from the balloon in front of the flame of a candle. The air movement is made more evident by releasing the opening of the balloon in front of a candle flame. The strong movement of air from the low-pressure area to the high-pressure area, coupled with contrasting hot and cold air colliding in its fall or ascent, creates severe winds.</p> <p><b>2. Spelling/Structural Analysis: Le Grabs the Consonant Before It</b>  <b>Examples: Bi/ble</b></p> <p><b>All</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">1. belittle</td> <td style="width: 33%;">2. subtle</td> <td style="width: 33%;">3. crumble</td> </tr> <tr> <td>4. temple</td> <td>5. sensible</td> <td>6. reliable</td> </tr> <tr> <td>7. recordable</td> <td>8. plausible</td> <td>9. terrible</td> </tr> <tr> <td>10. possible</td> <td>11. portable</td> <td>12. credible</td> </tr> <tr> <td>13. multiple</td> <td>14. miracle</td> <td>15. horrible</td> </tr> </table> <p><b>Extensions</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">16. infallible</td> <td style="width: 33%;">17. unchangeable</td> <td style="width: 33%;">18. accountable</td> </tr> </table> <p><b>Further Extension</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">19. impeccable</td> <td style="width: 33%;">20. estimable</td> <td style="width: 33%;">21. imperceptible</td> </tr> </table> <p><b>Optional</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">22. blameless</td> <td style="width: 33%;">23. guiltless</td> <td></td> </tr> </table> <p><b>3. Editor Duty: Correct Given Paragraph(s) Subordinators</b></p>		1. belittle	2. subtle	3. crumble	4. temple	5. sensible	6. reliable	7. recordable	8. plausible	9. terrible	10. possible	11. portable	12. credible	13. multiple	14. miracle	15. horrible	16. infallible	17. unchangeable	18. accountable	19. impeccable	20. estimable	21. imperceptible	22. blameless	23. guiltless	
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Day Two
<p><b>4. Spelling Practice:</b> Choose the Correct Spelling</p> <p><b>5. Research and Study Skills:</b> Choose Your Topic and Overview Sources</p> <p><b>6. Grammar:</b> Hyphenated Words</p> <p><b>7. Research and Study Skills:</b> Write Your Working Thesis Statement, Begin Gathering Information From Overview Source, and Choose Additional Source(s)</p>
Day Three
<p><b>8. Grammar/Sentence Structure:</b> Subject Verb Agreement</p> <p><b>9. Spelling Practice:</b> Six "S" Spelling Secret</p> <p><b>10. Study Skills/Research:</b> Create Outlining Cards for Informative Research Report</p> <p><b>11. Grammar:</b> Subjective and Objective Case of Pronouns</p>
Day Four
<p><b>12. Composition:</b> Write Rough Draft of Informative Report About Animals That Endure Through Hardships</p> <p><b>13. Spelling Practice:</b> Write That Word!</p>
Day Five
<p><b>14. Grammar:</b> Weekly Quizzes</p> <p><b>15. Spelling:</b> Spelling Test</p> <p><b>16. Dictation:</b> Dictation Quiz</p> <p><b>Optional:</b> Extra Practice</p>



# Lesson Plans

## Red 3-B: Week Three

For a Four-Day Week

**Character Focus: Endurance**

### Day One

<p><b>Vocabulary Box</b></p> <p>Synonyms of <i>reviling</i>          ridicule      mock      vilify          scorn          defame      rail</p>	<p><b>Vocabulary Box</b></p> <p>Character needed to <i>withstand reviling</i>          innocent      blameless      irreproachable          unimpeachable      faultless      guiltless</p>
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#### 1. Copying and Comprehension: Passage and Vocabulary All

The violence of the wind is also dependent, in part, on air pressure. Observe what happens when there is a significant difference between air pressures by doing the following experiment.

First, fill up a balloon until it reaches its maximum capacity. The densely-packed air in the balloon creates a high-pressure area. The air around the balloon is thinner, forming a low-pressure area.

##### Extensions

Next, hold the balloon in one hand, and release the opening. The dense air flows out of the balloon, invading the area of the low-pressure, or thinner air.

##### Further Extension

Lastly, release the air from the balloon in front of the flame of a candle. The air movement is made more evident by releasing the opening of the balloon in front of a candle flame. The strong movement of air from the low-pressure area to the high-pressure area, coupled with contrasting hot and cold air colliding in its fall or ascent, creates severe winds.

#### 2. Spelling/Structural Analysis: *Le* Grabs the Consonant Before It

Examples: *Bi/ble*

##### All

- |               |              |              |
|---------------|--------------|--------------|
| 1. belittle   | 2. subtle    | 3. crumble   |
| 4. temple     | 5. sensible  | 6. reliable  |
| 7. recordable | 8. plausible | 9. terrible  |
| 10. possible  | 11. portable | 12. credible |
| 13. multiple  | 14. miracle  | 15. horrible |

##### Extensions

- |                |                  |                 |
|----------------|------------------|-----------------|
| 16. infallible | 17. unchangeable | 18. accountable |
|----------------|------------------|-----------------|

##### Further Extension

- |                |               |                   |
|----------------|---------------|-------------------|
| 19. impeccable | 20. estimable | 21. imperceptible |
|----------------|---------------|-------------------|

##### Optional

- |               |               |
|---------------|---------------|
| 22. blameless | 23. guiltless |
|---------------|---------------|

#### 3. Editor Duty: Correct Given Paragraph(s) Subordinators

#### 4. Spelling Practice: Choose the Correct Spelling

##### Day Two

**5. Research and Study Skills:** Choose Your Topic and Overview Sources

**6. Grammar:** Hyphenated Words

**7. Research and Study Skills:** Write Your Working Thesis Statement, Begin Gathering Information From Overview Source, and Choose Additional Source(s)

**8. Grammar/Sentence Structure:** Subject Verb Agreement

##### Day Three

**9. Spelling Practice:** Six "S" Spelling Secret

**10. Study Skills/Research:** Create Outlining Cards for Informative Research Report

**11. Grammar:** Subjective and Objective Case of Pronouns

**12. Composition:** Write Rough Draft of Informative Report About Animals That Endure Through Hardships

##### Day Four

**13. Spelling Practice:** Write That Word!

**14. Grammar:** Weekly Quizzes

**15. Spelling:** Spelling Test

**16. Dictation:** Dictation Quiz

**Optional:** Extra Practice

# Answer Keys Red 3-B: Week Three

## 3. Editor Duty: Correct Given Paragraph(s)

### Subordinators

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In all of the paragraphs, highlight the subordinators.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

Libel and slander are two forms of defamation. Defamation **is an** untrue communication to a third party about a person **that** injures his good name or reputation and causes him to be the object of hatred, abuse, contempt, or ridicule in front of others. Libel is defamation in written form. Slander is defamation in spoken form.

A tort is a civil matter and is not legally a crime. Torts involve civil suits and deal with the question of the rights of individuals. Tort actions **are** governed primarily by state laws, **which vary** from state to state.

Present legal practice is to treat libel and slander as torts and not as criminal proceedings. God's court, however, treats libel and slander as crimes. The seriousness of slander and libel **is** clearly emphasized in Scripture **when** it **says that** death and life are in the power of the tongue. (*As is not used as a subordinator in this paragraph, but is used as a preposition.*)

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |                     |                   |
|---------------------|-------------------|
| 1. belittle         | <b>belittle</b>   |
| 2. <b>subtle</b>    | sutle             |
| 3. crumbel          | <b>crumble</b>    |
| 4. tempal           | <b>temple</b>     |
| 5. sensable         | <b>sensible</b>   |
| 6. <b>reliable</b>  | relieble          |
| 7. recordible       | <b>recordable</b> |
| 8. <b>plausible</b> | plosible          |
| 9. <b>terrible</b>  | terrabble         |
| 10. <b>possible</b> | posseble          |
| 11. portible        | <b>portable</b>   |
| 12. credeble        | <b>credible</b>   |

**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.

13. multepole                      **multiple**

14. **miracle**                      miricle

15. **horrible**                      horible

<> **4b.** Highlight the correct spelling of each **Extensions** word.

16. enfallible                      **infallible**

17. unchangeible                      **unchangeable**

18. **accountable**                      accounteble

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

19. impecceble                      **impeccable**

20. **estimable**                      estimible

21. **imperceptible**                      inperceptible

<> **4d.** Highlight the correct spelling of each **Optional** word.

22. blaimless                      **blameless**

23. **guiltless**                      giltless

## 6. Grammar: Hyphenated Words

<> **6d.** In the sentences provided, complete the following steps:

(1) Highlight the hyphenated words.

(2) Write the reason the words are hyphenated on the lines following each sentence.

(a) Sounds hyphenated      (b) Number word

(c) Extended family      (d) Two-word adjective

Example: He is a God-fearing man. (sounds hyphenated, and two-word adjective)

1. We should be good witnesses to **non-Christians** . (a) Sounds hyphenated

2. John Bunyan was released from prison at age **forty-four** . (b) Number word

3. "You will soon come into a town that you will **by-and-by** see before you." (a) Sounds hyphenated

4. John Bunyan's prison time was a **life-changing** event. (d) Two-word adjective

5. Palm trees are able to withstand **hurricane-force** winds without breaking. (d) Two-word adjective

6. This prevents palms from losing their **life-sustaining** leaves during storms. (d) Two-word adjective

7. The coconut's need for a **year-round** temperature of 72° F limits its growing area. (d) Two-word adjective
8. The densely packed air in the balloon creates a **high-pressure** area. (d) Two-word adjective
9. She was witnessing to her **sister-in-law**. (c) Extended family

## 8. Grammar/Sentence Structure: Subject-Verb Agreement

<> **8e.** In the sentences provided, complete the following steps:

- (1) Isolate the sentence openers at the beginning by placing parentheses around them. (You may desire to place parentheses around the PP openers, brackets around the sub clause openers, and less-than/greater-than symbols (< >) around other types of openers for further divisions.)
- (2) Highlight the main subject in each sentence.
- (3) **Further Extension:** Write the type of opener each sentence contains on the line following the sentence, using the opener lists given in this lesson.

Example:

[When these texts, <called the Dead Sea Scrolls,> were compared (with the modern Bible)] no major differences were found.

**sub clause** (with verbal and prepositional phrase within it)

1. (Unfortunately), **John Wycliffe** suffered a massive stroke during a church service in 1384 and died three days later. adverb opener
2. (In 1415), the same **Council of Constance** that sentenced the valiant reformer John Hus to the stake ordered John Wycliffe's body exhumed and burned. prepositional phrase opener
3. (Eventually), his **ashes** were thrown into the River Swift to condemn him as a heretic. adverb opener
4. (Along with John Wycliffe's bones), the **church** tried to destroy his translation of the Bible. prepositional phrase opener
5. (With only a few tattered copies) (of single Gospels and Epistles), the **Lollards** struggled to preserve John Wycliffe's translation. prepositional phrase openers
6. (Like a flickering candle against the constant winds of criticism and condemnation), the **English Bible** survived. prepositional phrase opener
7. The momentous **events** of 1453 dramatically influenced the battle for an English Bible. none

8. (During that same year), **Johann Gutenberg** began work on a movable-type printing press that made the laborious process of copying the Bible by hand obsolete. prepositional phrase opener
9. (With the Gutenberg press), the **Word of God** could be printed and distributed in unlimited numbers. prepositional phrase opener
10. (After leaving Cambridge), **William Tyndale** became the tutor-chaplain of the Walsh Estate in Little Sodbury. prepositional phrase opener
11. [As God's calling became clear], **William Tyndale** began to comprehend the importance of the task. subordinate clause opener
12. [When Tyndale appealed to the Bishop in 1523], the **Bishop of London** would have nothing to do with his translation project. subordinate clause opener
13. (For the first time), the **Gospel** and the **Epistles** were printed in a form of English that all of England could understand. prepositional phrase opener
14. (During the next four years), fifteen thousand **Bibles** flooded the shores of John Wycliffe's native land. prepositional phrase opener

## 9. Grammar: Subjective and Objective Case of Pronouns

<> 9d. Fill in the blanks in the sentences provided with either the subjective or the objective cases of pronouns as taught in this lesson. You may use himself, he, him, they, we, us, themselves, etc., in whatever way is the correct case.

**Note: Remember, you cannot use a pronoun unless you first use a noun. For this exercise, pretend that the noun has already been named in a previous sentence, and only use pronouns in the blanks, since these sentences are taken out of context.**

Example: Man's idea of God is of utmost importance to **Him**.

**Note: Other pronouns would also work, just so they are in the correct case. For example, me or her would work in sentence one.**

1. Jesus called **him/them** on the road to Emmaus.
2. **He** began with Moses and the prophets.
3. **He** explained how they referred to **Him**.
4. The Torah is the five book group written by **him**.
5. Joseph took **her** and Baby Jesus to Egypt.
6. John the Baptist preached a message of repentance to prepare for **His** coming.

7. **He** came riding into Jerusalem.
8. Jesus raised **her/his** son from the dead.
9. Jesus restored **his** sight.
10. The soldiers parted **His** garments.
11. The crowd mocked Jesus as **He** hung on the cross.
12. **He** was buried in a rich man's tomb.
13. Joseph took **His** body from the cross.
14. Mary brought the good news to **them**.
15. Jesus went away from **them**, promising that **He** would return.

**Note:** Other pronouns would also work, just so they are in the correct case. For example, me or her would work in sentence one.

**<> 9e. Further Extension:** Choose the correct form of the pronouns in the sentences provided.

1. Hello. This is **she/her**.
2. Give this to **me/I** at the end.
3. It appears to be **him/he**.
4. The book belongs to Jonathan and **him/he**.
5. Ray and Donna are **us/we**.
6. The boys gave **her/she** and **I/me** gifts.
7. They are stronger than **us/we**.\*
8. He is later than **she/her**.\*

**\*Note:** Following *than*, use the subjective form of a pronoun. It should sound as though you could finish the thought: *He is later than she (is)*.

## Weekly Review Quiz Answer Key

### I. Comprehension and Vocabulary

1. What creates a high pressure area? *densely-packed air*
2. What three transition words are used in the passage to introduce the steps of the experiment?  
A. *First*      B. *Next*      C. *Lastly*
3. Look up and list the meanings of four spelling words that you did not already know the meaning of.

**Answers will vary.**

### II. Outlining and Write On

4. What is an overview source?  
*A source that covers all of the topics in your report*

5. What are some ideas for a good overview source given in the lesson?

- A. Online Encyclopedia    B. Books with long chapters

6. What is color coded research?

When you highlight the information with a different color for the paragraph the information will be used in.

### III. Grammar and Usage

7. What is an understood subject?

When a sentence is a command and no subject is given. You is understood to be the subject.

8. What is a compound subject?

When a sentence contains two main subjects

9. Write a sentence using an understood subject.

**Answers will vary.**

10. Write a sentence using a compound subject.

**Answers will vary.**

Fill in the blanks for the hyphen rules you learned this week.

11. If it sounds hyphenated, it probably is.

12. If it is a number word between twenty - one and ninety - nine it should be hyphenated.

13. If it is an extended family relationship, it should be hyphenated.

14. If it is a two - word adjective that is not an established noun, it should be hyphenated.

15. You usually pluralize the first part of a hyphenated word when making the word plural.

16. A singular nouns should have a singular verb.

17. A plural noun should have a plural verb.

### IV. Homophones and Spelling

18. Fill in the blank for the spelling rule you learned this week.

Le grabs the consonant before it.

# Lesson Plans

## Red 3-B: Week Four

For a Five-Day Week

Character Focus: Endurance

Day One																													
<p><b>Vocabulary Box</b></p> <p>Synonyms of <i>reviling</i>  ridicule      mock      vilify  scorn      defame      rail</p>	<p><b>Vocabulary Box</b></p> <p>Character needed to <i>withstand reviling</i>  innocent      blameless      irreproachable  unimpeachable      faultless      guiltless</p>																												
<p><b>1. Copying and Comprehension: Passage and Vocabulary All</b></p> <p>Because hurricanes blow in circles, palm trees must be able to bend in any direction and spring back up as soon as the storm passes. In a hurricane, the wind first blows from one direction. Then the air is perfectly still as the eye of the hurricane passes over. Within a few hours, the back side of the hurricane causes the wind to blow from the opposite direction. A palm tree that does not spring up instantaneously after being bent by the wind would be torn to shreds.</p> <p><b>Extensions</b></p> <p>The trunk of most palms is made of a fibrous material that is slightly elastic. When it is tugged, it stretches and allows the trunk to bend. But the more the tree bends, the more the elastic fibers resist. Because the fibers on the outside of the curve stretch the most, they pull the hardest when the pressure is finally released, snapping the palm back into place.</p> <p><b>2. Spelling/Structural Analysis: Tion says <i>shun</i></b></p> <p><b>All</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">1. emotion</td> <td style="width: 33%;">2. direction</td> <td style="width: 33%;">3. rotation</td> </tr> <tr> <td>4. resolution</td> <td>5. infection</td> <td>6. fraction</td> </tr> <tr> <td>7. function</td> <td>8. relation</td> <td>9. condition</td> </tr> <tr> <td>10. section</td> <td>11. protection</td> <td>12. deception</td> </tr> <tr> <td>13. distortion</td> <td>14. motivation</td> <td>15. communication</td> </tr> <tr> <td>16. supplication</td> <td></td> <td></td> </tr> </table> <p><b>Extensions</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">17. inspiration</td> <td style="width: 33%;">18. affirmation</td> <td style="width: 33%;">19. adaption</td> </tr> <tr> <td>20. organization</td> <td></td> <td></td> </tr> </table> <p><b>Further Extension</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">21. authentication</td> <td style="width: 50%;">22. optimization</td> </tr> </table> <p><b>Optional</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">23. reproachable</td> <td style="width: 50%;">24. impeach</td> </tr> </table> <p><b>3. Editor Duty: Correct Given Paragraph(s)</b>  Hyphenated Words, Spelling</p>		1. emotion	2. direction	3. rotation	4. resolution	5. infection	6. fraction	7. function	8. relation	9. condition	10. section	11. protection	12. deception	13. distortion	14. motivation	15. communication	16. supplication			17. inspiration	18. affirmation	19. adaption	20. organization			21. authentication	22. optimization	23. reproachable	24. impeach
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Day Two
<p><b>4. Spelling Practice:</b> Choose the Correct Spelling</p> <p><b>5. Study Skills/Prewriting/Composition:</b> Take Notes and Write an Original Opening Paragraph</p> <p><b>6. Grammar:</b> BHL</p>
Day Three
<p><b>7. Study Skills/Prewriting/Composition:</b> Take Notes and Writing Original Closing Paragraph</p> <p><b>8. Grammar:</b> Helping Verbs &amp; Verb Phrases</p> <p><b>9. Spelling Practice:</b> Six "S" Spelling Secret</p>
Day Four
<p><b>10. Grammar:</b> Subject-Verb Agreement With the Subject Following the Verb</p> <p><b>11. Spelling Practice:</b> Write That Word!</p> <p><b>12. Composition and Editing:</b> Edit and Revise Using the Checklist Challenge</p>
Day Five
<p><b>13. Grammar:</b> Weekly Quizzes</p> <p><b>14. Spelling:</b> Spelling Test</p> <p><b>15. Dictation:</b> Dictation Quiz</p> <p><b>16. Composition:</b> Final Copy Original Informative Research Report</p> <p><b>Optional:</b> Extra Practice</p>



# Lesson Plans

## Red 3-B: Week Four

For a Four-Day Week

**Character Focus: Endurance**

### Day One

#### Vocabulary Box

Synonyms of *reviling*  
 ridicule mock vilify  
 scorn defame rail

#### Vocabulary Box

Character needed to *withstand reviling*  
 innocent blameless irreproachable  
 unimpeachable faultless guiltless

### 1. Copying and Comprehension: Passage and Vocabulary All

Because hurricanes blow in circles, palm trees must be able to bend in any direction and spring back up as soon as the storm passes. In a hurricane, the wind first blows from one direction. Then the air is perfectly still as the eye of the hurricane passes over. Within a few hours, the back side of the hurricane causes the wind to blow from the opposite direction. A palm tree that does not spring up instantaneously after being bent by the wind would be torn to shreds.

#### Extensions

The trunk of most palms is made of a fibrous material that is slightly elastic. When it is tugged, it stretches and allows the trunk to bend. But the more the tree bends, the more the elastic fibers resist. Because the fibers on the outside of the curve stretch the most, they pull the hardest when the pressure is finally released, snapping the palm back into place.

### 2. Spelling/Structural Analysis: Tion says *shun*

#### All

- |                  |                |                   |
|------------------|----------------|-------------------|
| 1. emotion       | 2. direction   | 3. rotation       |
| 4. resolution    | 5. infection   | 6. fraction       |
| 7. function      | 8. relation    | 9. condition      |
| 10. section      | 11. protection | 12. deception     |
| 13. distortion   | 14. motivation | 15. communication |
| 16. supplication |                |                   |

#### Extensions

- |                  |                 |              |
|------------------|-----------------|--------------|
| 17. inspiration  | 18. affirmation | 19. adaption |
| 20. organization |                 |              |

#### Further Extension

- |                    |                  |
|--------------------|------------------|
| 21. authentication | 22. optimization |
|--------------------|------------------|

#### Optional

- |                  |             |
|------------------|-------------|
| 23. reproachable | 24. impeach |
|------------------|-------------|

### 3. Editor Duty: Correct Given Paragraph(s)

Hyphenated Words, Spelling

### 4. Spelling Practice: Choose the Correct Spelling

### Day Two

**5. Study Skills/Prewriting/Composition:** Take Notes and Write an Original Opening Paragraph

**6. Grammar:** BHL

**7. Study Skills/Prewriting/Composition:** Take Notes and Writing Original Closing Paragraph

**8. Grammar:** Helping Verbs & Verb Phrases

### Day Three

**9. Spelling Practice:** Six "S" Spelling Secret

**10. Grammar:** Subject-Verb Agreement With the Subject Following the Verb

**11. Spelling Practice:** Write That Word!

**12. Composition and Editing:** Edit and Revise Using the Checklist Challenge

### Day Four

**13. Grammar:** Weekly Quizzes

**14. Spelling:** Spelling Test

**15. Dictation:** Dictation Quiz

**16. Composition:** Final Copy Original Informative Research Report

**Optional:** Extra Practice

# Answer Keys Red 3-B: Week Four

## 3. Editor Duty: Correct Given Paragraph(s) Hyphenated Words, Spelling

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight the hyphenated two-word adjective.

(3) **Extensions:** In the third paragraph, highlight the misspelled words, and write their correct spellings above them, if you have not already done so.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

The body is constantly exposed to **disease-producing** organisms. These organisms **are** called pathogens. Pathogens are in almost everything we eat and touch. They are in the air we breathe and literally cover our entire bodies from head to toe. Many of these pathogens are deadly. They can cause hundreds of diseases, such as pneumonia, typhoid fever, and tetanus.

In spite of this, the body **remains** healthy most of the time. Without resistance to these disease-producing pathogens, however, the body would be quickly overcome by bacteria and viruses. Within a matter of days, **their** toxins would be fatal.

**Reaviling**, **persacution**, and false reports **act** much like bacteria and viruses. They **constantly** expose believers to defiling organisms that **attempt** to invade the body. Without a proper defense, **their poisons** can be fatal. Yet, the body of Christ can remain healthy even in the midst of harassment, (**reviling, persecution, constantly, attempt, poisons**)

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |                     |                   |
|---------------------|-------------------|
| 1. <b>emotion</b>   | emotian           |
| 2. <b>direction</b> | dierection        |
| 3. rotatun          | <b>rotation</b>   |
| 4. resoolootion     | <b>resolution</b> |
| 5. <b>infection</b> | enfection         |
| 6. fracshun         | <b>fraction</b>   |
| 7. <b>function</b>  | funtion           |
| 8. reelation        | <b>relation</b>   |
| 9. <b>condition</b> | conditun          |

**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.

10. <b>section</b>	sektion
11. protectiun	<b>protection</b>
12. <b>deception</b>	desemption
13. <b>distortion</b>	distoretion
14. moativation	<b>motivation</b>
15. <b>communication</b>	comunication
16. <b>supplication</b>	suplication

<> **4b.** Highlight the correct spelling of each **Extensions** word.

17. insperation	<b>inspiration</b>
18. affirmatiun	<b>affirmation</b>
19. <b>adaption</b>	adapption
20. <b>organization</b>	organizatiun

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

21. <b>authentication</b>	athentication
22. <b>optimization</b>	optimization

<> **4d.** Highlight the correct spelling of each **Optional** word.

23. <b>reproachable</b>	reeproachable
24. empeach	<b>impeach</b>

## 6. Grammar: Be, a Helper, Link Verbs

<> **6e.** In the sentences provided, complete the following steps:

(1) Highlight all of the verbs.

(2) Write above each verb which type of verb it is:

- ACT for action verbs
- INF for infinitives (Mark all infinitives with INF regardless of whether they are composed of BHL or action verbs.)
- BHL for Be, a Helper, Link verbs

### **BHL**

1. There **are** more than 2,600 varieties of palm trees.

2. Some **BHL** **are** short and wide, and others **BHL** **are** tall and slender.

3. Most **BHL** **have** a single trunk that **BHL** **is** as big around at the top as it **BHL** **is** at the base.

4. Palm trees seldom **BHL** **have** branches.

5. Instead, their leaves **ACT** **grow** at the very tip of their trunks.

6. Because palm trees **ACT** **grow** in a very different way than other trees, they **BHL** **are** able **INF** **to withstand** hurricane-force winds without **ACT** **breaking**.

7. Palm trees **BHL** **can** **ACT** **resist** droughts.

8. Several varieties **ACT** **flourish** in the Sahara Desert.

9. Even fires and physical abuse **BHL** **do** not **ACT** **prevent** palm trees from **ACT** **producing** fruit.

10. Oaks, maples, and most other woody trees **BHL** **have** growth areas along the sides of their trunks.

11. As the tree **ACT** **grows** taller, it also **ACT** **grows** wider.

12. Palm trees never **ACT** **grow** outward; they always **ACT** **grow** upward.

13. Hardwood trees, such as oaks and maples, **BHL** **are** very strong, yet they **BHL** **are** often **ACT** **snapped** in two by strong winds.

14. When these trees **BHL** **are** **ACT** **caught** in a storm, the tightly packed tubes **BHL** **can** not **ACT** **bend**, so they **ACT** **break**.

15. Palm trees **BHL** **are** able **INF** **to withstand** hurricane-force winds without **ACT** **breaking**.

16. Palms **ACT** **bend** in much the same way that the segments of a plastic bendable straw **ACT** **allow** the straw **INF** **to bend**.

17. The majority of palm leaves **fits** into one of two categories.

18. Most **are** either palmately compound or pinnately compound.

(*Compound* is a predicate adjective describing *most* both times it is used here. The predicate adjective (an adjective in the predicate--part of the sentence following a BHL verb) is confused with an action) verb following a BHL.)

19. This **prevents** palms from **losing** their life-sustaining leaves during storms and also **reduces** the air resistance that **pulls** at the tree in high winds.

20. Because hurricanes **blow** in circles, palm trees **must be** able **to bend** in any direction and **spring** back up as soon as the storm **passes**.

21. The trunk of most palms **is made** of a fibrous material that **is** slightly elastic.

22. Palm trees **are anchored** securely in the soil by a root system that **radiates** in all directions from the base of the tree.

23. Trees with shallow surface roots **are** dependent on rain for their supply of water. (Dependent is a predicate adjective here--following are and describing Trees. Remind your student that you cannot dependent--you can only depend.)

24. Palm trees, however, **send** their roots out in all directions, not just along the surface.

25. Palms **tap** water that **comes** from deep underground sources.

26. Palm trees **are** like stalks of grass.

27. Sap **flows** throughout the entire cross section of the palm tree's trunk.

28. The whole trunk **is** alive.

29. It **is** not merely a hollow shell.

30. If a section **is damaged**, the injury **does** not **affect** the whole tree.

## 6. Grammar: Helping Verbs and Verb Phrases

<> **6c.** In the sentences provided, highlight and underline the main verb in one color and any helpers that go with the main verb in another color.

Note: Do not highlight adverbs in the middle of the verb phrase.

Note: Remember, a sentence's main verb is not found in a sentence opener.

1. Palm trees **must** **tap** water that comes from deep underground sources.
2. The palm **is** one of the few trees that is able to live in the Sahara Desert.
3. Its deep roots **must** **find** sources of water that are not apparent on the surface.
4. Both the bark and the inner heart of these trees **are** dead.
5. Because the heartwood of trees is dead, it **can** **rot**. (Remember: A sentence's main verb is not in a sentence opener.)
6. This **will** **leave** the center of the tree hollow.
7. Sap **will** **flow** throughout the entire cross section of the palm tree's trunk.
8. If a section is damaged, the injury **does** not **affect** the whole tree.
9. Because the growth cells of palm trees are located at the top of the trunk rather than on the sides, injuries to the trunk **do** not **heal**.
10. Each and every nick on a palm tree **will** **remain** as a permanent scar.
11. Most palm trees **will** **grow** in tropical or semi-tropical climates.
12. They **will** **grow** best in heat and bright sunlight.
13. They **might** **wither** in the cold.
14. To protect themselves, many palm trees **will** **"clothe"** themselves with their own leaves.
15. These **form** what is called a petticoat around the trunk of the tree.
16. Palm trees **will** **produce** many kinds of fruit.
17. The fruit of the date palm **has** **become** a major source of food in most of Africa and the Middle East.
18. Because injuries to the palm's trunk never heal as other trees do, old palms **are** **covered** with scars that mark each time they were battered or abused.
19. The fruit of these trees **will** **taste** much sweeter than their younger and sleeker relatives.

## 10. Grammar: Subject-Verb Agreement With the Subject Following the Verb

<> **10d.** In the sentences provided, complete the following steps:

- (1) Highlight the main subject of each sentence. (Do not highlight other subjects in subordinate [or dependent] clauses or phrases.)
- (2) Highlight the corresponding verb that goes with the main subject you highlighted.

(3) Correct any subject-verb agreement errors you find.

(4) **Optional:** Isolate distracters with parentheses, brackets, etc. if this will help you.

1. There **is** a **scale** (for measuring the strength) (of earthquakes.)
2. There **are** various **levels** (of earthquakes.)
3. There **are** many **signs** (of a pending earthquake.)
4. The **Richter scale** **is** a numbering system (for measuring the strength) (of earthquakes.)
5. A **quake** [that measures three on the Richter scale] **is** one thousand times greater (than a quake) [that registers one.]
6. **Earthquakes** **shake** the foundation upon [which homes, businesses, and churches are built.]
7. **Foundations** [that are built (upon bedrock)] **are** the safest.
8. **They** may **shake** and **rumble** , but **they** **are** the least likely to give way.  
(Note: This is a compound sentence with each half of the sentence containing its own main subject and verb. Highlight the subject and verb in each half of the sentence.)
9. **Sand** and **clay** , (on the other hand,) **crumble** quickly.
10. [When the earth quakes,] **waves** **spread** out (from its center) (just like ripples) (in a pond.)
11. Most **earthquakes** **occur** (within five to forty miles) (of the surface.)
12. **Ninety-nine percent** (of all earthquakes) **happen** (along rift zones) [where there have been many other quakes.]
13. **It** **was** once **believed** [that the rifts themselves caused earthquakes.]
14. **It** **is** now **believed** [that something deep (in the earth) triggers earthquakes.]
15. The giant **rifts** (in the earth's crust) **are** the results rather (than the causes) (of earthquakes.)
16. A **fault** **is** a place [where the earth's crust has already broken.]
17. These **faults** **are** the first to quake [when there is a disturbance deep (in the earth.)]

# Weekly Review Quiz Answer Key

## I. Comprehension and Vocabulary

1. In what pattern does a hurricane blow? Circles
2. What makes up the trunk of a palm tree? Slightly elastic fibrous material
3. What is this passage about?
  - A. How strong hurricanes are.
  - B. How palm trees survive hurricanes.**
  - C. What palm tree are made of.
  - D. Where palm trees grow.
4. Why does the author of the passage tell the reader what the trunk of a palm tree is made of?
  - A. To show that palm trees are amazing plants.
  - B. To make you want to buy a palm tree.
  - C. To explain how palm trees survive hurricanes.**
  - D. To show how powerful hurricanes are.
5. Look up and list the meanings of four spelling words that you did not already know the meaning of.

**Answers will vary.**

## II. Outlining and Write On

6. Was there anything (source, name, technical information) that you needed for your report but was not in your outline? If so, what was it?

**Answers will vary.**

7. What is a thesis statement?

A sentence at the beginning of your paper telling what the whole paper is about.

8. What is a thesis statement reloaded?

A sentence at the end of the paper that restates the Thesis Statement.



### III. Grammar and Usage

9. What are the three types of verbs?

A. Action    B. Infinitive

C. BHL

Fill in the blanks for the grammar rules you learned this week.

10. BHL verbs are not action verbs but rather state of being verbs.

11. BHL verbs are usually found in the predicate part of a sentence.

12. In a compound sentence each side has its own subject and its own verb.

13. When you are checking to make sure your subject and verb agree, look for the subject first, then determine the verb needed.

### IV. Homophones and Spelling

14. What sound does *tion* usually say? shun

15. What three words did you have the most trouble with this week?

**Answers will vary.**

### V. Editing and Revising

16. What three interesting facts about your animal did you include in your paper?

**Answers will vary.**

17. What was the best adverb in you added in the Checklist Challenge?

**Answers will vary.**

18. What was the best adjective in you added in the Checklist Challenge?

**Answers will vary.**

19. What is the most interesting word you found in a thesaurus this week?

**Answers will vary.**



# Red 4-B: Week One

Character Focus: Joyfulness

## Vocabulary Box

### Synonyms for *rejoice*

bless	delight	ecstatic
elated	euphoric	exuberant
exult	felicity	gaiety
glory	jubilant	merriment
overjoyed	praise	sing
triumph		

## Vocabulary Box

### Antonyms for *rejoice*

bewail	brood	complain
criticize	deplorable	despair
despondent	disappointed	distress
doleful	forlorn	melancholy
regret	retaliate	sorrowful
woebegone		

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

<b>All</b>	<p>In time, the girl's masters became aware that their slave no longer possessed her magical powers. Enraged because their source of income was gone, they immediately inquired about the cause of their loss. It took them scarcely any time to find Paul and his friends. The slave's owners caught and dragged these servants of Christ before the chief of police. Luke and Timothy were not taken since they were subordinate to Paul and Silas.</p>
<b>Extensions</b>	<p>Since Roman law did not cover the theft of magical powers, these greedy masters devised a false charge. They accused Paul and Silas of bringing disorder to the city by their teaching. Shouts of support <i>and</i> accusation rang out from the surrounding crowd. Wanting to appease the accusers and retain law and order, the magistrates commanded that the offenders be immediately punished.</p>
<b>Further Extension</b>	<p>Without trial or hearing, Paul and Silas were stripped of their outer garments and flogged with rods. Then, they were carried away to the inner prison, where the worst criminals were contained. Next, their legs were spread painfully apart and clamped in heavy wooden stocks. Finally, a guard was situated outside the dungeon door to stand watch so that no effort to loose them would be attempted.</p> <p>As Paul and Silas pondered all that had happened, they wondered at the strange ways of God. They were certain of their calling to preach in Philippi. But their ministry had yielded only a few women converts. Now they were hopelessly jailed, beaten, and bleeding. Most people would be discouraged at these circumstances, but not Paul. Inside, untouched by any rod, beat a heart of joy. He was suffering for his Savior.</p>

↔ **1a.** Read this week's passage aloud.

This passage tells about how Paul and Silas overcame persecution.

↔ **1b.** In the second paragraph of the passage, highlight the following words:

1. appease

2. magistrates

<> **1c.** Look up these words in the dictionary, and write their definitions (in your own words) on the lines provided.

Definition of *appease*

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Definition of *magistrate*

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Paul and Silas were able to *rejoice* during their persecution.

<> **1d.** On the lines provided, list three synonyms for *rejoice* from the shaded Vocabulary Box located at the beginning of this week's lesson.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_

<> **1e.** On the lines provided, write two sentences about Paul and Silas. Use two of the synonyms you listed above.

Sentences with synonyms for *rejoice*

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<> **1f.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

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(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

**Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only.** Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated for that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

**The levels for the Key Word Outlines are not the same as the copying levels.** The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

**Teacher Tip: The Definition Dissection (DD) text used in each week's vocabulary lessons is provided in the CQLA Teacher's Guide and at the TFT Website (www.tfths.com). It is entitled the "Vocabulary Packet."**

**The DD box in the "Vocabulary Packet" contains six different techniques** that your student needs to learn in order to unlock the meanings of unfamiliar words. You may desire to go through the DD box with him, one technique per week, until he feels confident doing the DD assignments by himself. (Of course, you may work with him on the DD techniques longer than six weeks, if needed.)

Have your student put the "Vocabulary Packet" at the beginning of each weekly lesson when he moves onto a new lesson. It should be inserted right into his three-ring binder since he will be using it on the first day of each weekly lesson.

**Optional Penmanship Practice**

All we like sheep have gone astray; we have turned every one to his own way; and the Lord hath laid on him the iniquity of us all.

Isaiah 53:6

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- (4) Complete the steps described in the DD box for the trick you chose.
- (5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

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- (6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.
- (7) Write a shortened dictionary definition for your word on the lines provided.

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- (8) Using the dictionary or thesaurus if needed, write three synonyms for this word.  
1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_

- (9) Write a sentence using this DD word on the lines provided.

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**<> 1g. Extensions:** Write a sentence about the character quality for this month using this DD word.

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**<> 1h. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Next, their legs were spread painfully apart and clamped in heavy wooden stocks.

Transition opener -- using a time or sequence related word

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<> 1i. In your notebook, copy this week's passage at the level directed by your teacher.

<> 1j. (T) Review your copy with your teacher, and correct any errors.

## 2. Spelling: Are, air, ear, ar Say air

Examples: bare, hair, bear

<> 2a. In the first paragraph of the passage, highlight the words that have the sound of *air* as in *hair* and that are spelled with the following combinations:

- |        |        |
|--------|--------|
| 1. are | 2. air |
| 3. ear | 4. ar  |

These words are unusual *r-controlled* words. That is, some of them do not say what you think they should say.

Even though they are spelled differently, these words both have the sound of *air* as in *hair*:

- |            |         |
|------------|---------|
| 1. prepare | 2. wary |
| 3. fair    | 4. pear |

The letter combinations above are ways to spell the *air* sound.

<> 2b. Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> 2c. Add this week's new words (minus the **Optional** Words) to page 34 of your *Spelling Notebook*.

<> 2d. **Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> 2e. Every day this week, study these words and any others you have listed in your **Review Words** section.

<> 2f. **Optional:** In your notebook, write six sentences using six of the spelling words.

**Teacher Tip:** *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. As shown, there are several spellings for the *r-controlled* long *a* sound.

Write any **Review Words** that your teacher gives you on the lines provided.

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### Help Box for 2a

You should have highlighted the following words:

- |          |             |
|----------|-------------|
| 1. aware | 2. scarcely |
|----------|-------------|

Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. prepare	pre- <u>pare</u>	_____		_____
2. secretary*	sec- <u>re-tar-y</u>	_____		_____
3. charity	char- <u>i-ty</u>	_____		_____
4. carefully	care- <u>ful-ly</u>	_____		_____
5. scenario*	sce- <u>nar-i-o</u>	_____		_____
6. comparing	com- <u>par-ing</u>	_____		_____
7. primary	pri- <u>ma-ry</u>	_____		_____
8. clarity	clar- <u>i-ty</u>	_____		_____
9. charitable	char- <u>i-ta-ble</u>	_____		_____
10. caramel	car- <u>a-mel</u>	_____		_____
11. terrace*	ter- <u>race</u>	_____		_____
12. terrify	ter- <u>ri-fy</u>	_____		_____
13. terrorism	ter- <u>ror-ism</u>	_____		_____

**\*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
<b>Extensions</b>				
14. statuary*	stat-u-ar-y	_____		_____
15. veracity*	ve-rac-i-ty	_____		_____
<b>Further Extension</b>				
16. serendipity	ser-en-dip-i-ty	_____		_____
17. unparal-leled*	un-par-al-leled	_____		_____
<b>Optional</b>				
18. ec-static	ec-stat-ic	_____		_____
19. fe-lic-i-ty	fe-lic-i-ty	_____		_____
20. de-plor-a-ble	de-plor-a-ble	_____		_____
21. woe-be-gone	woe-be-gone	_____		_____

**\*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

Rejoice, and be exceedingly glad: for great is your reward in heaven: for so persecuted the prophets that which were before you.

Matthew 5: 12

### 3. Editor Duty: Correct Given Paragraph(s)

#### BHL Verbs, Verb Phrases, Negative Words

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight all of the verb phrases. (A verb phrase consists of any two or more verbs; do not highlight infinitives (to + verb) as verb phrases too.)

(3) In the first paragraph, highlight all of the BHL verbs.

The loud repeated knock at the door were only to well-known by the young people assembled in the room in the group was a young mother with a nursing child. she bundled him as best she could and was lead out into the custody of the waiting police officers to a ordeal she knew she would have to face her father and family members pleaded with her too renounce her new faith in christ

the small group of brave christians was took to prison where they suffered many harsh conditions. After several days the prisoners was hustled to the court there they met a jeering and insulting mob. suddenly the father of the young mother rushed up to her and tried once more to convince her to renounce christ. he held her son in front of her in a last desperate attempt to persuade her to renounce her Christ.

with quiet boldness, she announced I am a christian and I cannot deny my saviour". Angriely the judge pronounced the death sentence on all of the christians. They met there cruel execution with the joy of the lord. one of the prison guards were so impressed with the manner and attitudes of the brave group in facing martyrdom for the sake of christ that he himself became a believer

### 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. prepare

prepair

2. secretery

secretary

3. charity

chairity

4. carefully	carefully
5. scenario	scenareo
6. comparing	comparring
7. primary	primary
8. clarrity	clarity
9. chairitable	charitable
10. caramel	carmel
11. terrace	terrice
12. terrafy	terrify
13. terrorizm	terrorism

<> **4b.** Highlight the correct spelling of each **Extensions** word.

14. stachuary	statuary
15. veracitee	veracity

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

16. serendipity	serendipitee
17. unparalleled	unparraleled

<> **4d.** Highlight the correct spelling of each **Optional** word.

18. estatic	ecstatic
19. felicity	fellicity
20. deplorable	deplorable
21. wobegone	woebegone

<> **4e.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Synonyms

A synonym is one of two or more words that have the same or similar meanings.

- Write another Bible story in which the characters rejoiced in difficult times.
- Write a poem of rejoicing.

Character Focus: Rejoicing requires hope.

## 5. Study Skills/Prewriting: Write Key Word Outline for Informative Essay

<> 5. Follow these steps to write a Key Word Outline (KWO) for this week’s passage:

- (1) Read the first paragraph to yourself.
  - a. Determine the topic of the entire paragraph.
  - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
  - b. Write those **3–5 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

**Optional: In place of all of this week’s writing assignments, you and your teacher may desire to complete the “How to Create and Write From a Key Word Outline” information from the CQLA Teacher’s Guide.**

### All--Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

## All--Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

(You may use up to seven words for Sentence Four.)

## All--Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

## All--Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

Sentence 7 \_\_\_\_\_

### KWO Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):

+ can mean up, more, above, increase, better, important

= can mean the result of, the same as, equal to, means, like, occurred

# can mean number, pound, or numeral

Numbers can mean to (2), for (4), dates, and periods of time

→ can mean the result of, caused, said, showed, back, forward, front, to, like

@ can mean at, to, from

\$ can mean money, cost, expensive

∧ can mean up, above, more

“ ” can mean spoken words or special words

<> can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

### Sample KWO Paragraph

Paragraph 1

Topic of paragraph 1: Slave owners angry at Paul & Silas

Sentence 1: Masters → slave possessed magical powers

Sentence 2: Enraged ~~source~~ income? why

Sentence 3: Five=ound Paul & friends

Sentence 4: Owners caught & dragged servants 2 police

Sentence 5: Luke & Silas taken/suodinate

### Sample Paragraph from KWO

#### Paragraph 1

It became obvious to the girl's overseers that her mystic abilities had disappeared. Since she was no longer a profitable asset, her masters became infuriated and questioned what had happened. They immediately pursued Paul and his comrades. Once they captured them, they hauled these missionaries to the keepers of the law. Because Luke and Timothy were deputies to Paul and Silas, they were not arrested.

## 6. Grammar: Adjectives

↔ **6a.** In the first two paragraphs of this week's passage, highlight the descriptive adjectives and draw arrows from the adjectives to the words they describe. Do not highlight the articles (a, an, the), pronouns (this, her, his), or possessive nouns (girl's) for this exercise. Highlight only the **descriptive adjectives**, although you may highlight numbers in this case.

You probably remember that adjectives modify (or describe) nouns or pronouns. Adjectives tell one of the following:

1. **What kind?** plow pan
2. **Which one?** another heart
3. **How many?** three forces
4. **Whose?** Mother's eraser

Descriptive adjectives, along with strong verbs and descriptive adverbs, are words that make a dramatic difference in writing. Descriptive adjectives are words that tell **what kind**. When you write with descriptive adjectives, try to use the very best ones for the job.

Notice the difference in the adjectives that are weak (on the left) and the adjectives that are strong (on the right).

1. **empty** ground—**fallow** ground
2. **known** sermon—**famous** sermon
3. **unclean** hearts—**sinful** hearts
4. **bad** crisis—**critical** crisis
5. **good** chemicals—**important** chemicals
6. **good** God—**gracious** God
7. **real** mourning—**true** mourning
8. **bad** heart—**double-minded** heart
9. **lost** son—**prodigal** son
10. **lazy** man—**apathetic** man
11. **true** repentance—**genuine** repentance
12. **real** mourning—**genuine** mourning
13. **bad** circumstances—**adverse** circumstances

14. **good** action—**perfect** action

15. **last** pages—**final** pages

As you mature in your writing, **it is important that you not just use strong adjectives, but that you use specific adjectives.** That is, that you use adjectives that **paint a specific picture** for your reader—adjectives that show something that the reader would not see or know without the adjectives that you use.

Yes, the best kind of adjective to use is one that tells what kind. But even better than that is using an adjective that tells what kind—and one that **changes the reader's picture of the noun you are describing once the adjective is added.**

Read the nouns listed below, picturing each one in your mind. Create any picture that you think of for that noun, and think about that picture for a few seconds.

1. chimney
2. princess
3. cabin
4. plantation
5. tree
6. bush
7. street
8. soda
9. pen
10. crayons

Now read those same nouns with descriptive, specific adjectives before them. Does the picture you created in your mind earlier for each one change? Can you see a specific cabin or chimney?

1. smoke-curling chimney
2. hideous princess
3. majestic cabin
4. most meager plantation
5. barren tree
6. red, flower-laden bush
7. deserted street
8. fizz-free soda
9. leaky pen
10. pointless crayons

<> **6b.** Study the Grammar Card about adjectives provided in this lesson.

<> **6c. Optional:** Make a Grammar Card about adjectives, or add new information to an existing card.

<> **6d.** In the sentences provided, fill in the blanks with descriptive adjectives.

Avoid using the following boring or overused adjectives (or adverbs): *little, small, bad, good, very* etc.

**Extensions:** Use a thesaurus and write at least ten adjectives you have never used in your writing before.

1. Every \_\_\_\_\_ creature struggles at birth in one way or another.

Further Study: Read a book about storytelling. Practice the techniques you learn on younger siblings or Sunday school children.

Further Study: It is impossible to rejoice without hope.

**Teacher Tip:** Any time your student comes to a word in the exercises that he does not know, encourage him to look it up in the dictionary, talk it over with you, or try to figure it out with context clues. Also, in exercises like this one, you might want to assign him to look up several adjectives with which he is unfamiliar in order to expand his vocabulary.

### Grammar Card: Adjective (Abbreviated: ADJ)

- Describes/modifies:
  - nouns: **meek** person
  - pronouns: She is **kind**.
- Usually comes before the word it describes: **meek** person
- Answers one of these four questions:
  - What kind?** humble
  - Which one?** that, this
  - How many?** a, five
  - Whose?** Mom's, his
- Predicate adjective (PA)—at the end of a sentence—when following a Be, a Helper, Link verb: She is **kind**.
- Nondescriptive adjectives are articles, adjectives, and pronouns that tell:
  - How many? a, five
  - Which one? this, that,
  - Whose? Mom's, his
- Descriptive adjectives tell what kind: **meek** person

Character Focus: *Joyfulness* is having the perspective of Christ to see good in all situations---even difficult ones.

Further Study: Watch a teaching video of someone who instructs on how to counsel.

2. \_\_\_\_\_ baby opossums weigh less than 1/200th of an ounce at birth.
3. At birth, they are \_\_\_\_\_, \_\_\_\_\_ baby opossums.
4. They must struggle through a long and arduous three-inch quest to find their mother's \_\_\_\_\_ pouch.
5. In that pouch is nourishing milk that keeps the \_\_\_\_\_ opossums alive.
6. They remain in the \_\_\_\_\_ pouch until they are mature enough to be on their own.
7. Young wood ducks leap from their \_\_\_\_\_ nests when they are only one day old.
8. Their \_\_\_\_\_ reward is survival and protection.
9. A baby otter struggles to learn to swim, soon becoming as capable in the water as any \_\_\_\_\_ fish.
10. These struggles and rewards have \_\_\_\_\_ applications to our spiritual lives as we seek to grow in the Lord.
11. It takes twenty-one days for a \_\_\_\_\_ chicken egg to hatch.
12. On the fifteenth day, the \_\_\_\_\_ tiny chicken begins to twist and turn so that its head is facing towards the large end of the egg.
13. This is the end that contains the air sack from which the \_\_\_\_\_ chick will take its first \_\_\_\_\_ breath of air.
14. The chick's \_\_\_\_\_ struggle assures that there is plenty of time for the yolk to be absorbed slowly without tearing the umbilical cord.
15. It also allows the lungs to mature in stages rather than being exposed all at once to the \_\_\_\_\_ hazards of "outside" air.
16. On the nineteenth day, the chick stretches its \_\_\_\_\_ head forward and breaks the inner membrane of the shell.
17. Moist air from the egg's air sac enters the \_\_\_\_\_ chicks' lungs, preparing them for the fresh air that will soon be needed to keep the chicks alive.
18. On the twentieth day, the chick begins cutting a circle around the large end of the \_\_\_\_\_ egg.
19. In two to five hours the chick will have cut far enough around the shell that it begins to push on the \_\_\_\_\_ egg cap with all its might.
20. Every \_\_\_\_\_ muscle in its body strains to open the egg.
21. For forty minutes, the chick exhausts itself in one \_\_\_\_\_ struggle to be free.
22. When the egg cap finally pops off, the \_\_\_\_\_ chick tumbles out, completely exhausted.
23. Even though a young chick is equipped with a \_\_\_\_\_ tooth, thousands of pecks are required for it to break through its tough shell.
24. Even more would be required if it were not for the acid which forms inside the \_\_\_\_\_ egg.
25. The acid eats away at the calcium, which makes the \_\_\_\_\_ shell hard.
26. By the time the \_\_\_\_\_ chick is ready to hatch, the shell is weak enough to be broken.

27. Without the acid, even the \_\_\_\_\_ chick might not be able to break out of its shell.
28. At the beginning of the \_\_\_\_\_ hatching process, the yolk of the egg is slowly pulled inside the body of the chick.
29. The yolk provides the baby chick's first \_\_\_\_\_ food and water for up to seventy-two hours.

Further Study: Read about the character quality of *joyfulness* in the book, *The Power for True Success*, pages 120- 124.

<> 6e. Use your thesaurus to find synonyms to replace the underlined words in the sentences provided, and write the new "descriptive adjectives" on the lines:

**Basic Level:** Find and write two synonyms.

**Extensions:** Find and write three synonyms.

Remember: A synonym is a word with the same or similar meaning.

1. The female octopus' eggs are clustered together on stalks that are hung from the ceilings of small caves on the ocean floor.

\_\_\_\_\_

2. If left unattended, the eggs would die from lack of good oxygen or might even be eaten by their own father.

\_\_\_\_\_

3. For a period of about thirty days, the female does nothing but care for her precious eggs.

\_\_\_\_\_

4. She washes them with jet streams of water, vacuums each isolated egg with the suction cups on her tentacles, and keeps a careful eye out for male octopods that could destroy the whole brood in just a few minutes.

\_\_\_\_\_

5. During this time, the female does not eat or leave the safe cave for any reason.

\_\_\_\_\_

6. By the time the eggs hatch, she is usually so thin from starvation that she dies soon after her newborn young leave the cave.

\_\_\_\_\_

7. A baby octopus experiences the same difficult struggle that many other animals experience when they are born.

\_\_\_\_\_

8. With its eight legs neatly wrapped inside the egg like a straight jacket, the innovative octopus must fight its way out.

\_\_\_\_\_

9. The white-tailed deer's first defense is its swift legs.

\_\_\_\_\_

10. Its keen nose and sharp ears allow it to flee from danger even before the enemy approaches.

\_\_\_\_\_

Character Focus: When we are around people who are joyful, we are more likely to be joyful too.

Further Study: Read a book about Corrie ten Boom, and explain the ways she showed joy in hard times.



Further Study: Watch the video *The Hiding Place*.

11. Yet new fawns must struggle against this inner drive to flee.

---

12. They must remain motionless for the first three days of their young lives.

---

13. During these seventy-two hours, their legs are not strong enough to flee from their bad enemies.

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14. If a fawn loses the struggle and jumps to its feet, it is certain to be easy prey for a coyote, dog, or bobcat.

---

15. A baby alligator must break through two shells before it can hatch.

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16. The first is a soft, rubbery shell that lines the inside of a tough, leathery outer shell.

---

17. Just like a baby chick, God gave the alligator a special tooth located on the tip of its snout.

---

18. Once an alligator hatches, its life-threatening struggles are just beginning.

---

19. As long as the alligators are near their protective mother, they have no reason to fear.

---

20. The lovely monarch butterfly begins its struggle from a caterpillar to a butterfly by weaving a mat of fibers on the underside of a twig.

---

21. The caterpillar hangs upside down and anchors itself with a set of tiny hooks called a cremaster.

---

22. Inside the chrysalis is a complete butterfly with six long legs, beautiful orange and black wings, body, long antennae, and a long tongue.

---

23. As the newborn monarch works itself free, fluid is pumped into its wings like air being pumped into an inner tube.

---

24. It is with a great deal of struggle that the caterpillar enters into the secure chrysalis, and it is with even more struggle that the butterfly escapes.

---

25. But once it has passed through these periods of struggle, the monarch is indeed a glorious creature.

---

Further Study: Play charades to further learn how to act things out and make people smile!

Further Study: Learn the story behind the song, "When We See Christ."

<> **6f. Optional:** In your notebook, write sentences using descriptive adjectives.

**Basic Level:** Write fifteen sentences.

**Extension:** Write twenty sentences.

**Further Extension:** Write twenty sentences containing information from a character book or another source.

Character Focus: *Joyfulness* is the unplanned expression of what I feel when I am in fellowship with the Lord.

#### Help Box for 6a

You should have highlighted the following words:

Paragraph 1:

1. aware → masters (**predicate adjective**)
2. magical → powers
3. Enraged → they
4. any → time
5. subordinate → they

Paragraph 2:

1. magical → powers
2. greedy → masters
3. false → charge
8. surrounding → crowd

Further Study: Learn the song "When We See Christ."

## 7. Spelling Practice: Six "S" Spelling Secret

<> **7a.** Take a spelling "pre-test" in your notebook.

<> **7b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

Character Focus: When something happens to us, we can choose how we react to it.

## 8. Write On: Words That Show Order or Sequence

<> **8a.** In this week's passage, highlight the following words that show order:

1. In time, (paragraph 1)
2. Then, (paragraph 3)

3. Next, (paragraph 3)
4. Finally, (paragraph 3)

When writing a series of things that happened in a certain order, it is good to know how to use sequencing words. There are several ways to do this, including the following:

1. One, two, three (When used as adjectives, these do not need commas.)
  - a. One force must . . .
  - b. Force number two . . .
  - c. Force number three . . .
2. First, second, third (When used as introductory material, these must have commas following them.)
  - a. First<sub>1</sub>, the force must pull the plow forward.
  - b. Second<sub>1</sub>, the force lifts the soil along the moldboard.
  - c. Third<sub>1</sub>, the force pushes the soil down.
3. First, secondly, lastly (When used as introductory material, these must have commas following them.)
  - a. First<sub>1</sub>, the force must pull the plow forward.
  - b. Secondly<sub>1</sub>, the force lifts the soil along the moldboard.
  - c. Lastly<sub>1</sub>, the force pushes the soil down.
4. Initially, next (or secondarily), finally (When used as introductory material, these must have commas following them.)
  - a. Initially<sub>1</sub>, the force must pull the plow forward.
  - b. Secondly<sub>1</sub>, the force lifts the soil along the moldboard.
  - c. Finally<sub>1</sub>, the force pushes the soil down.

Further Study: Read the book *The Hiding Place*.

### Grammar Card: Sequencing Words

- Show a sequence of events
- **Show the order of events:**
  - First things: First, initially, originally, at first, primarily, to begin with, in the beginning
  - Second or middle things: Second, next, then, secondarily, progressing, progressively, following that
  - Third and final things: Eventually, thirdly, ultimately, finally, consequently, lastly, in the end
- **Follow a sequencing word with a comma if you hear a pause**

- <> **8b.** Study the Grammar Card about sequencing words provided in this lesson.
- <> **8c. Optional:** Make a Grammar Card about sequencing words, or add new information to an existing card.
- <> **8d.** In your notebook, write sentences using the sequencing word sets from this lesson, choosing one of the topics provided.

**Basic:** Write six sentences, using one set of sequencing words.

**Extension:** Write nine sentences, using two different sets of sequencing words.

**Further Extension:** Write nine sentences, using three different sets of sequencing words.

Sentence Topics:

1. Delighting ourselves in the Lord
2. Nehemiah's persecution in rebuilding the walls
3. Joseph's plight
4. David's return with the ark
5. Perpetua's suffering
6. Paul's suffering
7. Polycarp's inspiring of Christians
8. Paul and Silas' persecution
9. Daniel's mistreatment by other servant
10. Treatment of the Israelites

**Teacher Tip:** Your student will probably need help locating three things for this assignment and writing about them in his own words.

## 9. Composition/Creative Writing: Write Rough Draft Informative Report From Key Word Outline

<> **9a.** Follow these steps for writing your rough draft report from your Key Word Outline:

- (1) Re-read the entire passage to recall its content.
- (2) Read your first line of notes and consider what you want your sentence to say.
- (3) Practice saying your sentence aloud to get it just the way you want it.
- (4) Write your first sentence in your notebook, or key your report on the computer.
- (5) Be sure to double space your report to make inputting the Checklist Challenge revisions easier.
- (6) Indent the beginning of each paragraph five spaces.
- (7) Repeat these steps for each line of notes, writing on every other line.

**Optional:** In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA *Teacher's Guide*.

<> **9b.** Read your report aloud. Do you like the way it sounds?

## 10. Vocabulary/Structural Analysis: Wacky Words

**Confusing Words: lose, loose**

<> **10a.** In the third paragraph of the passage, highlight the word *loose*.

We call the word *loose* a Wacky Word because it has another word that is often confused with it. The word *loose* is often confused with the word *lose*.

The word *loose* is pronounced *loos* (rhymes with *goose*). It means *not attached* (as in "The handle is loose from the box") or *extra* (as in "loose change").

The word *lose* is pronounced *looz* (rhymes with *whose*). It means *to not win* (as in "We are going to lose the game") or *to misplace something* ("I hope you don't lose your allowance").

One way you can remember the difference between these two words is to remember these phrases:

1. The **goose** is **loose**
2. **Whose** shoes did you **lose**?

<> **10b.** On the lines provided, write the two *loose* and *lose* phrases (tricks) to help you learn these two words.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

<> 10c. Fill in each blank provided with the correct Wacky Word--*lose* or *loose*.

1. The girl's masters would \_\_\_\_\_ their income.
2. They did not \_\_\_\_\_ anytime looking for Paul.
3. Paul and Silas were on the \_\_\_\_\_ .
4. Roman law did not cover the money they would \_\_\_\_\_ .
5. Their outer garments became \_\_\_\_\_ from their bodies.
6. The heavy wooden stocks were tight, not \_\_\_\_\_ around their legs.
7. Despite the circumstances, Paul did not \_\_\_\_\_ his joy.

Further Study: Study a counseling book or manual to see how you can help others find true joy.

<> 10d. On the lines provided, write two sentences using *lose* and *loose*.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

## 11. Grammar/Sentence Structure: Five Things in a Paragraph (OCCTI)

A proper paragraph must include the following five elements:

A proper paragraph must include the following five elements:

1. **Opening sentence**
  - a. The opening sentence tells what the entire paragraph will be about.
  - b. It does this by creatively introducing the topic.
  - c. For example:
    - 1) If your paragraph is about showing character in math, your opening sentence could be: "**There are many character qualities needed when you are doing math.**"
    - 2) If your paragraph is about how a plow works, you could open your paragraph with this sentence: "**There are many steps involved in using a plow.**"

d. The opening sentence is sometimes called the topic sentence.

2. **Closing sentence**

a. The closing sentence sums up the paragraph.

b. It brings the topic to a close.

c. For example:

1) If your paragraph was about how a plow works, you could close your essay with this sentence: **“These are the many important steps involved in the work of a plow.”**

2) If your paragraph was about how we need to plow our hearts, your closing sentence could be as follows: **“As shown in the steps, we need to plow up the hard soil of our hearts.”**

3. **Content all the same topic**

a. If your paragraph is about learning character through math, you cannot have a sentence about plowing our hearts.

b. Your entire paragraph must be about whatever the opening sentence is about.

4. **Three or more sentences**

a. The exception to this rule is when you are writing with quotations.

b. Good paragraphs usually contain at least three sentences.

5. **Indented** (In typing, you may have two line spaces between each paragraph and make the paragraphs “block” format instead of indenting.)

a. On the first line of the paragraph, you should move in a few spaces before you start writing.

b. An indention is two or three finger spaces.

c. This lets the reader know a new paragraph has started.

**Grammar Card: Paragraphs (OCCTI)**

• A good paragraph should include these elements:

**O**pening sentence

**C**losing sentence

**C**ontent all the same subject

**T**hree or more sentences

**I**ndented

There is an acronym to help you remember this: **OCCTI**

**O**pening sentence

**C**losing sentence

**C**ontent all the same topic

**T**hree or more sentences

**I**ndented

**<> 11a.** (T) Memorize the acronym for the five elements of a well-written paragraph, and recite it to your teacher.

**<> 11b.** Find OCCTI in the paragraph provided.

**O**pening sentence: Highlight the opening sentence.

**C**losing sentence: Highlight the closing sentence in another color.

**C**ontent all the same topic: On the line provided, write the topic of the paragraph.

**T**hree or more sentences: Count the number of sentences.

**I**ndented: At the beginning of the paragraph, write an I.

Repeated plowing at the same depth will create a hard surface at that level (plow pan). This will hinder crop growth and promote weeds. The farmer must break up the plow pan by plowing at deeper levels. It is best not to continually plow at the same depth.

**Topic of Paragraph** \_\_\_\_\_

**Number of Sentences** \_\_\_\_\_

## 12. Extensions--Study Skills/Prewriting/ **Composition: Take Notes and Write an Original Opening Paragraph**

↔ 12a. **Extensions**--Now that you have written the body of your report, you are ready to write notes for an original opening paragraph. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
  - a. A Scripture passage about rejoicing in suffering
  - b. Song such as “God Will Make a Way”
  - c. Definition of rejoice
  - d. Character biographical sketch about Paul and Silas
  - e. Something you want to use to open and close your report (a continuing poem, verse, story, etc.).
- (2) **In your notes, plan on what you will include in your thesis statement.\* (You may tweak your original thesis statement to fit in your opening paragraph however you see fit.)**
  - a. Remember, a thesis statement is a statement that **tells the “thesis” of your paper--what your entire paper is about.**
  - b. It should be a sentence or two in length and should introduce your reader to your topic.
  - c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
  - d. It should bridge the gap between your catchy opening paragraph and the body of your report.
- (3) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
- (4) You may just jot down some thoughts, references, etc., for your opening paragraph notes, or you may create a “sentence-by-sentence” outline like you did for the body of your report.

**\*Note: If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph--even at the very end of your opening paragraph, if desired. Sometimes this helps the flow of your opening paragraph when you are using a story or other information in your opening paragraph that you want to keep all together--then follow all of this with the thesis statement.**

- (5) You may plan to write your opening paragraph in a different “person” (first person, second person, etc.) if the contents warrants it. For example, if you are using an opening story, you may tell it in first person (if needed). If you are using an opening challenge, you may tell it in second person etc. Note that opening and closing paragraphs are times in informative writing when it is acceptable to write less formally and to change persons and/or tenses.

## Notes for Opening Paragraph

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**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.

<> **12b. Extensions**--Follow these steps for writing your opening paragraph:

- (1) **Write your thesis statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your thesis statement later, if desired.)**
- (2) **Number your notes in the order you want them, and add any information you may have forgotten.**
- (3) Using each set of notes for one sentence in the following way:
  - a. Read a line of notes.
  - b. Consider what you want to say about those notes.
  - c. Say aloud a sentence that you want to use.
  - d. Write down that sentence.
  - e. Repeat these steps for all of your notes.
  - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
  - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the report you just wrote.



**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 and Editing: Edit and Revise Using the Checklist Challenge

- <> **13.** Use the Checklist Challenge located after this week's lesson to edit your report.
- (1) Complete each revision for each paragraph, as indicated.
  - (2) Insert revisions with pen or pencil into your rough draft paper.
  - (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
  - (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

**Optional:** In place of the week's Checklist Challenge you and your teacher may desire to complete the “How to Complete the Checklist Challenge” information from the CQLA *Teacher's Guide*.

## 14. Spelling Practice: Write That Word!

- <> **14a.** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

- <> **14b.** Complete the following steps for one of the words you listed in 14a.

- (1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.
- (2) On the lines provided, write a sentence containing that word.

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- <> **14c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 15. Grammar: Weekly Quizzes

<> **15a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

**Note: Complete any portion of the shaded parts that you are able to at this time. Eventually, you will learn all the parts of speech.**

<> **15b.** Do the Weekly Review Quiz provided after this week's lesson.

## 16. Spelling: Spelling Test

<> **16a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **16b.** (T) Have your teacher check your Spelling Test.

<> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 17. Dictation: Dictation Quiz

<> **17a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.

<> **17b.** (T) Review your dictation with your teacher.

<> **17c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 18. Composition: Write Final Copy Informative Essay From Key Word Outline

<> **18a.** Write the final copy of your report in your notebook, writing on every line. If you prefer, you may type it on the computer.

<> **18b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

<> **18c. Optional:** Make a minit-book containing your report.

## Optional: Extra Practice

- 1E. In your notebook, write ten sentences containing information from a character book with a pronoun referring to a noun.
- 2E. In your notebook, take more notes about Paul and Silas from the Bible.
- 3E. In your notebook, write a paragraph or more about Paul and Silas. Use your notes from this lesson.
- 4E. Edit and revise your paragraph(s) from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write twenty "are, air, ar, ear say air" words.
- 6E. Read a book about Paul and Silas or about someone else who was joyful during suffering.
- 7E. Find ten sentences with *ing* openers in a character book and write them in your notebook.
- 8E. Make a minit-book containing your paragraph from this lesson.
- 9E. In a minit-book, write ten sentences about Paul and Silas.
- 10E. In your notebook, write ten sentences with sequencing words.
- 11E. Write a book report about the book you read above. You may use the Book Report Guide provided in the Appendix of the *Teacher's Guide*.
- 12E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.



# Checklist Challenge Red 4-B: Week One

Character Focus: Joyfulness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

All **All Levels**

E's **Extensions**

B **Basic Level only**

FE **Further Extension only**

E **Extension only**

All  All  All  All  
 E's

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

☞ **Focus on content errors at this time.**

All  All  All  All  
 E's

Check to make sure one paragraph (or more, according to the check boxes) contains all five parts of a paragraph--**OCCTI**:

- Opening sentence
- Closing sentence
- Content is all the same
- Three or more sentences
- Indented

All  All  All  All  
 E's

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed. Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All  All  All  All  
 E's

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All All

E's

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All All All All

E's

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

Add a sentence to the beginning of your report that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

☞ **Tips:**

- **Write a sentence that describes your report without telling the reader exactly what it is about.**
- **Do not say: *In this report you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* report.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your report's subject.**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **"thesis statement reloaded"** and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **You may choose to have your "thesis statement reloaded" be a sentence that restates the title of your report rather than the thesis statement.**

All

Add a **transition sentence** to the beginning of the second paragraph or at end of the first paragraph. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **First**, they set snares and traps for their victims.
- **After that**, there is no way for the creature to get loose.

☞ **Be sure your transition sentence takes the reader smoothly from the first paragraph to the body of your paper.**

All

Create a **title** for your report, 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: **Down Trodden But Not Defeated**
- Something comical: **Abacadabra No More!**
- Something bold: **Prison and Praise**
- A song title or line: **In My Heart There Rings a Melody**
- A Scripture: **In All Things Give Thanks**
- Something biblical: **Abased or Abounding?**
- Something about character: **Heart of Joy**
- Other: **Rejoice Through Suffering**

☞ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **They display extraordinary stealth.**
- **Then, they are trapped!**
- **And soon it happened.**

All

All

All

All

E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree  
kind  
grass

Use:

maple  
compassionate  
blades

Instead of:

deep  
turn  
loud

Use:

bottomless  
swerve  
obnoxious

☞ **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.**

All

All

All

All

E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ **Do not change insignificant words such as *was, it, and, etc.***

All

All

All

All

E's

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions, they are dinner for sure!**

- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

☞ **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

All All

Use one set of **sequencing words** (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:

- **First things:** First, initially, originally, at first, primarily, to begin with, in the beginning
- **Second or middle things:** Second, next, then, secondarily, progressing, progressively, following that
- **Third and final things:** Eventually, thirdly, ultimately, finally, consequently, lastly, in the end
- **General:** Then, next, later, after, sometime, etc.

All E's

Use **one of this month's vocabulary words** in your composition (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

All E's

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **A word you have never used in writing might be one you use in speaking but not in your compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

FE

Add one **appositive** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- The Venus' flytrap, **a plant that catches and eats bugs and flies**, provides another example of entrapment.

☞ **Set off an appositive with commas unless it is a one-word name.**

All All All All

E's

**Edit each paragraph** with your teacher, and correct any **usage or spelling errors**.



## Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one loud.</li> <li>Try to spell the word aloud with out looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
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21. \_\_\_\_\_
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27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
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31. \_\_\_\_\_
32. \_\_\_\_\_
33. \_\_\_\_\_
34. \_\_\_\_\_
35. \_\_\_\_\_
36. \_\_\_\_\_
37. \_\_\_\_\_
38. \_\_\_\_\_
39. \_\_\_\_\_
40. \_\_\_\_\_

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs--E's

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

- M \_\_\_\_\_, W \_\_\_\_\_, O \_\_\_\_\_,  
W \_\_\_\_\_, Y \_\_\_\_\_, N \_\_\_\_\_,

**Subordinators**

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

**Coordinating Conjunctions**

(FANBOYS)

One Minute

- F \_\_\_\_\_
- A \_\_\_\_\_
- N \_\_\_\_\_
- B \_\_\_\_\_
- O \_\_\_\_\_
- Y \_\_\_\_\_
- S \_\_\_\_\_

**BHL Verbs**

Two Minutes

**Be a Helper, Link Verbs,**

I \_\_\_\_\_, A \_\_\_\_\_, A \_\_\_\_\_,

W \_\_\_\_\_, & W \_\_\_\_\_,

B \_\_\_\_\_, & B \_\_\_\_\_, B \_\_\_\_\_,

B \_\_\_\_\_,

H \_\_\_\_\_, & H \_\_\_\_\_, & H \_\_\_\_\_,

are ones.

C \_\_\_\_\_, C \_\_\_\_\_, S \_\_\_\_\_,

S \_\_\_\_\_ --- they are fun

W \_\_\_\_\_, W \_\_\_\_\_, D \_\_\_\_\_,

D \_\_\_\_\_, D \_\_\_\_\_, &

D \_\_\_\_\_

M \_\_\_\_\_, M \_\_\_\_\_, M \_\_\_\_\_,

--- they are some as well,

A \_\_\_\_\_, L \_\_\_\_\_, S \_\_\_\_\_,

R \_\_\_\_\_, T \_\_\_\_\_,

F \_\_\_\_\_, & S \_\_\_\_\_

**First Subordinators Learned**

**in Rhyme**

Thirty Seconds

S \_\_\_\_\_, W \_\_\_\_\_, Th \_\_\_\_\_,

B \_\_\_\_\_, I \_\_\_\_\_, Al \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Vocabulary and Comprehension

1. What does the word *appease* mean in this week's passage? \_\_\_\_\_
2. What does the word *retain* mean in the passage? \_\_\_\_\_
3. Write Vocabulary Words that are synonyms for rejoice.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
4. Write two sentences about the passage using two of the words you listed in #3.
  1. \_\_\_\_\_  
\_\_\_\_\_
  2. \_\_\_\_\_  
\_\_\_\_\_

## II. Spelling and Homophones

5. Write the two trick sentences for *loose* and *lose*.
  1. \_\_\_\_\_  
\_\_\_\_\_
  2. \_\_\_\_\_  
\_\_\_\_\_
6. If you are not the winner, did you *lose* or *loose* the game? \_\_\_\_\_
7. If you have extra change, is it *loose* or *lose* change? \_\_\_\_\_
8. Write two words from this week's spelling list that fit under each category. (You may use this week's spelling list for this.)

ar (*air*)

\_\_\_\_\_  
\_\_\_\_\_

er (*air*)

\_\_\_\_\_  
\_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

### III. Outlining and Write On

9. After you used the names Paul & Silas in your outline the first time, what did you use for then the next time they were given in the passage? \_\_\_\_\_

10. Write six (**Extensions:** Write nine) sequencing words.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

d. \_\_\_\_\_ e. \_\_\_\_\_ f. \_\_\_\_\_

**Extensions:**

g. \_\_\_\_\_ h. \_\_\_\_\_ i. \_\_\_\_\_

11. **Extensions:** What are two strong opening paragraph ideas for this week's passage?

1. \_\_\_\_\_

2. \_\_\_\_\_

### IV. Grammar and Usage

12. Write one specific adjective for each noun provided in the samples of this week's adjective lesson. Be sure to use different ones than those provided in the lesson.

1. \_\_\_\_\_ chimney      2. \_\_\_\_\_ princess

3. \_\_\_\_\_ cabin      4. \_\_\_\_\_ plantation

5. \_\_\_\_\_ tree      6. \_\_\_\_\_ bush

7. \_\_\_\_\_ street      8. \_\_\_\_\_ soda

9. \_\_\_\_\_ pen      10. \_\_\_\_\_ crayons

13. Now do #12 again, painting a completely different picture than you did above. (For example, in the lesson, it said *fizz-free* soda; now I would write *foam-laden* soda.)

1. \_\_\_\_\_ chimney      2. \_\_\_\_\_ princess

3. \_\_\_\_\_ cabin      4. \_\_\_\_\_ plantation

5. \_\_\_\_\_ tree      6. \_\_\_\_\_ bush

7. \_\_\_\_\_ street      8. \_\_\_\_\_ soda

9. \_\_\_\_\_ pen      10. \_\_\_\_\_ crayons

14. List the Five Parts of a Paragraph with the acronym OCCTI:

O \_\_\_\_\_

C \_\_\_\_\_

C \_\_\_\_\_

T \_\_\_\_\_

I \_\_\_\_\_

15. When might the “three sentences or more” part of OCCTI be broken without violating grammar rules?

---

## V. Editing and Revising

16. Write three sentences that could be used in this week’s passage, using three different sequencing words.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

17. Write three specific adjectives before nouns from the passage that would paint an exact picture for the reader.

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_

18. Write three sentence openers that could be in this week’s report.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

19. List two possible titles for this week’s report that you did not use.

1. \_\_\_\_\_

2. \_\_\_\_\_

20. Write a different potential thesis statement and “thesis statement reloaded” than what you used for this week’s report.

1. \_\_\_\_\_

2. \_\_\_\_\_

---

# Red 4-B: Week Two

Character Focus: Joyfulness

## Vocabulary Box

Synonyms for *rejoice*

bless	delight	ecstatic
elated	euphoric	exuberant
exult	felicity	gaiety
glory	jubilant	merriment
overjoyed	praise	sing
triumph		

## Vocabulary Box

Antonyms for *rejoice*

bewail	brood	complain
criticize	deplorable	despair
despondent	disappointed	distress
doleful	forlorn	melancholy
regret	retaliate	sorrowful
woebegone		

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

Further Extension

Twenty years after the Pilgrims settled in America, a godly group of "missionaries" traveled the Hudson Bay area (northern United States and Southern Canada), preaching the Gospel to the Indians. They were Jesuit priests, ministers from France who were dedicated to traveling around the world telling people about Jesus. They especially concentrated their efforts in the French-speaking area that is today called Canada.

Extensions

One such Jesuit priest was Issac Jogues. In 1642, Father Jogues had to travel to Quebec to get supplies. On his trip back, the Iroquois (an Indian tribe) attacked his group. The priest escaped unharmed. However, he felt led to go back and try to win this tribe to Christ.

All

"I cannot leave the Iroquois souls to be lost. I must go back and win them to Christ. If I suffer for the Lord Jesus, then I suffer. He died for me. I can do no less for Him. I will go back," said Jogues.

He went back to his captors, and the Iroquois tortured him. Then, a year later, he escaped again. He returned to France where he had become a national hero because he was considered a "living martyr," having survived Indian capture and torture. But Father Jogues desired to return to the new world and serve, love, and lead the Iroquois.

In 1645, Jogues went back to work among the Indians. However, when the double calamity of sickness and crop failure hit the Mohawk Iroquois, the Indians considered Jogues a sorcerer, citing their misfortune as proof of his "magic." In 1646, he was clubbed to death by the people whom he had longed to lead to Christ.

\* Notice the different order of paragraphs for this week's passage.

↔ 1a. Read this week's passage aloud.

This passage is about a French Jesuit priest who was willing to risk, and eventually lay down, his life to bring the Gospel to lost souls. **Father Joques rejoiced in persecution.**

<> **1b.** In the second paragraph of the passage, highlight the word *Iroquois*.

<> **1c.** Look up the word *Iroquois* in a historical dictionary or an encyclopedia, and write two sentences about the Iroquois Indians.

Sentences about *Iroquois*

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

<> **1d.** On the lines provided, write three synonyms for *rejoice* from the shaded Vocabulary Box located at the beginning of this week's lesson.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_

Do you know the difference between *exalt* and *exult*? When someone is happy, he **exults**. When someone wants to **praise** another person highly (or praise the Lord), he **exalts** that person.

<> **1e.** On the lines provided, write two sentences about Paul and Silas. Use two of the synonyms you listed for above.

Sentences with synonyms for *rejoice*

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

<> **1f.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

\_\_\_\_\_

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

**Teacher Tip:** On shorter passages, such as this one, you may want your Basic Level student to copy the whole passage, depending on his skill level and age.

**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 for that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

**The levels for the Key Word Outlines are not the same as the copying levels.** The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.



**Optional Penmanship Practice**

Blessed are they which do hunger and thirst after righteousness: for they shall be filled.

Matthew 5:6

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

Character Focus: Joy is not an emotion, but an act of the will.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

Character Focus: *Happiness* depends on our situation. *Joy* depends on our perspective.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

(9) Write a sentence using this DD word on the lines provided.

↔ **1g. Extensions:** Write a sentence about the character quality for this month using this DD word.

↔ **1h. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Fortunately, the priest escaped unharmed.

Adverb (word) opener

↔ **1i.** In your notebook, copy this week's passage at the level directed by your teacher.

↔ **1j.** (T) Review your copy with your teacher, and correct any errors.

## 2. Spelling: *Ou* and *ow* Say *ou* as in *ouch*

Examples: **foul, fowl**

<> **2a.** In the first paragraph of the passage, highlight the word that says *ow* as in *owl* and are spelled either of the following ways:

1. *ou*
2. *ow*

*Ou* and *ow* are two spellings for the *ow* sound (ouch!). Sometimes it can be difficult to know whether to spell *ow* words with *ow* or *ou*. One of the best ways to learn how to spell confusing words that have different spellings for *ow* is to read, read, read!

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 41 of your *Spelling Notebook*. (*Greatly* will go on the sight word page.)

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write six sentences using six of the spelling words.

**Teacher Tip:** A diphthong is a combination of vowels that does not make the short vowel sound nor the long vowel sound. The pinched diphthong sound is the sound one makes when he is pinched—"Ouch!"

Help Box for 2a

You should have highlighted the word *around*.

Write any **Review Words** that your teacher gives you on the lines provided.

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Words	Syllabication	Write it **	Tip	Your Tip
All				
1. pronounce*	pro-nounce	_____		_____
2. astound	as-tound	_____		_____
3. profound	pro-found	_____		_____
4. devour	de-vour	_____		_____
5. groundbreaking	ground-break-ing	_____		_____
6. boundary	bound-a-ry	_____		_____
7. announcement	an-nounce-ment	_____		_____
8. counterpart	coun-ter-part	_____		_____
9. countenance	coun-te-nance	_____		_____
10. counterfeit	coun-ter-feit	_____		_____
11. counsel*	coun-sel	_____		_____
12. council*	coun-cil	_____		_____
13. endowment*	en-dow-ment	_____		_____
14. hallowed*	hal-lowed	_____		_____
15. cowardly	cow-ard-ly	_____		_____
16. knowledge	knowl-edge	_____		_____
17. delightful	de-light-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.

Words	Syllabication	Write it**	Tip	Your Tip
<b>Extensions--other ou sounds</b>				
18. roulette*	rou-lette	_____		_____
19. ruinous*	ru-in-ous	_____		_____
20. ravenous*	rav-en-ous	_____		_____
<b>Further Extension--other ou sounds</b>				
21. rendezvous*	ren-dez-vous	_____		_____
22. querulous*	quer-u-lous	_____		_____
23. pernicious*	per-ni-cious	_____		_____
<b>Optional</b>				
24. elated	e-lat-ed	_____		_____
25. euphoric	eu-phor-ic	_____		_____
26. despondent	de-spond-ent	_____		_____
27. disappointed	dis-ap-point-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 Paragraph(s) Pronouns, *Ing* Openers, Sequencing Words

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) Highlight all of the sequencing words, and place commas after them (if needed), if you have not already done so.

(3) In the first paragraph, highlight all of the pronouns.

It takes 21 days for a chicken egg to hatch. First on the 15th day, the tiny chicken begin to twist and turn so that it's head is facing toward the large end of the egg this is the end that contain the air sac from which the chick will take it's first breath of air

Then on the nineteenth day the chick stretches it's tiny head forward and brakes the inner membrane of the shell. Moist air from the eggs' air sac enters the chicks lungs, preparing it for the "fresh" air that will soon be needed to keep the chick alive

Finally on the 20th day the chick begin cutting a circle around the large end of the egg. In 2 to 5 hours the chick will have cut far enough around the shell that it begin to push on the egg cap with all it's might. Every muscle in it's body strain to break open the egg

#### Optional Penmanship Practice

Man shall not live by bread alone, but by every word . . . of God.

Matthew 4:4

### 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |                   |               |
|-------------------|---------------|
| 1. pronounse      | pronounce     |
| 2. astound        | astownd       |
| 3. profond        | profound      |
| 4. devour         | devouer       |
| 5. groundbreaking | groundbraking |

6. boundery	boundary
7. announcement	anouncement
8. countarpart	counterpart
9. countenance	countanance
10. counterfit	counterfeit
11. counsel	council
12. council	counsil
13. endoument	endowment
14. hallowed	hollowed
15. cowardly	cowerdly
16. knowledg	knowledge
17. delightful	delightfull

Further Study: Read a biography or book about Jim and Elisabeth Elliot. Notice how Elisabeth Elliot viewed such terrible circumstances.

Further Study: Read the account of Paul and Silas in prison in Acts 16.

<> **4b.** Highlight the correct spelling of each **Extensions** word.

18. roulete	roulette
19. ruinous	ruinus
20. ravenous	ravennous

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

21. rendezvous	rendazvous
22. querulous	querulus
23. pernicious	pernicious

<> **4d.** Highlight the correct spelling of each **Optional** word.

24. elated	elatted
25. euforic	euphoric
26. despondent	despondant
27. disappointed	dissappointed

↔ **4e.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

Further Study: Read about the chickadee in *Character Sketches, Volume II*, pages 228-236.

### Alternative Writing for Red 4-B: Week Two

- Write a retelling of another missionary who rejoiced in suffering.
- Write a definition essay with two definition paragraphs--one about rejoicing and one about complaining.

## 5. Study Skills/Prewriting: Write Key Word Outline for Informative Essay

### Outlining Tips

As you make your outline:

1. Use only 3–5 words.
2. Use words that will best help you; these may be verbs, adverbs, adjectives, names, etc.
3. You may use symbols without including them in your 3–5 words. (Examples: +, =, #, 2)

When you write the topic of the paragraph on the topic line, be sure you think about the main idea of the entire paragraph. Do not give details—just the main idea of the paragraph. For example: “Man wants to know how be holy.”

↔ **5.** Follow these steps to write a Key Word Outline (KWO) for this week’s passage:

- (1) Read the first paragraph to yourself.
  - a. Determine the topic of the entire paragraph.
  - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
  - b. Write those **3–5 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

**Optional: In place of all of this week’s writing assignments, you and your teacher may desire to complete the “How to Create and Write From a Key Word Outline” information from the CQLA Teacher’s Guide.**

### **Extensions--Paragraph One of Body**

Topic of Paragraph 1 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

(You may use up to seven words for Sentence One.)

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

### **All--Paragraph Two of Body**

Topic of Paragraph 2 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

### **All--Paragraph Three of Body**

Topic of Paragraph 3 \_\_\_\_\_

(You may paraphrase the quoted words in your notes, then re-write the quotes in your essay so that they say something similar to the passage but are worded a little differently. Note: You may do this when telling a story and having your character speak (like this week's passage), but when you are quoting a source in non-story writing, you must quote the material exactly.)

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

### **All--Paragraph Four of Body**

Topic of Paragraph 4 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Topic of Paragraph Line

The "Topic of Paragraph Line" that is above each paragraph of each essay is provided as a comprehension and a composition exercise. As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.

As a composition exercise, its merits are endless. It is one of the first keys that CQLA uses to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years become 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.



## All--Paragraph Five of Body

Topic of Paragraph 5 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

(You may use up to seven words for Sentence Two.)

Sentence 3 \_\_\_\_\_

### Sample KWO Paragraph

Paragraph 2

Topic of paragraph 2: Jesuit priest Issac Jogues attacked by Iroquois Indians

Sentence 1: Jesuit priest Issac Jogues

Sentence 2: 1642 Father Jogues → Quebec → supplies

Sentence 3: Trip back Iroquois attack

Sentence 4: Priest ~~harm~~

Sentence 5: Went back & win → Christ

### Sample Paragraph from KWO

Paragraph 2

Issac Jogues, a Jesuit priest, was one of those missionaries. Father Jogues went on an expedition to Quebec to replenish provisions in 1642. His caravan was ambushed by Iroquois Indians on their return trek back. This minister was able to break away without injury. Unexpectedly, Father Jogues journeyed back to this village to share the Gospel with them.

## 6. Grammar/Punctuation: Series of Three or More Items

↔ **6a.** In the fourth paragraph of this week's passage, highlight the following phrase: *serve, love, and lead the Iroquois.*

This phrase demonstrates the use of commas to separate three or more items in a series.

When you list three or more items, you should put commas between each item, with the last comma coming right before the coordinating conjunction *and* or *or*, when one is present.

This rule works for any list of three or more items, such as the following:

1. Three or more nouns: **schools, churches, and clubs** . . .

2. Three or more verbs: **demonstrate, sing, and recite** . . .
3. Three or more adjectives: **capable, talented, godly** students . . .
4. Three or more adverbs: They **gladly, heartily, and cheerfully** demonstrated . . .
5. Three or more phrases: They went **into schools, around various churches, and before certain clubs.**

There are several rules you should observe when listing with a series of three or more items.

1. Do not place commas between a nondescriptive adjective and a descriptive adjective.
  - a. **This** famous, persuasive, compelling sermon was well prepared. (Do not place a comma between *this* and *famous* since *this* is not a descriptive adjective.)
  - b. There are **five** happy, contented, cheerful children. (Do not use commas to separate a number from other descriptive adjectives. Thus, do not place a comma between *five* and *happy*, even though *five* is sometimes called a descriptive adjective.)
2. Do not place commas between comparative or superlative types of a word and a descriptive adjective. (A comparative or superlative word before an adjective is usually functioning as an adverb telling “to what extent,” and should not be separated by a comma from the adjective it describes.)
  - a. The **most** famous sermon ever preached was by Jonathan Edwards. (No comma should be placed between the superlative word *most* and the word *famous*.)
  - b. He was **more** famous than others. (No comma should be placed between the comparative word *more* and the word *famous*.)
3. Be careful to place the final comma in a series of items just before the coordinating conjunction.
4. When you are placing commas between describers in a series, be careful not to place a comma immediately in front of the word being described. Commas are used to separate the adjectives from each other—not from the noun the adjectives are describing.
  - a. This famous, persuasive, compelling **sermon** . . . (Do not place a comma in front of the word *sermon*.)
  - b. There are five happy, contented, cheerful **children**. (Do not place a comma in front of the word *children*.)

<> **6b.** Study the Grammar Card about series of three or more items provided in this lesson.

<> **6c. Optional:** Make a Grammar Card about series of three or more items, or add new information to an existing card.

<> **6d.** In the sentences provided, place commas according to the rules learned in this lesson.

1. “Sinners in the Hands of an Angry God” is still regarded as the most famous compelling persuasive sermon in American history.
2. Jonathan Edwards fasted prayed and sought God for three days before presenting this powerful message of judgment to the people of Enfield, Connecticut, on July 8, 1741.
3. The spiritual decline in the colonies during the seventeenth century was the means of motivating men like Jonathan Edwards George Whitefield John Wesley David Brainerd and Charles Finney.

### Grammar Card: Series of Three or More Items, Phrases, or Clauses

- Use commas to separate items in a series of three or more, including before the *and* or *or*. Christians should properly, carefully, and prayerfully hinder infection.
- See Parallelism Grammar Card.

### Series of Three or More

All items in a series must be:

1. The same type of word: (Christians should properly, carefully, and prayerfully hinder discord.)
2. In the same form: (Christians who properly show mercy help others in their time of need, care for members of the body, and cleanse out impurities in the body.)
3. In agreement with the subject: (Christians who properly show mercy hinder infection, draw Christians together, and cleanse the body of impurities.)
4. Balanced: (In medicine, myrrh is used as an anti-septic, an astringent, and a carminative.)

Character Focus: When we see things from God's perspective, we can be joyful because everything will work out for our good.

### Improper Comma Usage

Do not use a comma:

1. After the *and* (a dog, a cat, *and*, a bird—incorrect).
2. Between a subject and its verb (The boy, jumped—incorrect).
3. Between an adjective and a noun (The nice, boy—incorrect).

### Optional Penmanship Practice

And be not drunk with wine, wherein is excess; but be filled with the Spirit; Speaking to yourselves in psalms and hymns and spiritual songs, singing and making melody in your heart to the Lord;

Ephesians 5:18–19

4. Jonathan Edwards was able to understand biblical principles and concepts in addition to mastering Latin Greek and Hebrew by the age of twelve.
5. The early colleges such as Harvard Yale and Princeton were founded to train young men to effectively proclaim the Gospel.
6. The happy marriage and family life of Jonathan Edwards were a powerful example to others of the potential of right priorities in personal devotion marriage family and ministry.
7. "Haste and escape for your lives look not behind you escape to the mountain, lest you be consumed."
8. Now you have a day wherein Christ has thrown the door of mercy wide open and stands calling and crying with a loud compelling merciful voice to poor sinners.
9. Rather than discouraging overwhelming or frightening godly men during the seventeenth century, the spiritual decline in the colonies actually motivated them.
10. The ministry of Jonathan Edwards was richer deeper and more potent because of the godly heritage that was given to him by his parents.
11. Due to the training at home that Jonathan Edwards received, he was able to understand biblical principles concepts and teaching at a young age.
12. The happy joyful secure family life of Jonathan Edwards was a powerful example to others.
13. The early colleges were formed to train equip and prepare young men to effectively proclaim the Gospel.
14. The ministry of Jonathan Edwards was richer and deeper because of the godly moral and profound heritage that was given to him by his parents.
15. There was a stark deep unfortunate spiritual decline in the colonies during the seventeenth century.

<> **6e. Optional:** In your notebook, write sentences using commas to separate a series of three or more items.

**Basic Level:** Write eight sentences.

**Extensions:** Write ten sentences containing information from a character book or another source.

## 7. Write On: Designing Quote Opening Paragraphs

You have been introduced to various ways to open a report throughout CQLA. This week you are writing a report from given material about Issac Joques.

One excellent way to introduce a biography or re-telling is to open with a quotation. You may use any type of quotation for this, such as:

1. **A quote by the person you are writing about.** This is especially effective for positive people, such as a quote about humility or preaching the Gospel by Jonathan Edwards if your report is about him or a quote about selflessness by Amy Carmichael if you are writing about her.
2. **A quote about the person you are writing about.** For example, if you are writing about Neil Armstrong, you could include a quote by a U.S. president about Mr. Armstrong.
3. **A quote about a character quality that your person exhibits** or exhibited is a good opening paragraph for a biography. For example, if you are writing about someone with great persistence, you could include the quote below about trying over and over again if you do not succeed the first time.
4. **A quote about how much that person helped others** is a good way to begin a positive biography. For example, a quote by a child who was in George Mueller's care or a quote by someone who was rescued by a certain fireman would be strong openers for those characters.
5. **A quote about how much a person's actions harmed others** would be appropriate for a report about a false philosopher. For example, if a great Bible preacher, such as Billy Graham, commented on the damage done by Plato's teaching, you could include that quote to show right away in your report that the person you are writing about has hurt people with his teaching or philosophy.

You are taught extensively how to include quotations and citations in reports in CQLA. Thus, if your report's assignment says to cite in parenthesis the author and page number from the book in which you obtained the quote, you should do that. Regardless of whether you are to cite the author and page number in parenthesis or not, you should always include who said a particular quotation right in the text of your paragraph.

There are a few ways to do this, such as the following ideas:

1. Just include a speech tag then the quote-and later or before the quote elaborate on it. If your speech tag comes first, and you do not have anything else in that sentence, end the quote with a period inside the ending quotation mark.  
  
Example: A wise person once said, "If at first you don't succeed, try, try again."
2. If your speech tag follows your quote, put a comma inside the ending quotation mark, then your speech tag-and the period following the speech tag will be the end mark for your entire sentence.  
  
Example: "If at first you don't succeed, try, try again," said a wise person.
3. If your speech tag is a complete sentence by itself, you may follow your speech tag with a colon rather than a comma.  
  
Example: A wise person left us with advice that is repeated over and over again today: "If at first you don't succeed, try, try again."
4. Add your own words following the quote--but still in the same sentence.  
  
Example: "If at first you don't succeed, try, try again," said a wise person many years ago, **and we still give that advice today.**
5. Make your quotation into a split quote. Remember, a split quote is when you can remove the speech tag from the quote and one complete sentence remains (not two complete sentences).  
  
Example: "If at first you don't succeed," said a wise person many years ago, "try, try again."
6. Add explanations before or after your quote, regardless of the type and placement of speech tag you have chosen. You want to be sure that you make application to your report. Do not just include a quote and leave it hanging there.

Further Study: Study Psalms and Proverbs, looking for passages related to *delight, bless, sing, praise, joy, and glory.*

Example: *A wise person many years ago gave advice that is still reiterated today: "If at first you don't succeed, try, try again." Inventors from time immemorial have followed this advice. Thomas Edison is one of those inventors who continued to try, regardless of his failures. He is known for his pile of parts and pieces--experiments that did not work out. However, he never gave up regardless of his success or lack of success in each attempt.*

7. Include longer quotes in an indented method. There is disagreement among handbooks and grammarians on how to include longer quotes within a report or essay. Some say that if the quote is longer than four lines in length, indent it in a special format. Others say do not indent the quote unless it is ten lines in length or more. CQLA uses the "one hundred or more words" rule. If a quote is one hundred words or more, indent it in this special format:

- Include your speech tag at just like you would any time you include a speech tag before the quote.
- Drop down just like you were starting a new paragraph.
- Indent ten spaces over.
- Write or key your quote without quotation marks. (Your special indenting shows that you are quoting.)
- Write or key your quote exactly as it appears in your text. For example, if your excerpt contains a quote within it (or dialogue, etc.), you will include those special quote marks (double quote marks) just like it is shown in your excerpt. You will not, however, put quotation marks around the excerpt to show that you are quoting it--the indenting shows that.
- After you end the quote, just space down as though you are beginning a new paragraph, and start your next paragraph.

Jonathon Edwards spoke powerful words in his "Sinners in the Hands of an Angry God" sermon in Enfield, Connecticut on July 8, 1741:

In this verse is threatened the vengeance of God on the wicked unbelieving Israelites, who were God's visible people, and who lived under the means of grace; but who, notwithstanding all God's wonderful works towards them, remained (as vers 28.) void of counsel, having no understanding in them. Under all the cultivations of heaven, they brought forth bitter and poisonous fruit; as in the two verses next preceding the text. -- The expression I have chosen for my text, their foot shall slide in due time, seems to imply the following things, relating to the punishment and destruction to which these wicked Israelites were exposed.

People everywhere were moved by Edward's words...

### Optional Penmanship Practice

And be not drunk with I will run the way of thy commandments, when thou shalt enlarge my heart.

Psalm 119:32

8. If you are only including part of a quote or are omitting any words from an excerpt, use ellipses (i.e. "dot, dot, dot") to show that words are missing. For example, if you were quoting Neil Armstrong and only want to emphasize the second half of his famous quote, you could put some thing like this:

As Neil Armstrong said, "That's one small step for man..."

OR

As Neil Armstrong said, "...one giant leap for mankind."

↔ **7a.** Use four of the strategies given in this lesson to include the famous Neil Armstrong quote in a sentence.

**Quote to use:** "That's one small step for man, one giant leap for mankind."

1. \_\_\_\_\_

Further Study: Learn how to bless and affirm others by going around the dinner table and saying encouraging and affirming words to each one around you.

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<> **7b. Extensions:** Use the Neil Armstrong quote to write an entire opening paragraph that would fit into a report about Neil Armstrong, space travel, or success.

**Notes for Opening Paragraph**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 8. Spelling Practice: Six “S” Spelling Secret

- <> **8a.** Take a spelling "pre-test" in your notebook.
- <> **8b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 9. Composition/Creative Writing: Write Rough Draft Informative Essay From Key Word Outline

- <> **9a.** Follow these steps for writing your rough draft essay from your Key Word Outline:
  - (1) Re-read the entire passage to recall its content.
  - (2) Read your first line of notes and consider what you want your sentence to say.
  - (3) Practice saying your sentence aloud to get it just the way you want it.
  - (4) Write your first sentence in your notebook, or key your report on the computer.
  - (5) Be sure to double space your report to make inputting the Checklist Challenge revisions easier.
  - (6) Indent the beginning of each paragraph five spaces.
  - (7) Repeat these steps for each line of notes, writing on every other line.

**Optional:** In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA *Teacher's Guide*.

- <> **9b.** Read your essay aloud. Do you like the way it sounds?

## 10. Vocabulary/Structural Analysis: Wacky Words

### Confusing Words: *than*, *then*

- <> **10a.** In the fourth paragraph of the passage, highlight the word *Then*.

The word *then* is a Wacky Word that is often confused with the word *than*. Even adults use *than* when they mean *then*! You need to learn the difference between these two Wacky Words and write correctly with them!

### Tips for Rewriting This Week's Passage

1. The wording of your essay should not be copied from this week's passage.
2. You may use synonyms for some of your key words.
3. Your sentences should not contain less information than the sentences in this week's passage.
4. Do not look back at this week's passage unless absolutely necessary.
  - a. If you need help, re-read the whole passage.
  - b. Do not read each sentence from this week's passage as you write your own.
5. Write your essay on every other line in your notebook.

1. Then

- a. Word meaning *next*
- b. Often used in telling the order something took place (We did our chores, then we went to McDonald's.)
- c. Memory trick: *Then* has an *e* in it just like *next*---and they mean the same thing
- d. *Then* means *next*

2. Than

- a. Word used to compare
- b. Shows that something is different (better, worse, etc.) than something else
- c. Memory trick: *Compare* has an *a* (also a silent *e*, but that doesn't count) and *than* has an *a*
- d. *Than* is used to compare

<> 10b. Fill in each blank provided with the correct Wacky Word--**then** or **than**.

- 1. \_\_\_\_\_ this missionary went back to his captors.
- 2. He loved the Iroquois more \_\_\_\_\_ life.
- 3. Father Jogues said that if I suffer for the Lord Jesus, \_\_\_\_\_ I suffer.
- 4. The Iroquois \_\_\_\_\_ tortured him.
- 5. His desire to serve the Lord was stronger \_\_\_\_\_ before.
- 6. First came sickness, \_\_\_\_\_ their crops failed.
- 7. The Iroquois thought that Father Jogues brought more harm \_\_\_\_\_ good to their tribe.

<> 10c. On the lines provided, write four sentences about the passage. Two of your sentences should use the word **then**, and two of them should use the word **than**.

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_



↔ 10d. Fill in each blank provided with the correct Wacky Word--*loose* or *lose*.

1. Father Jogues was willing to \_\_\_\_\_ his life.
2. Even though they tortured him, he did not \_\_\_\_\_ heart.
3. Issac Jogues became \_\_\_\_\_ from the grips of the Iroquois.
4. The ropes became \_\_\_\_\_ on his arms.
5. This "living martyr" would never \_\_\_\_\_ hope.

Further Study: Read a biography about David Brainerd, who experienced joy despite trying situations.

## 11. Further Extension--Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

↔ 11a. Further Extension--Now that you have written the body of your report, you are ready to write notes for an original opening paragraph. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
  - a. Scripture passage: Blessed are they which do hunger and thirst after righteousness
  - b. Song: "Whosoever Surely meaneth Me"
  - c. Definition of *sacrifice or dedication*
  - d. Example in Scripture
  - e. Something you want to use to open and close your essay (a continuing poem, verse, story, etc.)
- (2) **In your notes, plan on what you will include in your thesis statement.\* (You may tweak your original thesis statement to fit in your opening paragraph however you see fit.)**
  - a. Remember, a thesis statement is a statement that **tells the "thesis" of your paper--what your entire paper is about.**
  - b. It should be a sentence or two in length and should introduce your reader to your topic.
  - c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
  - d. It should bridge the gap between your catchy opening paragraph and the body of your report.

Further Study: Read a book about the names of God, such as *His Name Is Wonderful* or *God: Knowing Him by His Names*.

Further Study: Learn the song "It Is Well With My Soul."

- (3) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
- (4) You may just jot down some thoughts, references, etc., for your opening paragraph notes, or you may create a “sentence-by-sentence” outline like you did for the body of your report.

**\*Note: If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph--even at the very end of your opening paragraph, if desired. Sometimes this helps the flow of your opening paragraph when you are using a story or other information in your opening paragraph that you want to keep all together--then follow all of this with the thesis statement.**

- (5) You may plan to write your opening paragraph in a different “person” (first person, second person, etc.) if the contents warrants it. For example, if you are using an opening story, you may tell it in first person (if needed). If you are using an opening challenge, you may tell it in second person etc. Note that opening and closing paragraphs are times in informative writing when it is acceptable to write less formally and to change persons and/or tenses.

### Notes for Opening Paragraph

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Dependent clause is synonymous with subordinate clause

A subordinate clause cannot stand alone because it is not a complete sentence. Thus, it is dependent on an independent clause combined with it to make a complete sentence.

<> **11b. Further Extension**--Follow these steps for writing your opening paragraph:

- (1) **Write your thesis statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your thesis statement later, if desired.)**
- (2) **Number your notes in the order you want them, and add any information you may have forgotten.**
- (3) Using each set of notes for one sentence in the following way:
  - a. Read a line of notes.
  - b. Consider what you want to say about those notes.
  - c. Say aloud a sentence that you want to use.
  - d. Write down that sentence.
  - e. Repeat these steps for all of your notes.
  - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
  - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the report you just wrote.

Further Study: Learn the story behind the song, "It Is Well With My Soul."

## 12. Grammar/Sentence Structure: Five Parts of a Sentence

<> **12a.** In the first paragraph of this week's passage, underline each sentence with alternating colors of highlighters.

Each of the sentences you underlined has all five necessary components of a complete sentence.

1. **Capitalized letter** at the beginning
2. **All** makes sense
3. **Verb**
  - a. Action verb
  - b. Infinitive verb (to + verb)
  - c. Be, a Helper, Link verb
4. **End mark** at the end of each sentence
  - a. Period
  - b. Exclamation mark
  - c. Question mark
5. **Subject** (who or what the sentence is about)

There is a little trick word you can use to remember the five parts of a complete sentence: **CAVES**.

Do you see how all of the five components begin with one of the letters of the acronym CAVES?

One of the most difficult parts of determining if a sentence has the five things it needs is making sure that it all makes sense.

A student may assume that if a sentence contains a subject and a verb, it is automatically a complete sentence and must make sense. This is not true.

As you will see, the groups of words provided have both a subject and a verb; yet, they are not complete sentences because they do not make sense by themselves. They sound incomplete. Notice that the following examples are not complete sentences:

1. When Jonathan Edwards preached his famous sermon . . .
2. Because spiritual apathy became paramount in the colonies . . .
3. When God called Jonathan Edwards to write his famous sermon . . .


Even though each of those groups of words has a subject and a verb, they are not complete sentences, but subordinate clauses. Without the rest of the sentence, they do not make sense.

A subordinate clause has the following characteristics:

1. It is a group of words.
2. It contains a subject and a verb.
3. It is not a complete sentence.
4. It begins with a subordinator.

Do you see the difference between a complete sentence and a subordinate clause (also called a dependent clause)?

Subordinate clauses are excellent writing tools. They can be used in combination with complete sentences to make longer, more interesting sentences.

 **If a sentence has all parts of CAVES but *All makes sense*; it is still not a sentence but is a dependent or subordinate clause and needs more words or an independent clause put with it to make a real sentence: *When she was coming...***

**<> 12b.** Study the Grammar Cards about sentences and clauses provided in this lesson.

**<> 12c. Optional:** Make Grammar Cards about sentences and clauses, or add new information to existing ones.

**<> 12d.** In the groups of words provided, complete the following steps:

1. Write sentence or clause (if it is a dependent--or subordinate--clause) after each group of words.
2. In the complete sentences, use five different colored highlighters to highlight each of the five things that a complete sentence must have (CAVES).
3. In the complete sentences, label each of the five parts (CAVES).

### Two Types of Clauses


1. Independent clauses—we will call these complete sentences because they can stand alone.
2. Dependent clauses (subordinate clauses)—we will call these clauses or incomplete sentences, because they cannot stand alone.

Further Study: Learn the names of God and use them in your quiet time to rejoice in the Lord.

### Grammar Card: Clauses vs. Sentences

- Clause -- Group of words containing at least one subject and at least one verb
- Two kinds of clauses:
  - Independent (can stand alone; called a complete sentence; called a main clause;)
  - Dependent (cannot stand alone; called a subordinate clause)
- Each kind of clause can be combined with another clause to make a longer sentence (as long as the sentence contains at least one independent clause).
- A sentence contains five things (CAVES):
  - C**apital at beginning
  - A**ll makes sense
  - V**erb (Action, Infinitive, or BHL verb)
  - E**nd mark (period, question mark, or exclamation mark)
  - S**ubject (who or what the sentence is about)

### Grammar Card: Sentence (CAVES)

- Group of words that contains five things (CAVES):
    - C**apital at beginning
    - A**ll makes sense
    - V**erb (Action, Infinitive, or BHL verb)
    - E**nd mark (period, question mark, or exclamation mark)
    - S**ubject (who or what the sentence is about)
-  **If a sentence has all parts of CAVES but *All makes sense*; it is still not a sentence but is a dependent or subordinate clause and needs more words or an independent clause put with it to make a real sentence: *When she was coming...***

Further Study: Read the story of Horatio Spafford, who wrote "It Is Well With My Soul" despite tremendous hardships.

Note: In this exercise, all of the clauses and sentences have end marks following them—regardless of whether or not they are complete sentences.

C S V                      E    A

Example: You go and teach all nations. (**sentence**)

When you go and teach all nations. (**clause**)

1. Jonathan Edwards was an author, lecturer, and minister.
2. When Jonathan Edwards was an author, lecturer, and minister.
3. He was a preacher in Northampton, Massachusetts.
4. While Jonathan Edwards was a preacher in Northampton, Massachusetts.
5. Since he wrote his famous sermon, "Sinners in the Hands of an Angry God."
6. He wrote his famous sermon, "Sinners in the Hands of an Angry God."
7. When revival broke out in his congregation in 1734.
8. His sermon became the powerful impetus in the Great Awakening.
9. When his sermon became the powerful impetus in the Great Awakening.
10. Because his sermon became the powerful impetus in the Great Awakening.
11. His sermon became the powerful impetus in the Great Awakening throughout New England.
12. Although his sermon became the powerful impetus in the Great Awakening throughout New England.
13. It was there that he read his famous sermon, "Sinners in the Hands of an Angry God."
14. Because he read his famous sermon, "Sinners in the Hands of an Angry God."
15. Jonathan Edwards read his famous sermon.

Further Study: Read a book about Joni Eareckson Tada. You might enjoy her biography, *Joni*.

<> **12e. Extensions:** In your notebook, use five clauses from the assignment in 12d to write five complete sentences. (Place commas after the clauses you choose, and add words to make them complete sentences.)

Further Study: In the Bible, look up the passages with the word *joyfulness*.

## 13. Sentence Structure and Grammar: Writing With Nouns and Pronouns Interchangeably

Pronouns are words that take the place of nouns. Remember, *pro* means *for*, thus, pronouns are for nouns. They take the place of nouns when you do not want to repeatedly write the noun.

Pronouns include some of the following:

they	them	their	you	this	our
my	I	his	him	yours	we
he	she	her	its	me	that

Pronouns can be divided into three main categories.

1. Personal pronouns are the most commonly used pronouns:

I	you	we	she
me	he	it	us

2. Possessive pronouns show that something belongs to someone:

my	its	their	his
yours	our	her	your

3. Other pronouns include the following:

those	these	this	that
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Do not forget that possessive pronouns, that is, pronouns that show possession (ownership) **never** have an apostrophe like possessive nouns do. When showing possession by using to a pronoun, simply add an s. If you add 's to a pronoun, you will make a contraction, rather than a possessive pronoun.

1. it's (contraction meaning it is)
2. its (possessive pronoun showing ownership)

<> **13a.** In the first two paragraphs of this week's passage, highlight the pronouns.

If pronouns had not been used in this week's passage, it would have been filled with nouns—the same ones over and over again.

<> **13b.** Read the paragraph provided, rewritten with nouns in place of the pronouns.

As **Paul and Silas** thought about all that had taken place, **Paul and Silas** wondered at the strange ways of God. **Paul and Silas** were certain of **Paul and Silas'** calling to preach in Philippi. But **Paul and Silas'** ministry had yielded only a few women converts. Now, **Paul and Silas** were hopelessly jailed, beaten, and bleeding. Most people would be discouraged at these circumstances, but not **Paul**. Inside, untouched by any rod, was a heart of joy. **Paul** was suffering for **Paul's** Saviour.

You can see how clumsy writing sounds without pronouns.

While pronouns are great for taking the place of nouns, and they eliminate the need to repeat the same nouns over and over again, you must be very careful not to use a pronoun without first using the noun that it replaces.

**You cannot use a pronoun to take the place of a noun if you have not first used the noun in the paragraph!**

For example, what if this week's passage never said Father Jogues? If this week's passage just said his or he, we would not know who his or he was.

<> **13c.** In the sentences provided, write an appropriate pronoun above each underlined noun.

1. During James' apostleship, James shared some of Christ's most intimate experiences.
2. This close relationship with the Lord became a training ground for future challenges to which the Lord would call James.
3. Although the book of Acts mentions nothing of James' words, it does record James' willingness to lay down his life for Christ.
4. The church fathers confirm that the officer who guarded James was so impressed by James' courage and spirit that he fell at the apostle's feet to beg forgiveness.

5. The transformed soldier publicly confessed the soldier's faith and was killed with the same sword that beheaded James.
6. Historians trace Philip's travels to Phrygia with Philip's sister Marianne and his old friend Nathanael.
7. Enraged by Philip's influence, city officials seized Philip, whipped him, and cast him into prison.
8. The believers in Asia Minor were inspired to continue in the faith when Philip and Philip's sister were later crucified.
9. Matthew gladly left the wealth of this world to follow Matthew's king—a king greater than Caesar.
10. Matthew's life ended when Matthew was slain by an Ethiopian sword.
11. Thomas began a ministry that would take Thomas to the Near East.
12. As a bondsman to Jesus Christ, Thomas established many churches in India, but Thomas' life ended near Bombay when persecutors thrust a lance through Thomas' body as Thomas prayed.
13. When Peter was brought to the cross, Peter made the request, "Not with my head up: my Master died that way! Crucify Peter head downward. I die for my Lord; but I am not worthy to die like Him."
14. Peter's writings, Peter's personal leadership, and Peter's courageous acceptance of persecution helped to encourage countless first-century believers.
15. Andrew ministered to cannibals and pirates near the Black Sea, and Andrew has been called the missionary to the Russians.
16. Andrew was cruelly crucified when the governor's wife was converted, and the governor's wife refused to deny her faith in Christ.
17. Andrew hung alive for two days, exhorting the people, all through Andrew's suffering, to remain true to the Lord.
18. A clear record of the cities and individuals that Paul influenced during Paul's missionary journeys is preserved in the book of Acts and Paul's own epistles.
19. Paul's term in the Philippian jail with Silas still serves as a classic illustration of Paul's Christian joy in spite of Paul's outward circumstances.
20. Paul died in Rome in A.D. 68, and as the axe fell, Paul joyfully anticipated heaven.

### Help Box for 13a

You should have highlighted the following words:

Paragraph 1:

1. They (were)
2. They (especially)
3. their (efforts)

Paragraph 2:

4. his (trip)
5. his (group)
6. he (felt)

## 14. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> **14.** Use the Checklist Challenge located after this week's lesson to edit your essay.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

**Optional:** In place of the week's Checklist Challenge you and your teacher may desire to complete the "How to Complete the Checklist Challenge" information from the CQLA *Teacher's Guide*.

## 15. Spelling Practice: Write That Word!

<> **15a.** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

<> **15b.** Complete the following steps for one of the words you listed in 15a.

- (1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.
- (2) On the lines provided, write a sentence containing that word.



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↔ **15c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

## 16. Grammar: Weekly Quizzes

↔ **16a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

↔ **16b.** Do the Weekly Review Quiz provided after this week's lesson.

## 17. Spelling: Spelling Test

↔ **17a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

↔ **17b.** (T) Have your teacher check your Spelling Test.

↔ **17c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 18. Dictation: Dictation Quiz

- <> **18a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **18b.** (T) Review your dictation with your teacher.
- <> **18c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 19. Composition: Write Final Copy Informative Essay From Key Word Outline

- <> **19a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **19b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

## Optional: Extra Practice

- 1E. In your notebook, write ten sentences containing information from a character book with a pronoun referring to a noun.
- 2E. In your notebook, take more notes about Isaac Jogues.
- 3E. In your notebook, write a paragraph or more about Isaac Jogues. Use your notes from this lesson.
- 4E. Edit and revise your paragraph(s) from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write twenty "ou and ow" words.
- 6E. Read a book about someone who was joyful during suffering.
- 7E. Write a book report about the book you read above. You may use the Book Report Guide provided in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

# Checklist Challenge Red 4-B: Week Two

Character Focus: Joyfulness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

All **All Levels**

B **Basic Level only**

E **Extension only**

E's **Extensions**

FE **Further Extension only**

All  All  All  All  
 E's  FE

Read your essay to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

☞ **Focus on content errors at this time.**

All  All  All  All  
 E's  FE

Check to make sure one paragraph (or more, according to the check boxes) contains all five parts of a paragraph--**OCCTI**:

- Opening sentence
- Closing sentence
- Content is all the same
- Three or more sentences
- Indented

All  All  All  All  
 E's  FE

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed. Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All  All  All  All  
 E's  FE

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All All  
E's FE

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All All All All  
E's FE

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
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

Add a sentence to the beginning of your report that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

☞ **Tips:**

- **Write a sentence that describes your report without telling the reader exactly what it is about.**
- **Do not say: *In this report you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* report.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your report's subject.**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **"thesis statement reloaded"** and should conclude your essay. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **You may choose to have your "thesis statement reloaded" be a sentence that restates the title of your essay rather than the thesis statement.**

All

Create a **title** for your essay, 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: **Jesuits for Jesus**
- Something bold: **Martyred Missionary**
- A song title or line: **Where He Leads, I Will Follow**
- A Scripture: **For Me...to Die Is Gain**
- Something biblical: **Holding Loosely to This World**
- Something about character: **Joyful Sacrifice**

- Something informative: **Canadian Conversions**
- Other: **Iroquois Indians**

☞ **Center your title at the top of the first page of your essay. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **They display extraordinary stealth.**
- **Then, they are trapped!**
- **And soon it happened.**

All All All All

E's FE

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree  
kind  
grass

Use:

maple  
compassionate  
blades

Instead of:

deep  
turn  
loud

Use:

bottomless  
swerve  
obnoxious

☞ **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.**

All All All All

E's FE

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ **Do not change insignificant words such as *was*, *it*, *and*, etc.**

All All All All

E's FE

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.

- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

☞ **Upper Level B and all Level C students should choose various ones – preferably without much repeating.**

All

Use one set of **sequencing words** (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:

- **First things:** First, initially, originally, at first, primarily, to begin with, in the beginning
- **Second or middle things:** Second, next, then, secondarily, progressing, progressively, following that
- **Third and final things:** Eventually, thirdly, ultimately, finally, consequently, lastly, in the end
- **General:** Then, next, later, after, sometime, etc.

All E's

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 box(es) as directed by your teacher.

All E's

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **A word you have never used in writing might be one you use in speaking but not in your essay. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

E's E's

Combine two complete sentences with either a **coordinating conjunction (cc)** or a **semicolon** at least once. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- A web is an intricate trap, **for** it seldom allows a prey to escape.
- A web is an intricate trap; it seldom allows a prey to escape.

All All All All

E's FE

**Edit each paragraph** with your teacher, and correct any **usage or spelling errors**.

## Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one loud.</li> <li>Try to spell the word aloud with out looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
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21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
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26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_
31. \_\_\_\_\_
32. \_\_\_\_\_
33. \_\_\_\_\_
34. \_\_\_\_\_
35. \_\_\_\_\_
36. \_\_\_\_\_
37. \_\_\_\_\_
38. \_\_\_\_\_
39. \_\_\_\_\_
40. \_\_\_\_\_

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs--E's

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

- M \_\_\_\_\_, W \_\_\_\_\_, O \_\_\_\_\_,  
W \_\_\_\_\_, Y \_\_\_\_\_, N \_\_\_\_\_,



**Subordinators**

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

**Coordinating Conjunctions**

**(FANBOYS)**

One Minute

- F \_\_\_\_\_
- A \_\_\_\_\_
- N \_\_\_\_\_
- B \_\_\_\_\_
- O \_\_\_\_\_
- Y \_\_\_\_\_
- S \_\_\_\_\_

**BHL Verbs**

Two Minutes

**Be a Helper, Link Verbs,**

I \_\_\_\_\_, A \_\_\_\_\_, A \_\_\_\_\_,

W \_\_\_\_\_, & W \_\_\_\_\_,

B \_\_\_\_\_, & B \_\_\_\_\_, B \_\_\_\_\_,

B \_\_\_\_\_,

H \_\_\_\_\_, & H \_\_\_\_\_, & H \_\_\_\_\_,

are ones.

C \_\_\_\_\_, C \_\_\_\_\_, S \_\_\_\_\_,

S \_\_\_\_\_ --- they are fun

W \_\_\_\_\_, W \_\_\_\_\_, D \_\_\_\_\_,

D \_\_\_\_\_, D \_\_\_\_\_, &

D \_\_\_\_\_

M \_\_\_\_\_, M \_\_\_\_\_, M \_\_\_\_\_,

--- they are some as well,

A \_\_\_\_\_, L \_\_\_\_\_, S \_\_\_\_\_,

R \_\_\_\_\_, T \_\_\_\_\_,

F \_\_\_\_\_, & S \_\_\_\_\_

**First Subordinators Learned**

**in Rhyme**

Thirty Seconds

S \_\_\_\_\_, W \_\_\_\_\_, Th \_\_\_\_\_,

B \_\_\_\_\_, I \_\_\_\_\_, Al \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Vocabulary and Comprehension

1. Write three Vocabulary Words that are synonyms for rejoice that you have never used in writing before. (You may look in the Vocabulary Box.)

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

2. Write two sentences about Father Jogues using two of the words that you listed in #1. In your sentences, do not just say *Father Jogues rejoiced*. Write *Father Jogues rejoiced even though the Indians he loved and served turned against him*. (Use details about him to "prove" that he rejoiced in difficulty.)

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## II. Spelling and Homophones

3. Write a trick or tip that helps you remember when to use *then* and when to use *than*.

\_\_\_\_\_

\_\_\_\_\_

4. Use *then* and *than* in two sentences.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

5. Write two tricks that you used to remember how to spell two of this week's spelling words.

1. \_\_\_\_\_

2. \_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

### III. Outlining and Write On

6. How did you include the quote from this week's passage in your Key Word Outline?

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7. Using one of the methods for writing a quote from this week's Write On lesson, write a quote below.

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8. Which two punctuation marks always go inside ending quotation marks:

- a. colon    b. period    c. semi-colon    d. question mark    e. comma

### IV. Grammar and Usage

9. Write a sentence (**Extensions:** Write two) containing a series of three or more.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

10. Where does the final comma go in a series of three or more?

---

11. **Extensions:** When you are writing with more than one descriptive word, what is one method that you can use to see if you should place a comma between the two descriptive words (**Further Extension:** Write two methods).

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

12. Fill in the acronym for the Five Parts of a Sentence:

C \_\_\_\_\_  
A \_\_\_\_\_  
V \_\_\_\_\_  
E \_\_\_\_\_  
S \_\_\_\_\_

13. Which aspect is the most difficult to see in trying to determine if a sentence is a real sentence or not?

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14. **Extensions:** Write RS (real sentence), SC (subordinate clause), or both RS/SC for the characteristics listed below.
- \_\_\_\_\_ Contains a main subject and a main verb
  - \_\_\_\_\_ Is a group of words
  - \_\_\_\_\_ Can stand alone
  - \_\_\_\_\_ Must be used with a real sentence in order to make sense
  - \_\_\_\_\_ Begins with a subordinator
15. \_\_\_\_\_ pronouns are most commonly used and refers to a person.
16. \_\_\_\_\_ pronouns are those that show ownership.
17. Fill in the blanks for the pronoun and noun usage rule:  
You cannot use a \_\_\_\_\_ if you have not first used the \_\_\_\_\_ referring to that person or thing.
18. Which word is the contraction meaning it is: *its* or *it's*. \_\_\_\_\_
19. Which word is the possession pronoun meaning belonging: *its* or *it's*. \_\_\_\_\_
20. **Extensions:** How can you know if you should use *its* or *it's* when you are writing?  
\_\_\_\_\_

## V. Editing and Revising

21. List three (**Extensions:** list four) Banned Words on the lines provided.
- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
22. Write a different potential “thesis statement reloaded” for this week’s report.  
\_\_\_\_\_  
\_\_\_\_\_
23. Write two sentences with prepositional phrase openers that you could have used in this week’s report.
1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

# Red 4-B: Week Three

Character Focus: Joyfulness

## Vocabulary Box

### Synonyms for *rejoice*

bless	delight	ecstatic
elated	euphoric	exuberant
exult	felicity	gaiety
glory	jubilant	merriment
overjoyed	praise	sing
triumph		

## Vocabulary Box

### Antonyms for *rejoice*

bewail	brood	complain
criticize	deplorable	despair
despondent	disappointed	distress
doleful	forlorn	melancholy
regret	retaliate	sorrowful
woebegone		

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

Every creature struggles at birth in one way or another. The struggle of each newborn is different, having its own purpose and its own reward. These struggles and rewards have specific applications to our spiritual lives as we seek to grow in the Lord.

Baby opossums, for example, weigh less than 1/200th of an ounce at birth. They are blind, hairless, and only partially developed. Yet, they struggle. They must make their way through a long and arduous three-inch quest to find their mother's pouch. Inside the pouch is nourishing milk that keeps the tiny opossums alive. They remain in the pouch until they are mature enough to be on their own.

Extensions

The white-tailed deer's primary defense is its swift legs. Its keen nose and sharp ears allow it to flee from danger even before the enemy approaches. Yet, young fawns must struggle against this inner drive to flee. They must remain motionless for the first three days of their lives. During these seventy-two hours, their legs are not strong enough to flee from their enemies. If a fawn loses the struggle and jumps to its feet, it is certain to be easy prey for a coyote, dog, or bobcat.

Further Extension

A baby alligator must break through two shells before it can hatch. It uses a special tooth located on the tip of its snout to cut through the shell. Once an alligator hatches, its struggles are just beginning. Waiting to intercept it on its way back to the water are raccoons, herons, egrets, and snakes. Even fish and bullfrogs will pursue the hatchling, but as long as the alligator is near its mother, it has no reason to fear.

↔ **1a.** Read this week's passage aloud.

This passage is about animals trying to survive struggles at birth or directly following birth in nature. There are many similarities between struggles in nature and struggles in the Christian life.

<> 1b. In the second paragraph of the passage, highlight the word *arduous*.

<> 1c. Look up the word *arduous* in the dictionary, and write its definition (in your own words) on the lines provided. Then, use this word in an original sentence.

Definition of *arduous*

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Original sentence containing *arduous*

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<> 1d. In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

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(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

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(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

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(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

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Character Focus: We can be joyful in anything because we know that God has something better prepared for us in heaven.

Further Study: Learn about animals who must struggle early in life, such as eels, sea turtles, wood ducks, or chickens.

Further Study: Learn the struggle it takes for a chicken to get out of the egg, and write a paragraph about how it helps the baby chick.

Optional Penmanship Practice

But seek ye first the kingdom of God, and his righteousness; and all these things shall be added unto you.

Matthew 6:33

Character Focus: Many of the early missionaries to North America went through many difficult times, but they were still known for their joy.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

(9) Write a sentence using this DD word on the lines provided.

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Character Focus: If we serve the Lord on this earth, we will be rewarded for it in heaven.

◁> **1e. Extensions:** Write a sentence about the character quality for this month using this DD word.

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◁> **1f. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Since the pouch inside contains nourishing milk, the tiny opossums will remain in there until they are mature enough to be on their own.

Subordinate clause opener

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Further Study: Make a list of ways you can show joy.

◁> **1g.** In your notebook, copy this week's passage at the level directed by your teacher.

◁> **1h.** (T) Review your copy with your teacher, and correct any errors.

## 2. Spelling: *Ou* Says Long *oo* Sound

Examples: rouge, group

◁> **2a.** In the second paragraph of the passage, highlight the word that has *ou* saying *oo* (long double *o*).

You have probably learned many of the sounds that the letters *ou* say, such as the following:

1. Short *u* as in *couple*
2. The *ouch* sound of *ou* as in *grouchy*

3. The long o sound of *ou* as in *thorough*

This lesson will focus on the long double o (*oo*) sound of *ou*, as in the following words:

- 1. rouge
- 2. through
- 3. group

You need to recognize when a word that says the long sound of *oo* is spelled *oo* and when it is spelled *ou*. The best way to learn this is to classify words and study them in their classification (i.e. in your *Spelling Notebook*).

Words that say the long sound of *oo* and are spelled with an *oo*:

- 1. boot
- 2. loon
- 3. food

Words that say the long sound of *oo* and are spelled with an *ou*:

- 1. group
- 2. through
- 3. croup
- 4. rouge

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 61 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write eight sentences using eight of the spelling words.

**Character Focus:** We affect others by our attitudes.

**Teacher Tip:** *Ou* makes both sounds of *oo*—the short sound (e.g., could, would, should) and the long sound (e.g., rouge).

Write any **Review Words** that your teacher gives you on the lines provided.

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**Help Box for 2a**  
You should have highlighted the word *through*.



Words	Syllabication	Write it **	Tip	Your Tip
<b>All</b>				
1. gorgeous*	gor-geous	_____		_____
2. croup	croup	_____		_____
3. gaseous*	gas-e-ous	_____		_____
4. rouge	rouge	_____		_____
5. troup-er*	troup-er	_____		_____
6. coup*	coup	_____		_____
7. coupe*	coupe	_____		_____
8. garrulous*	gar-ru-lous	_____		_____
9. goulash	gou-lash	_____		_____
10. boulevard*	boul-e-vard	_____		_____
11. trousseau*	trous-seau	_____		_____
12. souvenir*	sou-ve-nir	_____		_____
13. heinous*	hei-nous	_____		_____
14. aqueous*	a-que-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.

Words	Syllabication	Write it**	Tip	Your Tip
<b>Extensions</b>				
15. analogous*	a-nal-o-gous	_____		_____
16. impetuous*	im-pet-u-ous	_____		_____
17. facetious	fa-ce-tious	_____		_____
<b>Further Extension</b>				
18. auspicious*	aus-pi-cious	_____		_____
19. fallacious*	fal-la-cious	_____		_____
<b>Optional</b>				
20. gaiety	gai-e-ty	_____		_____
21. jubilant	ju-bi-lant	_____		_____
22. forlorn	for-lorn	_____		_____
23. melancholy	mel-an-chol-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 Paragraph(s)

#### Semicolons, Appositives, Introductory Material

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In all of the paragraphs, highlight any sentence openers.

(3) In the second paragraph, highlight the words that are an appositive and punctuate them correctly, if you have not already done so.

(4) In the first sentence of the third paragraph, omit the *and* and insert a semicolon in its place.

all harvests comes from seeds that have been sowed in the passed. the seed may be carried by man by birds or by the wind regardless of method the seed must be planted nourished and rooted before it will grow upward and bear fruit

it is possible for a farmer to enter into a harvest that was actually sown by another. as god predicted after the fall of adam and eve it is normal for a farmer to be hindered in his harvest that is his "bringing in the sheaves", by competing crops of thistles thorns and weeds.

Some crops is perennial and others are annual. A good crop must be nurtured. flourishing without care thistles and thorns can quickly take over a "good" crop

### 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |             |          |
|-------------|----------|
| 1. gorgeous | gorjeous |
| 2. croup    | croupe   |
| 3. gaseous  | gasous   |
| 4. rouge    | rooge    |
| 5. trouper  | trooper  |
| 6. coop     | coup     |

7. coup	coupe
8. garulous	garrulous
9. goulash	goolash
10. boulavard	boulevard
11. trousseau	troussea
12. souvener	souvenir
13. hainous	heinous
14. aqueous	aquious

### Optional Penmanship Practice

This book of the law shall not depart out of thy mouth; but thou shalt meditate therein day and night, that thou mayest observe to do according to all that is written therein: for then thou shalt make thy way prosperous, and then thou shalt have good success.

Joshua 1:8

<> **4b.** Highlight the correct spelling of each **Extensions** word.

15. anallogous	analogous
16. impetuous	inpetuous
17. facetious	fasetious

Further Study: Learn the background behind some of the Psalms. What situations caused David to rejoice?

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

18. auspicious	auspicious
19. falacious	fallacious

Further Study: Come up with three ways you can brighten someone else's day.

<> **4d.** Highlight the correct spelling of each **Optional** word.

20. gaietee	gaiety
21. jubilant	jubillant
22. forlern	forlorn
23. melancoly	melancholy

<> **4e.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

## Overview of This Informative Creative Writing Assignment

You will be writing a creative informative essay about a bird created on Day Five of Creation over the next two weeks. You will research to find information, but you will write your paper creatively in the first person. This will be a fun project!

### I. TOPIC OF ESSAY

This creative writing assignment is one in which you will **inform your readers in a creative way**. You may choose one of the following birds that were created on Day Five of Creation or choose a different bird:

- A. Wandering albatross
- B. Common puffin
- C. Falcon
- D. Osprey
- E. Turkey
- F. Kiwi
- G. Thrush
- H. Finch
- I. Parrot

### II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

- A. **Basic:** 5 paragraph body
- B. **Extension:** 6 paragraph body

### III. OPENING PARAGRAPH

All students **will** write an opening paragraph.

### IV. CLOSING PARAGRAPH

All students **will** write a closing paragraph.

### V. SOURCES

All students will be using sources -- according to the number and type needed by the student. You may use an encyclopedia, an online source, a book, or other.

### VI. QUOTATIONS WITHIN YOUR REPORT

No students will be using **quotations** unless the student desires.

**Your entire paper will be written in the first person**--speaking from the bird's point of view. Since the entire paper will be written as though the bird is speaking, no quotation marks will be needed.

### VII. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. Writing in the first person
- B. Research
- C. Color-Coded Research

**Note:** This Overview Box, which is provided at the beginning of each assignment, is here to give students (and teachers) an at-a-glance look at the entire composition project. Each step of each lesson is assigned and detailed throughout the week(s).

## 5. Research and Study Skills: Choose Your Topic

This week you will be writing an informative creative essay about a bird. You probably remember that birds were created by God on Day Five of the creation story. You may or may not want to include that tidbit in your essay (in your opening or closing paragraph, for example).

This is called an informative creative writing essay because it will be **informative--informing your reader--but you will inform in a creative way.**

1. You will write it from the bird's point of view.
2. That is, you will "talk" in your report as though you are the bird, rather than an outsider telling an informative essay about the bird.

<> **5a.** Read and study the Sample Outline and Sample Essay provided. Notice how the notes were turned into an essay in the first person (as opposed to a report that sounds more like an encyclopedia entry)--even though the notes look "factual."

<> **5b.** Choose a bird from the list or a different one altogether.

<> **5c.** Choose a source that has enough information for you to be able to write a five or six paragraph body about the bird of your choice. Encyclopedias and animal almanacs are good sources for this type of information

### Optional Penmanship Practice

Delight thyself also in the Lord; and he shall give thee the desires of thine heart.

Psalm 37:4

# Sample "Outline"

## Bald Eagles

### Topic of Paragraph A: Habitat

- Range includes almost all of North America including most of Canada and Northern Mexico
- Live near rivers, lakes, and oceans with plenty of fish
- Roost in hardwood and coniferous trees
- Prefer areas with low densities of human population
- Was on the brink of extinction in early 20th century
- Now is stabilized

### Topic of Paragraph B: Feeding

- Mostly feed on fish such as trout and salmon
- To find prey, eagle will glide over water & grab fish
- Rips apart fish with claws
- Eagles feed on carcasses of dead animals as big as whales
- They also eat small mammals, other sea birds, and reptiles

### Topic of Paragraph C: Appearance/Size

- Appearance does not vary much
- Brown with white tail and white head
- Large yellow hooked beak
- Body very feathered, legs are unfeathered
- Feet yellow
- 28-42 centimeters long
- Wingspan 69-96 inches
- Females can weigh 12 lbs
- Males can weigh 9 lbs

### Topic of Paragraph D: Human Relationship

- USA national bird
- Popular in American lore
- Keep distance from humans
- Humans strongly protected them
- In 20th century, eagles on verge of extinction
- 1918, U.S. and Canada signed Migratory Bird Treaty
- 1940, Bald Eagle Protection Act instated in the U.S.
- Bird is now safe

### Topic of Paragraph E: Birth/Mating

- Eagles mate for life
- Eagles make the biggest nest of North American birds
- Nest can be up to 13 ft. deep
- Eagles lay 1 to 3 eggs per year
- All 3 eggs rarely survive, which is part of being endangered
- Baby eagles called eaglets
- Eaglets hatch after about 35 days in the egg

## American Symbol

I flew past the mountainous terrain, searching the ground for dinner. The breeze whipped below my outstretched wings, allowing me to glide effortlessly. As the river approached, I swooped lower, using my keen eyesight to look for ripples in the water indicating that fish were underneath. There it was. In an instant, I was in a dive, approaching the water at breakneck speed. My extended talons grabbed the salmon, snatching it from the shallow edge.

Bald eagles, such as myself, live all over North America, including most of Canada and Northern Mexico. My favorite habitats are near bodies of water, including rivers, lakes, and oceans. This makes it easier for me to find food from day to day. I tend to roost in hardwood and coniferous trees. I am not comfortable around people and, thus, prefer areas with low densities of human population. In the late twentieth century, we bald eagles were on the verge of extinction in the continental United States. Since then, our population has slowly begun to stabilize.

As mentioned previously, I feed mostly on fish. Trout and salmon are among the list of my favorites. After catching a salmon, I hold it with one talon and rip it apart with the other. You might even find carcasses as big as whales on my menu! When I can't catch one of these foods, I will eat small mammals, other sea birds, and various reptiles.

The appearance of us bald eagles doesn't vary too much. Most look like me with a brown body and white tail and head. And, of course, we each have a large yellow hooked beak. Although my body is aptly feathered, my legs are bare. My feet are also yellow. We "baldies" are among the largest birds in North America, ranging in length from 28-42 centimeters. We also have a billowing wingspan between 69 and 96 inches in length. Unlike you humans, female bald eagles often weigh more than males. The typical female weighs around twelve pounds, while a normal male weighs roughly nine pounds.

But our biggest claim to fame in this country is that we are the national bird of the United States. For centuries, we have been part of the lore for the United States. As I have already mentioned, we bald eagles try to keep our distance from humans. That being said, we have been strongly protected by our human counterparts for nearly a hundred years. In the early twentieth century, we were on the verge of extinction. In 1918, the United States and Canada signed the Migratory Bird Treaty. And then in 1940, the Bald Eagle Protection Act was instated in the United States. Both of these incentives went a long way toward saving us.

One thing many people admire about us is that once we find a mate, we mate for life. Together we "love birds" build some of the largest nests in North America for our eaglets. The nests can be up to thirteen feet deep. Every year the female will lay between one and three eggs, though it is rare for all of them to survive, which is part of the reason we were endangered. Our babies hatch after about thirty-five days in the egg.

My majestic flight has been an inspiration to many. My independence and beauty in soaring appropriately symbolize the American spirit. From time to time, I will see hikers in the sparse countryside, trying desperately to catch a glimpse of me. They never seem to be disappointed even by a mere sighting. But most of all, I am just a part of God's marvelous creation.



## Sample Paragraph Outline With and Without Symbols\*

**Topic of Paragraph A:** Habitat (in “wordy” format)

- Range includes almost all of North America including most of Canada and Northern Mexico
- Live near rivers, lakes, and oceans with plenty of fish
- Roost in hardwood and coniferous trees
- Prefer areas with low densities of human population
- was on the brink of extinction in early 20th century
- Now is stabilized

**Topic of Paragraph A:** Habitat (with symbols & “short hand”)

- Range incl. almost all North America incl. +++ Canada & Northern Mexico
- Live near rivers, lakes, & oceans w/ +++ fish
- Roost → hardwood & coniferous trees
- Prefer areas w/ low densities human population
- was brink of extinction → early 20th century
- Now = stabilized

\*You may use symbols instead of complete sentences in your outline.

## 6. Punctuation: Comma Usage When Combining Two Complete Sentences (CS) With a Coordinating Conjunction (cc)

↔ 6a. In the first and second paragraphs of this week’s passage, highlight the word *and* in the following phrases:

1. ...*and its own reward*
2. ...*and rewards*
3. ...*blind, hairless, and only partially developed*

A wise grammar teacher made up a little tip to help students remember the coordinating conjunctions.

**F**or  
**A**nd  
**N**or  
**B**ut  
**O**r  
**Y**et  
**S**o

Coordinating conjunctions are FANBOYS. Each of the FANBOYS (cc's or coordinating conjunctions) can be used to combine two complete sentences to make one new sentence.

Remember to place a comma before the FANBOYS when you use them to combine two sentences.

When you have a coordinating conjunction (cc) in the middle of two complete sentences (CS) that have been made into one, you must place a comma right before the coordinating conjunction.

Look at the following sentence in the passage:

Even fish and bullfrogs will pursue the hatchling, but as long as the alligator is near their mother, it has not reason to fear.

Do you see how each side of the FANBOYS has a complete sentence?

Those two parts are truly individual sentences all by themselves, such as the following:

1. Even fish and bullfrogs will pursue the hatchling.
2. But as long as the alligator is near their mother, it has not reason to fear.

FANBOYS (cc's or coordinating conjunctions) are helpful tools in writing because you can use them to combine two short sentences to make one longer sentence with a cc.

🔑 You can remember coordinating conjunctions (cc's) if you remember FANBOYS (for, and, nor, but, or, yet, so).

🔑 When you put a comma-cc between two groups of words, each side of the comma-cc must be a complete sentence. This is one way of creating a compound sentence.

<> 6b. Study the Grammar Card about coordinating conjunctions in this lesson.

<> 6c. **Optional:** Make a Grammar Card about coordinating conjunctions, or add new information to an existing one.

<> 6d. In the sentences provided, complete the following steps:

1. Combine the two sentences into one by putting a comma and a FANBOY (cc) between the two.
2. Highlight the FANBOYS (cc).
3. Underline complete sentences on each side of the FANBOYS.

Note: Be sure you do not capitalize the second part since it is now part of an existing sentence, rather than an independent sentence.

Example: We should mourn over sin , and we should be truly repentant.

1. Paul warned Timothy that he would need to have faith. He would also need to have a clear conscience.
2. A clear conscience requires honest self-examination on the basis of Scripture. It produces the boldness that dispels fear.

## Grammar Card: Coordinating Conjunction (Abbreviated CC)

- Used to join two words, phrases, clauses, or complete sentences:
  - The Spelling Notebook and Grammar Cards
  - The prodigal son demanded his inheritance, and he spent it all on worldly living.
- Memorize by using an acronym:  
**F**or  
**A**nd  
**N**or  
**B**ut  
**O**r  
**Y**et  
**S**o
- **A comma comes before a cc when a cc is in the middle of a sentence and has a complete sentence on both sides of it:**  
God is a merciful, kind God, and He deeply cares for us.
- When joining two very short sentences with a cc, you can omit the comma if it is clear what each half means without it (optional):
  - She is coming and he is coming too.
  - Pray for us and we will pray for you.
- **Do not use a comma when a cc is in the middle of a sentence, but it does not have a complete sentence on both sides of it:**
  - The lower state courts hear a variety of minor criminal and civil cases. (No comma is needed since civil cases is not a complete sentence.)
- Use a comma when the cc *and* comes before the last item in a series of three or more items: Each state court system is comprised of the courts of general jurisdiction, the appellate courts, **and** the state supreme court.
- Correlative conjunctions are made up of a coordinating conjunction and a correlating word, such as the following:

Both/and	either/or	neither/nor
Whether/or	just as/so	not only/but also
- When you use correlative conjunctions, you will normally not use punctuation:
  - Both he and she are coming.
  - Either Sue or Bob must lead the meeting.
  - Neither bacon nor ham was suitable for them.

- 🔑 You can remember coordinating conjunctions (cc's) if you remember FANBOYS (for, and, nor, but, or, yet, so).
- 🔑 When you put a comma-cc between two groups of words, each side of the comma-cc must be a complete sentence. This is one way of creating a compound sentence.

Character Focus: Animals are helped by the struggles they go through when they are young. Christians are helped by the struggles they go through.

### Optional Penmanship Practice

If we suffer with him, we also shall reign with him.

II Timothy 2: 12a

3. Noah condemned the revilers of his day by finishing the work of the ark. We should follow his example.
  4. Paul was able to discount his sufferings when he saw that they were not even worthy to be compared with the glory that he would receive. The basis of our joy is not the persecution but the rewards that come from it.
  5. An important measure of maturity is how long a person can wait between achievement and reward. Such rejoicing is only possible when a believer is living by all eight beatitudes and is focusing on eternal rewards.
  6. To be exceedingly glad is to be jubilant. To rejoice is to be calmly delighted.
  7. Men were raised up by God in times of moral decline and spiritual apostasy. They spoke with power and wisdom to the heart and conscience of a nation.
  8. Stephen passed the test of a godly man. His dynamic life became a threat to Satan's kingdom.
  9. He was falsely accused and condemned to death. Stephen gave an amazingly wise and powerful overview of history.
  10. It stung the hearts and consciences of his listeners. They dragged him out of the council and stoned him to death.
  11. A man who watched this execution was deeply moved by Stephen's example. That man was later converted.
  12. They were crucified, slain by the sword, bound and dragged through the streets, burned, condemned to be boiled in oil, imprisoned, and exiled. Each one of Christ's disciples willingly suffered to spread the Gospel.
  13. They were faithful unto death. God gave them the crown of life.
  14. The crown is a symbol of authority. Those who suffer with Him shall also reign with Him.
  15. God warns us to endure. We should let no man take our crown.
- <> 6e. In your notebook, write your own sentences using a coordinating conjunction in the middle, with two complete sentences on each side. (Do not forget to place a comma before each cc.)

**Basic level:** Write eight sentences.

**Extensions:** Write twelve sentences. Use *nor* or *or* in some of them.

### Optional Penmanship Practice

Count it all joy when you fall into diverse temptation.

James 1: 3

Further Study: Look up the word *rejoice* in a concordance and cross-reference other words that come from the same Greek word.

## 7. Study Skills: Research and Outline

Many times creative writing comes from within you--like a story, poem, narration, journal entry, etc. Sometimes, however, you will need to research to find information, even in the case of a creative piece. That is the way this week's assignment is designed.

Yes, **you will write creatively. You will be clever. You will use humor. You will use first person speaking from a non-human being.** However, you will need to research to get the information that you will include in your essay.

Look again at the Sample Outline provided for you. This outline looks "research-based" or even "encyclopedia-like." However, when the author used those notes to write his essay, he made the writing creative. (See the Sample Essay also.) **He used humor, first person writing, description, personification, and more.** That is what you will do!

<> **7.** Follow the steps below to outline paragraphs for the body of an essay about a bird:

1. **Find a source** that has **ample information** for the assignment length and subject matter.
2. **Read through this source**, noticing the types of information it contains--the "**sections**" or "**major aspects**" of your topic.
3. See if your source **contains the major aspects that the Sample Outline contains**:
  - a. Habitat
  - b. Feeding
  - c. Appearance/Size
  - d. Human relationship
  - e. Birth/mating
4. **Consider if you would like to include those aspects of your bird in your essay**--and consider any others you may desire to include in addition to those or instead of those.
5. **Develop some sort of coding system** that will help you in your outlining, such as this "Color-Coded Research" method:
  - a. If your source can be photocopied or printed off, **choose five or six different colors of highlighters--one for each paragraph of the body.**
  - b. **Make a "color-coded list" in the "Color-Coded Research" box below**--by making a swipe with the highlighter. Beside that swipe, write what that color will stand for in your source (e.g. pink is habitat; yellow is feeding; blue is appearance/size, etc.) By doing this, you are committing (tentatively--you may always change your mind later) to the paragraphs that you will include in your essay.
  - c. Once your Color-Coded Research box is ready, **go to your source and mark it up with highlighters**--highlight everything about habitat (that you think you will want to use), for example, with your pink highlighter; everything about feeding with your yellow highlighter, etc.--or **whatever your color system is.**

- d. **Go to your outlining lines and list the Paragraph Topics** that you have chosen and highlighted.
- e. **Using one color of material from your “color coded” source at a time, pen in notes on the outlining lines.** For example, take notes from all the pink highlighted information for the habitat paragraph, then move to the yellow one and write notes for the feeding paragraph, etc., until all paragraphs are outlined.

**Color Coding Box for Research**


- 6. Consider these tips as you outline:
  - a. You may use **key words for each sentence (KWO), bullet points, or complete sentences** in your outline. Remember, your outline is for you!
  - b. Do not worry about getting the order, wording, etc. all perfect at this stage. **You will have a chance to “tweak” it later.**
  - c. If you find yourself short on information as you outline, go back to your source and find more material for each paragraph.
  - d. **Be sure each paragraph of notes has only information about that paragraph’s topic.** Remember, a paragraph is a unit of thought, When you change topics, change paragraphs.
  - e. You may or may not use most of the outlining lines provided.

**Note: If your source can not be printed or copied, use various colors of sticky notes on the edges of your source and color-code it with notes written on the sticky notes. (For example, write habitat paragraph A on all of the pink sticky notes, feeding paragraph B on all of the yellow sticky notes, etc.)**

**Paragraph of Body A**

Topic of Paragraph A: \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

Sentence 3 \_\_\_\_\_  
Sentence 4 \_\_\_\_\_  
Sentence 5 \_\_\_\_\_  
Sentence 6 \_\_\_\_\_  
Sentence 7 \_\_\_\_\_  
Sentence 8 \_\_\_\_\_  
Sentence 9 \_\_\_\_\_  
Sentence 10 \_\_\_\_\_

### Paragraph of Body B

Topic of Paragraph B: \_\_\_\_\_

Sentence 1 \_\_\_\_\_  
Sentence 2 \_\_\_\_\_  
Sentence 3 \_\_\_\_\_  
Sentence 4 \_\_\_\_\_  
Sentence 5 \_\_\_\_\_  
Sentence 6 \_\_\_\_\_  
Sentence 7 \_\_\_\_\_  
Sentence 8 \_\_\_\_\_  
Sentence 9 \_\_\_\_\_  
Sentence 10 \_\_\_\_\_

### Paragraph of Body C

Topic of Paragraph C: \_\_\_\_\_

Sentence 1 \_\_\_\_\_  
Sentence 2 \_\_\_\_\_  
Sentence 3 \_\_\_\_\_  
Sentence 4 \_\_\_\_\_  
Sentence 5 \_\_\_\_\_

**Optional Penmanship Practice**

I will praise thy name, o Lord; for it is good. For he hath delivered me out of all trouble...

Psalm 54: 6-7

- Sentence 6 \_\_\_\_\_
- Sentence 7 \_\_\_\_\_
- Sentence 8 \_\_\_\_\_
- Sentence 9 \_\_\_\_\_
- Sentence 10 \_\_\_\_\_

**Paragraph of Body D**

Topic of Paragraph D: \_\_\_\_\_

- Sentence 1 \_\_\_\_\_
- Sentence 2 \_\_\_\_\_
- Sentence 3 \_\_\_\_\_
- Sentence 4 \_\_\_\_\_
- Sentence 5 \_\_\_\_\_
- Sentence 6 \_\_\_\_\_
- Sentence 7 \_\_\_\_\_
- Sentence 8 \_\_\_\_\_
- Sentence 9 \_\_\_\_\_
- Sentence 10 \_\_\_\_\_

Further Study: Read II Chronicles and outline how Jehoshaphat showed joy in an impossible situation.

**Paragraph of Body E**

Topic of Paragraph E: \_\_\_\_\_

- Sentence 1 \_\_\_\_\_
- Sentence 2 \_\_\_\_\_
- Sentence 3 \_\_\_\_\_
- Sentence 4 \_\_\_\_\_
- Sentence 5 \_\_\_\_\_
- Sentence 6 \_\_\_\_\_
- Sentence 7 \_\_\_\_\_
- Sentence 8 \_\_\_\_\_

Further Study: Read stories of early missionaries to North America from such books as *The Light and the Glory for Children*.

Sentence 9 \_\_\_\_\_

Sentence 10 \_\_\_\_\_

## Extensions -- Paragraph of Body F

Topic of Paragraph F: \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

Sentence 7 \_\_\_\_\_

Sentence 8 \_\_\_\_\_

Sentence 9 \_\_\_\_\_

Sentence 10 \_\_\_\_\_

## 8. Write On: Writing in First Person

**This week your essay will be written in the first person.** That means that **you will use the words *I, me, we, us*--and even *you* when you want to address the audience directly.**

This is different than most informative writing, which is usually written in the third person--as an outsider giving information (without the use of *I, me, we*, etc.). It is not the correct way to write an informative essay for most classes--but it **is** a way to write creatively.

Even though you are speaking from the bird's point of view, you will not use quotations. Your entire essay will be "quoted," so to speak, so you will just write as though you are speaking during the entire essay, without the use of quotation marks.



Further Study: Learn the ways animals camouflage themselves to hide from enemies.

Of course, if you want to quote another animal or a person in your essay, then you would use quotation marks to do that. For example, you will quote other animals or people if you want to tell what a person said about you, such as, *She screamed, "Help!" But I wasn't even coming close to her!* (with just the words that the person or other animal spoke in quotation marks). Likewise, if you want to show what you said to someone, you will also use quotation marks.

**Note: Do not use single quotation marks. Those are only for quotes inside quotes (i.e. single inside double ones).**

<> **8a.** Read through the given sample notes and sample essay for the bald eagle and notice how the list was used to write in the first person--creatively.

<> **8b.** Change the sentences given below into first person sentences that a student might use in his or her creative essay this week.

For example:

Given Sentence: The bald eagle is the second largest bird in North America.

First Person Sentence: You might be surprised to discover that I am the second largest bird in North America.

Further Study: Color a picture of a baby chick hatching.

1. The bald eagle is not comfortable around humans.

---

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2. The bald eagle typically feeds on fish such as trout and salmon.

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3. The legs of a bald eagle are bare.

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4. The bald eagle was on the verge of extinction.

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---

5. A female eagle will lay between one and three eggs per year.

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---

6. A bald eagle is majestic in flight.

---

---

7. Thanks to conservation programs, bald eagles were recently taken off of the endangered species list.

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8. Eagles are mentioned in the Bible.

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9. Bald eagle nests are usually five feet wide.

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10. The bald eagle is a type of sea eagle.

---

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## 9. Spelling Practice: Six "S" Spelling Secret

<> **9a.** Take a spelling "pre-test" in your notebook.

<> **9b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **9c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 10. Composition: Write Rough Draft of Informative, Creative Essay About a Bird Created on Day Five

↔ 10. Follow these steps to write your essay:

- (1) Read the sample essay provided and compare it with the notes from the bald eagle to see how to use the provided notes in your essay.
- (2) **Optional:** If it helps you to get “into character” more, you may flip over and outline and write your opening paragraph first. (Read those instructions before writing it.)
- (3) **Number the headers** in the order you want each of the “paragraphs” to occur in your essay. (In other words, Paragraph A may not be the first paragraph of your body if you do not want it to be. You may reorder your paragraphs in any order you desire.)
- (4) **Begin with the #1 paragraph of information** (that you labeled #1) and add any notes to this paragraph that you desire, mark through things you do not want to use, or find more information if you feel that more is needed.
- (5) Read the topic of your first paragraph of the body and the sentence notes beneath it.
- (6) **Re-number the sentence lines in the order you want your information** (if needed).
- (7) **Write the first paragraph of the body of your essay** in your notebook (on every other line) or key it on the computer (double spaced).
- (8) Remember, you will be writing a separate opening paragraph later, **so just start right into the body as though you have already introduced yourself in the opening paragraph.**
- (9) Continue the steps above for the rest of your essay.
- (10) Write the last paragraph of the body of your essay just as you did the other paragraphs. **You will tell your audience “good-bye” or add other clever closing in your closing paragraph later.**

## 11. Sentence Structure: Super Short Sentence of Five Words or Fewer—SSS5

↔ 11. In the second paragraph of this week’s passage, highlight the sentence that contains five words or fewer.

You have been learning how to write longer, more interesting sentences by combining two sentences. Besides writing long sentences beginning with various openers, it is also good to sometimes write short sentences for special emphasis and variety.

SSS5—Super Short Sentences with five words or fewer are the easiest kind of sentences to learn to write! There are a couple of keys to writing well with SSS5.

1. Do not use a lot of short sentences in one paragraph. Usually one SSS5 is enough in a paragraph to add special emphasis and variety.
2. Do not use SSS5 just because you are unable to think of a longer sentence.
3. To add extra emphasis, try writing three SSS5's in a row.
  - a. Scriptures are inspired. Scriptures are from God. Scriptures are important!
  - b. Study the Bible. Memorize the Bible. Meditate on the Bible.

Help Box for 11a

You should have highlighted the following:

Yet, they must struggle.

## 12. Study Skills/ Prewriting/ Composition: Take Notes for an Original Opening Paragraph

<> **12a.** Now that you have written the body of your report, you are ready to write notes for an original opening paragraph. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
  - a. Scripture passage **about Day Five of creation**
  - b. **Song about birds**
  - c. Story about **when your creature was born (or hatched)**
  - d. **Definition of bird**
  - e. Example in **Scripture of birds**
  - f. An **introduction of your bird with you meeting him on your bird feeder**
  - g. Something from the characteristic list that might **surprise or entertain your readers**
  - h. A catchy **“How do you do” from your character**
  - i. Other: **“Fly” in to see his nest** (see the world from the point of view of the bird in flight)

j. Something **you want to use to open and close your essay** (a continuing poem, verse, story, etc.)

(2) **In your notes, plan on what you will include in your thesis statement.\* (You may tweak your original thesis statement to fit in your opening paragraph however you see fit.)**

a. Remember, a thesis statement is a statement that **tells the “thesis” of your paper--what your entire paper is about.**

b. It should be a sentence or two in length and should introduce your reader to your topic.

c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.

d. It should bridge the gap between your catchy opening paragraph and the body of your report.

(3) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.

(4) You may just jot down some thoughts, references, etc., for your opening paragraph notes, or you may create a “sentence-by-sentence” outline like you did for the body of your report.

**\*Note: If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph--even at the very end of your opening paragraph, if desired. Sometimes this helps the flow of your opening paragraph when you are using a story or other information in your opening paragraph that you want to keep all together--then follow all of this with the thesis statement.**

(5) You may plan to write your opening paragraph in a different “person” (first person, second person, etc.) if the contents warrants it. For example, if you are using an opening story, you may tell it in first person (if needed). If you are using an opening challenge, you may tell it in second person etc. Note that opening and closing paragraphs are times in informative writing when it is acceptable to write less formally and to change persons and/or tenses.

### Notes for Opening Paragraph

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
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**<> 12b. Follow these steps for writing your opening paragraph:**

- (1) Write your thesis statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your thesis statement later, if desired.)**
- (2) Number your notes in the order you want them, and add any information you may have forgotten.**
- (3) Using each set of notes for one sentence in the following way:
  - a. Read a line of notes.
  - b. Consider what you want to say about those notes.
  - c. Say aloud a sentence that you want to use.
  - d. Write down that sentence.
  - e. Repeat these steps for all of your notes.
  - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
  - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the report you just wrote.

## Grammar Card: Verb—Verb Phrase

- A verb and any helping verbs or adverbs that go with that verb:
  - She **has gone** to town.
  - He **has written** a letter.
- We will consider any two-word verbs (two verbs or more) to be a verb phrase in a sentence. Remember, you must match all verbs with the subject in both tense and number (not just the sentence's main verb).
- Infinitive phrases (to + verb) are also considered verb phrases since they are made of two words.
- A one-word verb (with no helpers or adverbs) is just called a verb.

 **The main verb (or verb phrase) must correlate with the main subject. In the case of a verb phrase (rather than a one word verb), the first word of the verb phrase must agree with the subject: The boy has gone to town. (Has must agree with boy.)**

# 13. Grammar: Past Participles

↔ **13a.** In the last paragraph of the passage, highlight the following verb phrases:

1. must break
2. will pursue

Do you remember that a verb phrase consists of the main verb (any of the three types: action verb; Be, a Helper, Link verb; or infinitive) and any helpers that go along with it?

Do you remember that a helping verb is a Be, a Helper, Link verb placed in front of a main verb? A helping verb helps the main verb tell about the action or “state of being” of the subject of the sentence.

We will call a set of words a verb phrase only if it is made up of two or more verbs, with at least one of the verbs being a BHL verb.

Another major function of helping verbs (BHL verbs) is to tell the reader when something happened.

1. I **was** going to town. (happened earlier)
2. I **shall** go to town. (will happen in the future)
3. I **have** gone to town. (happened earlier)
4. I **am** going to town. (will be happening or is happening)

Past participle verb tenses are the tenses that are also known as any of the following:

1. Past perfect tense (I **had** gone.)
2. Present perfect tense (I **have** gone.)
3. Future perfect tense (I **will have** gone.)

Writing and speaking correctly with past participles involves using the past participle tense of the verb that your helping verb goes with.

- |                           |                            |
|---------------------------|----------------------------|
| 1. I have <b>gone</b> .   | 2. I have <b>written</b> . |
| 3. I have <b>spoken</b> . | 4. I have <b>lain</b> .    |


Each past participle has a helping verb with it. Usually this helper is one of the following words:

1. has
2. had
3. have

Past participles may have other helpers with them too, but if they have *has*, *had*, or *have* in them at all, use the past participle tense of the main verb.

The problem most people encounter with past participles falls into one of two categories:

1. They use the past participle tense of the verb without a helper.
  - a. Correct: I **have seen** him.
  - b. Incorrect: I **seen** him.
2. They use the past tense of the verb with a helper.
  - a. Correct: I **went**.
  - b. Incorrect: I had **went**.

 **The main verb (or verb phrase) must correlate with the main subject. In the case of a verb phrase (rather than a one word verb), the first word of the verb phrase must agree with the subject: The boy has gone to town. (Has must agree with boy.)**

**Teacher Tip:** Orally review past participles by giving your student the present tense of a verb, and having him say the following:

1. Right now I ring the bell.
2. Yesterday I rang the bell.
3. In the past, I have \_\_\_\_\_ the bell. (He fills in the blank orally!)

**\*When you quiz him on past participles' recitation, follow that format. Read all of those to him (#s 1, 2, & 3) and have him fill in the blank for #3 with the correct past participle form. (Note: You say the present and paste tense of the verb -- he only gives the past participle one.)**

<> **13b.** (T) Study the verbs provided until you can recite verb tenses to your teacher.

**Basic Level:** Recite the past participle tenses of twenty verbs to your teacher when she gives you the present tense.

**Extensions:** Recite the past participle tenses of twenty-five verbs to your teacher when she gives you the present tense.

<> **13c.** Study the Grammar Cards about past participles and verb phrases provided in this lesson.

<> **13d. Optional:** Make Grammar Cards about past participles and verb phrases, or add new information to existing ones.

<> **13e.** In the sentences provided, complete the following steps:

- (1) Highlight all of the verb phrases. (Remember: We will consider a verb phrase to be any two or more verbs that contains a BHL verb first.)
- (2) Correct *any* verbs throughout the sentences that are incorrectly conjugated (not just the incorrectly conjugated verb phrases).
- (3) Write Past P above each past participle.

**Note:** These sentences may sound better without the past participle form used; it is used here to provide practice in recognizing past participles.

1. The loud, repeated knock at the door were only too well-known by the young people who had assembled in the room.
2. In the group, there have been a young mother with a nursing child.
3. She had bundled him as best she could and was led out into the custody of the waiting police offers to an ordeal she knew she would have to face.
4. Her father and family members had pleaded with her to renounces her new faith in Christ.
5. She had replied, "I am now a Christian."
6. This had bring a great outburst of anger and cursing against her faith in Christ from her father.
7. The small group of brave believers had been took to prison, where they suffered many harsh conditions.
8. After several days, the prisoners had been hustled to the court.
9. There they had met a jeering and insulting mob.
10. Suddenly, the father of the young mother was rushing up to her and tried once more to convince her to renounce Christ.
11. He was holding her young son in front of her in a last desperate attempt to persuade her.
12. With quiet boldness she had said, "I am a Christian and cannot deny my Saviour."
13. Angrily, the judge had pronounced the death sentence on all of the Christians.

**Teacher Tip:** Like most other writing skills, proper verb-tense usage in writing is developed through proper verb-tense usage in speaking. When your student is working on developing a grammar skill in his writing, be sure he also works on that skill in his verbal communication. Using the proper verb tense in the past-participle form is one of the biggest mistakes people make in their speech, as well as in their writing.



14. They had meet their cruel execution with the joy of the Lord.
15. One of the prison guards had became so impressed with the manner and attitudes of the brave group in facing martyrdom for the sake of Christ, that he himself became a believer.
16. The inward peace and changed behavior of a young man and his wife had dumb-founded his rebellious brother.
17. Unable to find peace in his own life, the brother were carefully examining what had recently happened to his brother and sister-in-law.
18. He had responded by turning to Jesus Christ from his sins.
19. Since he had never did things half-heartedly, he had became bold in his witness for Christ.
20. His former pagan friends had became aghast at his new message and changed attitudes.
21. He had boldly said, "If a person lives for Jesus Christ, he should be ready for anything and must be true to Christ to the end."
22. This young Christian were to experience the reality of those words with shocking suddenness.
23. He, along with his brother, his sister-in-law, and his pastor, was arrested one cold, winter morning.
24. The court could find nothing against them except their faithful commitment for service to Christ.
25. Based on untrue charges, all four was sentenced to prison.
26. After two weeks in prison, the young believer's wife and four children had received a message that God would use to spread the Gospel in an unanticipated way.
27. Their husband and father was dead.
28. During the trial he had been in robust health.
29. But in the returned casket, they had found the tortured body of a barely recognizable person.
30. The authorities had hoped that his torture would intimidate the Christians, but the news of his faithful witness had spread like wildfire across that land, giving Christians much encouragement.

◁> **13f.** In your notebook, write sentences using past participles.

**Basic Level:** Write ten sentences.

**Extension:** Write fifteen sentences.

**Further Extension:** Write fifteen sentences containing information from a character book or another source.

## Grammar Card: Past Participle Chart

### G

#### Past Participles Ending in n:

Present	Past	Past Participle
arise	arose	(have) arisen
be	was	(have) been
beat	beat	(have) beaten
bite	bit	(have) bitten
blow	blew	(have) blown
break	broke	(have) broken
choose	chose	(have) chosen
did	do	(have) done
draw	drew	(have) drawn
drive	drove	(have) driven
eat	ate	(have) eaten
fall	fell	(have) fallen
fly	flew	(have) flown
forgive	forgave	(have) forgiven
forget	forgot	(have) forgotten
freeze	froze	(have) frozen
get	got	(have) gotten
give	gave	(have) given
go	went	(have) gone
grow	grew	(have) grown
hide	hid	(have) hidden
know	knew	(have) known
lie	lay	(have) lain (to recline)
prove	proved	(have) proved or proven
ride	rode	(have) ridden
rise	rose	(have) risen
see	saw	(have) seen
shake	shook	(have) shaken
shine	shone, shined	(have) shone, shined
speak	spoke	(have) spoken
steal	stole	(have) stolen
swear	swore	(have) sworn
take	took	(have) taken
throw	threw	(have) thrown
wake	woke,	(have) woken, waken
wear	wore	(have) worn
write	wrote	(have) written

#### Past Participles With a Short u Sound:

Present	Past	Past Participle
become	became	(have) become
begin	began	(have) begun
come	came	(have) come
do	did	(have) done
ring	rang	(have) rung
sing	sang, sung	(have) sung
sink	sank, sunk	(have) sunk
shrink	shrank	(have) shrunk
swim	swam	(have) swum
swing	swung	(have) swung

#### Tricky Past Participles:

Present	Past	Past Participle
be	was	(have) been
get	got	(have) gotten
give	gave	(have) given
go	went	(have) gone
lie	lay	(have) lain (to recline)
lay	laid	(have) laid (place)
become	became	(have) become
begin	began	(have) begun
dive	dived, dove	(have) dived
hang	hanged	(have) hanged (to execute)
hang	hung	(have) hung (to hang on wall)
sit	sat	(have) sat
set	set	(have) set
rise	rose	(have) risen
raise	raised	(have) raised

#### Past Participles With the Same Past Form:

Present	Past	Past Participle
bring	brought	(have) brought
build	built	(have) built
catch	caught	(have) caught
costs	cost	(have) cost
die	died	(have) died
dig	dug	(have) dug
dive	dived, dove	(have) dived
drag	dragged	(have) dragged
dream	dreamed, dreamt	(have) dreamed, dreamt
drop	dropped	(have) dropped
fax	faxed	(have) faxed
fill	filled	(have) filled
feel	felt	(have) felt
find	found	(have) found
flee	fled	(have) fled
hang	hanged	(have) hanged (to execute)
hang	hung	(have) hung (to hang on wall)
hold	held	(have) held
issue	issued	(have) issued
keep	kept	(have) kept
kneel	knelt, kneeled	(have) knelt, kneeled
lay	laid	(have) laid (to place)
lay	laid	(have) laid (place)
lend	lent	(have) lent
lend	lent	(have) lent things
loan	loaned	(have) loaned money
make	made	(have) made
mean	meant	(have) meant
obey	obeyed	(have) obeyed
occur	occurred	(have) occurred
offer	offered	(have) offered
panic	panicked	(have) panicked
pay	paid	(have) paid
prove	proved	(have) proved or proven
raise	raised	(have) raised
say	said	(have) said
send	sent	(have) sent
sell	sold	(have) sold
set	set	(have) set
shine	shone, shined	(have) shone, shined
sit	sat	(have) sat
ski	skied	(have) skied
sneak	sneaked	(have) sneaked
stand	stood	(have) stood
taxi	taxied	(have) taxied
teach	taught	(have) taught
tell	told	(have) told
think	thought	(have) thought
try	tried	(have) tried
understand	understood	(have) understood
warm	warmed	(have) warmed

## 14. Spelling Practice: Write That Word!

<> **14a.** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

<> **14b.** Complete the following steps for one of the words you listed in 14a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

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<> **14c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 15. Grammar: Weekly Quizzes

<> **15a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

**Note: Complete any portion of the shaded parts that you are able to at this time. Eventually, you will learn all the parts of speech.**

<> **15b.** Do the Weekly Review Quiz provided after this week's lesson.

## 16. Spelling: Spelling Test

- <> **16a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **16b.** (T) Have your teacher check your Spelling Test.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 17. Dictation: Dictation Quiz

- <> **17a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **17b.** (T) Review your dictation with your teacher.
- <> **17c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## Optional: Extra Practice

- 1E. In your notebook, write twenty sentences with adjectives. Use information from a character book.
- 2E. Take more notes about animal struggles from a character book.
- 3E. In your notebook, write a paragraph from this lesson.
- 4E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write twenty *ou/ow* words.
- 6E. Read a book about animal struggles.
- 7E. Find sentences with descriptive adjectives in a character book and write them in your notebook.
- 8E. Write a book report about the book you read above. You may use the Book Report Guide provided in the Appendix of the Teacher's Guide.
- 9E. Write twenty sentences with noun markers/articles and highlight the noun markers.
- 10E. Write twenty sentences with sequencing words.
- 11E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.



## Six "S" Spelling Secret Sheet

<b>1. SEE</b>	<b>2. SAY</b>	<b>3. SEPARATE</b>	<b>4. SPELL</b>	<b>5. SPOT</b>	<b>6. STOP or START</b>
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one loud.</li> <li>Try to spell the word aloud with out looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
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42. \_\_\_\_\_
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44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs--E's

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
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14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

### Subordinators

Two Minutes or Three Minutes

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_
- 25. \_\_\_\_\_
- 26. \_\_\_\_\_
- 27. \_\_\_\_\_
- 28. \_\_\_\_\_
- 29. \_\_\_\_\_
- 30. \_\_\_\_\_

### Coordinating Conjunctions (FANBOYS)

Thirty Seconds

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### BHL Verbs

Two Minutes

Be a Helper, Link Verbs,

- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, & \_\_\_\_\_,
- \_\_\_\_\_, & \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_,
- \_\_\_\_\_, & \_\_\_\_\_, & \_\_\_\_\_,
- are ones.**
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_ --- they are fun
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, \_\_\_\_\_, &
- \_\_\_\_\_
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- they are some as well,**
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, & \_\_\_\_\_

### First Subordinators Learned in Rhyme

Thirty Seconds

- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,



# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Vocabulary and Comprehension

1. List two words from this week's passage that you have never used in your writing before, along with their definitions.

1. \_\_\_\_\_

2. \_\_\_\_\_

2. How did you know the meanings of the words you listed in #1? \_\_\_\_\_

\_\_\_\_\_

3. Write three synonyms for rejoice from the Vocabulary Box.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

4. Write two sentences about animals that struggle using two of the words you listed in #3. Write enough detail to "prove" why you are describing the animal in that way.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## II. Spelling and Homophones

5. Write one tip you used to remember one of this week's spelling words.

\_\_\_\_\_

\_\_\_\_\_

## III. Grammar and Usage

6. Fill in the coordinating conjunctions using the acronym.

F \_\_\_\_\_

A \_\_\_\_\_

N \_\_\_\_\_

B \_\_\_\_\_

O \_\_\_\_\_

Y \_\_\_\_\_

S \_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

7. **Further Extension:** What are two main uses for coordinating conjunctions?

1. \_\_\_\_\_

2. \_\_\_\_\_

8. What is the most widely-used coordinating conjunction? \_\_\_\_\_

9. Coordinating conjunctions (FANBOYS) may be used to \_\_\_\_\_ two  
\_\_\_\_\_ into \_\_\_\_\_.

This creates a \_\_\_\_\_ sentence.

10. In order to combine sentences with a FANBOYS, what has to be with the cc?  
\_\_\_\_\_

11. Write the past participle tense of the following verbs:

ran            have \_\_\_\_\_

do             have \_\_\_\_\_

came          have \_\_\_\_\_

see            have \_\_\_\_\_

go             have \_\_\_\_\_

bring          have \_\_\_\_\_

swam          have \_\_\_\_\_

# Red 4-B: Week Four

Character Focus: Joyfulness

## Vocabulary Box

### Synonyms for *rejoice*

bless	delight	ecstatic
elated	euphoric	exuberant
exult	felicity	gaiety
glory	jubilant	merriment
overjoyed	praise	sing
triumph		

## Vocabulary Box

### Antonyms for *rejoice*

bewail	brood	complain
criticize	deplorable	despair
despondent	disappointed	distress
doleful	forlorn	melancholy
regret	retaliate	sorrowful
woebegone		

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

The fourth law of the harvest is that the process of growth and maturation multiplies that which was sown. This means that the harvest returns many times more seeds than were sown. For example, a single soybean seed under ideal conditions can mature into a soybean plant that will bear more than one thousand soybeans at harvest time.

Extensions

Field corn multiplies the harvest even more. Under ideal conditions, one tiny kernel of corn can produce three or more ears of corn. Each ear has up to fourteen rows, and each row often has more than forty kernels. That means that one kernel of corn can return well over fifteen hundred kernels.

Further Extension

There would be no point in planting and harvesting crops if one kernel of corn never yielded more than one replacement kernel. The beauty of the harvest is that one kernel multiplies itself many times over until it produces a manifold harvest. This is the same type of harvest Christ wants all Christians to yield.

◁ 1a. Read this week's passage aloud.

This passage is about the law of the harvest, which proves that a farmer's return is many times greater than the seeds that were sown.

◁ 1b. In the third paragraph of the passage, highlight the word *manifold*.

◁ 1c. Look up this word in the dictionary, and write its definition in your own words on the lines provided. After you write the definition, rewrite the first sentence of the passage with a synonym for the word manifold.

Definition of *manifold*

Character Focus: Our muscles are stretched every time we move them. The stretching makes them stronger just like hard times make us stronger.

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Sentence containing a synonym of *manifold*

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↔ **1d.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

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(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

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(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

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(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

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(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_

### Optional Penmanship Practice

The harvest truly is great, but the labourers are few: pray ye therefore the Lord of the harvest, that he would send forth labourers into his harvest.

Luke 10:2

Further Study: Learn how a muscle works.

Further Study: Read the biography of a godly athlete, such as Eric Liddell, Billy Sunday, or Charles Thomas (CT) Studd.

(9) Write a sentence using this DD word on the lines provided.

Character Focus: Exercise can be seen as a painful thing or it can be seen as a source of gain. We can look at hard times as a benefit or a problem.

↔ **1e. Extensions:** Write a sentence about the character quality for this month using this DD word.

↔ **1f. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Since field corn multiplies, one tiny kernel of corn can produce three or more ears of corn.

Subordinate clause opener

Further Study: Learn how each of the disciples died.

↔ **1g.** In your notebook, copy this week's passage at the level directed by your teacher.

↔ **1h.** (T) Review your copy with your teacher, and correct any errors.

## 2. Spelling: S Says z

Examples: **as, wise**

Further Study: If we respond rightly to wrong things happening, God can use it to spread the Gospel.

↔ **2a.** In the first paragraph of the passage, highlight the words that have an s that says z.

Do you see a pattern with these words in which s says z?

When a word ends in a single s, it often says z. Remember other words that end in double s? These do not end with the sound of z (pass, miss, fuss, glass).

When a word ends in an *r-controlled* phoneme plus an s, it often says z (e.g., examiners, partakers).

Another pattern you may see in words containing an s that says z is a vowel + se pattern:

1. **wise**
2. to **use** (verb)

Sometimes finding word patterns can be interesting! Learning word patterns will help you to become a good speller.

↔ **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week’s new words (minus the **Optional** Words) to page 65 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write eight sentences using eight of the spelling words.

**Further Study:** Learn about the life of Eric Liddell. Compare the physical pain he went through as a runner to the persecution he went through as a missionary.

**Help Box for 2a**

You should have highlighted the following words:

1. is	2. multiplies
3. was	4. means
5. returns	6. times
7. seeds (the last s)	8. conditions
9. thousand	10. soybeans (the last s)

**Teacher Tip:** The letter s often says z. There is no “rhyme or reason” to when it does so; thus, students must memorize these words and know when the z *sound* is made by an s instead of a z. Usually, when a short vowel word ends in s making the z *sound*, it is not doubled as it is when it makes the s *sound* (e.g., *has, as* vs. *pass, miss*).

Write any **Review Words** that your teacher gives you on the lines provided.

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Words	Syllabication	Write it **	Tip	Your Tip
<b>All</b>				
1. nepotism*	nep-o-tism	_____		_____
2. presume*	pre-sume	_____		_____
3. nausea*	nau-se-a	_____		_____
4. sarcasm*	sar-casm	_____		_____
5. prism	prism	_____		_____
6. risotto*	ri-sot-to	_____		_____
7. charisma*	cha-ris-ma	_____		_____
8. baptism	bap-tism	_____		_____
9. president	pres-i-dent	_____		_____
10. résumé	ré-su-mé	_____		_____
11. mosaic	mo-sa-ic	_____		_____
12. compromise	com-pro-mise	_____		_____
13. enthusiasm	en-thu-si-asm	_____		_____
14. physique	phy-sique	_____		_____

**\*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
<b>Extensions</b>				
15. rheumatism*	rheu-ma-tism	_____		_____
16. mayonnaise*	may-on-naise	_____		_____
<b>Further Extension</b>				
17. resistance*	re-sist-ance	_____		_____
18. inquisition*	in-qui-si-tion	_____		_____
19. euthanasia*	eu-tha-na-sia	_____		_____
<b>Optional</b>				
20. triumph	tri-umph	_____		_____
21. merriment	mer-ri-ment	_____		_____
22. doleful	dole-ful	_____		_____
23. distress	dis-tress	_____		_____

**\*Commonly Misspelled**

**\*\*Note: You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.**



### 3. Editor Duty: Correct Given Paragraph(s)

#### Noun Markers, Series of Three or More, Adjectives

Further Study: Learn some of the laws that govern the harvest, and compare them to the rewards God has promised to those who follow him.

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In any of the paragraphs, highlight descriptive adjectives.

**Basic Level:** Highlight four adjectives.

**Extensions:** Highlight six adjectives.

**Further Extension:** Highlight eight adjectives.

(3) In the first paragraph, highlight all of the noun markers (articles).

The ultimate purpose of history are the exaltation of christ. related to his final glory is his glorious marriage to his Bride—all the believers that make up the eternal Church. As scripture explains gods' program with reference to christ every event in history relates to the final objective of preparing a spotless Bride for him and every circumstance of life are designed to contribute to that final goal

In terms of god the father the purpose throughout history have been the calling out and preparing of the chosen nation of israel to be his faithful wife. Scripture assures us that israel will one day return to him in true belief. gods' plan from the beginning was to have the "bride of christ.

When the jewish people is restored they will go through great persecutions which will perfect and prepare them to be united with a holy god believers, in preparation for becoming the Bride of christ, must go through persecution since suffering will produce the character and disposition required for our fellowship with christ throughout eternity. in all of the churches' history persecution has lead to stronger christians

### 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. neppotism

nepotism

2. persume

presume

3. nausea	nauzea
4. sarcasim	sarcasm
5. prism	prisim
6. risoto	risotto
7. charisma	karisma
8. baptism	baptisim
9. presadent	president
10. résumé	rezumé
11. mosaick	mosaic
12. compromise	compramise
13. enthusiasm	enthuziasm
14. physeke	physique

Further Study: Think of a time you went through something you did not want to go through. Make a list of what you learned from going through that.

Further Study: Watch the video *Chariots of Fire*.

<> **4b.** Highlight the correct spelling of each **Extensions** word.

15. rheumatism	rhoomatism
16. mayonaise	mayonnaise

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

17. resistance	resistence
18. inquisition	inquasition
19. euthenasia	euthanasia

Further Study: Compare how a muscle moves to show how Christians should react to hard times.

<> **4d.** Highlight the correct spelling of each **Optional** word.

20. triumph	tryumph
21. merriment	meriment
22. dolefull	doleful
23. destress	distress

↔ **4e.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

### Optional Penmanship Practice

But this I say, He which soweth sparingly shall reap also sparingly; and he which soweth bountifully shall reap also bountifully.

II Corinthians 9:6

## 5. Grammar: Prepositions

Prepositions are words that show the position of one thing to something else.

Remember this rhyme: **Prepositions show position!**

You will know a word is a preposition if it fits into one of our two **Preposition-Check Sentences:**

**The angel flew \_\_\_\_\_ the clouds.**

**The girl prayed \_\_\_\_\_ the service.**

For example, the words provided are prepositions; each fits into one of the **Preposition-Check Sentences:**

1. The angel flew **aboard** the clouds.
2. The angel flew **about** the clouds.
3. The angel flew **along** the clouds.
4. The angel flew **around** the clouds.
5. The girl prayed **at** the service.
6. The girl prayed **before** the service.
7. The angel flew **below** the clouds.
8. The angel flew **beneath** the clouds.
9. The angel flew **between** the clouds.
10. The angel flew **beyond** the clouds.
11. The angel flew **by** the clouds.
12. The girl prayed **during** the service.
13. The angel flew **from** the clouds.
14. The girl prayed **for** the service.
15. The angel flew **in** the clouds.
16. The angel flew **into** the clouds.
17. The angel flew **on** the clouds.
18. The angel flew **onto** the clouds.
19. The angel flew **over** the clouds.
20. The angel flew **through** the clouds.
21. The girl prayed **throughout** the service.
22. The angel flew **with** the clouds.

### Optional Penmanship Practice

If a shepherd sees that a sheep is persistent in going its own way, he will lovingly break one of its legs and then nurse it back to health.

23. The angel flew **within** the clouds.

24. The angel flew **without** the clouds.

<> **5a.** (T) With your teacher, review prepositions by holding up your teacher's eraser and a pen and recite prepositions like this:

1. The pen is **under** the eraser.
2. The pen is **over** the eraser.
3. The pen is **around** the eraser.
4. The pen is **upon** the eraser.

<> **5b.** (T) Memorize and recite the two Preposition-Check Sentences to your teacher.

<> **5c.** Memorize and recite prepositions to your teacher.

**Basic Level:** Recite twenty prepositions.

**Extension:** Recite twenty-five prepositions.

**Further Extension:** Recite thirty prepositions.

<> **5d.** Study the Grammar Card about prepositions provided in this lesson.

<> **5e.** Make a Grammar Card about prepositions or add new information to an existing card.

Prepositional phrases are especially important when writing. They give your sentences more details and descriptions.

Read aloud the pairs of sentences provided and notice how much more interesting and descriptive the ones with prepositional phrases are compared to the ones without them:

1. The purpose of mourning is to pinpoint our sin.
2. The purpose of mourning **in the presence of God** is to pinpoint our sin. (2 pps)
3. God promises to give wisdom **to those** who seek Him.
4. **In the Bible**, God promises to give wisdom to those who seek Him.
5. Strength is significantly decreased.
6. **During mourning**, strength is significantly decreased.
7. The "cross-examiner" is the Holy Spirit.
8. **For the Christian**, the "cross-examiner" is the Holy Spirit.

9. Hamaan worked his way up to a position of power.

10. **In the day of Esther**, Hamaan worked his way up to a position of power. (2 PPs)

11. The outcome of the case had been in doubt.

12. **Before that moment**, the outcome of the case had been in doubt.

13. An unsaved man can develop a "plow pan."

14. An unsaved man can develop a "plow pan" **in his heart**.

## Grammar Card:

### Preposition (Abbreviated: PREP)

- Shows the position of one word to another
- A word is a preposition if it fits into one of two **Preposition-Check Sentences**:

–The girl prayed \_\_\_\_\_ the service.

–The angel flew \_\_\_\_\_ the clouds.

- The following words are prepositions, as they fit into one of the Preposition-Check Sentences:

–The angel flew **around** the clouds.

–The angel flew **about** the clouds.

–The girl prayed **at** the service.

–The girl prayed **before** the service.

- List of prepositions:

aboard	aside from	except	off	through
about	aside of	except for	off of	throughout
above	at	excepting	on	till
according to	atop	following	onto	to
across	because of	for	on top of	toward
after	before	from	onward	under
against	behind	in	opposite	underneath
along	below	in addition to	opposite of	unlike
along with	beneath	in back of	out	until
amid	beside	in case of	out of	up
amidst	between	in front of	outside	upon
among	beyond	in place of	over	up to
amongst	but*	inside	past	via
apart	by	in spite of	per	with
apart from	by means of	instead of	regarding	within
around	concerning	into	round	without
as	despite	like	since*	with regard to
as for	down	near	than*	with respect to
aside	during	next to	then*	

\*These words may be subordinators (if they have a verb within the group of words following them) or prepositions (if they have an object following them)

- **To + verb is not a preposition; it is a special kind of verb called an infinitive**

- Some prepositions act as other parts of speech:

–She is lying down. (*Down* is an adverb in this sentence.)

–Before he left for work, she told him. (*Before* is a subordinator in this sentence and has a subject and a verb with it making up a subordinate clause (or dependent clause).

–They are going to run. (*To run* is a special verb called an infinitive.)

- It is no longer considered incorrect to end a sentence with a preposition. You should do whatever sounds less stilted:

- Correct-sounding: I do not know what you are thinking about.

- Stilted: I do not know about which thing you are thinking.

**Teacher Tip:** Be sure your Level B student does the memorization/ recitation work with prepositions. It is very important that he learn to recognize prepositions easily.

15. The limbic system holds all the feelings.
16. The limbic system holds all the feelings **of pain, pleasure, anger, and mourning.**

↔ **5f.** Highlight all of the prepositional phrases that are at the beginning of the sentences in the list given above (even though they are already in bold font).

Do you see how these PP's are not needed to make the sentences "real" sentences?

↔ **5g.** Highlight the two prepositional phrase openers in the passage.

If you have already learned about conjunctive adverbs, you probably recognize *For example* as a CA, but it is a CA that begins with a preposition.

You can use a number of tricks to help you memorize prepositions:

1. Use the two Preposition-Check Sentences:

- a. The angel flew \_\_\_\_\_ the clouds.
- b. The girl prayed \_\_\_\_\_ the service.

2. Use objects to help you:

\*Level Pre A and A CQLA students use a toilet tissue tube and little character and practice with "position" prepositions by putting their little character in different positions around the tube:

- |                         |                         |
|-------------------------|-------------------------|
| a. around the tube      | b. along the tube       |
| c. above the tube       | d. atop the tube        |
| e. aboard the tube      | f. across the tube      |
| g. against the tube     | h. amid the tube        |
| i. amidst the tube      | j. around the tube      |
| k. aside the tube       | l. before the tube      |
| m. ahead of the tube    | n. behind the tube      |
| o. below the tube       | p. beneath the tube     |
| q. beside the tube      | r. between the tube     |
| s. beyond the tube      | t. by the tube          |
| u. down the tube        | v. following the tube   |
| w. in the tube          | x. inside the tube      |
| y. inside of the tube   | z. into the tube        |
| aa. in between the tube | bb. near the tube       |
| cc. off the tube        | dd. on the tube         |
| ee. onto the tube       | ff. on top of the tube  |
| gg. opposite the tube   | hh. out the tub         |
| ii. out of the tube     | jj. outside the tube    |
| kk. outside of the tube | ll. past the tube       |
| mm. through the tube    | nn. throughout the tube |
| oo. to the tube         | pp. toward the tube     |
| qq. under the tube      | rr. underneath the tube |
| ss. up the tube         | tt. upon the tube       |
| uu. within the tube     | vv. without the tube    |

3. Work on learning prepositions by categories:

- a. Learn all of the *a*'s at one time, then the *b*'s, etc.
- b. Learn all of the position ones at one time; then learn all of the time ones
- c. Learn ones that are linked—all of the *in*'s, *out*'s, *through*'s, *with*'s, etc.
- d. Learn ones that are opposite (on, off) or synonyms (above, aboard, on top of, etc.)
- e. Learn those that are made up others

### Optional Penmanship Practice

That I may know him, and the power of his resurrection, and the fellowship of his sufferings, being made conformable unto his death.

Philippians 3:10

**Further Study:** Write out ways you can learn from the persecution of the early church.

- i. in, into, inside, inside of
- ii. on, onto
- iii. with, within, without
- iv. through, throughout, etc.

Further Study: Learn about how the birth process (the struggle) helps prepare a child's lungs for breathing.

In CQLA, we will do a little bit of all of the above! This will help you no matter what type of learner you are.

And it will teach you to use tools for your benefit. One of the best ways to become a strong student is to learn how to learn—to teach yourself how you learn the best, to learn to use tips and tricks, to develop time management skills, etc. Hopefully, some of these things will happen as you learn in CQLA!

**<> 5h.** On the lines provided, write all of the *A* prepositions that you can think of—you may use the Preposition Check Sentences or the tissue tube and toy to do so.

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | 21. _____ |

Further Study: Make a list of the character qualities we learn from going through hard times.

**Note:** Did you know that there are more than twenty prepositions that begin with the letter *a*?

**<> 5i.** On the lines provided, write all of the *B* prepositions you can think of.

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |

**<> 5j.** Review prepositions by holding up your teacher's eraser and an ink pen, and recite prepositions as follows:

1. The pen is **under** the eraser.
2. The pen is **around** the eraser.
3. The pen is **over** the eraser.
4. The pen is **upon** the eraser.

**Optional Penmanship Practice**

We went through fire and through water: but thou broughtest us out into a wealthy place.

Psalms 66: 12

**<> 5k.** (T) Memorize and recite the two Preposition-Check Sentences to your teacher.

↔ **5l.** (T) Review prepositions until you can recite them easily to your teacher. Try using the Preposition-Check Sentences, if needed.

**Basic Level:** Recite forty prepositions.

**Extension:** Recite forty-five prepositions.

**Further Extension:** Recite fifty prepositions.

↔ **5m. Optional:** Make a Grammar Card about prepositions, or add new information to an existing card.

↔ **5n.** In the sentences provided, complete the following steps:

(1) Throughout the sentences, highlight the prepositions.

(2) **Extensions:** Cross out the highlighted prepositions (at the beginning of each sentence), and write a different one in place of each one.

**Example:** Throughout our life, we should be hungry for God.

1. For every important truth, there are clear analogies in the world of nature.
2. Through the laws of the harvest, we can see the rewards believers will receive in heaven.
3. Under the same circumstances, with no cultural boundaries or time limitations, the laws of the harvest transpire.
4. With these facts in mind, consider the seven laws of the harvest.
5. From seeds which were sown in the past, we get the harvest.
6. By man, by birds, or by wind, the seeds are carried.
7. Before they will grow upward and bear fruit, seeds must be planted, nourished, and rooted.
8. By competing crops of thistles, thorns, and weeds, a harvest can be hindered.
9. From the second law of the harvest, we learn that all things bring forth after their own kind.
10. During harvest, God keeps kinds separate by giving each kind of plant or animal its own unique set of blueprints that cannot be interchanged with any other kind.
11. In the nucleus of every living cell is found a mechanism for ensuring that each kind brings forth only its kind.
12. In the nucleus is found long strands of nucleic acids called chromosomes.
13. Throughout this nucleus, acids are linked together, making up coded bits of information that every cell understands.
14. In man is found twenty-three pairs of chromosomes.
15. In crayfish, we find one hundred pairs of chromosomes.
16. For all living things, the basic structure of chemicals is the same.

**Further Study:** Learn hymns or songs about the kingdom of God, such as "Crown Him With Many Crowns."

**Further Study:** Read about the persecution under Bloody Queen Mary in England.

17. For each kind, however, the precise order in which they are strung together is different.
18. In the world, it is estimated that there are more than 250,000 different kinds of seeds.
19. From the third major law of the harvest, we learn that the magnitude of the harvest is proportionate to the number of seeds that were sown.
20. By sowing sparingly, you shall also reap sparingly.
21. In general, if seeds are sown bountifully, an abundant harvest will be gathered.
22. For example, corn farmers know that planting more acres increases the overall harvest.
23. In general, the more seeds that are sown, the more fruit will be reaped.
24. In a planting of 21,000 seeds per acre, the results would be over one hundred bushels of corn per acre.
25. Through all the laws of the harvest, the optimum number of seeds depends on the soil, water, fertility, planting date, and particular crop.

Further Study: Learn treatments for sore or injured muscles after exercising.

Help Box for 5f

You should have highlighted the following words:

1. In the Bible,
2. During mourning,
3. For the Christian,
4. In the day of Esther,
5. Before that moment,

Help Box for 5g

You should have highlighted the following:

1. For example, (also known as a conjunctive adverb)
2. Under ideal conditions,

## 6. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph

<> **6a.** Now that you have written the body and opening paragraph of your essay, you are ready to write a closing paragraph.

(1) **Your closing paragraph will include a “thesis statement reloaded.”**

- a. Remember, a **“thesis statement reloaded”** is a statement that **“closes”** your paper--sums up what your entire paper is about.



- b. It should be a sentence or two in length and should close your essay.
- c. It may be at the very beginning of your closing paragraph or at the end of your closing paragraph.
- d. It should bridge the gap between your catchy closing paragraph and the body of your essay.
- e. It should leave your reader with a feeling of satisfaction after reading your paper.
- f. It may repeat something catchy from your opening or may repeat the title of your essay, if desired.
- g. Be sure your “thesis statement reloaded” is not identical to your thesis statement---it should be “reloaded” with the key words still in it.
- h. You may desire to continue something you began in your opening paragraph or use an idea listed in the opening paragraph section as your closing paragraph. This is great! Just be sure you close “close up” your essay in your closing paragraph too.

- (2) Write enough notes for **5-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
- (3) You may just jot down some thoughts, references, etc. for your closing paragraph notes, or you may create a “sentence-by-sentence” outline like you did for the body of your essay.

**\*Note: If you are used to writing “thesis statements reloaded” and closing paragraphs, you may experiment with putting your “thesis statement reloaded” later in your closing paragraph--even at the very end of your closing paragraph, if desired. Sometimes this helps the flow of your closing paragraph when you are writing a story or other information in your closing paragraph that you want to keep all together--then follow this with the “thesis statement reloaded.”**

Notes for Closing Paragraph

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<> **6b.** Follow these steps for writing your closing paragraph:

- (1) Write an **opening sentence (“thesis statement reloaded”)** at the beginning of your closing paragraph that tells what your essay was about. (Or plan to put your “thesis statement reloaded” later, if desired.)
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Using each set of notes for one sentence:
  - a. Read a line of notes.
  - b. Think about what you want to say about those notes.
  - c. Say a sentence aloud that you want to use.
  - d. Write that sentence down.
  - e. Repeat these steps for all of your notes.
  - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
  - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced), after the report you just wrote.

## 7. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> **7.** Use the Checklist Challenge located after this week’s lesson to edit your story.

- (1) Complete **each revision however many times each one is indicated.**
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) **Highlight (or code) each revision on your rough draft paper** as directed by your teacher.
- (4) **Check off (or code) each item’s check box on the Checklist Challenge** for this week.

**\*Note:** A story often has much of the wording and sentence structure that a writer wants to include. However, there are still many revising items that would increase the depth and detail of your sentences. Therefore, you will not be expected to do each CC item the same number of times as you have paragraphs (like you do for essays and reports). However, you will still have some Checklist Challenge items. Pay close attention to the check boxes and complete the number of revisions assigned according to each item’s check boxes.

## 8. Spelling Practice: Six “S” Spelling Secret

- ↔ **8a.** Take a spelling "pre-test" in your notebook.
- ↔ **8b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- ↔ **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 9. Sentence Structure: Prepositional Phrase Opener

Earlier you learned that prepositions are words that show position.

Do you remember that prepositions fit into one of two Preposition-Check Sentences?

1. **The angel flew \_\_\_\_\_ the clouds.**
2. **The girl prayed \_\_\_\_\_ the service.**

Now that you have memorized prepositions, you are ready to learn why! Prepositions are words that are found at the beginning of prepositional phrases.

Prepositional phrases are phrases that begin with a preposition and end with an object of the preposition:

1. **over** the cloud
2. **during** the service

Prepositional phrases are especially good to use in writing at the beginning of sentences—as sentence openers.

In order to use prepositional phrase openers well, you need to learn these punctuation rules for them:


1. If a prepositional phrase opener is **fewer than five words, a comma is not needed unless you hear a definite pause** or it is needed to make the subject clear. Examples:
  - a. In the house of Mary<sub>1</sub> Ann worked diligently. (Without the comma, it is difficult to know whether the person who owned the house is Mary or Mary Ann.)
  - b. After that<sub>1</sub> workers began working diligently. (Without the comma, it is difficult to know whether the sentence should read After that workers or After that.)
2. If a prepositional phrase opener is **five words or more, a comma should always follow it**. Examples:
  - a. In our entire earthly lives<sub>1</sub> we should hunger and thirst for righteousness.
  - b. Throughout our whole Christian walk<sub>1</sub> we should seek after God.

**Teacher Tip:** Much of comma usage with openers is subjective—based on whether or not you hear a pause when you read it to yourself. Help your student “hear” where commas go with prepositional phrasers openers.

3. If there are **two prepositional phrases in a row in the opener**, a comma should always follow the last of the two prepositional phrases. Examples:

- a. In the name of the Lord<sub>1</sub> we come.
- b. From the rising of the sun<sub>1</sub> we should seek the Lord.

<> **9a. Optional:** Make a Grammar Card about prepositional phrase openers, or add new information to an existing card.

 **Go by the sound of your voice when you read the opener. If your voice goes down, you probably need a comma following the PP opener: In the event of a fire, leave the building from the back exits. Remember, the main subject of the sentence is not in a prepositional phrase.**

<> **9b.** Study the Grammar Card about prepositional phrase openers.


<> **9c.** In your notebook, write eight sentences using any of the prepositional phrase openers provided. (**Extensions:** Write twelve.)

Hint: The commas are already there, if needed (in most cases); if there is not a comma provided, but you hear a pause when you read your sentence aloud, insert one.

- |                                      |  |
|--------------------------------------|--|
| 1. In the fourth law of the harvest, | 2. For example,                                    |
| 3. In field corn                     | 4. During the planting of soybeans,                |
| 5. During harvest                    | 6. During moist springs                            |
| 7. In just a few days,               | 8. After a seed germinates,                        |
| 9. In northern climates              | 10. For these grains,                              |
| 11. On the other hand,               | 12. In neglecting the soil,                        |
| 13. In hard-packed soil              | 14. During hailstorms, drought, floods, and frost, |
| 15. In one midwestern state,         | 16. With the fruits of all their increase,         |

### Grammar Card: Prepositional Phrase Opener

- **Place a comma after a prepositional phrase opener when:**
  - The PP is **five words or more**: In the very dark woods, we found him.
  - The PP is **two prepositional phrases in a row**: In the woods under a rock, we found the bird.
  - The PP is **followed by a definite pause**, or it is needed to make the sentence clear—even if it is short: With that in mind, let us pray.

 **Go by the sound of your voice when you read the opener. If your voice goes down, you probably need a comma following the PP opener: In the event of a fire, leave the building from the back exits. Remember, the main subject of the sentence is not in a prepositional phrase.**

### Commas With Prepositional Phrase Openers

Always place a comma after prepositional phrase openers when:

1. They use five words or more.
2. There are two prepositional phrases in a row.

\*Other instances are optional.

## 10. Spelling Practice: Write That Word!

<> **10a.** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

<> **10b.** Complete the following steps for one of the words you listed in 10a.

- (1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

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◁> **10c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

## 11. Grammar: Weekly Quizzes

◁> **11a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

**Note: Complete any portion of the shaded parts that you are able to at this time. Eventually, you will learn all the parts of speech.**

◁> **11b.** Do the Weekly Review Quiz provided after this week's lesson.

## 12. Spelling: Spelling Test

◁> **12a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

◁> **12b.** (T) Have your teacher check your Spelling Test.

◁> **12c.** (T) Add any misspelled words your teacher chooses to the **Review Word** section of next week's Spelling Lesson.

## 13. Dictation: Dictation Quiz

- <> **13a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **13b.** (T) Review your dictation with your teacher.
- <> **13c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 14. Composition: Final Copy Original First Person Essay

- <> **14a.** Write the final copy of your story in your notebook (on every line). If you prefer, you may key it on the computer (double spaced).
- <> **14b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your story since you completed the Checklist Challenge?

## Optional: Extra Practice

- 1E. In your notebook, write twenty sentences with prepositional phrase openers. Use information from a character book.
- 2E. In your notebook, take more notes about the laws of the harvest, using a farming book or the Bible.
- 3E. In your notebook, write a paragraph(s) from this lesson.
- 4E. Edit and revise your paragraph(s) from this lesson using this week's Checklist Challenge.
- 5E. Read a book about harvesting or farming.
- 6E. Find ten sentences with prepositional phrase openers in a character book and write them in your notebook.
- 7E. Write a book report about the book you read above. You may use the Book Report Guide provided in the Appendix of the Teacher's Guide.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

# Checklist Challenge Red 4-B: Weeks Three & Four

Character Focus: Joyfulness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

All **All Levels**

B **Basic Level only**

E **Extension only**

E's **Extensions**

FE **Further Extension only**

## To Be Completed During Week Four

**Note: You will have more paragraphs than you have check boxes here. Since this is a story, just complete each task however many times you have boxes.**

All  All  All  All  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.

All  All  E's

🔑 **Focus on content errors at this time.**

All  All  All  All  All Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed. Be sure to circle all of the following verbs:

All  All  E's

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All  All  All  All  All Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

All  All  E's

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All All All  
All All E's

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent.***

All All All All All  
All All E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
like	walk	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	many	find	slow		

All

Add an **adverb** (*ly* word or other) that does **not modify a verb**. If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- Modifies an adjective: Some **uncharacteristically** *sneaky* predators use subtle methods.
- Modifies an adverb: Some predators are **actually** *more* subtle

☞ **This will modify an adjective or another adverb and will answer the question *To what extent?***

All

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 story 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 writing that **restates your thesis statement** in some way. This is called the **“thesis statement reloaded”** and should conclude your story. 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** for your story, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Feathered Friend**
- Something comical: **Danger!**
- Something bold: **Feathered Foe?**
- A song title or line: **Why Do Birds Sing?**
- A Scripture: **Birds of the Air**
- Something biblical: **And It Was Good**
- Something informative: **The Birds**
- Something about character: **Friendly Feathered**

☞ **Center your title at the top of the first page of your story. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important—but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title—though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All All All All All  
All All E's

Check each paragraph carefully to be sure that your **transition from one paragraph to another** is smooth. If not, add transition sentences as needed. If your transition sentences are adequate, highlight the check box(es) as directed by your teacher.

☞ **Your transition from one topic to another topic may come at the end of a paragraph (telling the next paragraph's topic) or at the beginning of a paragraph (telling that paragraph's topic).**

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **They display extraordinary stealth.**
- **Then, they are trapped!**
- **And soon it happened.**

All All All All All  
All All E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

☞ **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.**

All All All All All  
All All E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ **Do not change insignificant words such as *was, it, and, etc.***

B

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

Use one set of **sequencing words** (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:

- **First things:** First, initially, originally, at first, primarily, to begin with, in the beginning
- **Second or middle things:** Second, next, then, secondarily, progressing, progressively, following that
- **Third and final things:** Eventually, thirdly, ultimately, finally, consequently, lastly, in the end
- **General:** Then, next, later, after, sometime, etc

All E's

Use **one of this month's vocabulary words** in your story (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

All E's

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 stories. 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's FE

Add one **quotation or a partial quotation** (or more than one, according to your level) if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- The teacher said, "It designs a temporary spiral of non-sticky silk to act as basting."
- "This basting holds the framework in position as it finishes the web." said Mr. Reish.

All All All All All

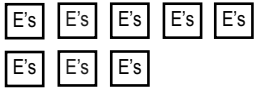
Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

All All E's

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

☞ **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**



Combine two sentences (or one sentence and one [or more] phrase/clause) into one complete sentence using the **conciseness technique** of your choice. If you have already done these, highlight the check box(es) as directed by your teacher.

Examples:

• **Appositive:**

Two sentences: A spider's web is an intricate trap. It seldom releases its victims.

One sentence: A spider's web, **an intricate trap**, seldom releases its victims

• **Compound verbs:**

Two sentences: It traps its victims. It ensnares its victims.

One sentence: It **traps and ensnares** its victims.

• **Subordinate clause placement:**

Two sentences: The spider secures the center of the bridge with a vertical silk strand.  
Then it constructs a frame.

One sentence: **Once the spider secures the center of the bridge with a vertical strand**, it constructs a frame.

• **Another non-essential opener:**

Two sentences: They are far more subtle in their methods. They act via traps and snares to put their victims in challenging positions.

One sentence: **Subtle in their methods**, they act via traps and snares to put their victims in challenging positions.

• **Prepositional phrase placement:**

Two sentences: Orb webs are the ones seen by people most often. They are created by two families of spiders.

One sentence: Orb webs, **which people see most often**, are created by two families of spiders.

• **Conjunctive adverb:**

Two sentences: A spider sits patiently in the center of the web. It waits for its victim.

One sentence: A spider waits for its victim; **moreover**, it sits patiently in the center of its web.

• **Dash preceding clause or phrase:**

Two sentences: Some predators do not catch their prey by assailing them directly. They are far more subtle in their methods.

One sentence: Some predators do not catch their prey by assailing them directly--**they are far more subtle in their methods**.

• **Coordinating conjunction between two complete sentences:**

Two sentences: Each of the twenty-five families of spiders has its own design for a web.  
Orb webs are the ones most often seen by people.

One sentence: Each of the twenty-five families of spiders has its own design for a web, **but** orb webs are the ones most often seen by people.

• **Semicolon between two complete sentences:**

Two sentences: Spiders create intricate webs. Victims seldom escape from them.

One sentence: Spiders create intricate webs; **victims seldom escape from them**.

• **Colon usage:**

Two sentences: There are two crafty predators. These include the spider and the Venus' fly trap.

One sentence: There are two crafty predators: **the spider and the Venus' fly trap**.

⇒ **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**



**Edit each paragraph** with your teacher, and correct any **usage or spelling errors**.

## Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one loud.</li> <li>Try to spell the word aloud with out looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
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49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
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8. \_\_\_\_\_
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12. \_\_\_\_\_
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16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

### Subordinators

Two Minutes or Three Minutes

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
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- 26. \_\_\_\_\_
- 27. \_\_\_\_\_
- 28. \_\_\_\_\_
- 29. \_\_\_\_\_
- 30. \_\_\_\_\_

### Coordinating Conjunctions (FANBOYS)

Thirty Seconds

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### BHL Verbs

Two Minutes

Be a Helper, Link Verbs,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_, & \_\_\_\_\_,  
 are ones.  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_ --- they are fun  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, &  
 \_\_\_\_\_  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 --- they are some as well,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_

### First Subordinators Learned in Rhyme

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Vocabulary and Comprehension

1. **Extensions:** Write two uses for the word *yielded*, which is found and used in one particular way in the last paragraph of this week's passage.

1. \_\_\_\_\_
2. \_\_\_\_\_

2. What is the main idea of this week's passage concerning harvest?

## II. Grammar and Usage

3. Write the two Preposition-Check Sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_

4. **Extensions:** Which Preposition-Check Sentence is used to find position prepositions?

\_\_\_\_\_

5. **Extensions:** Which Preposition-Check Sentence is used to find time-related prepositions?

\_\_\_\_\_

6. Approximately how many prepositions are there that begin with the letter *a*?

- a. Fewer than five      b. Ten      c. Fifteen      d. Twenty or more

7. List twelve (**Extensions:** List sixteen) prepositions that begin with the letter *a*:

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ |           |           |

8. List five (**Extensions:** List seven) prepositions that begin with the letter *b*:

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ |          |          |

\* **Teacher Tip:** You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

9. Write fifteen prepositions (**Extensions:** Write twenty) that fit into the Preposition Check Sentence:

The angel flew \_\_\_\_\_ the clouds.

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |           |

10. Write eight prepositions (**Extensions:** Write ten) that fit into the Preposition Check Sentence:

The girl prayed \_\_\_\_\_ the service

- |           |          |          |
|-----------|----------|----------|
| 1. _____  | 2. _____ | 3. _____ |
| 4. _____  | 5. _____ | 6. _____ |
| 7. _____  | 8. _____ | 9. _____ |
| 10. _____ |          |          |

11. *To*+verb is not a prepositional phrase. What is it? \_\_\_\_\_

12. **Further Extension:** When a preposition is not followed by an object of the preposition, what part of speech is it probably being used as? For example, in the sentence *He went to lie down.*

\_\_\_\_\_

13. **Further Extension:** Highlight the objects of the prepositions in the two Preposition-Check Sentences:

- a. The angel flew into the clouds.
- b. The girl prayed during the service.

14. **Extensions:** You should always follow a prepositional phrase opener with a comma if it has what two characteristics?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

### III. Editing and Revising

15. What other title might work for your story this week? \_\_\_\_\_

\_\_\_\_\_

16. Write two prepositional phrase openers that you could have put in your story.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_



17. **Extensions:** Write four specific adjectives that could have been used in your story—and the noun each one would describe.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



# Teacher's Helps

## Red 4-B

**Character Focus: Joyfulness**

Lesson Plans and Answer Keys

# Lesson Plans

## Red 4-B: Week One

For a Five-Day Week

Character Focus: Joyfulness

Day One																																					
<p>Vocabulary Box</p> <p>Synonyms for <i>rejoice</i></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">bless</td> <td style="padding: 2px;">delight</td> <td style="padding: 2px;">ecstatic</td> </tr> <tr> <td style="padding: 2px;">elated</td> <td style="padding: 2px;">euphoric</td> <td style="padding: 2px;">exuberant</td> </tr> <tr> <td style="padding: 2px;">exult</td> <td style="padding: 2px;">felicity</td> <td style="padding: 2px;">gaiety</td> </tr> <tr> <td style="padding: 2px;">glory</td> <td style="padding: 2px;">jubilant</td> <td style="padding: 2px;">merriment</td> </tr> <tr> <td style="padding: 2px;">overjoyed</td> <td style="padding: 2px;">praise</td> <td style="padding: 2px;">sing</td> </tr> <tr> <td style="padding: 2px;">triumph</td> <td></td> <td></td> </tr> </table>	bless	delight	ecstatic	elated	euphoric	exuberant	exult	felicity	gaiety	glory	jubilant	merriment	overjoyed	praise	sing	triumph			<p>Vocabulary Box</p> <p>Antonyms for <i>rejoice</i></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">bemoan</td> <td style="padding: 2px;">brood</td> <td style="padding: 2px;">complain</td> </tr> <tr> <td style="padding: 2px;">criticize</td> <td style="padding: 2px;">deplorable</td> <td style="padding: 2px;">despair</td> </tr> <tr> <td style="padding: 2px;">despondent</td> <td style="padding: 2px;">disappointed</td> <td style="padding: 2px;">distress</td> </tr> <tr> <td style="padding: 2px;">doleful</td> <td style="padding: 2px;">forlorn</td> <td style="padding: 2px;">melancholy</td> </tr> <tr> <td style="padding: 2px;">regret</td> <td style="padding: 2px;">retaliate</td> <td style="padding: 2px;">sorrowful</td> </tr> <tr> <td style="padding: 2px;">woebegone</td> <td></td> <td></td> </tr> </table>	bemoan	brood	complain	criticize	deplorable	despair	despondent	disappointed	distress	doleful	forlorn	melancholy	regret	retaliate	sorrowful	woebegone		
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<p><b>1. Copying and Comprehension: Passage and Vocabulary</b></p> <p style="text-align: center;"><b>All</b></p> <p>In time, the girl's masters became aware that their slave no longer possessed her magical powers. Enraged because their source of income was gone, they immediately inquired about the cause of their loss. It took them scarcely any time to find Paul and his friends. The slave's owners caught and dragged these servants of Christ before the chief of police. Luke and Timothy were not taken since they were subordinate to Paul and Silas.</p> <p><b>Extensions</b></p> <p>Since Roman law did not cover the theft of magical powers, these greedy masters devised a false charge. They accused Paul and Silas of bringing disorder to the city by their teaching. Shouts of support <i>and</i> accusation rang out from the surrounding crowd. Wanting to appease the accusers and retain law and order, the magistrates commanded that the offenders be immediately punished.</p> <p><b>Further Extension</b></p> <p>Without trial or hearing, Paul and Silas were stripped of their outer garments and flogged with rods. Then, they were carried away to the inner prison, where the worst criminals were contained. Next, their legs were spread painfully apart and clamped in heavy wooden stocks. Finally, a guard was situated outside the dungeon door to stand watch so that no effort to loose them would be attempted.</p> <p>As Paul and Silas pondered all that had happened, they wondered at the strange ways of God. They were certain of their calling to preach in Philippi. But their ministry had yielded only a few women converts. Now they were hopelessly jailed, beaten, and bleeding. Most people would be discouraged at these circumstances, but not Paul. Inside, untouched by any rod, beat a heart of joy. He was suffering for his Savior.</p> <p><b>2. Spelling: Are, air, ear, ar Say air</b> Examples: bare, hair, bear</p> <p style="text-align: center;"><b>All</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">1. prepare</td> <td style="padding: 2px;">2. secretary</td> <td style="padding: 2px;">3. charity</td> </tr> <tr> <td style="padding: 2px;">4. carefully</td> <td style="padding: 2px;">5. scenario</td> <td style="padding: 2px;">6. comparing</td> </tr> <tr> <td style="padding: 2px;">7. primary</td> <td style="padding: 2px;">8. clarity</td> <td style="padding: 2px;">9. charitable</td> </tr> <tr> <td style="padding: 2px;">10. caramel</td> <td style="padding: 2px;">11. terrace</td> <td style="padding: 2px;">12. terrify</td> </tr> <tr> <td style="padding: 2px;">13. terrorism</td> <td></td> <td></td> </tr> </table> <p><b>Extensions</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">14. statuary</td> <td style="padding: 2px;">15. veracity</td> </tr> </table>		1. prepare	2. secretary	3. charity	4. carefully	5. scenario	6. comparing	7. primary	8. clarity	9. charitable	10. caramel	11. terrace	12. terrify	13. terrorism			14. statuary	15. veracity																			
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<p><b>Further Extension</b></p> <p>16. serendipity      17. unparalleled</p> <p><b>Optional</b></p> <p>18. ecstatic      19. felicity      20. deplorable</p> <p>21. woebegone</p>
<p><b>3. Editor Duty: Correct Given Paragraph(s)</b> BHL Verbs, Verb Phrases, Negative Words</p> <p><b>4. Spelling Practice: Choose the Correct Spelling</b></p>
Day Two
<p><b>5. Study Skills/Prewriting: Write Key Word Outline for Informative Essay</b>  <b>All--Paragraph One of Body: 5 Sentences</b>  <b>All--Paragraph Two of Body: 4 Sentences</b>  <b>All--Paragraph Three of Body: 4 Sentences</b>  <b>All--Paragraph Four of Body: 7 Sentences</b></p> <p><b>6. Grammar: Adjectives</b></p> <p><b>7. Spelling Practice: Six "S" Spelling Secret</b></p> <p><b>8. Write On: Words That Show Order or Sequence</b></p>
Day Three
<p><b>9. Composition/Creative Writing: Write Rough Draft Informative Report From Key Word Outline</b></p> <p><b>10. Vocabulary/Structural Analysis: Wacky Words</b> Confusing Words: looss vs. lose</p> <p><b>11. Grammar/Sentence Structure: Five Things in a Paragraph (OCCTI)</b></p>
Day Four
<p><b>12. Extensions--Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph</b></p> <p><b>13. Composition and Editing: Edit and Revise Using the Checklist Challenge</b></p> <p><b>14. Spelling Practice: Write That Word!</b></p>
Day Five
<p><b>15. Grammar: Weekly Quizzes</b></p> <p><b>16. Spelling: Spelling Test</b></p> <p><b>17. Dictation: Dictation Quiz</b></p> <p><b>18. Composition: Write Final Copy Informative Essay From Key Word Outline</b></p> <p><b>Optional: Extra Practice</b></p>

# Lesson Plans

## Red 4-B: Week One

For a Four-Day Week

Character Focus: Joyfulness

Day One	
<p>Vocabulary Box</p> <p>Synonyms for <i>rejoice</i></p> <p>bless            delight            ecstatic            elated          euphoric          exuberant            exult            felicity            gaiety            glory            jubilant            merriment            overjoyed      praise              sing            triumph</p>	<p>Vocabulary Box</p> <p>Antonyms for <i>rejoice</i></p> <p>bewail            brood              complain            criticize        deplorable        despair            despondent     disappointed      distress            doleful            forlorn            melancholy            regret            retaliate          sorrowful            weebegone</p>

### 1. Copying and Comprehension: Passage and Vocabulary

All

In time, the girl's masters became aware that their slave no longer possessed her magical powers. Enraged because their source of income was gone, they immediately inquired about the cause of their loss. It took them scarcely any time to find Paul and his friends. The slave's owners caught and dragged these servants of Christ before the chief of police. Luke and Timothy were not taken since they were subordinate to Paul and Silas.

#### Extensions

Since Roman law did not cover the theft of magical powers, these greedy masters devised a false charge. They accused Paul and Silas of bringing disorder to the city by their teaching. Shouts of support *and* accusation rang out from the surrounding crowd. Wanting to appease the accusers and retain law and order, the magistrates commanded that the offenders be immediately punished.

#### Further Extension

Without trial or hearing, Paul and Silas were stripped of their outer garments and flogged with rods. Then, they were carried away to the inner prison, where the worst criminals were contained. Next, their legs were spread painfully apart and clamped in heavy wooden stocks. Finally, a guard was situated outside the dungeon door to stand watch so that no effort to loose them would be attempted.

As Paul and Silas pondered all that had happened, they wondered at the strange ways of God. They were certain of their calling to preach in Philippi. But their ministry had yielded only a few women converts. Now they were hopelessly jailed, beaten, and bleeding. Most people would be discouraged at these circumstances, but not Paul. Inside, untouched by any rod, beat a heart of joy. He was suffering for his Savior.

### 2. Spelling: *Are, air, ear, ar* Say *air*

Examples: bare, hair, bear

All

- |               |              |               |
|---------------|--------------|---------------|
| 1. prepare    | 2. secretary | 3. charity    |
| 4. carefully  | 5. scenario  | 6. comparing  |
| 7. primary    | 8. clarity   | 9. charitable |
| 10. caramel   | 11. terrace  | 12. terrify   |
| 13. terrorism |              |               |

#### Extensions

- |              |              |
|--------------|--------------|
| 14. statuary | 15. veracity |
|--------------|--------------|

#### Further Extension

- |                 |                  |
|-----------------|------------------|
| 16. serendipity | 17. unparalleled |
|-----------------|------------------|

#### Optional

- |               |              |                |
|---------------|--------------|----------------|
| 18. ecstatic  | 19. felicity | 20. deplorable |
| 21. weebegone |              |                |

### 3. Editor Duty: Correct Given Paragraph(s)

BHL Verbs, Verb Phrases, Negative Words

### 4. Spelling Practice: Choose the Correct Spelling

### 5. Study Skills/Prewriting: Write Key Word Outline for Informative Essay

All--Paragraph One of Body: 5 Sentences

All--Paragraph Two of Body: 4 Sentences

All--Paragraph Three of Body: 4 Sentences

All--Paragraph Four of Body: 7 Sentences

Day Two

### 6. Grammar: Adjectives

### 7. Spelling Practice: Six "S" Spelling Secret

### 8. Write On: Words That Show Order or Sequence

### 9. Composition/Creative Writing: Write Rough Draft Informative Report From Key Word Outline

Day Three

### 10. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: looss vs. lose

### 11. Grammar/Sentence Structure: Five Things in a Paragraph (OCCTI)

### 12. Extensions--Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

### 13. Composition and Editing: Edit and Revise Using the Checklist Challenge

Day Four

### 14. Spelling Practice: Write That Word!

### 15. Grammar: Weekly Quizzes

### 16. Spelling: Spelling Test

### 17. Dictation: Dictation Quiz

### 18. Composition: Write Final Copy Informative Essay From Key Word Outline

#### Optional: Extra Practice

# Answer Keys Red 4-B: Week One

## 3. Editor Duty: Correct Given Paragraph(s) BHL Verbs, Verb Phrases, Negative Words

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight all of the verb phrases. (A verb phrase consists of any two or more verbs; do not highlight infinitives (to + verb) as verb phrases too.)

(3) In the first paragraph, highlight all of the BHL verbs.

**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.

The loud, repeated knock at the door **was** only **to** well-known by the young people assembled in the room. **In** the group **was** a young mother with a nursing child. **She** bundled him as best she **could** and **was lead** out into the custody of the waiting police officers to **an** ordeal she knew she **would have to face**. **Her** father and family members pleaded with her **too** renounce her new faith in **Christ**. (too, led, to)

**The** small group of brave **Christians** was **taken** to prison, where they suffered many harsh conditions. After several days, the prisoners **were** hustled to the court. **There** they met a jeering and insulting mob. **Suddenly**, the father of the young mother rushed up to her and tried once more to convince her to renounce **Christ**. **He** held her son in front of her in a last desperate attempt to persuade her to renounce her Christ.

**With** quiet boldness, she announced, "I am a **Christian**, and I cannot deny my **Saviour**." **Angrily**, the judge pronounced the death sentence on all of the **Christians**. They met **their** cruel execution with the joy of the **Lord**. **One** of the prison guards **was** so impressed with the manner and attitudes of the brave group in facing martyrdom for the sake of **Christ** that he himself became a believer. (Note: Since this is a direct quote, it uses the old spelling of *Saviour*.)

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |                     |                  |
|---------------------|------------------|
| 1. <b>prepare</b>   | prepair          |
| 2. <b>secretery</b> | <b>secretary</b> |
| 3. <b>charity</b>   | chairity         |
| 4. <b>carefully</b> | <b>carefully</b> |

**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!

- |                |            |
|----------------|------------|
| 5. scenario    | scenareo   |
| 6. comparing   | comparring |
| 7. primarry    | primary    |
| 8. clarrity    | clarity    |
| 9. chairitable | charitable |
| 10. caramel    | carmel     |
| 11. terrace    | terrice    |
| 12. terrafy    | terrify    |
| 13. terrorizm  | terrorism  |

↔ **4b.** Highlight the correct spelling of each **Extensions** word.

- |               |          |
|---------------|----------|
| 14. stachuary | statuary |
| 15. veracitee | veracity |

↔ **4c.** Highlight the correct spelling of each **Further Extension** word.

- |                  |              |
|------------------|--------------|
| 16. serendipity  | serendipitee |
| 17. unparalleled | unparraleled |

↔ **4d.** Highlight the correct spelling of each **Optional** word.

- |                |            |
|----------------|------------|
| 18. estatic    | ecstatic   |
| 19. felicity   | fellicity  |
| 20. deplorable | deplorable |
| 21. wobegone   | woebegone  |

## 10. Vocabulary/Structural Analysis: Wacky Words

**Confusing Words: lose, loosens**

<> **10c.** Fill in each blank provided with the correct Wacky Word---*lose* or *loose*.

1. The girl's masters would lose their income.
2. They did not lose anytime looking for Paul.
3. Paul and Silas were on the loose .
4. Roman law did not cover the money they would lose .
5. Their outer garments became loose from their bodies.
6. The heavy wooden stocks were tight, not loose around their legs.
7. Despite the circumstances, Paul did not lose his joy.

## 11. Grammar/Sentence Structure: Five Things in a Paragraph (OCCTI)

<> **11b.** Find OCCTI in the paragraph provided.

**O**pening sentence: Highlight the opening sentence.

**C**losing sentence: Highlight the closing sentence in another color.

**C**ontent all the same topic: On the line provided, write the topic of the paragraph.

**T**hree or more sentences: Count the number of sentences.

**I**ndented: At the beginning of the paragraph, write an I.

I

Repeated plowing at the same depth will create a hard surface at that level (plow pan). This will hinder crop growth and promote weeds. The farmer must break up the plow pan by plowing at deeper levels. It is best not to continue plowing at the same depth.

Topic of Paragraph: Plowing @ same depth creates plow pan

Number of Sentences: 4



# Weekly Review Quiz Answer Key

## I. Vocabulary and Comprehension

1. What does the word *appease* mean in this week's passage? calm, ease, quiet
2. What does the word *retain* mean in the passage? continue to hold or have
3. Write Vocabulary Words that are synonyms for rejoice.

**Answers will vary.**

4. Write two sentences using two of the words you listed in #3 about the passage.

**Answers will vary.**

## II. Spelling and Homophones

5. Write the two trick sentences for *loose* and *lose*.
  1. The moose is on the loose.
  2. Don't lose the shoes.
6. If you are not the winner, did you *lose* or *loose* the game? lose
7. If you have extra change, is it *loose* or *lose* change? loose
8. Write two words from this week's spelling list that fit under each category. (You may use this week's spelling list for this.)

ar (air)

secretary

prepare

er (air)

terrace

terrify

**Answers will vary.**

## III. Outlining and Write On

9. After you used the names Paul & Silas in your outline the first time, what did you use for then the next time they were given in the passage?

**Answers will vary.**

10. Write six (**Extensions:** Write nine) sequencing words.

**Answers will vary.**

11. **Extensions:** What are two strong opening paragraph ideas for this week's passage?

**Answers will vary.**

## IV. Grammar and Usage

12. Write one specific adjective for each noun provided in the samples of this week's adjective lesson. Be sure to use different ones than those provided in the lesson.

**Answers will vary.**

13. Now do #12 again, painting a completely different picture than you did above. (For example, in the lesson, it said *fizz-free* soda; now I would write *foam-laden* soda.)

**Answers will vary.**

14. List the Five Parts of a Paragraph with the acronym OCCTI:

Opening sentence

Closing sentence

Content all the same topic

Three or more sentences

Indented

15. When might the “three sentences or more” part of OCCTI be broken without violating grammar rules? When using quotations

**Answers will vary.**

Example: during dialogue, when a new paragraph is started each time a different speaker speaks; when writing technical writing that needs more separated text (like CQLA lessons!)

## V. Editing and Revising

16. Write three sentences that could be used in this week's passage, using three different sequencing words.

**Answers will vary.**

17. Write three specific adjectives before nouns from the passage that would paint an exact picture for the reader.

**Answers will vary.**

18. Write three sentence openers that could be in this week's report.

**Answers will vary.**

19. List two possible titles for this week's report that you did not use.

**Answers will vary.**

20. Write a different potential thesis statement and “thesis statement reloaded” than what you used for this week's report.

**Answers will vary.**



# Lesson Plans

## Red 4-B: Week Two

For a Five-Day Week

**Character Focus: Joyfulness**

Day One																																					
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<p><b>1. Copying and Comprehension: Passage and Vocabulary</b></p> <p style="text-align: center;"><b>Further Extension</b></p> <p>Twenty years after the Pilgrims settled in America, a godly group of "missionaries" traveled the Hudson Bay area (northern United States and Southern Canada), preaching the Gospel to the Indians. They were Jesuit priests, ministers from France who were dedicated to traveling around the world telling people about Jesus. They especially concentrated their efforts in the French-speaking area that is today called Canada.</p> <p><b>Extensions</b></p> <p>One such Jesuit priest was Issac Jogues. In 1642, Father Jogues had to travel to Quebec to get supplies. On his trip back, the Iroquois (an Indian tribe) attacked his group. The priest escaped unharmed. However, he felt led to go back and try to win this tribe to Christ.</p> <p><b>All</b></p> <p>"I cannot leave the Iroquois souls to be lost. I must go back and win them to Christ. If I suffer for the Lord Jesus, then I suffer. He died for me. I can do no less for Him. I will go back," said Jogues.</p> <p>He went back to his captors, and the Iroquois tortured him. Then, a year later, he escaped again. He returned to France where he had become a national hero because he was considered a "living martyr," having survived Indian capture and torture. But Father Jogues desired to return to the new world and serve, love, and lead the Iroquois.</p> <p>In 1645, Jogues went back to work among the Indians. However, when the double calamity of sickness and crop failure hit the Mohawk Iroquois, the Indians considered Jogues a sorcerer, citing their misfortune as proof of his "magic." In 1646, he was clubbed to death by the people whom he had longed to lead to Christ.</p> <p><b>*Notice the different order of paragraphs for this week's passage.</b></p> <p><b>2. Spelling: <i>Ou</i> and <i>ow</i> Says <i>ou</i> as in <i>ouch</i></b></p> <p>Examples: foul, fowl</p> <p><b>All</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">1. pronounce</td> <td style="padding: 2px;">2. astound</td> <td style="padding: 2px;">3. profound</td> </tr> <tr> <td style="padding: 2px;">4. devour</td> <td style="padding: 2px;">5. groundbreaking</td> <td style="padding: 2px;">6. boundary</td> </tr> <tr> <td style="padding: 2px;">7. announcement</td> <td style="padding: 2px;">8. counterpart</td> <td style="padding: 2px;">9. countenance</td> </tr> <tr> <td style="padding: 2px;">10. counterfeit</td> <td style="padding: 2px;">11. counsel</td> <td style="padding: 2px;">12. council</td> </tr> <tr> <td style="padding: 2px;">13. endowment</td> <td style="padding: 2px;">14. hallowed</td> <td style="padding: 2px;">15. cowardly</td> </tr> <tr> <td style="padding: 2px;">16. knowledge</td> <td style="padding: 2px;">17. delightful</td> <td></td> </tr> </table>		1. pronounce	2. astound	3. profound	4. devour	5. groundbreaking	6. boundary	7. announcement	8. counterpart	9. countenance	10. counterfeit	11. counsel	12. council	13. endowment	14. hallowed	15. cowardly	16. knowledge	17. delightful																			
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Day Two												
<p><b>5. Study Skills/Prewriting: Write Key Word Outline for Informative Essay</b> <u>Extensions</u>--Paragraph One of Body: 3 Sentences <u>All</u>--Paragraph Two of Body: 5 Sentences <u>All</u>--Paragraph Three of Body: 6 Sentences <u>All</u>--Paragraph Four of Body: 4 Sentences <u>All</u>--Paragraph Five of Body: 3 Sentences</p> <p><b>6. Grammar/Punctuation: Series of Three or More Items</b></p> <p><b>7. Write On: Designing Quote Opening Paragraphs</b></p> <p><b>8. Spelling Practice: Six "S" Spelling Secret</b></p>												
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<p><b>9. Composition/Creative Writing: Write Rough Draft Informative Essay From Key Word Outline</b></p> <p><b>10. Vocabulary/Structural Analysis: Wacky Words</b> Confusing Words: then, than</p> <p><b>11. Further Extension---Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph</b></p>												
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<p><b>12. Grammar/Sentence Structure: Five Parts of a Sentence</b></p> <p><b>13. Sentence Structure and Grammar: Writing With Nouns and Pronouns Interchangeably</b></p> <p><b>14. Composition and Editing: Edit and Revise Using the Checklist Challenge</b></p> <p><b>15. Spelling Practice: Write That Word!</b></p>												
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# Lesson Plans

## Red 4-B: Week Two

For a Four-Day Week

Character Focus: Joyfulness

### Day One

#### Vocabulary Box

##### Synonyms for *rejoice*

bless	delight	ecstatic
elated	euphoric	exuberant
exult	felicity	gaiety
glory	jubilant	merriment
overjoyed	praise	sing
triumph		

#### Vocabulary Box

##### Antonyms for *rejoice*

bewail	brood	complain
criticize	deplorable	despair
despondent	disappointed	distress
doleful	forlorn	melancholy
regret	retaliate	sorrowful
woebegone		

### 1. Copying and Comprehension: Passage and Vocabulary

#### Further Extension

Twenty years after the Pilgrims settled in America, a godly group of "missionaries" traveled the Hudson Bay area (northern United States and Southern Canada), preaching the Gospel to the Indians. They were Jesuit priests, ministers from France who were dedicated to traveling around the world telling people about Jesus. They especially concentrated their efforts in the French-speaking area that is today called Canada.

#### Extensions

One such Jesuit priest was Issac Jogues. In 1642, Father Jogues had to travel to Quebec to get supplies. On his trip back, the Iroquois (an Indian tribe) attacked his group. The priest escaped unharmed. However, he felt led to go back and try to win this tribe to Christ.

#### All

"I cannot leave the Iroquois souls to be lost. I must go back and win them to Christ. If I suffer for the Lord Jesus, then I suffer. He died for me. I can do no less for Him. I will go back," said Jogues.

He went back to his captors, and the Iroquois tortured him. Then, a year later, he escaped again. He returned to France where he had become a national hero because he was considered a "living martyr," having survived Indian capture and torture. But Father Jogues desired to return to the new world and serve, love, and lead the Iroquois.

In 1645, Jogues went back to work among the Indians. However, when the double calamity of sickness and crop failure hit the Mohawk Iroquois, the Indians considered Jogues a sorcerer, citing their misfortune as proof of his "magic." In 1646, he was clubbed to death by the people whom he had longed to lead to Christ.

\*Notice the different order of paragraphs for this week's passage.

### 2. Spelling: *Ou* and *ow* Says *ou* as in *ouch*

Examples: foul, fowl

#### All

- |                 |                   |                |
|-----------------|-------------------|----------------|
| 1. pronounce    | 2. astound        | 3. profound    |
| 4. devour       | 5. groundbreaking | 6. boundary    |
| 7. announcement | 8. counterpart    | 9. countenance |
| 10. counterfeit | 11. counsel       | 12. council    |
| 13. endowment   | 14. hallowed      | 15. cowardly   |
| 16. knowledge   | 17. delightful    |                |

#### Extensions

18. roulette      19. ruinous      20. ravenous

#### Further Extension

21. rendezvous      22. querulous      23. pernicious

#### Optional

24. elated      25. euphoric      26. despondent  
27. disappointed

### 3. Editor Duty: Correct Given Paragraph(s)

Pronouns, *Ing* Openers, Sequencing Words

### 4. Spelling Practice: Choose the Correct Spelling

### 5. Study Skills/Prewriting: Write Key Word Outline for Informative Essay

**Extensions**--Paragraph One of Body: 3 Sentences

**All**--Paragraph Two of Body: 5 Sentences

**All**--Paragraph Three of Body: 6 Sentences

**All**--Paragraph Four of Body: 4 Sentences

**All**--Paragraph Five of Body: 3 Sentences

### Day Two

### 6. Grammar/Punctuation: Series of Three or More Items

### 7. Write On: Designing Quote Opening Paragraphs

### 8. Spelling Practice: Six "S" Spelling Secret

### 9. Composition/Creative Writing: Write Rough Draft Informative Essay From Key Word Outline

### 10. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: then, than

### Day Three

### 11. Further Extension--Study Skills/Prewriting/

**Composition:** Take Notes and Write an Original Opening Paragraph

### 12. Grammar/Sentence Structure: Five Parts of a Sentence

### 13. Sentence Structure and Grammar: Writing With Nouns and Pronouns Interchangeably

### 14. Composition and Editing: Edit and Revise Using the Checklist Challenge

### Day Four

### 15. Spelling Practice: Write That Word!

### 16. Grammar: Weekly Quizzes

### 17. Spelling: Spelling Test

### 18. Dictation: Dictation Quiz

### 19. Composition: Write Final Copy Informative Essay From Key Word Outline

**Optional:** Extra Practice

# Answer Keys Red 4-B: Week Two

## 3. Editor Duty: Correct Given Paragraph(s) Pronouns, *Ing* Openers, Sequencing Words

**Teacher Tip:** Your student may highlight any of the shaded words in this Answer Key for the number of items he was to highlight.

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) Highlight all of the sequencing words, and place commas after them (if needed), if you have not already done so.

(3) In the first paragraph, highlight all of the pronouns.

**It** takes **twenty-one** days for a chicken egg to hatch. **First**, on the **fifteenth** day, the tiny chicken **begins** to twist and turn so that **its** head is facing toward the large end of the egg. **This** is the end that **contains** the air sac from which the chick will take **its** first breath of air.

**Then**, on the nineteenth day, the chick stretches **its** tiny head forward and **breaks** the inner membrane of the shell. Moist air from the egg's air sac enters the chick's lungs, preparing it for the "fresh" air that will soon be needed to keep the chick alive.

**Finally**, on the **twentieth** day, the chick **begins** cutting a circle around the large end of the egg. In **two** to **five** hours, the chick will have cut far enough around the shell that it **begins** to push on the egg cap with all **its** might. Every muscle in **its** body **strains** to break open the egg.

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |                          |                  |
|--------------------------|------------------|
| 1. pronounse             | <b>pronounce</b> |
| 2. <b>astound</b>        | astownd          |
| 3. profond               | <b>profound</b>  |
| 4. <b>devour</b>         | devouer          |
| 5. <b>groundbreaking</b> | groundbraking    |
| 6. boundery              | <b>boundary</b>  |

7. announcement	anouncement
8. countarpart	counterpart
9. countenance	countanance
10. counterfit	counterfeit
11. counsel	council
12. council	counsil
13. endoument	endowment
14. hallowed	hollowed
15. cowardly	coverdly
16. knowledg	knowledge
17. delightful	delightfull

↔ **4b.** Highlight the correct spelling of each **Extensions** word.

18. roulete	roulette
19. ruinous	ruinus
20. ravenous	ravennous

↔ **4c.** Highlight the correct spelling of each **Further Extension** word.

21. rendezvous	rendazvous
22. querulous	querulus
23. pernicious	pernicious

↔ **4d.** Highlight the correct spelling of each **Optional** word.

24. elated	elatted
25. euforic	euphoric
26. despondent	despondant
27. disappointed	dissappointed

## 6. Grammar/Punctuation: Series of Three or More Items

<> 6d. In the sentences provided, place commas according to the rules learned in this lesson.

1. "Sinners in the Hands of an Angry God" is still regarded as the most famous<sub>1</sub>, compelling<sub>1</sub>, persuasive sermon in American history.
2. Jonathan Edwards fasted<sub>1</sub>, prayed<sub>1</sub>, and sought God for three days before presenting this powerful message of judgment to the people of Enfield, Connecticut, on July 8, 1741.
3. The spiritual decline in the colonies during the seventeenth century was the means of motivating men like Jonathan Edwards<sub>1</sub>, George Whitefield<sub>1</sub>, John Wesley<sub>1</sub>, David Brainerd<sub>1</sub>, and Charles Finney.
4. Jonathan Edwards was able to understand biblical principles and concepts in addition to mastering Latin<sub>1</sub>, Greek<sub>1</sub>, and Hebrew by the age of twelve.
5. The early colleges such as Harvard<sub>1</sub>, Yale<sub>1</sub>, and Princeton were founded to train young men to effectively proclaim the Gospel.
6. The happy marriage and family life of Jonathan Edwards were powerful examples to others of the potential of right priorities in personal devotion<sub>1</sub>, marriage<sub>1</sub>, family<sub>1</sub>, and ministry.
7. "Haste and escape for your lives<sub>1</sub>, look not behind you<sub>1</sub>, escape to the mountain, lest you be consumed."
8. Now you have a day wherein Christ has thrown the door of mercy wide open and stands calling and crying with a loud<sub>1</sub>, compelling<sub>1</sub>, merciful voice to poor sinners.
9. Rather than discouraging<sub>1</sub>, overwhelming<sub>1</sub>, or frightening godly men during the seventeenth century, the spiritual decline in the colonies actually motivated them.
10. The ministry of Jonathan Edwards was richer<sub>1</sub>, deeper<sub>1</sub>, and more potent because of the godly heritage that was given to him by his parents.
11. Due to the training at home that Jonathan Edwards received, he was able to understand biblical principles<sub>1</sub>, concepts<sub>1</sub>, and teaching at a young age.
12. The happy<sub>1</sub>, joyful<sub>1</sub>, secure family life of Jonathan Edwards was a powerful example to others.
13. The early colleges were formed to train<sub>1</sub>, equip<sub>1</sub>, and prepare young men to effectively proclaim the Gospel.
14. The ministry of Jonathan Edwards was richer and deeper because of the godly<sub>1</sub>, moral<sub>1</sub>, and profound heritage that was given to him by his parents.
15. There was a stark<sub>1</sub>, deep<sub>1</sub>, unfortunate spiritual decline in the colonies during the seventeenth century.

## 10. Vocabulary/Structural Analysis: Wacky Words

**Confusing Words: than, then**

<> 10b. Fill in each blank provided with the correct Wacky Word---*then* or *than*.



1. Then this missionary went back to his captors.
2. He loved the Iroquois more than life.
3. Father Jogues said that if I suffer for the Lord Jesus, then I suffer.
4. The Iroquois then tortured him.
5. His desire to serve the Lord was stronger than before.
6. First came sickness, then their crops failed.
7. The Iroquois thought that Father Jogues brought more harm than good to their tribe.

↔ 10d. Fill in each blank provided with the correct Wacky Word—*loose* or *lose*.

1. Father Jogues was willing to lose his life.
2. Even though they tortured him, he did not lose heart.
3. Issac Jogues became loose from the grips of the Iroquois.
4. The ropes became loose on his arms.
5. This “living martyr” would never lose hope.

## 12. Grammar/Sentence Structure: Five Parts of a Sentence

↔ 12d. In the groups of words provided, complete the following steps:

- (1) Write sentence or clause (if it is a dependent–or subordinate–clause) after each groups of words.
- (2) In the complete sentences, use five different colored highlighters to highlight each of the five things that a complete sentence must have (CAVES).
- (3) In the complete sentences, label each of the five parts (CAVES).

Note: In this exercise, all of the clauses and sentences have end marks following them—regardless of whether or not they are complete sentences.

**C S**                      **V**    **E A**

1. Jonathan Edwards was an author, lecturer, and minister. (**sentence**)

2. When Jonathan Edwards was an author, lecturer, and minister. (**clause**)

**C S V**    **E A**

3. He was a preacher in Northampton, Massachusetts. (**sentence**)

4. While Jonathan Edwards was a preacher in Northampton, Massachusetts. **(clause)**

5. Since he wrote his famous sermon, "Sinners in the Hands of an Angry God." **(clause)**

**C S V**

**E A**

6. He wrote his famous sermon, "Sinners in the Hands of an Angry God." **(sentence)**

7. When revival broke out in his congregation in 1734. **(clause)**

**C S V**

**E A**

8. His sermon became the powerful impetus in the Great Awakening. **(sentence)**

9. When his sermon became the powerful impetus in the Great Awakening. **(clause)**

10. Because his sermon became the powerful impetus in the Great Awakening. **(clause)**

**C S V**

11. His sermon became the powerful impetus in the Great Awakening throughout New  
England. **(sentence)**

**E A**

12. Although his sermon became the powerful impetus in the Great Awakening throughout  
New England. **(clause)**

**C S**

**V**

13. It was there that he read his famous sermon, "Sinners in the Hands of an Angry  
God." **(sentence)**

**E A**

14. Because he read his famous sermon, "Sinners in the Hands of an Angry God." **(clause)**

**C S**

**V**

**E A**

15. Jonathan Edwards read his famous sermon. **(sentence)**

## 13. Sentence Structure and Grammar: Writing With Nouns and Pronouns Interchangeably

<> **13c.** In the sentences provided, write an appropriate pronoun above each underlined noun.

1. During James' apostleship, he shared some of Christ's most intimate experiences.

2. This close relationship with the Lord became a training ground for future challenges to which He would call James.

3. Although the book of Acts mentions nothing of James' words, it does record his willingness to lay down his life for Christ.

4. The church fathers confirm that the officer who guarded James was so impressed by his courage and spirit that he fell at the apostle's feet to beg forgiveness.

5. The transformed soldier publicly confessed his faith and was killed with the same sword that beheaded James.

6. Historians trace Philip's travels to Phrygia with his sister Marianne and his old friend Nathaneal.

7. Enraged by Philip's influence, city officials seized **him**, whipped him, and cast him into prison.
8. The believers in Asia Minor were inspired to continue in the faith when Philip and **his** sister were later crucified.
9. Matthew gladly left the wealth of this world to follow **his** king—a king greater than Caesar.
10. Matthew's life ended when **he** was slain by an Ethiopian sword.
11. Thomas began a ministry that would take **him** to the Near East.
12. As a bondsman to Jesus Christ, Thomas established many churches in India, but **his** life ended near Bombay when persecutors thrust a lance through **his** body as **he** prayed.
13. When Peter was brought to the cross, **he** made the request, "Not with my head up: my Master died that way! Crucify **me** head downward. I die for my Lord; but I am not worthy to die like Him."
14. Peter's writings, **his** personal leadership, and **his** courageous acceptance of persecution helped to encourage countless first-century believers.
15. Andrew ministered to cannibals and pirates near the Black Sea, and **he** has been called the missionary to the Russians.
16. Andrew was cruelly crucified when the governor's wife was converted, and **she** refused to deny her faith in Christ.
17. Andrew hung alive for two days, exhorting the people, all through **his** suffering, to remain true to the Lord.
18. A clear record of the cities and individuals that Paul influenced during **his** missionary journeys is preserved in the book of Acts and **his** own epistles.
19. Paul's term in the Philippian jail with Silas still serves as a classic illustration of **his** Christian joy in spite of **his** outward circumstances.
20. Paul died in Rome in A.D. 68, and as the axe fell, **he** joyfully anticipated heaven.

## Weekly Review Quiz Answer Key

### I. Vocabulary and Comprehension

1. Write three Vocabulary Words that are synonyms for rejoice that you have never used in writing before. (You may look in the Vocabulary Box.)

**Answers will vary.**

2. Write two sentences about Father Jogues using two of the words that you listed in #1. In your sentences, do not just say *Father Jogues rejoiced*. Write *Father Jogues rejoiced even though the Indians he loved and served turned against him*. (Use details about him to "prove" that he rejoiced in difficulty.)

**Answers will vary.**

## II. Spelling and Homophones

3. Write a trick or tip that helps you remember when to use *then* and when to use *than*.

Then has an e in it like next.

Compare has an a and than has an a.

4. Use *then* and *than* in two sentences.

**Answers will vary.**

5. Write two tricks that you used to remember how to spell two of this week's spelling words.

quite easy for stomach to get queasy

**Answers will vary.**

## III. Outlining and Write On

6. How did you include the quote from this week's passage in your Key Word Outline?

**Answers will vary.**

7. Using one of the methods for writing a quote from this week's Write On lesson, write a quote below.

**Answers will vary.**

8. Which two punctuation marks always go inside ending quotation marks:

a. colon      b. **period**      c. semi-colon      d. question mark      e. **comma**

## IV. Grammar and Usage

9. Write a sentence (**Extensions:** Write two) containing a series of three or more.

**Answers will vary.**

10. Where does the final comma go in a series of three or more?

Right before the coordinating conjunction (before the and or or)

11. **Extensions:** When you are writing with more than one descriptive word, what is one method that you can use to see if you should place a comma between the two descriptive words (**Further Extension:** Write two methods).

put and between the two adjectives, see if still sounds correct with words in reverse order

12. Fill in the acronym for the Five Parts of a Sentence:

Capitalize letter at the beginning

All makes sense

Verb

End mark at the end of each sentence

Subject

13. Which aspect of CAVES is the most difficult to see in trying to determine if a sentence is a real sentence or not? When it is a subordinate clause--All makes sense

14. **Extensions:** Write RS (real sentence), SC (subordinate clause), or both RS/SC for the characteristics listed below.

RS/SC Contains a main subject and a main verb

RS/SC Is a group of words

RS Can stand alone

SC Must be used with a real sentence in order to make sense

SC Begins with a subordinator

15. Personal pronouns are most commonly used and refer to a person.
16. Possessive pronouns are those that show ownership.
17. Fill in the blanks for the pronoun and noun usage rule:  
You cannot use a pronoun if you have not first used the noun referring to that person or thing.
18. Which word is the contraction meaning it is: *its* or *it's*. it's
19. Which word is the possession pronoun meaning belonging: *its* or *it's*. its
20. **Extensions:** How can you know if you should use *its* or *it's* when you are writing?

**Answers will vary.**

Always say a contraction in its uncontracted form to see whether it fits or not (it is for it's)

## V. Editing and Revising

21. List three (**Extensions:** list four) Banned Words on the lines provided.

1. very
2. like
3. bad
4. look

**Answers will vary.**

22. Write a different potential "thesis statement reloaded" for this week's report.

**Answers will vary.**

23. Write two sentences with prepositional phrase openers that you could have used in this week's report.

**Answers will vary.**

# Lesson Plans

## Red 4-B: Week Three

For a Five-Day Week

**Character Focus: Joyfulness**

Day One																																					
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**1. Copying and Comprehension: Passage and Vocabulary**

**All**

Every creature struggles at birth in one way or another. The struggle of each newborn is different, having its own purpose and its own reward. These struggles and rewards have specific applications to our spiritual lives as we seek to grow in the Lord.

Baby opossums, for example, weigh less than 1/200th of an ounce at birth. They are blind, hairless, and only partially developed. Yet, they struggle. They must make their way through a long and arduous three-inch quest to find their mother's pouch. Inside the pouch is nourishing milk that keeps the tiny opossums alive. They remain in the pouch until they are mature enough to be on their own.

**Extensions**

The white-tailed deer's primary defense is its swift legs. Its keen nose and sharp ears allow it to flee from danger even before the enemy approaches. Yet, young fawns must struggle against this inner drive to flee. They must remain motionless for the first three days of their lives. During these seventy-two hours, their legs are not strong enough to flee from their enemies. If a fawn loses the struggle and jumps to its feet, it is certain to be easy prey for a coyote, dog, or bobcat.

**Further Extension**

A baby alligator must break through two shells before it can hatch. It uses a special tooth located on the tip of its snout to cut through the shell. Once an alligator hatches, its struggles are just beginning. Waiting to intercept it on its way back to the water are raccoons, herons, egrets, and snakes. Even fish and bullfrogs will pursue the hatchling, but as long as the alligator is near its mother, it has no reason to fear.

**2. Spelling: Ou Says Longs oo Sound**

Examples: rouge, group

**All**

1. gorgeous	2. croup	3. gaseous
4. rouge	5. trouper	6. coup
7. coupe	8. garrulous	9. goulash
10. boulevard	11. trousseau	12. souvenir
13. heinous	14. aqueous	

**Extensions**

15. analogous	16. impetuous	17. facetious
---------------	---------------	---------------

**Further Extension**

18. auspicious	19. fallacious
----------------	----------------

**Optional**

20. gaiety	21. jubilant	22. forlorn
23. melancholy		

**3. Editor Duty: Correct Given Paragraph(s)**

**Semicolons, Appositives, Introductory Material**

**4. Spelling Practice: Choose the Correct Spelling**

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Day Two

**5. Research and Study Skills: Choose Your Topic**

**6. Punctuation: Comma Usage When Combining Two Complete Sentences (CS) With a Coordinating Conjunction (cc)**

**7. Study Skills: Research and Outline**

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Day Three

**8. Write On: Writing in First Person**

**9. Spelling Practice: Six "S" Spelling Secret**

**10. Composition: Write Rough Draft of Informative, Creative Essay About a Bird Created on Day Five**

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Day Four

**11. Sentence Structure: Super Short Sentence of Five Words or Fewer—SSS5**

**12. Study Skills/Prewriting/Composition: Take Notes for an Original Opening Paragraph**

**13. Grammar: Past Participles**

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Day Five

**14. Spelling Practice: Write That Word!**

**15. Grammar: Weekly Quizzes**

**16. Spelling: Spelling Test**

**17. Dictation: Dictation Quiz**

**Optional: Extra Practice**

# Lesson Plans

## Red 4-B: Week Three

For a Four-Day Week

Character Focus: Joyfulness

Day One	
<p>Vocabulary Box</p> <p>Synonyms for <i>rejoice</i></p> <p>bless            delight            ecstatic            elated          euphoric          exuberant            exult            felicity            gaiety            glory            jubilant          merriment            overjoyed      praise            sing            triumph</p>	<p>Vocabulary Box</p> <p>Antonyms for <i>rejoice</i></p> <p>bewail            brood            complain            criticize        deplorable      despair            despondent     disappointed    distress            doleful          forlorn          melancholy            regret          retaliate        sorrowful            woebegone</p>

### 1. Copying and Comprehension: Passage and Vocabulary All

Every creature struggles at birth in one way or another. The struggle of each newborn is different, having its own purpose and its own reward. These struggles and rewards have specific applications to our spiritual lives as we seek to grow in the Lord.

Baby opossums, for example, weigh less than 1/200th of an ounce at birth. They are blind, hairless, and only partially developed. Yet, they struggle. They must make their way through a long and arduous three-inch quest to find their mother's pouch. Inside the pouch is nourishing milk that keeps the tiny opossums alive. They remain in the pouch until they are mature enough to be on their own.

#### Extensions

The white-tailed deer's primary defense is its swift legs. Its keen nose and sharp ears allow it to flee from danger even before the enemy approaches. Yet, young fawns must struggle against this inner drive to flee. They must remain motionless for the first three days of their lives. During these seventy-two hours, their legs are not strong enough to flee from their enemies. If a fawn loses the struggle and jumps to its feet, it is certain to be easy prey for a coyote, dog, or bobcat.

#### Further Extension

A baby alligator must break through two shells before it can hatch. It uses a special tooth located on the tip of its snout to cut through the shell. Once an alligator hatches, its struggles are just beginning. Waiting to intercept it on its way back to the water are raccoons, herons, egrets, and snakes. Even fish and bullfrogs will pursue the hatchling, but as long as the alligator is near its mother, it has no reason to fear.

### 2. Spelling: Ou Says Longs oo Sound

Examples: rouge, group

#### All

- |               |               |              |
|---------------|---------------|--------------|
| 1. gorgeous   | 2. croup      | 3. gaseous   |
| 4. rouge      | 5. trouper    | 6. coup      |
| 7. coupe      | 8. garrulous  | 9. goulash   |
| 10. boulevard | 11. trousseau | 12. souvenir |
| 13. heinous   | 14. aqueous   |              |

#### Extensions

- |               |               |               |
|---------------|---------------|---------------|
| 15. analogous | 16. impetuous | 17. facetious |
|---------------|---------------|---------------|

#### Further Extension

- |                |                |
|----------------|----------------|
| 18. auspicious | 19. fallacious |
|----------------|----------------|

#### Optional

- |                |              |             |
|----------------|--------------|-------------|
| 20. gaiety     | 21. jubilant | 22. forlorn |
| 23. melancholy |              |             |

### 3. Editor Duty: Correct Given Paragraph(s)

Semicolons, Appositives, Introductory Material

### 4. Spelling Practice: Choose the Correct Spelling

#### Day Two

### 5. Research and Study Skills: Choose Your Topic

### 6. Punctuation: Comma Usage When Combining Two Complete Sentences (CS) With a Coordinating Conjunction (cc)

### 7. Study Skills: Research and Outline

### 8. Write On: Writing in First Person

### 9. Spelling Practice: Six "S" Spelling Secret

#### Day Three

### 10. Composition: Write Rough Draft of Informative, Creative Essay About a Bird Created on Day Five

### 11. Sentence Structure: Super Short Sentence of Five Words or Fewer—SSS5

### 12. Study Skills/Prewriting/Composition: Take Notes for an Original Opening Paragraph

#### Day Four

### 13. Grammar: Past Participles

### 14. Spelling Practice: Write That Word!

### 15. Grammar: Weekly Quizzes

### 16. Spelling: Spelling Test

### 17. Dictation: Dictation Quiz

### Optional: Extra Practice

# Answer Keys Red 4-B: Week Three

## 3. Editor Duty: Correct Given Paragraph(s) Semicolons, Appositives, Introductory Material

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In all of the paragraphs, highlight any sentence openers.

(3) In the second paragraph, highlight the words that are an appositive and punctuate them correctly, if you have not already done so.

(4) In the first sentence of the third paragraph, omit the *and* and insert a semicolon in its place.

**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.

All harvests **come** from seeds that have been **sown** in the **past**. The seed may be **carried** by man, by birds, or by the wind. **Regardless of method**, the seed must be planted, nourished, and rooted before it will grow upward and bear fruit.

It is possible for a farmer to enter into a harvest that was actually sown by another. **As God predicted after the fall of Adam and Eve**, it is normal for a farmer to be hindered in his harvest, **that is, his "bringing in the sheaves"**, by competing crops of thistles, thorns, and weeds.

Some crops **are** perennial; others are annual. A good crop must be nurtured. **Flourishing without care**, thistles and thorns can quickly take over a "good" crop.

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |             |          |
|-------------|----------|
| 1. gorgeous | gorjeous |
| 2. croup    | croupe   |
| 3. gaseous  | gasous   |
| 4. rouge    | rooge    |
| 5. trouper  | trooper  |
| 6. coop     | coup     |
| 7. coup     | coupe    |

**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!



8. garulous	<b>garrulous</b>
9. <b>goulash</b>	goolash
10. boulavard	<b>boulevard</b>
11. <b>trousseau</b>	troussea
12. souvener	<b>souvenir</b>
13. hainous	<b>heinous</b>
14. <b>aqueous</b>	aquiuous

<> **4b.** Highlight the correct spelling of each **Extensions** word.

15. anallogous	<b>analogous</b>
16. <b>impetuous</b>	inpetuous
17. <b>facetious</b>	fasetious

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

18. <b>auspicious</b>	auspicious
19. falacious	<b>fallacious</b>

<> **4d.** Highlight the correct spelling of each **Optional** word.

20. gaietee	<b>gaiety</b>
21. <b>jubilant</b>	jubillant
22. forlern	<b>forlorn</b>
23. melancoly	<b>melancholy</b>

## 6. Punctuation: Comma Usage When Combining Two Complete Sentences (CS) With a Coordinating Conjunction (cc)

<> **6d.** In the sentences provided, complete the following steps:

1. Combine the two sentences into one by putting a comma and a FANBOY (cc) between the two.
2. Highlight the FANBOYS (cc).

3. Underline complete sentences on each side of the FANBOYS.

Note: Be sure you do not capitalize the second part since it is now part of an existing sentence, rather than an independent sentence.

Example: We should mourn over sin , and we should be truly repentant.

1. Paul warned Timothy that he would need to have faith, and he would also need to have a clear conscience.
2. A clear conscience requires honest self-examination on the basis of Scripture, and it produces the boldness that dispels fear.
3. Noah condemned the revilers of his day by finishing the work of the ark, and we should follow his example.
4. Paul was able to discount his sufferings when he saw that they were not even worthy to be compared with the glory that he would receive, for the basis of our joy is not the persecution but the rewards that come from it.
5. An important measure of maturity is how long a person can wait between achievement and reward, yet such rejoicing is only possible when a believer is living by all eight beatitudes and is focusing on eternal rewards.
6. To be exceedingly glad is to be jubilant, and to rejoice is to be calmly delighted.
7. Men were raised up by God in times of moral decline and spiritual apostasy, and they spoke with power and wisdom to the heart and conscience of a nation.
8. Stephen passed the test of a Godly man, and his dynamic life became a threat to Satan's kingdom.
9. He was falsely accused and condemned to death, but Stephen gave an amazingly wise and powerful overview of history.
10. It stung the hearts and consciences of his listeners, so they dragged him out of the council and stoned him to death.
11. A man who watched this execution was deeply moved by Stephen's example, and that man was later converted.
12. They were crucified, slain by the sword, bound and dragged through the streets, burned, condemned to be boiled in oil, imprisoned, and exiled, yet each one of Christ's disciples willingly suffered to spread the Gospel.
13. They were faithful unto death, so God gave them the crown of life.
14. The crown is a symbol of authority, and those who suffer with Him shall also reign with Him.
15. God warns us to endure, and we should let no man take our crown.

**Teacher Tip:** Your student may choose different cc's than those provided in this AK.

## 8. Write On: Writing in First Person

↔ **8b.** Change the sentences given below into first person sentences that a student might use in his or her creative essay this week.

**No answer key needed. Answers will vary.**

## 13. Grammar: Past Participles

<> 13e. In the sentences provided, complete the following steps:

- (1) Highlight all of the verb phrases. (Remember: We will consider a verb phrase to be any two or more verbs that contains a BHL verb first.)
- (2) Correct *any* verbs throughout the sentences that are incorrectly conjugated (not just the incorrectly conjugated verb phrases).
- (3) Write Past P above each past participle.

**Note: These sentences may sound better without the past participle form used; it is used here to provide practice in recognizing past participles.**

1. The loud, repeated knock at the door **was** only too well-known by the young

Past P

people who **had assembled** in the room.

Past P

2. In the group there **had been** a young mother with a nursing child.

Past P

Past P

3. She **had bundled** him as best she could and **was led** out into the custody of the waiting police officers to an ordeal she **would have to face**.

Past P

4. Her father and family members **had pleaded** with her **to renounce** her new faith in Christ.

Past P

5. She **had replied**, "I am now a Christian."

Past P

6. This **had brought** a great outburst of anger and cursing against her faith in Christ from her father.

Past P

7. The small group of brave believers **had been taken** to prison where they suffered many harsh conditions.

Past P

8. After several days, the prisoners **had been hustled** to the court.

Past P

9. There they **had met** a jeering and insulting mob.

10. Suddenly, the father of the young mother **was rushing** up to her and tried once more to convince her to renounce Christ.

11. He **was holding** her young son in front of her in a last desperate attempt **to persuade** her.

Past P

12. With quiet boldness she **had said**, "I am a Christian and my Saviour."

Past P

13. Angrily, the judge **had pronounced** the death sentence on all of the Christians.

Past P  
14. They **had met** their cruel execution with the joy of the Lord.

Past P  
15. One of the prison guards **had become** so impressed with the manner and attitudes of the brave group in facing martyrdom for the sake of Christ, that he himself became a believer.

16. The inward peace and changed behavior of a young man and his wife

Past P  
**had dumbfounded** his rebellious brother.

17. Unable to find peace in his own life, the brother **was carefully examining** what

Past P  
**had recently happened** to his brother and sister-in-law.

Past P  
18. He **had responded** by turning to Jesus Christ from his sins.

Past P  
19. Since he **had never done** things half-heartedly, he **had become** bold in his witness for Christ.

Past P  
20. His former pagan friends **had become** aghast at his new message and changed attitudes.

Past P  
21. He **had boldly said**, "If a person lives for Jesus Christ, he **should be** ready for anything and **must be** true to Christ to the end."

22. This young Christian **was to experience** the reality of those words with shocking suddenness.

Past P  
23. He, along with his brother, his sister-in-law, and his pastor, **was arrested** one cold, winter morning.

24. The court **could find** nothing against them except their faithful commitment for service to Christ.

Past P  
25. Based on untrue charges, all four **were sentenced** to prison.

Past P  
26. After two weeks in prison, the young believer's wife and four children **had received** a message that God **would use to spread** the Gospel in an unanticipated way.

27. Their husband and father **was** dead. (*Was* is a BHL alone; *dead* is a predicate adjective.)

Past P  
28. During the trial he **had been** in robust health.

Past P  
29. But in the returned casket, they **had found** the tortured body of a barely recognizable person.

Past P  
30. The authorities **had hoped** that his torture the Christians, but the news of his faithful

Past P  
witness **had spread** like wildfire across that land, giving Christians much encouragement.

# Weekly Review Quiz Answer Key

## I. Vocabulary and Comprehension

1. List two words from this week's passage that you have never used in your writing before, along with their definitions.

**Answers will vary.**

2. How did you know the meanings of the words you listed in #1?

**Answers will vary.**

3. Write three synonyms for rejoice from the Vocabulary Box.

1. ecstatic

2. exuberant

3. gaiety

**Answers will vary.**

4. Write two sentences about animals that struggle using two of the words you listed in #3. Write enough detail to "prove" why you are describing the animal in that way.

**Answers will vary.**

## II. Spelling and Homophones

5. Write one tip you used to remember one of this week's spelling words.

**Answers will vary.**

## III. Grammar and Usage

6. Fill in the coordinating conjunctions using the acronym.

For

And

Nor

But

Or

Yet

So

7. **Further Extension:** What are two main uses for coordinating conjunctions?

To combine two sentences; to show series of items; to create compound subject, verb, describe, or object

**Answers will vary.**

8. What is the most widely-used coordinating conjunction? and

9. Coordinating conjunctions (FANBOYS) may be used to combine two complete sentences into one. This creates a compound sentence.

10. In order to combine sentences with a FANBOYS, what has to be with the cc? comma

11. Write the past participle tense of the following verbs:

ran                    have run

do                    have done

came                have come

see                   have seen

go                    have gone

bring                have brought

swam                have swum

# Lesson Plans

## Red 4-B: Week Four

For a Five-Day Week

**Character Focus: Joyfulness**

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<p><b>1. Copying and Comprehension:</b> Passage and Vocabulary</p> <p><b>All</b></p> <p>The fourth law of the harvest is that the process of growth and maturation multiplies that which was sown. This means that the harvest returns many times more seeds than were sown. For example, a single soybean seed under ideal conditions can mature into a soybean plant that will bear more than one thousand soybeans at harvest time.</p> <p><b>Extensions</b></p> <p>Field corn multiplies the harvest even more. Under ideal conditions, one tiny kernel of corn can produce three or more ears of corn. Each ear has up to fourteen rows, and each row often has more than forty kernels. That means that one kernel of corn can return well over fifteen hundred kernels.</p> <p><b>Further Extension</b></p> <p>There would be no point in planting and harvesting crops if one kernel of corn never yielded more than one replacement kernel. The beauty of the harvest is that one kernel multiplies itself many times over until it produces a manifold harvest. This is the same type of harvest Christ wants all Christians to yield.</p> <p><b>2. Spelling: S Says z</b></p> <p>Examples: <i>as, wise</i></p> <p><b>All</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">1. nepotism</td> <td style="padding: 2px;">2. presume</td> <td style="padding: 2px;">3. nausea</td> </tr> <tr> <td style="padding: 2px;">4. sarcasm</td> <td style="padding: 2px;">5. prism</td> <td style="padding: 2px;">6. risotto</td> </tr> <tr> <td style="padding: 2px;">7. charisma</td> <td style="padding: 2px;">8. baptism</td> <td style="padding: 2px;">9. president</td> </tr> <tr> <td style="padding: 2px;">10. résumé</td> <td style="padding: 2px;">11. mosaic</td> <td style="padding: 2px;">12. compromise</td> </tr> <tr> <td style="padding: 2px;">13. enthusiasm</td> <td style="padding: 2px;">14. physique</td> <td></td> </tr> </table> <p><b>Extensions</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">15. rheumatism</td> <td style="padding: 2px;">16. mayonnaise</td> </tr> </table> <p><b>Further Extension</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">17. resistance</td> <td style="padding: 2px;">18. inquisition</td> <td style="padding: 2px;">19. euthanasia</td> </tr> </table> <p><b>Optional</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">20. triumph</td> <td style="padding: 2px;">21. merriment</td> <td style="padding: 2px;">22. doleful</td> </tr> <tr> <td style="padding: 2px;">23. distress</td> <td></td> <td></td> </tr> </table>		1. nepotism	2. presume	3. nausea	4. sarcasm	5. prism	6. risotto	7. charisma	8. baptism	9. president	10. résumé	11. mosaic	12. compromise	13. enthusiasm	14. physique		15. rheumatism	16. mayonnaise	17. resistance	18. inquisition	19. euthanasia	20. triumph	21. merriment	22. doleful	23. distress												
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<p><b>3. Editor Duty:</b> Correct Given Paragraph(s) Noun Markers, Series of Three or More, Adjectives</p>
Day Two
<p><b>4. Spelling Practice:</b> Choose the Correct Spelling</p> <p><b>5. Grammar:</b> Prepositions</p> <p><b>6. Study Skills/Prewriting/Composition:</b> Take Notes for an Original Closing Paragraph</p>
Day Three
<p><b>7. Composition and Editing:</b> Edit and Revise Using the Checklist Challenge</p> <p><b>8. Spelling Practice:</b> Six "S" Spelling Secret</p> <p><b>9. Sentence Structure:</b> Prepositional Phrase Openers</p>
Day Four
<p><b>10. Spelling Practice:</b> Write That Word!</p> <p><b>11. Grammar:</b> Weekly Quizzes</p>
Day Five
<p><b>12. Spelling:</b> Spelling Test</p> <p><b>13. Dictation:</b> Dictation Quiz</p> <p><b>14. Composition:</b> Final Copy Original First Person Essay</p> <p><b>Optional:</b> Extra Practice</p>

# Lesson Plans

## Red 4-B: Week Four

For a Four-Day Week

Character Focus: Joyfulness

### Day One

#### Vocabulary Box

##### Synonyms for *rejoice*

bless	delight	ecstatic
elated	euphoric	exuberant
exult	felicity	gaiety
glory	jubilant	merriment
overjoyed	praise	sing
triumph		

#### Vocabulary Box

##### Antonyms for *rejoice*

bewail	brood	complain
criticize	deplorable	despair
despondent	disappointed	distress
doleful	forlorn	melancholy
regret	retaliate	sorrowful
woebegone		

### 1. Copying and Comprehension: Passage and Vocabulary

#### All

The fourth law of the harvest is that the process of growth and maturation multiplies that which was sown. This means that the harvest returns many times more seeds than were sown. For example, a single soybean seed under ideal conditions can mature into a soybean plant that will bear more than one thousand soybeans at harvest time.

#### Extensions

Field corn multiplies the harvest even more. Under ideal conditions, one tiny kernel of corn can produce three or more ears of corn. Each ear has up to fourteen rows, and each row often has more than forty kernels. That means that one kernel of corn can return well over fifteen hundred kernels.

#### Further Extension

There would be no point in planting and harvesting crops if one kernel of corn never yielded more than one replacement kernel. The beauty of the harvest is that one kernel multiplies itself many times over until it produces a manifold harvest. This is the same type of harvest Christ wants all Christians to yield.

### 2. Spelling: S Says z

Examples: as, wise

#### All

- |                |              |                |
|----------------|--------------|----------------|
| 1. nepotism    | 2. presume   | 3. nausea      |
| 4. sarcasm     | 5. prism     | 6. risotto     |
| 7. charisma    | 8. baptism   | 9. president   |
| 10. résumé     | 11. mosaic   | 12. compromise |
| 13. enthusiasm | 14. physique |                |

#### Extensions

- |                |                |
|----------------|----------------|
| 15. rheumatism | 16. mayonnaise |
|----------------|----------------|

#### Further Extension

- |                |                 |                |
|----------------|-----------------|----------------|
| 17. resistance | 18. inquisition | 19. euthanasia |
|----------------|-----------------|----------------|

#### Optional

- |              |               |             |
|--------------|---------------|-------------|
| 20. triumph  | 21. merriment | 22. doleful |
| 23. distress |               |             |

### 3. Editor Duty: Correct Given Paragraph(s)

Noun Markers, Series of Three or More, Adjectives

### 4. Spelling Practice: Choose the Correct Spelling

### Day Two

### 5. Grammar: Prepositions

### 6. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph

### 7. Composition and Editing: Edit and Revise Using the Checklist Challenge

### Day Three

### 8. Spelling Practice: Six "S" Spelling Secret

### 9. Sentence Structure: Prepositional Phrase Openers

### 10. Spelling Practice: Write That Word!

### Day Four

### 11. Grammar: Weekly Quizzes

### 12. Spelling: Spelling Test

### 13. Dictation: Dictation Quiz

### 14. Composition: Final Copy Original First Person Essay

### Optional: Extra Practice

# Answer Keys Red 4-B: Week Four

## 3. Editor Duty: Correct Given Paragraph(s)

### Noun Markers, Series of Three or More, Adjectives

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In any of the paragraphs, highlight descriptive adjectives.

**Basic Level:** Highlight four adjectives.

**Extensions:** Highlight six adjectives.

**Further Extension:** Highlight eight adjectives.

(3) In the first paragraph, highlight all of the noun markers (articles).

The **ultimate** purpose of history **is the** exaltation of **C**hrist. **R**elated to **H**is **final** glory is **H**is **glorious** marriage to **H**is Bride—all **the** believers that make up **the eternal** Church. As **S**cripture explains **G**od's program with reference to **C**hrist, **every** event in history relates to **the final** objective of preparing **a spotless** Bride for **H**im, and **every** circumstance of life **is** designed to contribute to that **final** goal.

In terms of **G**od the **F**ather, the purpose throughout history **has** been the calling out and preparing of the **chosen** nation of **I**srael to be **H**is **faithful** wife. Scripture assures us that **I**srael will one day return to **H**im in **true** belief. **G**od's plan from the beginning was to have the "bride of **C**hrist." (A comma between **G**od and **the** would also be considered correct if your student considered *the Father* to be an appositive rather than part of the entire name *God the Father*.)

When the **Jewish** people **are** restored, they will go through **great** persecutions, which will perfect and prepare them to be united with a **holy** **G**od. **B**elievers, in preparation for becoming the Bride of **C**hrist, must go through persecution since suffering will produce the character and disposition required for our fellowship with **C**hrist throughout eternity. **I**n all of the church's history, persecution has **led** to **t**ronger **C**hristians. (*Jewish* is usually considered a proper adjective in a phrase like *Jewish people*.)

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. neppotism                      nepotism

2. persume                        presume

3. nausea                         nauzea



4. sarcasim	sarcasm
5. prism	prisim
6. risoto	risotto
7. charisma	karisma
8. baptism	baptisim
9. presadent	president
10. résumé	rézumé
11. mosaick	mosaic
12. compromise	compramise
13. enthusiasm	enthuziasm
14. physeke	physique

↔ **4b.** Highlight the correct spelling of each **Extensions** word.

15. rheumatism	rhoomatism
16. mayonaise	mayonnaise

↔ **4c.** Highlight the correct spelling of each **Further Extension** word.

17. resistance	resistence
18. inquisition	inquasition
19. euthenasia	euthanasia

↔ **4d.** Highlight the correct spelling of each **Optional** word.

20. triumph	tryumph
21. merriment	meriment
22. dolefull	doleful
23. destress	distress

## 5. Grammar: Prepositions

<> 50. In the sentences provided, complete the following steps:

- (1) Throughout the sentences, highlight the prepositions.
- (2) **Extensions:** Cross out the highlighted prepositions (at the beginning of each sentence), and write a different one in place of each one.

Example: **Throughout** **During** our life, we should be hungry **for** God. (Student crosses out *Throughout* and changes it to *During*.)

1. **For** every important truth, there are clear analogies **in** the world of nature.
2. **Through** the laws **of** the harvest, we can see the rewards believers will receive **in** heaven.
3. **Under** the same circumstances, **with** no cultural boundaries or time limitations, the laws **of** the harvest transpire.
4. **With** these facts **in** mind, consider the seven laws **of** the harvest.
5. **From** seeds which were sown **in** the past, we get the harvest.
6. **By** man, **by** birds, or **by** wind, the seeds are carried.
7. **Before** they will grow upward and bear fruit, seeds must be planted, nourished, and rooted. (*Upward is an adverb here.*)
8. **By** competing crops **of** thistles, thorns, and weeds, a harvest can be hindered.
9. **From** the second law **of** the harvest, we learn that all things bring forth **after** their own kind.
10. **During** harvest, God keeps kinds separate **by** giving each kind **of** plant or animal its own unique set **of** blueprints that cannot be interchanged **with** any other kind.
11. **In** the nucleus **of** every living cell is found a mechanism **for** ensuring that each kind brings forth only its kind.
12. **In** the nucleus is found long strands **of** nucleic acids called chromosomes.
13. **Throughout** this nucleus, acids are linked together, making coded bits **of** information that every cell understands.
14. **In** man is found twenty-three pairs **of** chromosomes.
15. **In** crayfish, we find one hundred pairs **of** chromosomes.
16. **For** all living things, the basic structure **of** chemicals is the same.
17. **For** each kind, however, the precise order **in** which they are strung together is different. (*Technically, in which is a subordinator here.*)
18. **In** the world, it is estimated there are more than 250,000 different kinds **of** seeds.
19. **From** the third major law **of** the harvest, we learn that the magnitude **of** the harvest is proportionate **to** the number **of** seeds that were sown.
20. **By** sowing sparingly, you shall also reap sparingly.
21. **In** general, if seeds are sown bountifully, an abundant harvest will be gathered.
22. **For** example, corn farmers know that planting more acres increases the overall harvest.
23. **In** general, the more seeds that are sown, the more fruit will be reaped.
24. **In** a planting **of** 21,000 seeds **per** acre, the results would be **over** one hundred bushels **of** corn per acre.
25. **Through** all the laws **of** the harvest, the optimum number **of** seeds depends **on** the soil, water, fertility, planting date, and particular crop.

# Weekly Review Quiz Answer Key

## I. Vocabulary and Comprehension

1. **Extensions:** Write two uses for the word *yielded*, which is found and used in one particular way in the last paragraph of this week's passage.
  1. To give forth or produce by a natural process or in return for cultivation
  2. To give up or surrender
2. What is the main idea of this week's passage concerning harvest?

Answers will vary.

## II. Grammar and Usage

3. Write the two Preposition-Check Sentences.
  1. The angel flew \_\_\_\_\_ the clouds.
  2. The girl prayed \_\_\_\_\_ the service.
4. **Extensions:** Which Preposition-Check Sentence is used to find position prepositions?  
The angel flew \_\_\_\_\_ the clouds.
5. **Extensions:** Which Preposition-Check Sentence is used to find time-related prepositions?  
The girl prayed \_\_\_\_\_ the service.
6. Approximately how many prepositions are there that begin with the letter *a*?
  - a. Fewer than five
  - b. Ten
  - c. Fifteen
  - d. **Twenty or more**
7. List twelve (**Extensions:** List sixteen) prepositions that begin with the letter *a*:
  1. aboard
  2. along
  3. around
  4. about
  5. amid
  6. as
  7. above
  8. amidst
  9. as for
  10. according to
  11. apart
  12. aside
  13. across
  14. apart from
  15. at
  16. after

Answers will vary.

8. List five (**Extensions:** List seven) prepositions that begin with the letter *b*:
  1. by
  2. below
  3. beyond
  4. because of
  5. beneath
  6. beside
  7. behind

Answers will vary.

9. Write fifteen prepositions (**Extensions:** Write twenty) that fit into the Preposition Check Sentence:  
The angel flew \_\_\_\_\_ the clouds.
  1. around
  2. among
  3. near

- |                   |                      |                       |
|-------------------|----------------------|-----------------------|
| 4. <u>in</u>      | 5. <u>atop</u>       | 6. <u>next to</u>     |
| 7. <u>under</u>   | 8. <u>beneath</u>    | 9. <u>past</u>        |
| 10. <u>below</u>  | 11. <u>between</u>   | 12. <u>through</u>    |
| 13. <u>beside</u> | 14. <u>beyond</u>    | 15. <u>underneath</u> |
| 16. <u>behind</u> | 17. <u>on top of</u> | 18. <u>up to</u>      |
| 19. <u>above</u>  | 20. <u>over</u>      |                       |

**Answers will vary.**

10. Write eight prepositions (**Extensions:** Write ten) that fit into the Preposition Check Sentence:

The girl prayed \_\_\_\_\_ the service

- |                   |                     |                    |
|-------------------|---------------------|--------------------|
| 1. <u>during</u>  | 2. <u>after</u>     | 3. <u>prior to</u> |
| 4. <u>in</u>      | 5. <u>before</u>    | 6. <u>at</u>       |
| 7. <u>through</u> | 8. <u>following</u> | 9. <u>between</u>  |
| 10. <u>for</u>    |                     |                    |

**Answers will vary.**

11. To + verb is not a prepositional phrase. What is it? infinitive
12. **Further Extension:** When a preposition is not followed by an object of the preposition, what part of speech is it probably being used as? For example, in the sentence *He went to lie down.* infinitive
13. **Further Extension:** Highlight the objects of the prepositions in the two Preposition-Check Sentences:
- The angel flew **into** the clouds.
  - The girl prayed **during** the service.
14. **Extensions:** You should always follow a prepositional phrase opener with a comma if it has what two characteristics?
- The prepositional phrase is five words or more.
  - The prepositional phrase is two prepositional phrases in a row.

### III. Editing and Revising

15. What other title might work for your story this week?  
**Answers will vary.**
16. Write two prepositional phrase openers that you could have put in your story.  
**Answers will vary.**
17. **Extensions:** Write four specific adjectives that could have been used in your story—and the noun each one would describe.  
**Answers will vary.**







# Red 5-B: Week One

Character Focus: Initiative

## Vocabulary Box

Synonyms and antonyms for *initiative*--nouns

### Synonyms

aggressiveness  
ambition  
aspiration  
determination  
eagerness  
enterprise  
enthusiasm  
fortitude  
gumption  
ingenuity  
resourcefulness  
spunk  
stamina  
tenacity

### Antonyms

aloofness  
apathy  
disinclination  
disinterest  
inactivity  
indifference  
inertia  
laxity  
laziness  
lethargy  
reluctance  
slackness  
slothfulness  
sluggishness

## Vocabulary Box

Characteristics of one who shows *initiative*--adjectives

ambitious  
ardent  
desirous  
diligent  
earnest  
ebullient  
fervent  
impassioned  
industrious  
irrepressible  
passionate  
persistent  
sedulous  
zealous

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

Scottish adventurer John MacGregor, who lived during the mid 1800s, was taken captive by Arabs while he explored the Jordan River in his canoe, Rob Roy. As he parleyed with an old sheikh, he opened a tiny box of fine salt and offered it to his captor. The Arab had never before seen salt so white and refined, and thinking that it was sugar, he tasted it.

Extensions

Immediately, MacGregor put a portion into his own mouth, and laughed loudly: "We have now eaten salt together in your own tent."

Further Extension

The old nomad found himself bound by the strongest tie he knew. The result was that the Scotchman's canoe--along with the Scotchman himself--was ceremoniously carried back to the banks of the river. As MacGregor rowed away and passed the group, the Arabs shouted, "Salaam!" (peace) to their new brother in the covenant of salt.

## Optional Penmanship Practice

Have salt in yourselves, and have peace one with another.

Mark 9:50

<> 1a. Read this week's passage aloud.

John MacGregor was a Scottish explorer, travel writer, and philanthropist who is credited for developing the first sailing canoes. He also made canoeing a popular sport for people who were not necessarily wealthy in Europe and the United States.

**A philanthropist is someone who devotes his/her time, money, or effort towards helping others.** The label is most often applied to someone who gives large amounts to charity but can refer to anyone



who gives his time, talent, or money for the betterment of his community. Obviously, being a philanthropist takes initiative!

This passage tells the story of one of MacGregor's adventures while exploring. Because MacGregor knew that the Arabs he was with were faithful to the salt covenant, he knew he could trick the leader into coming into a peaceful agreement with the Scotchman through salt.

Throughout the years, covenants have meant a lot more than they do in our society today. In days gone by, the word covenant had meaning more closely related to the Hebrew and Greek translations of it--"establishing," "binding together," and "eating." **These words denote a permanent or unbreakable agreement in which one person gives himself and all his possessions completely to another in the sight of God.**

Covenants have been confirmed in various ways through the years---cutting oneself and mixing blood with another, eating a common sacrifice, eating a meal together, exchanging gifts and weapons---and in tasting or exchanging salt. **The latter is called the "salt covenant."**

Coming into a covenant relationship with someone else--via group/church membership, marriage, or other--requires loyalty and initiative.

<> **1b.** In the first paragraph of the passage, highlight the word *parleyed*.

<> **1c.** Look up the word *parleyed* in the dictionary. On the lines provided, write the definition in your own words.

Definition of *parleyed*

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<> **1d.** Rewrite that sentence of the passage, using a synonym for the word *parleyed*.

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<> **1e.** From the shaded Vocabulary Box, choose three characteristics of one who shows initiative, and write them on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

<> **1f.** On the lines provided, write two sentences about the passage. In your sentences, use two of the characteristics you listed

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

**Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only.**

Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

**The levels for the Key Word Outlines are not the same as the copying levels.** The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

**Teacher Tip: The Definition Dissection (DD) text used in each week's vocabulary lessons is provided in the CQLA Teacher's Guide and at the TFT Website (www.tfths.com). It is entitled the "Vocabulary Packet."**

**The DD box in the "Vocabulary Packet" contains six different techniques** that your student needs to learn in order to unlock the meanings of unfamiliar words. You may desire to go through the DD box with him, one technique per week, until he feels confident doing the DD assignments by himself. (Of course, you may work with him on the DD techniques longer than six weeks, if needed.)

Have your student put the "Vocabulary Packet" at the beginning of each weekly lesson when he moves onto a new lesson. It should be inserted right into his three-ring binder since he will be using it on the first day of each weekly lesson.

**Optional Penmanship Practice**

Now thanks be unto God, which always causeth us to triumph in Christ, and maketh manifest the savour of his knowledge by us in every place.

2 Corinthians 2:14

↔ **1g.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

\_\_\_\_\_

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

\_\_\_\_\_

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

\_\_\_\_\_  
\_\_\_\_\_

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

\_\_\_\_\_  
\_\_\_\_\_

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

(9) Write a sentence using this DD word on the lines provided.

\_\_\_\_\_  
\_\_\_\_\_

<> **1h. Extensions:** Write a sentence about the character quality for this month using this DD word.

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Further Study: Make a list of the ways you can begin exercising more initiative and purpose to begin doing that.

<> **1i. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: As he paddled his canoe down the river, he was taken captive.

Subordinate clause opener

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<> **1j.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1k.** (T) Review your copy with your teacher, and correct any errors.

## 2. Spelling: / Before e, Except After c, Unless it Says ay

**Examples: receive, relief, neighbor**

<> **2a.** In the first and third paragraphs of the passage, highlight the following words:

1. sheikh                      2. carried

You probably remember the following rule: "I before e, except after c, unless it says ay as in neighbor and weigh."

Sometimes it is easier to understand spelling rules if you examine them more carefully:

1. "I before e" means that in most cases (note the c exception below), when a word has the long e sound with the i and e combination, it is spelled *ie*.
  - a. **grieve**
  - b. **relieve**
  - c. **grief**
  - d. **relief**
2. "Except after c" means that in the case of a word that says long e with the i and e combination following the letter c, it is spelled *ei*.
  - a. **receive**

**Teacher Tip:** The *ie* and *ei* combinations confuse students in their spellings more often than any other spelling combination.

Teach your student to look at this rule in three parts:

1. "I before e" means that in most instances in which the *ie* or *ei* combination is used to say the long e sound, *ie* is the spelling order (e.g., believe).
2. "Except after c" means that whenever c precedes the *ie* or *ei* combination, *ei* is the spelling order (e.g., receive).
3. "Unless it says ay as in neighbor and weigh" means that when the *ie* or *ei* combination is used to say the long a sound, *ei* is the spelling order (e.g., vein, weigh).

Write any **Review Words** that your teacher gives you on the lines provided.

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### Spelling Practice

Use any of the following practice techniques to prepare for this week's Spelling Test:

1. Use the Spelling Practice Worksheet in the Appendix of the *Teacher's Guide*.
2. Have a partner dictate your spelling words to you while you write them on a whiteboard. If you misspell a word, write the word correctly in a different color beneath the misspelled word.
3. Have a partner write your spelling words on graph paper, leaving a blank for every letter or two. Try to fill in the missing letters.
4. Have your teacher write your words on paper or on the Spelling Practice Worksheet found in the Appendix of the *Teacher's Guide*, syllabifying each syllable of each word for you (e.g., *dil/i/gent*). Practice writing them syllable by syllable just like your teacher did.

b. perceive

c. deceit

3. "Unless it says ay as in neighbor and weigh," means that in the case of a word that says long a with the i and e combination, it is spelled ei.

a. neighbor

b. weight

- <> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

(1) Study the syllabicated words.

(2) Copy the words.

(3) Study any given tips.

(4) Try to create your own tips.

- <> **2c.** Add this week's new words (minus the **Optional Words**) to page 52 of your *Spelling Notebook*.

- <> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

- <> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

- <> **2f. Optional:** In your notebook, write eight sentences using eight of the spelling words.

Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. retriever	re-triev-er	_____		_____
2. griefstricken	grief-strick-en	_____		_____
3. grievous*	griev-ous	_____		_____
4. chandelier*	chan-de-lier	_____		_____
5. deceiver	de-ceiv-er	_____		_____
6. receiving	re-ceiv-ing	_____		_____
7. conceived*	con-ceived	_____		_____
8. heirloom	heir-loom	_____		_____
9. forfeit*	for-feit	_____		_____
10. heiress*	heir-ess	_____		_____
11. heinous*	hei-nous	_____		_____
12. sheik*	sheik	_____		_____
13. foreign	for-eign	_____		_____
14. weightless	weight-less	_____		_____
15. neigh	neigh	_____		_____
16. freight	freight	_____		_____
17. neighbor	neigh-bor	_____		_____

**\*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
<b>Extensions</b>				
18. stymie*	sty-mie	_____		_____
19. singeing	singe-ing	_____	<i>singe</i> and <i>tinge</i> are two verbs ending in e that keeps the e when the <i>ing</i> suffix is added.	_____
20. tingeing	tinge-ing	_____		_____
<b>Further Extension</b>				
21. surveillance*	sur-veil-lance	_____		_____
22. proprietor*	pro-pri-e-tor	_____		_____
23. proprietary*	pro-pri-e-tar-y	_____		_____
<b>Optional</b>				
24. aggressiveness	ag-gres-sive-ness	_____		_____
25. gumption	gump-tion	_____		_____
26. stamina	stam-i-na	_____		_____
27. fortitude	for-ti-tude	_____		_____
28. tenacity	te-nac-i-ty	_____		_____

**\*Commonly Misspelled**

**\*\*Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

### 3. Editor Duty: Correct Given Paragraph(s)

#### Prepositions, Prepositional Phrases

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first two paragraphs, highlight the prepositional phrases (they may appear anywhere in the sentences).

Further Study: Read about the various assassination attempts on US presidents in the past.

salt maintain balance in the body. the christian is to maintain the balance of gods truth in the Body of christ, since truth out of balance lead to heresy. Salt create thirst and the christian is to create interest in the things of god

one of the most important functions of salt is to preserve food from the spread of disease-producing bacteria. the christian is to function with a similar purpose in the world we or too be the "salt of the world".

when we see evil increasing we should be prompted to do something about it. our actions against evil however must be guided by the principle of authority. we are to make direct appeals to those who are doing evil but when that fails, we are to notify and encourage those in authority over them to exercise there god-given responsibilities

### 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |                  |               |
|------------------|---------------|
| 1. retreiver     | retriever     |
| 2. griefstricken | greifstricken |
| 3. greivous      | grievous      |
| 4. chandelier    | shandeleir    |
| 5. deseiver      | deceiver      |
| 6. reseiving     | receiving     |
| 7. conseived     | conceived     |
| 8. hairloom      | heirloom      |

**Optional Penmanship Practice**

..The powers that be are ordained of God...For he is the minister of God to thee for good...for he is the minister of God, a revenger to execute wrath upon him that doeth evil...For they are God's ministers, attending continually upon this very thing.

Romans 13:6

- |                |          |
|----------------|----------|
| 9. forfeit     | forfeit  |
| 10. heiress    | hairress |
| 11. hainous    | heinous  |
| 12. sheek      | sheik    |
| 13. foreign    | forien   |
| 14. weightless | waitless |
| 15. neigh      | nay      |
| 16. fraight    | freight  |
| 17. neighbor   | naighbor |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- |              |          |
|--------------|----------|
| 18. stymmie  | stymie   |
| 19. sinjeing | singeing |
| 20. tingeing | tinjeing |

Further Study: Read about the jobs of the secret service in protecting the president.

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- |                  |              |
|------------------|--------------|
| 21. surveillance | surveillance |
| 22. propriator   | proprietor   |
| 23. proprietary  | proprietary  |

Further Study: Learn the song "Take My Life and Let It Be."

<> **4d.** Highlight the correct spelling of each **Optional** word.

- |                    |               |
|--------------------|---------------|
| 24. aggressiveness | agressiveness |
| 25. gumpsion       | gumption      |
| 26. stamina        | stamina       |
| 27. fortittude     | fortitude     |
| 28. tennacity      | tenacity      |



<> 4e. On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

**Alternative Writing for Red 5-B: Week One**

- Write a four-paragraph essay about salt.
- Write a three-paragraph essay about the character qualities needed to retard evil.

**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

## 5. Study Skills/Prewriting: Key Word Outline From Given Material

<> 5. Follow these steps to write a Key Word Outline (KWO) for this week’s passage:

- (1) Read the first paragraph to yourself.
  - a. Determine the topic of the entire paragraph.
  - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
  - b. Write those **3–5 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

**Optional: In place of all of this week’s writing assignments, you and your teacher may desire to complete the “How to Create and Write From a Key Word Outline” information from the CQLA Teacher’s Guide.**

**All--Paragraph One of Body**

Topic of Paragraph 1 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

**KWO Symbols**

Symbols may help you to understand your notes better—without using more words or stealing the author’s words (since symbols usually represent general ideas, not specific words):

+ can mean up, more, above, increase, better

= can mean the result of, the same as, equal to, means, like, occurred

# can mean number, pound, or numeral

Numbers can mean to (2), for (4), dates, and periods of time

→ can mean the result of, caused, said, showed, back, forward, front, to, like

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

“ ” can mean spoken words or special words

<> can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

KWO: Writing a Key Word Outline is kind of like Squanto may have talked with the Pilgrims when he first met them: "How! Me Squanto!"

### **All--Paragraph Two of Body**

Topic of Paragraph 2 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

(You may reword the quote as desired; only plan to use a colon if your speech tag will be a complete sentence that could stand alone.)

### **All--Paragraph Three of Body**

Topic of Paragraph 3 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Quotations in Essay  
This week you will be learning about quotation marks. As you write your KWO, you should plan to use quotations in it. You will learn throughout the week how to write with them correctly.

#### **Sample KWO**

Paragraph 3

Paragraph Three

Topic of paragraph 3: MacGregor & the Arabs are now covenant brothers

Sentence 1: old nomad bound strong tie

Sentence 2: Scotchman & canoe → ceremoniously → 2 river bank

Sentence 3: MacGregor rowed → Arabs "Salaam" → covenant

#### **Sample Paragraph From KWO**

Paragraph 3

This Scottish explorer and the Arabs were now united brothers. No longer a captive, MacGregor and his canoe were escorted back to the waterfront. Because of the salt covenant, the Arabs bellowed, "Salaam!"--which means peace--to their innovative brother as he continued on his travels.

Character Focus: *Initiative*  
is doing what I should do without having to be made.

## **6. Write On: Dialogue Writing**

↔ **6a.** In the second paragraph, highlight the end marks in the quoted sentence.

You probably remember learning that a paragraph should have at least three sentences in order to be a paragraph, yet you probably also noticed that the first two paragraphs in our passage do not contain three sentences each.

Whenever you are using dialogue (the written conversation of two or more people) or whenever you are quoting people in your writing, **begin a new paragraph each time a new speaker begins speaking.**

Notice that **a new paragraph is begun when a new speaker begins speaking**, not when the current speaker says a new sentence.

**Grammar Card: Quotation Rules—Dialogue**

• In all dialogue (conversation), start a new paragraph when each speaker begins speaking, regardless of the length of the quotation.

<> **6b.** In that paragraph of the passage, highlight the name of the person that is quoted.

In the first paragraph, the speaker is MacGregor. The speaker is the explorer. An outsider is telling this story in the third person (as a narrator not part of the story).

**The words that tell you who is speaking are called speech tags.**

Speech tags are the words that tell who is about to say something (when the speech tag comes before the quoted words) or who just said something (when the speech tag comes after the quoted words).

In the second paragraph of the passage, the following phrase is the speech tag:

Immediately, MacGregor put a portion into his own mouth, and laughed loudly:

**When a speech tag comes before the quoted words, you should follow the speech tag with a comma**, assuming the speech tag is just a phrase and not a complete sentence. MacGregor said,

“We have not eaten salt together in your own tent.”

In the passage, however, the speech tag is followed by a colon. This is because the speech tag is a complete sentence that could stand alone as a sentence:

Immediately, MacGregor put a portion into his own mouth, and laughed loudly: “We have now eaten salt together in your own tent.”

This is the only time you use a colon following a speech tag.

<> **6c.** Study the Grammar Card about dialogue.

<> **6d. Optional:** Make a Grammar Card about dialogue or add new information to an existing card.

<> **6e.** Rewrite four (**Extensions:** six) quoted sentences from a book with speech tags in different positions, with different wording, etc.

Further Study: Make of list of ways you can show initiative in your home.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

**Extensions:**

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_

Help Box for 6a.

You should have highlighted the following end marks:

Immediately, MacGregor put a portion into his own mouth, and laughed loudly: "We have now eaten salt together in your own tent."

Character Focus: *Initiative* requires people to make doing what is right a habit.

Further Study: Read about *slothfulness* in a book and discuss how it is the opposite of *initiative*.

## 7. Spelling Practice: Six "S" Spelling Secret

<> **7a.** Take a spelling "pre-test" in your notebook.

<> **7b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 8. Composition/Creative Writing: Write a Rough Draft Essay From a Key Word Outline

- <> **8a.** Follow these steps for writing your rough draft essay from your Key Word Outline:
- (1) Re-read the entire passage to recall its content.
  - (2) Read your first line of notes and consider what you want your sentence to say.
  - (3) Practice saying your sentence aloud to get it just the way you want it.
  - (4) Write your first sentence in your notebook, or key your essay on the computer.
  - (5) Be sure to double space your report to make inputting the Checklist Challenge revisions easier.
  - (6) Indent the beginning of each paragraph five spaces.
  - (7) Repeat these steps for each line of notes, writing on every other line.

**Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA Teacher's Guide.**

Further Study: Observe posted rules at the library, mall, gym, etc., and discuss with your teacher why those rules are there.

- <> **8b.** Read your essay aloud. Do you like the way it sounds?

## 9. Vocabulary/Structural Analysis: Wacky Words

### Confusing Words: Past vs. Passed

- <> **9a.** In the third paragraph of the passage, highlight the word *passed*.

The word *past* is a preposition showing position—for example: *past (or beyond) the gate*.

There is another word that is confused with the preposition *past*. It is the verb *pass*, the verb you highlighted.

The verb **pass** means one of the following:

- 1. to move around or beside**
- 2. to achieve something**

Sometimes when you write the verb *pass*, you need to put it in a different tense:

1. I am going to *pass* that test!
2. Yesterday I *passed* the test.
3. Last week I *had passed* all of my tests.
4. He *passes* all of his tests.
5. I *am passing* all of my classes.
6. I am going to *pass* the mountain.
7. Yesterday I *passed* the mountain.
8. Last week I *had passed* that mountain.
9. He often *passes* the mountain on his bike.
10. I *am passing* the mountain now.

Further Study: Read a fictional story about someone who showed initiative.

Further Study: God calls policemen his ministers.

Some people confuse the verb *pass* (especially the tense *passed*) with the describer or preposition *past*.

The describer or preposition ***past*** tells where something is in relation to something else. It describes the location of something.

Examples:

1. He is going *past* the mountain.
2. The house is over the hill, just *past* the park.
3. It is half-*past* eight.

To keep from getting confused as to whether you should use the verb *passed* or the describer or preposition *past*, keep these tips in mind:

1. **When you use the verb *pass*, you will not usually have any other action verbs with it** (unless the sentence has a compound verb—the subject doing two different things).
  - a. He will *pass* by at noon.
  - b. She has *passed* the test.
2. **When you use the describer preposition *past*, you will usually already have an action verb—the word *past* will describe where the action is being done.**
  - a. He is coming *past* the house. (The verb phrase is *coming*; *past* describes *where* he is coming.)
  - b. She will drive *past* the school. (The verb phrase is *will drive*; *past* describes *where* she is driving.)

↔ **9b.** Stand up and show the different ways that you do the **action *pass***:

1. *Pass* by the chair.
2. *Pass* the book to your sister.
3. *Pass* your brother in the hall.
4. Have you *passed* your brother in the hall?
5. Have you *passed* the book to your sister?
6. Have you *passed* by the chair?

One way to remember the verb *pass* is that **pass is an action that is done.**

### Tricky Trick to Help It Stick

Final tips to tell the difference between the verb *pass* and the describer/preposition *past*

1. **The describer/preposition is always spelled the same way: *past*.** Whenever you see the *st* at the end of the word, it is the describer or preposition, not the verb!
2. The verb *passed* is *pass* with a suffix. *Pass* may have a suffix; *past* may not (or it becomes *pasted*--to glue!)

↔ **9c.** Complete the following steps:

- (1) In the sentences provided, highlight the forms of the verb *pass* in one color and the describer *past* in another color.
- (2) On the lines following the sentences, write one of the following:
  - a. **V** if the word you highlighted is a verb.
  - b. **D/P** if the word you highlighted is a describer or preposition.

1. He passed the guards as he entered the city of refuge. \_\_\_\_\_
2. It was past noon when he arrived. \_\_\_\_\_
3. He went past the gate and into the city. \_\_\_\_\_
4. All manslayers could pass through the city gate into the city of refuge. \_\_\_\_\_
5. Did he pass as innocent? \_\_\_\_\_
6. The manslayer passed through the gate of Bezer, the stronghold. \_\_\_\_\_
7. We can pass through this world to our final home with Christ. \_\_\_\_\_
8. He passed the River Jordan from Manasseh to Gad. \_\_\_\_\_
9. You could go past six cities of refuge throughout Israel. \_\_\_\_\_
10. The manslayer went past his avengers into the city of refuge. \_\_\_\_\_


Further Study: Read a book or portions of a book containing the job descriptions of public officials.

<> **9d.** Fill in each blank provided with the correct Wacky Word--*lead*, *led*, or *lead*.

1. He will \_\_\_\_\_ the group during Sunday school.
2. She felt \_\_\_\_\_ to give of her time and talents.
3. I need a new piece of \_\_\_\_\_ for my pencil.
4. The directions \_\_\_\_\_ us down the wrong street.
5. Who will \_\_\_\_\_ the parade?

## Grammar Card: Quotation Marks—General

- **Used for dialogue, minor works, special words, and partial quotations;** do not use quotation marks for thoughts
- When quotation marks show a partial quotation or a minor work and a comma follows it, **place the comma inside the ending quotation mark:** We should read the “Daily Devotional,” and we should study the Bible.
- When using quotation marks to show a partial quotation or a minor work at the very end of a sentence, **a period may be placed inside the quotation mark**—but not exclamation marks or question marks:
  - I read the “Daily Devotional.”
  - Did you read the “Daily Devotional”? (Place the question mark outside since it is not part of the quotation-- not part of the minor work but part of the entire sentence)
- **Always put periods and commas inside quotation marks**
- **Put a question mark or exclamation mark inside the quotation marks only if it is part of a quotation;** otherwise, it should be placed outside the quotation marks:
  - “Is he coming over?” they asked. (Place the question mark inside since it is part of the quotation.)
  - “Watch out!” he exclaimed. (Place the exclamation mark inside since it is part of the quotation.)
- Put dashes or parentheses inside the quotation marks only if they are part of the quotation
- A final semicolon or colon should be placed outside the quotation marks at all times: He said, “Go on”; the child did.
- Do not use quotation marks for indirect quotes: She said that he was born in Missouri. (Instead of: She said, “He was born in Missouri.”) Indirect quotes are those using the word *that* to indicate that the words are not quoted word-for-word.

 **Periods and commas always go inside ending quotation marks.**

# 10. Grammar: Punctuating Quotations

◁> **10a.** In the passage, highlight all of the quotation marks.

Quotation marks are used to show that someone is speaking. The first quotation mark (beginning quotation mark) shows that a person begins speaking. The last quotation mark (ending quotation mark) shows that a person is finished speaking.

Punctuating quotations is a difficult skill that you will be learning over the next couple of years. The first rules of punctuating quotations include the following:

- 1. Periods always go inside the ending quotation mark—never on the outside of the quotation mark.**
- 2. Commas always go inside the end quotation mark—never on the outside of the quotation mark.**

The speech tag is the group of words that shows who is speaking. Some examples of speech tags are as follows:

1. She said,
2. He responded,
3. She asked,
4. They answered,

When you write quotations, you may put the speech tag in various places for emphasis:

1. At the beginning: *She said*, “Jesus was kind and sympathetic.”
2. At the end: “Jesus was kind and sympathetic,” *she said*.

**When you write a quotation with the speech tag at the beginning, you should follow it with a comma, then begin your quotation.** The ending quotation mark should always have the period inside. For example: *She said*, “Jesus was kind and sympathetic.”

When you write a quotation with the speech tag after the quoted words, you can do any of the following three things:

- 1. Place a comma at the end of the quoted words** (before the ending quotation mark)—**in place of a period—then put the ending quotation mark.** The speech tag begins with a lowercase letter unless it is a proper noun or the word *I* follows the quoted words.

For example, “I am truly sorry for what I have done,” he said.

- 2. Place an exclamation mark at the end of the quoted words** (before the ending quotation mark)—**in place of a period—then put the ending quotation mark.** The speech tag begins with a lowercase letter unless it’s a proper noun or the word *I* follows the quoted words.

For example, “I’m sorry!” he shouted.

- 3. Place a question mark at the end of the quoted words** (before the ending quotation mark)—**in place of a period—then put the ending quotation mark.** The speech tag begins with a lowercase letter unless it’s a proper noun or the word *I* follows the quoted words.

For example, “Was he sorry?” they asked.

Further Study: Learn the song “Make Me a Blessing.”



 **Periods and commas always go inside ending quotation marks.**

**<> 10b.** Study the Grammar Card about quotation marks.

**<> 10c. Optional:** Make a Grammar Card about quotation marks, or add new information to an existing card.

**<> 10d.** In the sentences provided, complete the following steps:

(1) With one color, highlight the following parts of each sentence:

- a. Beginning quotation marks
- b. Ending quotation marks
- c. Commas
- d. Periods and question marks

(2) With a different color, highlight the speech tags—the part that shows who is speaking.

Example: “We should not be angry,” said Mother .

1. “When I get out to China, I shall have no claim on anyone for anything; my only claim will be on God,” said Hudson Taylor.
2. Taylor continued, “How important, therefore, to learn before leaving England to move men, through God, by prayer alone.”
3. But he replied in his thoughts, “If only I had two coins, I would give one to the family and keep the other for my own needs.”
4. He cried out within himself, “How can I tell these people of a loving Father in Heaven when I hold that half crown so covetously?”
5. His conscience rebuked him, “Dare you mock God? Dare you kneel down and call him Father with that half crown in your pocket?”
6. Immediately, the Lord brought to mind the Scripture, “Give to him that asketh of thee.”
7. He wrote, “The joy all came back in full floodtide to my heart. The hindrance to blessing was gone—gone, I trust, forever.”
8. That young medical student became known as the “Father of Faith Missions.”
9. Five-year-old Hudson announced, “When I am a man, I will be a missionary and go to China.”
10. “Again I was left—my feelings undiscovered—to go to a little closet and praise the Lord with a joyful heart that after all I might go to China,” Hudson wrote in his diary.
11. After looking at him, the supervisor said, “You are a dead man.”
12. He wrote, “All things are against me.”
13. “They were times of emptying and humbling, but were experiences that made not ashamed, and that strengthened purpose to go forward as God might direct, with His proven promise,” testified Hudson Taylor.
14. “Foreign devil,” shouted his cursers.
15. He wrote, “It seemed to me that if there were any lack of funds to carry on work, then to that degree, in that special development, or at that time, it could not be the work of God.”

Further Study: Learn the names of your mayor and police chief, and pray for them by name for a couple of weeks.

#### Punctuating Quotations Rules

1. Always put commas and periods inside the quotation marks.
2. Always put semicolons and colons outside the quotation marks.
3. Only put question marks and exclamation marks inside the quotation marks if they are part of the quotation.
4. Speech tags in front of the quotation should be followed by a comma.

16. Hudson said, "Depend on it. God's work done in God's way will never lack God's supplies."
17. "He is too wise a God to frustrate His purposes for lack of funds. And He can just as easily supply them ahead of time as afterwards, and He much prefers doing so," remarked Hudson.
18. "Without those months of feeding and feasting on the Word of God, I should have been quite unprepared to form a mission like the China Inland Mission," said Hudson Taylor.
19. Charles H. Spurgeon once made the comment, "China. China. China is now ringing in our ears in the special, peculiar, musical, forcible, unique way in which Mr. Taylor utters it."
20. Mr. Taylor stated it this way, "The meek do not possess by force, but, as children, by inheritance."
21. "I do not believe that our Heavenly Father will ever forget His children. I am a very poor father, but it is not my habit to forget my children. God is a very, very good Father. It is not His habit to forget His children," continued Taylor.
22. Hudson remarked, "The Lord has taken our sweet little Gracie to bloom in the purer atmosphere of His own presence."
23. Hostilities from both the English press and the Chinese political situation left Hudson in a dark depression, and he commented, "I hated myself. I hated my sin; and yet I gained no strength against it."
24. When his wife and unborn baby died, Hudson remarked, "My views are not changed, though chastened and deepened. From my inmost soul I delight in the knowledge that God does or deliberately permits all things, and causes all things to work together for good to those who love Him."
25. He wrote in a little booklet entitled *Princely Service*, "Nor is God's work ever intended to be stationary, but always advancing."

◁> **10e.** (T) Discuss with your teacher why the quotation marks and the commas and periods are placed where they are.

Help Box for 10a.

You should have highlighted the following quotation marks following the speech tags:

1. Immediately, MacGregor put a portion into his own mouth, and laughed loudly: " We have now eaten salt together in your own tent."
2. As MacGregor rowed away and passed the group, the Arabs shouted, " Salaam!" (peace) to their new brother in the covenant of salt.

# 11. Composition and Editing: Edit and Revise

## Using the Checklist Challenge

Further Study: Write a note of thanks to a public official in your community.

<> 11. Use the Checklist Challenge located after this week's lesson to edit your report.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

**Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the CQLA Teacher's Guide.**

## 12. Think Fast Review: Prepositions

You have already been introduced to prepositions. You probably remember that prepositions are words that show position or time.

You might also remember that if you become good at spotting prepositions, you will eventually get good at spotting prepositional phrases—and separating them from the rest of the sentence (with parenthesis). When you learn how to do this well, you will have fewer words to wade through in order to find the main subject and main verb of each sentence.

For example, look at the subjects and verbs in the sentences below. Do you see how the sentence's main subject and main verb are not found in prepositional phrases?

Note that the main subject is in bold font and the main verb is underlined.

1. The **dog** (from the animal shelter) ran (around the building).
2. (From the beginning), **God** loved.
3. The **girl** (with the blue book) (about horses) entered.

<> 12a. In the first two copy boxes of this week's passage, highlight all of the prepositions.

### Grammar Card:

#### Preposition (Abbreviated: PREP)

- Shows the position of one word to another
- A word is a preposition if it fits into one of two **Preposition-Check Sentences**:

1. The girl prayed \_\_\_\_\_ the service.
2. The angel flew \_\_\_\_\_ the clouds.

- The following words are prepositions, as they fit into one of the Preposition-Check Sentences:


- The angel flew **about** the clouds.
- The angel flew **around** the clouds.
- The girl prayed **at** the service.
- The girl prayed **before** the service.

- List of prepositions:

aboard	about	above	across	after*
against	along	amid	among	amongst
around	as	aside	at	atop
because of	before*	behind	below	beneath
beside	besides	between	beyond	but
by*	concerning	despite	down	during
except	failing	following	for	from*
in	inside	into	like	near
off	on	onto	opposite	out
outside	past	per	plus	since
than	through	throughout	till	to
toward	under	underneath	until	up
upon	via	with	within	without

\*Each of these words may be a subordinator (if it has a verb within the group of words following it) or a preposition (if it has an object following it).

- **To + verb is not a prepositional phrase; it is a special kind of verb called an infinitive**
- Some prepositions **act as other parts of speech**:
  1. She is lying down. (*Down* is an adverb in this sentence.)
  2. Before he left for work, she told him. (*Before* is a subordinator in this sentence and has a subject and a verb with it making up a subordinate clause (or dependent clause).
  3. They are going to run. (*To run* is a special verb called an infinitive.)
- It is no longer considered incorrect to end a sentence with a preposition. You should do whatever sounds less stilted:
  - Correct-sounding: I do not know what you are thinking about.
  - Stilted: I do not know about which thing you are thinking.

 **A word is a preposition if it fits into one of two Preposition-Check Sentences:**

1. The girl prayed \_\_\_\_\_ the service.
2. The angel flew \_\_\_\_\_ the clouds.

You can use a number of tricks to help you memorize prepositions:

1. Use the two Preposition-Check Sentences:

- a. The angel flew \_\_\_\_\_ the clouds.
- b. The girl prayed \_\_\_\_\_ the service.

2. Use objects to help you:

\*Get a toilet tissue tube and little character and practice with “position” prepositions by putting your little character in different positions around the tube:

- |                         |                         |
|-------------------------|-------------------------|
| a. around the tube      | b. along the tube       |
| c. above the tube       | d. atop the tube        |
| e. aboard the tube      | f. across the tube      |
| g. against the tube     | h. amid the tube        |
| i. amidst the tube      | j. around the tube      |
| k. aside the tube       | l. before the tube      |
| m. ahead of the tube    | n. behind the tube      |
| o. below the tube       | p. beneath the tube     |
| q. beside the tube      | r. between the tube     |
| s. beyond the tube      | t. by the tube          |
| u. down the tube        | v. following the tube   |
| w. in the tube          | x. inside the tube      |
| y. inside of the tube   | z. into the tube        |
| aa. in between the tube | bb. near the tube       |
| cc. off the tube        | dd. on the tube         |
| ee. onto the tube       | ff. on top of the tube  |
| gg. opposite the tube   | hh. out the tube        |
| ii. out of the tube     | jj. outside the tube    |
| kk. outside of the tube | ll. past the tube       |
| mm. through the tube    | nn. throughout the tube |
| oo. to the tube         | pp. Toward the tube     |
| qq. under the tube      | rr. underneath the tube |
| ss. up the tube         | tt. Upon the tube       |
| uu. within the tube     | vv. Without the tube    |

3. Work on learning prepositions by categories:

- a. Learn **all of the a's** at one time, **then the b's**, etc.
- b. Learn all of the **position ones** at one time; then learn all of the **time ones**
- c. Learn ones that are linked—**all of the in's, out's, through's, with's**, etc.
- d. Learn **ones that are opposite** (*on, off*) or synonyms (*above, aboard, on top of*, etc.)

In CQLA, we will do a little bit of all of the above! This will help you no matter what type of learner you are.

And it will teach you to use tools for your benefit. One of the best ways to become a strong student is to learn how to learn—**to teach yourself how you learn the best, to learn to use tips and tricks, to develop time management skills, etc.** Hopefully, some of these things will happen as you learn in CQLA!

**<> 12b.** On the lines provided, write all of the A prepositions that you can think of—you may use the Preposition Check Sentences or the tissue tube and toy to do so.

Note: Did you know that there are more than twenty prepositions that begin with the letter *a*?

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |           |

**<> 12c.** Memorize and recite prepositions to your teacher:

**Basic:** Learn and recite forty prepositions.

**Extension:** Learn and recite forty-five prepositions.

**Further Extension:** Learn and recite fifty prepositions.

Help Box for 12a.

The prepositions with the next word listed to help you locate each one:

Paragraph 1

- |                 |               |
|-----------------|---------------|
| 1. during (the) | 2. by (Arabs) |
| 3. in (his)     | 4. with (an)  |
| 5. of (fine)    | 6. to (his)   |

Paragraph 2

- |               |              |
|---------------|--------------|
| 7. into (his) | 8. in (your) |
|---------------|--------------|

\**Before* is used as an adverb in paragraph one.

**Further Study:** Learn about how various public officials are "sworn" into office—and the commitments they make.

## 13. Punctuation: Colon Usage

<> **13a.** In the second paragraph of the passage, highlight the colon.

A colon is a punctuation mark used to introduce a quotation or a list. A colon looks similar to a semi-colon, but instead of looking like a comma with a period above it, a colon looks like a period with a period above it.

Colons are used in the following situations:

1. To introduce a list of items—often, it is used when a complete sentence introduces a list of items.  
For example: Jesus taught us, by words and actions: to yield our rights, to submit to God, and to be meek. (**introducing a list of three or more items**)
2. To introduce a quotation—usually only with a long speech tag that is a complete sentence.  
For example: Jesus said it by words and actions—both then and today: "I am meek and lowly." (**following a lengthy, detailed speech tag**)
3. To introduce a thought or topic—again, usually only when a complete sentence is on each side.  
For example: Jesus taught by words and actions—in all that He did and said: meekness is the key to relationships. (**introducing a topic**)
4. To introduce a list of items in a textbook or manual in which the list comes below the introduction—like CQLA often does. For example:  
BHL verbs include:
  - a. Being verbs
  - b. Helping verbs
  - c. Linking verbs

**Further Study:** Investigate the various decorations a public or military officer may earn.


Colon rules are somewhat subjective; they vary from handbook to handbook. As a rule of thumb, follow these colon rules:

1. Do not use a colon to introduce only two short items.
2. Do not follow a preposition with a colon.
3. When possible, avoid writing with a colon following a verb.  
However, this is permissible occasionally, such as in a textbook before a provided list or topic.

Generally speaking, colons are not used to introduce a quotation if a normal speech tag is given.

1. Correct: Jesus said, "Ye are the salt of the earth."
2. Incorrect: Jesus said: "Ye are the salt of the earth."

In the passage, the colon is used to introduce a quote (as a speech tag), and the words before the colon are a complete sentence.

 **A colon should be used to introduce a sentence (one complete sentence on each side of the colon), to introduce a list (not following a verb or preposition though), or to introduce a quote (when a lengthy speech tag not ending in a verb precedes the colon).**


<> **13b.** Study the Grammar Card about colons provided in this lesson.

<> **13c. Optional:** Make a Grammar Card about colons, or add new information to an existing card.

<> **13d.** In your notebook, write sentences using colons to introduce lists of three or more items, to introduce a topic, or to introduce a quotation—each with a complete sentence preceding the colon.

### Grammar Card: Colon

- Looks like a period with a period above it (:)
- Used to introduce:
  - A list of three or more items—In all of our work, we should always put forth our best: our best effort, our best work, and our best attitude.
  - A subject or topic when a complete sentence is before colon and the first half introduces or anticipates the second half—We have learned in all of our work: best of the best is crucial.
  - A quotation—only when the speech tag is long, detailed, and a complete sentence: The teacher made it clear: "Always put forth your best."
- Also used in:
  - Business letter salutation—Dear Mr. Jones:
  - Bible references—John 3:16
  - Time— 4:30 P.M.
- Does not follow:
  - Short speech tags—He said, "Always try your best." (not he said:)
  - Prepositions—This rule is usually broken on gift cards and envelopes—To: Mom; From: Joshua
  - Verbs—The rules are: no running, etc. (no colon following the verb *are*—the rules are no running...le is correct)
- Colon rules are often broken in technical and textbook writing or when lists are given beneath the colon (like in curriculum).

 **A colon should be used to introduce a sentence (one complete sentence on each side of the colon), to introduce a list (not following a verb or preposition though), or to introduce a quote (when a lengthy speech tag not ending in a verb precedes the colon).**

**Basic Level:** Write six sentences.

**Extensions:** Write ten sentences containing information from a character book.

## 14. Spelling Practice: Write That Word!

<> **14a.** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

<> **14b.** Complete the following steps for one of the words you listed in 14a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

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<> **14c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 15. Grammar: Weekly Quizzes

<> **15a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

**Note:** Complete any portion of the shaded parts that you are able to at this time. Eventually, you will learn all the parts of speech.

<> **15b.** Do the Weekly Review Quiz provided after this week's lesson.

**Teacher Tip:** Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying “pause” when your student should put a comma in and “stop” when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read—as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

**Note:** In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

**Teacher Tip** If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week’s **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

## 16. Spelling: Spelling Test

- <> **16a.** (T) In your notebook, take a Spelling Test consisting of this week’s words and any **Review Words**.
- <> **16b.** (T) Have your teacher check your Spelling Test.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

## 17. Dictation: Dictation Quiz

- <> **17a.** (T) In your notebook, take dictation from this week’s passage at the level directed by your teacher.
- <> **17b.** (T) Review your dictation with your teacher.
- <> **17c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

## 18. Composition: Final Copy Essay From Given Material

- <> **18a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **18b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

## Optional: Extra Practice

- 1E. In your notebook, write ten sentences with quotation marks. Use information from a character book.
- 2E. In your notebook, take notes about initiative.
- 3E. In your notebook, write a paragraph(s) about initiative, using your notes from this lesson.
- 4E. Edit and revise your paragraph from this lesson, using this week’s Checklist Challenge.



- 5E. In your notebook, write twenty words that use the rule, “I before e, except after c, unless it says ay as in neighbor and weigh.”
- 6E. Find twenty sentences with Be, a Helper, Link verbs in a character book and write them in your notebook.
- 7E. Write twenty possessive nouns in a minit-book.
- 8E. Read a book about someone who showed initiative in the work of the Lord, such as Hudson Taylor.
- 9E. Write a book report about the book you read in this lesson. You may use the Book Report Guide provided in the Appendix of the *Teacher’s Guide*.
- 10E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

# Checklist Challenge Red 5-B: Week One

Character Focus: Initiative

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

All **All Levels**

E's **Extensions**

B **Basic Level only**

FE **Further Extension only**

E **Extension only**

**Note: Since this week's passage is a dialogue, it contains short paragraphs. Thus, you will not do each item for each paragraph. Just complete each item however many times the check boxes are provided for that task.**

All  All  All

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will "hear" errors you would otherwise not find.

☞ **Focus on content errors at this time.**

All  All  All

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All  All  All

Change one of the "**boring**" verbs in each paragraph to a "**strong**" verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

⇒ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent.***

All All All

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. (or place a check mark in each one that represents a paragraph with no Banned Words).

**Banned Word List:**

very	big	really	good	great
fine	say	bad	little	want
see	look	ask	lot	find

like (only when used as a verb; not a Banned Word as a preposition)

⇒ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All E's

Use **one of this month's vocabulary words** in your composition (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

All E's

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

⇒ **A word you have never used in writing might be one you use in speaking but not in your 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

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: **Salt Ceremony**
- Something bold: **Covenant**
- A song title or line: **“Let’s Get Together, Yeah, Yeah, Yeah”**
- A Scripture: **Agree With Thine Adversary Quickly**
- Something biblical: **Initiate Agreement**
- Something about character: **Initiative**
- Something informative: **Eating Salt, Making a Covenant**
- Other: **Initiating a Salt Covenant**

⇒ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the “**thesis statement reloaded**” and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.

All All All

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

☞ This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All All All

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

- Examples:
- If *joyful* is redundant, substitute *elated* the next time.
  - If *drove* is redundant, substitute *careened* the next time.
  - If *answered* is redundant, substitute *retorted* the next time.

☞ Do not change insignificant words such as *was*, *it*, and *etc.*

FE

Add a **double or triple adjective**. If you have already done this, highlight the check box(es) as directed by your teacher.

- Examples:
- Double: The **intricate, amazing** web does its job well.
  - Triple: The **creative, awesome, and sneaky** spider is quite the predator.

☞ Separate items in a series with commas, placing the final comma before the *and*.  
☞ Double and triple adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct.

All

Add one **quotation or a partial quotation** (or more than one, according to your level) if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

- Examples:
- The teacher said, “It designs a temporary spiral of non-sticky silk to act as basting.”
  - “This basting holds the framework in position as it finishes the web,” said Mr. Reish.

☞ Remember, a comma or period at the end of the quotation or special words quoted *always* goes inside the ending quotation mark.

All All All

**Edit each paragraph** with your teacher, and correct any **usage or spelling errors**.



# Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one aloud.</li> <li>Try to spell the word aloud without looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the 1. SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
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36. \_\_\_\_\_
37. \_\_\_\_\_
38. \_\_\_\_\_
39. \_\_\_\_\_
40. \_\_\_\_\_

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs--FE

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

### Subordinators

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

### Coordinating Conjunctions

(FANBOYS)

Thirty Seconds

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### BHL Verbs

Two Minutes

Be a Helper, Link Verbs,

- I \_\_\_\_\_, A \_\_\_\_\_, A \_\_\_\_\_,  
 W \_\_\_\_\_, & W \_\_\_\_\_,  
 B \_\_\_\_\_, & B \_\_\_\_\_, B \_\_\_\_\_,  
 B \_\_\_\_\_,  
 H \_\_\_\_\_, & H \_\_\_\_\_, & H \_\_\_\_\_,  
 are ones.  
 C \_\_\_\_\_, C \_\_\_\_\_, S \_\_\_\_\_,  
 S \_\_\_\_\_ -- they are fun  
 W \_\_\_\_\_, W \_\_\_\_\_, D \_\_\_\_\_,  
 D \_\_\_\_\_, D \_\_\_\_\_, &  
 D \_\_\_\_\_  
 M \_\_\_\_\_, M \_\_\_\_\_, M \_\_\_\_\_,  
 -- they are some as well,  
 A \_\_\_\_\_, L \_\_\_\_\_, S \_\_\_\_\_,  
 R \_\_\_\_\_, T \_\_\_\_\_,  
 F \_\_\_\_\_, & S \_\_\_\_\_

### First Subordinators Learned

in Rhyme

Thirty Seconds

- S \_\_\_\_\_, W \_\_\_\_\_, Th \_\_\_\_\_,  
 B \_\_\_\_\_, I \_\_\_\_\_, Al \_\_\_\_\_,



# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher\*

## I. Comprehension and Vocabulary

1. What does the word *philanthropist* mean? \_\_\_\_\_
2. Do you have a tip to help you remember its meaning? If so, what is it? \_\_\_\_\_  
\_\_\_\_\_
3. Write two sentences using the word *philanthropist*.
  - a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_
4. List four (**Extensions:** six) characteristics of someone who has initiative from this month's Vocabulary Box.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  - f. \_\_\_\_\_
5. Use two of these in sentences about John MacGregor.
  - a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_

## II. Outlining and Write On

6. Part of being a good student is learning how you learn—learning what works best for you as a student and a writer. In this week's KWO, did you choose to put quotation marks right in your KWO so that when you write, you will know that you want to have dialogue at that point? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

7. What synonyms did you use in this week's essay for some of the words from the passage? List four.
- a. \_\_\_\_\_ b. \_\_\_\_\_
- c. \_\_\_\_\_ d. \_\_\_\_\_

### III. Grammar and Usage

8. List eight (**Extensions:** ten) prepositions that you can come up with just by remembering that *in* and *on* are prepositions.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

(4) \_\_\_\_\_ (5) \_\_\_\_\_ (6) \_\_\_\_\_

(7) \_\_\_\_\_ (8) \_\_\_\_\_ (9) \_\_\_\_\_

(10) \_\_\_\_\_

9. List eight (**Extensions:** ten) prepositions that begin with the letter A.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

(4) \_\_\_\_\_ (5) \_\_\_\_\_ (6) \_\_\_\_\_

(7) \_\_\_\_\_ (8) \_\_\_\_\_ (9) \_\_\_\_\_

(10) \_\_\_\_\_

10. Write the two Preposition Check sentences on the lines provided.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. **Extensions:** Why is it important to learn prepositions so thoroughly?

\_\_\_\_\_

\_\_\_\_\_

12. When is the word *to* being used as a preposition instead of an infinitive?

\_\_\_\_\_

### IV. Homophones and Spelling

13. **Further Extension:** Which is a contraction *were* or *we're*? \_\_\_\_\_

14. **Further Extension:** Which two words are squeezed together in the word *we're*?

\_\_\_\_\_

15. **Further Extension:** Use the word *were* in a sentence.

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16. **Further Extension:** Use the word *we're* in a sentence.

---

---

17. Fill in the blanks below with the correct forms of the verb *pass* or the word *past*:

- (1) I am going to \_\_\_\_\_ that test.
- (2) Yesterday I \_\_\_\_\_ that test.
- (3) Last week I had \_\_\_\_\_ all of my tests.
- (4) He \_\_\_\_\_ all of his tests.
- (5) I am \_\_\_\_\_ all of my classes.
- (6) He rode \_\_\_\_\_ me on his bike.
- (7) He went \_\_\_\_\_ that house last time.
- (8) I am going to \_\_\_\_\_ the mountain.
- (9) Yesterday I \_\_\_\_\_ the mountain.
- (10) Last week I had \_\_\_\_\_ the mountain.
- (11) I walked \_\_\_\_\_ the mountain.

## V. Editing and Revising

18. List two (**Extensions:** three) sentences that you had in your essay this week that contained sentence openers.

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_

19. List two words that you used in your essay that you have never used in writing before.

- a. \_\_\_\_\_
- b. \_\_\_\_\_

# Red 5-B: Week Two

Character Focus: Initiative

## Vocabulary Box

Synonyms and antonyms for *initiative*--**nouns**

### Synonyms

aggressiveness  
ambition  
aspiration  
determination  
eagerness  
enterprise  
enthusiasm  
fortitude  
gumption  
ingenuity  
resourcefulness  
spunk  
stamina  
tenacity

### Antonyms

aloofness  
apathy  
disinclination  
disinterest  
inactivity  
indifference  
inertia  
laxity  
laziness  
lethargy  
reluctance  
slackness  
slothfulness  
sluggishness

## Vocabulary Box

Characteristics of one who shows *initiative*--**adjectives**

ambitious  
ardent  
desirous  
diligent  
earnest  
ebullient  
fervent  
impassioned  
industrious  
irrepressible  
passionate  
persistent  
sedulous  
zealous

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

Hudson Taylor's parents gave him strong encouragement. "They advised me . . . to use all the means in my power to develop the resources of body, mind, heart, and soul and to wait prayerfully upon God," said Hudson.

So, Hudson began a rigorous program of self-denial. He took away his feather bed and accustomed himself to sleeping on a hard surface. He restricted his diet to oatmeal, rice, bread, and some fruit. He spent time exercising his body, anticipating the extensive travels on foot he would take.

Extensions

Hudson Taylor read everything he could find about China. During this period, a local minister gave him a copy of *Medhurst's China*. This book led him to the concept of medical missions.

Further Extension

As for ministry, the future missionary poured himself into distributing tracts, teaching Sunday school, and visiting the poor and sick as God gave opportunity. The Lord blessed his soul-winning efforts with many conversions to Christ. Hudson Taylor took initiative to do God's work.

Further Study: Learn about medals and rewards for bravery.

↔ 1a. Read this week's passage aloud.

This passage tells of the early initiative taken by Hudson Taylor. **Young people often do not realize that what they do today will prepare them for the future.** Hudson Taylor, as a young man, took initiative to prepare to serve God in a foreign land. He did not live a life of ease and entertainment, but he

denied himself many pleasures in order to be ready, in the future, to do God's will.

Hudson Taylor's initiative paid off! Forty years after he took the initiative as described in this week's passage, his mission, The China Inland Mission (CIM), was the largest one in China; other similar missions were started around the world; CIM had over 1,500 missionaries working in 205 different places; his missionaries have led more than 120 thousand people to Christ; and he brought the Gospel to every part of China. Now, that's initiative!

<> **1b.** In the second paragraph of the passage, highlight the word *rigorous*.

<> **1c.** Read the sentence containing *rigorous*. Can you guess from the sentence what this word means?

<> **1d.** Look up the word *rigorous* in the dictionary. On the lines provided, write the definition in your own words.

Definition of *rigorous*

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<> **1e.** From the shaded Vocabulary Box, choose three words that are synonyms for initiative, and write them on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

<> **1f.** On the lines provided, write two sentences about Hudson Taylor. In your sentences, use two of the Vocabulary Words you listed.

1. \_\_\_\_\_

---

2. \_\_\_\_\_

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<> **1g.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

---

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note:** If you are familiar with all of the words in the passage, use DD trick #6 this week.

**Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only.**

Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

**The levels for the Key Word Outlines are not the same as the copying levels.** The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

**Further Study:** Learn about the basis of bitterness, and strive to rid yourself of any bitterness you have toward past offenders.

**Character Focus:** Christians are supposed to sustain morality just like policemen sustain order.

**Further Study:** Write a letter thanking the police in your town for protecting you.

**Optional Penmanship Practice**

Feed the flock of God which is among you, taking the oversight thereof, not by constraint, but willingly; not for filthy lucre, but of a ready mind.

I Peter 5:2

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

\_\_\_\_\_

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

\_\_\_\_\_

\_\_\_\_\_

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

**Optional Penmanship Practice**

Whosoever therefore resisteth the power, resisteth the ordinance of God.

Romans 13: 2a

(7) Write a shortened dictionary definition for your word on the lines provided.

\_\_\_\_\_

\_\_\_\_\_

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

**Optional Penmanship Practice**

Be not overcome of evil, but overcome evil with good.

Romans 12:21

(9) Write a sentence using this DD word on the lines provided.

\_\_\_\_\_

\_\_\_\_\_

**Optional Penmanship Practice**

Let the words of my mouth, and the meditation of my heart, be acceptable in thy sight.

Psalms 19:14

<> **1h. Extensions:** Write a sentence about the character quality for this month using this DD word.

\_\_\_\_\_

\_\_\_\_\_

<> **1i. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: During this period, a local minister gave him a copy of Medhurst's China.

Prepositional phrase opener

**Teacher Tip:** Three of the sounds for *ea* include:

1. Long *e* sound as in team
2. Long *a* sound as in great
3. Short *e* sound as in head

<> **1j.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1k.** (T) Review your copy with your teacher, and correct any errors.

## 2. Spelling/Structural Analysis: Two Vowels Together Can Say Long *e*, Long *a*, and Short *e*

**Examples: team, great, bread**

<> **2a.** In the passage, highlight the words that have the following spellings and sounds:

1. *ea* saying long *e* like in *team*
2. *ea* saying long *a* like in *great*
3. *ea* saying short *e* like in *bread*

*Ea* can be a tricky spelling combination! You probably know that *ea* has many sounds, as in the following words:

- |                 |                     |
|-----------------|---------------------|
| 1. <b>team</b>  | 2. <b>bread</b>     |
| 3. <b>great</b> | 4. <b>beautiful</b> |

How confusing spelling can sometimes be! When *ea* has certain letters following it, the sound may differ:

1. beautiful (long *u*)
2. hearse (*er* sound)

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to pages 21, 22, and 33 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write eight sentences using eight of the spelling words.

**Teacher Tip:** When *ee* or *ea* is combined with the letter *r*, it usually still makes the long *e* sound, but it is somewhat "*r-controlled*." *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The *ear* and *eer* combinations are more "long-vowel" sounds than they are *r-controlled*. The greatest difficulty that students have with the *eer* and *ear* families is confusing the spelling of words that contain one combination with the spelling of the other combination. (For example, he might spell *hear* with the other combination for the long *e* sound, *heer*.)

Write any **Review Words** that your teacher gives you on the lines provided.

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Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. jealousy*	jeal-ous-y			
2. pageant*	pag-eant			
3. pleasure	pleas-ure			
4. endeavor*	en-deav-or			
5. zealous	zeal-ous			
6. breadth	breadth			
7. wealthier	wealth-i-er			
8. treachery	treach-er-y			
9. immeasurable	im-meas-ur-a-ble			
10. earnest	ear-nest			
11. research	re-search			
12. hearse	hearse			
13. peacemakers	peace-mak-ers			
14. appease	ap-peace			
15. entreaty	en-treat-y			
16. beatitude	be-at-i-tude			
17. mislead*	mis-lead		long e: current tense	
18. misled*	mis-led		short e: past tense	
19. beautiful	beau-ti-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.



Words	Syllabication	Write it**	Tip	Your Tip
<b>Extensions</b>				
20. malfeasance*	mal-fea-sance	_____		_____
21. lineal*	lin-e-al	_____		_____
22. linear*	lin-e-ar	_____		_____
23. idealism*	i-de-al-ism	_____		_____
<b>Further Extension</b>				
24. habeas corpus*	ha-be-as cor-pus	_____		_____
25. genealogical*	ge-ne-a-log-i-cal	_____		_____
<b>Optional</b>				
26. aloofness	a-loof-ness	_____		_____
27. indifference	in-dif-fer-ence	_____		_____
28. slothfulness	sloth-ful-ness	_____		_____
29. inertia	in-er-tia	_____		_____
30. lethargy	leth-ar-gy	_____		_____

**\*Commonly Misspelled**

**\*\*Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Help Box for 2a.

You should have highlighted the following words:

- |            |             |
|------------|-------------|
| 1. means   | 2. feather  |
| 3. oatmeal | 4. bread    |
| 5. read    | 6. teaching |

### 3. Editor Duty: Correct Given Paragraph(s)

#### Action Verbs, Homophones, Possessive Nouns

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight all of the action verbs—including infinitives that are comprised of action verbs.

(3) In the last paragraph, highlight all of the misused homophones, and write the correct ones above them, if you have not already done so.

(4) In the last paragraph, highlight the possessive noun, and correct it, if you have not already done so.

Men tend to discount the early preparation and refinement of a life but god places great value on this time of making his servants ready for the ministries to which he calls them. the home into which hudson taylor was born was blessed with a rich spiritual heritage. His great grandparents james and betty taylor came under the saving influence of the Methodist Revival they even had john wesley himself stay with them in there home in barnsley

James and betty taylor saw to it that the light of gods truth was passed faithfully to the second and third generations of the taylor family both of hudsons parents desired that they're family would honor god and walk in his ways

Hudson taylor was educated at home, wear his mother gave him a tremendous background inn english and his father introduced hem two the rightings of grate men. His mothers' careful attention too details of correct pronunciation proved invaluable to hudson win he later tackled the complex chinese dialects

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |                 |              |
|-----------------|--------------|
| 1. jealousy     | jealossy     |
| 2. pageant      | pajeant      |
| 3. pleashure    | pleasure     |
| 4. endeavor     | endeaver     |
| 5. zealous      | zealou       |
| 6. breath       | breadth      |
| 7. wealthier    | wealtheer    |
| 8. treachury    | treachery    |
| 9. immeaserable | immeasurable |
| 10. earnist     | earnest      |
| 11. reserch     | research     |
| 12. hearse      | hears        |
| 13. peecemakers | peacemakers  |
| 14. appease     | appeese      |
| 15. entreate    | entreaty     |
| 16. beattitude  | beatitude    |
| 17. mislead     | mislead      |
| 18. misled      | misledd      |
| 19. beautiful   | bueatiful    |

<> 4b. Highlight the correct spelling of each **Extensions** word.

- |                 |             |
|-----------------|-------------|
| 20. malfeasance | malfeasence |
| 21. lineal      | linneal     |
| 22. lineer      | linear      |
| 23. ideallism   | idealism    |

### Optional Penmanship Practice

The powers that be are ordained of God...

Romans 13:1

Further Study: Learn what honors a policeman or woman can receive. Find the analogies between these and the rewards that await a Christian.

Character Focus: By showing respect to God-given authorities, we can be salt in our nation.

<> 4c. Highlight the correct spelling of each **Further Extension** word.

- |                   |                |
|-------------------|----------------|
| 24. habeas corpus | haebeas corpus |
| 25. genealogical  | jenealogical   |

Further Study: Read about the honeybee in *Character Sketches*, Volume I.

<> 4d. Highlight the correct spelling of each **Optional** word.

- |                  |              |
|------------------|--------------|
| 26. aloofness    | aloofniss    |
| 27. indiference  | indifference |
| 28. slothfulness | slathfulness |
| 29. inurtia      | inertia      |
| 30. lethargy     | letharjy     |

### Optional Penmanship Practice

Man shall not live by bread alone, but by every word . . . of God.

Matthew 4:4

<> 4e. On the lines provided, write your two (**Extensions**: Write four) most challenging spelling words.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

### Alternative Writing for Red 5-B: Week Two

- Write a 3-4 paragraph personal essay about a time you did or did not display initiative.
- Write two paragraphs about Hudson Taylor's initiative.

Further Study: Read a story of one who has won a Medal of Honor, such as Alvin York.

## 5. Study Skills/Prewriting: Key Word Outline From Given Material

<> 5. Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
  - a. Determine the topic of the entire paragraph.
  - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3-5 words** that would most help you remember the content of the sentence.

- b. Write those **3–5 words** on the line provided for sentence one.
- c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

**Optional: In place of all of this week’s writing assignments, you and your teacher may desire to complete the “How to Create and Write From a Key Word Outline” information from the CQLA Teacher’s Guide.**

**Extensions--Paragraph One of Body**

Topic of Paragraph 1 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

(You may use up to eight words for sentence two, or you may copy the quote directly, punctuating it as shown in the passage.)

**All--Paragraph Two of Body**

Topic of Paragraph 2 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**All--Paragraph Three of Body**

Topic of Paragraph 3 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**All--Paragraph Four of Body**

Topic of Paragraph 4 \_\_\_\_\_

**Topic of Paragraph Line**

The "Topic of Paragraph Line" that is above each paragraph of each essay is provided as a comprehension and a composition exercise. As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.

As a composition exercise, its merits are endless. It is one of the first keys that CQLA uses to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years become 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.

### Key Word Outline Tips

Keep these things in mind as you make your outline:

1. Use words that will best help the essay; these may be verbs, adverbs, adjectives, names, etc.
2. When you write the topic of the paragraph on the topic line, be sure you think about the main idea of the whole paragraph. Do not give details here—just the main idea of the paragraph. For example: “Arnold rescued the boy.”
3. You can use synonyms for words in this week’s passage when writing your KWO. For example, instead of writing came back, you could use the word returned to use fewer words but keep the original meaning.

Sentence 1 \_\_\_\_\_

(You may use up to eight words for Sentence One.)

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

### Sample KWO

Paragraph 4

Paragraph Four

Topic of paragraph 3: Hudson Taylor was used greatly by God

Sentence 1: Missionary poured → distributing tracts, teach S.S., visiting poor & sick

Sentence 2: Lord blessed soul efforts + + conversions

Sentence 3: H.T. initiative → God’s work

### Sample Paragraph From KWO

Paragraph 4

This messenger of Christ looked for opportunities to serve His savior by dispersing Christian pamphlets, leading Sunday School classes, and calling on the impoverished and ill. Many were led to Christ because of Hudson’s endeavors. Mr. Taylor’s initiative to serve the Lord helped make his ministry fruitful.

## 6. Vocabulary/Structural Analysis: Wacky Words

### Homophones: led and lead

↔ 6a. In the third paragraph of the passage, highlight the word *led*.

The word *led* is a **past tense verb meaning was led**--like God is going to lead his children along; God **led** His children.

The word *leads* (pronounced leeds) is current or future tense verb meaning *to lead*--like God **leads** his children along.

The reason *led* is a Wacky Word and often confusing to readers and writers is because the past tense of *lead* (leed) is *led*--God led His children along.

That sounds easy enough: *lead* is current or future and *led* is past:

1. He **leads** us beside still waters.
2. He **led** us beside still waters.

That isn't the confusing part! The confusion lies in the fact that there is another word also spelled *lead* (long e)--and it sound like *led* (short e)!!!

**This word (*lead*--pronounced ledd) is an element--like pencil lead or a lead pipe.** It is material that things are made of.

The word *lead* (ledd), like pencil lead, is spelled just like the current or future tense of *lead* (leed)!

This is just like the words *read* (pronounced reed) and *read* (pronounced red). But the difference is that *lead* (pronounced leed) and *lead* (pronounced ledd) do not have anything to do with each other. That makes it even more confusing.

Remember these tips:

1. **Lead** (pronounced leed)
  - a. Future or present tense of the verb lead
  - b. Pronounced leed
  - c. Means **to have people follow you:**
    - (1) They **will lead** us up the mountain.
    - (2) They **lead** (leed) us safely.
    - (3) He **leads** us into paths of righteousness.
2. **Led**
  - a. **Past tense of verb lead (leed)**
  - b. Tells that someone **has led** you somewhere
    - (1) They **led** us into the mountain.
    - (2) He **led** us into paths of righteousness.
3. **Lead** (pronounced ledd)
  - a. An **element that things are made of**
  - b. Not the past tense of lead (leed), like *read* and *read*
  - c. Used to **describe what something is made of.**
    - (1) The pencil **lead** broke in the middle of his test.
    - (2) The **lead** pipe dropped with a clang.

### Optional Penmanship Practice

As newborn babes, desire the sincere milk of the word, that ye may grow thereby: If so be ye have tasted that the Lord is gracious.

I Peter 2:2-3

### Tricky Trick to Help It Stick

1. Lead (ledd) has an a in it--you can only use this word as a short e word (pronounced ledd) as **a** noun or adjective and can put the article **a** in front of it:
  - a. **a** lead (pencil)
  - b. **a** lead (pipe)
2. Led has an e in it only--can only be used as a verb: **he led** -- He **led** Ted to be fed.

↔ **6b.** Fill in each blank provided with the correct Wacky Word--*lead* (*leed*), *led*, or *lead* (*ledd*).

1. The \_\_\_\_\_ pipe fell on his foot.
2. The prisoners were \_\_\_\_\_ to the warden's office.
3. Iowa \_\_\_\_\_ the nation in corn production.
4. That path will \_\_\_\_\_ directly to the lake.
5. He \_\_\_\_\_ the allied forces during the war.

↔ **6c.** On the lines provided, write two sentences using *led* and *lead*.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

Character Focus: Salt protects food from spoiling, just like police officers protect people from criminals.

Further Study: Learn about an animal that shows initiative like ants, bees, or beavers.

## 7. Spelling Practice: Six "S" Spelling Secret

↔ **7a.** Take a spelling "pre-test" in your notebook.

↔ **7b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

↔ **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)



## 8. Composition/Creative Writing: Write a Rough Draft Report From a Key Word Outline

<> **8a.** Follow these steps for writing your rough draft report from your Key Word Outline:

- (1) Re-read the entire passage to recall its content.
- (2) Read your first line of notes and consider what you want your sentence to say.
- (3) Practice saying your sentence aloud to get it just the way you want it.
- (4) Write your first sentence in your notebook, or key your report on the computer.
- (5) Be sure to double space your report to make inputting the Checklist Challenge revisions easier.
- (6) Indent the beginning of each paragraph five spaces.
- (7) Repeat these steps for each line of notes, writing on every other line.

**Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA Teacher's Guide.**

<> **8b.** Read your report aloud. Do you like the way it sounds?

## 9. Write On: Definition Opening Paragraph

You are writing an essay this week about Hudson Taylor. It is a short biographical essay--an essay that is biographical in nature--telling about a person's life. You will also add an opening paragraph to this essay.

**There are a number of ways that you could introduce a biography such as that:**

1. You may desire to **give background to the story**—a one paragraph biography of his parents.
2. You may choose to **talk about initiative, dedication, selflessness, etc.--a definition paragraph of sorts.**
3. You may **use words to a song or a verse** introducing the concept of selflessness or initiative.

**One strong opening paragraph for the type of writing you will do next week is that of a definition opening paragraph.** You may have done one of these in the past—as it is often suggested for an opening paragraph. This *Write On* lesson will focus on how to write a strong definition paragraph that you **may choose to use or not use** this week or next week for your opening.

Here are some things to consider including in a definition paragraph:

1. **Topic sentence**
2. **Pronunciation** of the term (if needed)
3. **Definition** of the word
4. **Synonyms** for the word (words that mean the same or almost the same as the word you are defining)
5. **Antonyms** for the word (words that mean the opposite or almost the opposite of the word you are defining)

Further Study: Read a book or story about someone who is considered a hero.

6. **Other related** (but not necessarily synonymous) **terms**, along with how these might differ
7. **Examples** of how that word was shown, not shown, used, demonstrated, etc. in a particular story or situation
8. **Closing sentence**

↔ **9a.** Let's walk through one together. We will define a word that you will probably not use this week—creativity.

1. **Topic Sentence:** Creativity is a character quality that people from nearly all walks of life and all occupations can use to further themselves.

2. **Definition:** Creativity has been defined as “the skill of bringing into existence through imaginative talents.”

3. **Synonyms:** It is synonymous with *imaginativeness*, *ingeniousness*, *ingenuity*, *invention*, *inventiveness*, and *originality*.

Further Study: Read a book about initiative.

4. **Antonyms:** *Dullness*, *dryness*, *unimaginative*, *uninventive*, and *unoriginal* are all antonyms of creativity.

Further Study: Draw a picture of a bullet proof vest and a picture of the shield of faith. Label how they are similar and how they are different.

5. **Related terms:** *Genius*, *talent*, and *skill* are often associated with creativity, though one does not have to be a genius or even have extraordinary talents and skills in order to be creative—in order to have the quality of creativity. Actually, *resourcefulness* seems more directly linked to creativity than genius or talent. If one is not a genius, but he excels at using things around him, seeing things in unusual ways, and exercising his brain to its limits, he has a good chance of being creative, with or without high intelligence or superior skills.

6. **Examples:** When one thinks of creativity, he often thinks of clever, willing people who have benefited society with this attribute—people like George Washington Carver, who found over a hundred uses for the humble peanut; Thomas Edison, who invented the light bulb; and Benjamin Franklin, who “discovered” electricity.

7. **Closing sentence:** Creativity is a quality worth cultivating in our lives.

↔ **9b.** Now, put all of that together—and you have a definition paragraph. Read the sample paragraph below and compare it to the notes above.

*Creativity is a character quality that people from nearly all walks of life and all occupations can use to further themselves. Creativity has been defined as “the skill of bringing into existence through imaginative talents.” It is synonymous with imaginativeness, ingeniousness, ingenuity, invention, inventiveness, and originality. Dullness, dryness, unimaginative, uninventive, and unoriginal are all antonyms of creativity. Genius, talent, and skill are often associated with creativity, though one does not have to be a genius or even have extraordinary talents and skills in order to be creative—in order to have this quality. Actually, resourcefulness seems more directly linked to creativity than genius or talent. If one is not a genius, but he excels at using things around him, seeing things in unusual ways, and exercising his brain to its limits, he has a good chance of being creative, with or without intelligence or superior skills. When one thinks of this quality, he often thinks of clever, willing*

people who have benefited society with this attribute—people like George Washington Carver, who found over a hundred uses for the humble peanut; Thomas Edison, who invented the light bulb; and Benjamin Franklin, who “discovered” electricity. Creativity is a quality worth cultivating in our lives.

See how easy that is?

Now, it's your turn. For the next assignment, you will choose a word listed below (that you possibly might use to open this week's essay).

**Note: If you do use a definition paragraph for an opening paragraph, you would probably substitute a transition sentence at the end of it (rather than a closing).**

For example, if my dialogue assignment were a conversation between two inventors about to unearth a great invention, I would likely not close my definition paragraph with *Creativity is a quality worth cultivating in our lives*.

Instead, I would use a transition sentence to take my reader from my opening paragraph into my dialogue. For example, I might say, *With that information about the quality of creativity, let's listen in as two amazing inventors tackle the unveiling of the incandescent light bulb.*

<> **9c.** Using one of the options listed below (or a different one you choose), fill in each line with a sentence fulfilling that aspect of the definition paragraph.

initiative      selflessness      diligence      commitment      evangelism

**Note: If you think you will want to use a definition paragraph for your report on salt next week, consider defining salt, sodium, minerals, etc. in this Write On assignment.**

Definition: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Synonyms \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Antonyms: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Related terms: \_\_\_\_\_

\_\_\_\_\_

Further Study: Learn about the jobs police officers do.

Examples:

Closing/Transition sentence:

Further Study: Read a book about a missionary to China, such as Lottie Moon or Hudson Taylor.

<> 9d. Write the definition paragraph from your notes.

## 10. Grammar: Nouns

<> 10a. In the first paragraph of the passage, highlight the following common nouns:

1. parents
2. encouragement

- |              |          |
|--------------|----------|
| 3. means     | 4. power |
| 5. resources | 6. body  |
| 7. mind      | 8. heart |
| 9. soul      |          |

All of the words you highlighted are nouns. **A noun is a group of words that contains one of the following:**

- |                    |                   |
|--------------------|-------------------|
| <b>1. a person</b> | <b>2. a place</b> |
| <b>3. a thing</b>  | <b>4. an idea</b> |

You write with nouns all of the time! Sometimes you put nouns near the beginning of your sentences—as the subjects.

Examples:

1. The *boy* rode.
2. The *girl* sang.

Sometimes you put nouns near the end of your sentences—as the objects.

Examples:

1. The boy rode his *bike*.
2. The girl sang the *song*.

Nouns can be either common or proper. **Common nouns are the general names of things.**

Examples:

- |           |         |         |
|-----------|---------|---------|
| 1. boy    | 2. girl | 3. baby |
| 4. box    | 5. love | 6. town |
| 7. street |         |         |

**Proper nouns are the specific names of things.**

Examples:

1. Jonathan
2. Kara
3. Jacob
4. Knoxville
5. Oak Street

As with the other parts of speech, nouns can be used for different parts of speech. The word *city* that you may have just highlighted is an example of this. The word *city* is known as a noun—a thing. However, in that phrase, the word *city* is used as an adjective—a describer telling what kind of gate. You will learn more about words used as multiple parts of speech as you get older.

<> **10b.** Study the “Nouns Used as Multiple Parts of Speech” box below.

## Nouns Used as Multiple Parts of Speech

Nouns can be used as multiple parts of speech. It is confusing for a student to finally figure out what a noun is only to have it be used as a different part of speech as soon as he has learned that it is a noun! Learn how nouns can be used as many parts of speech by studying the list given below:

<u>Noun</u>	<u>Subject</u>	<u>Verb</u>	<u>Adjective</u>
sun	The <b>sun</b> is shining.	They <b>sun</b> themselves.	It was a <b>sunny</b> day.
work	He is at <b>work</b> .	They <b>work</b> hard.	It was a hard <b>work</b> day.
slide	He went down the <b>slide</b> .	He <b>slides</b> into first base.	The <b>sliding</b> book fell off the table.
point	He has a good <b>point</b> .	He <b>pointed</b> at the moon.	That was a <b>pointed</b> remark.

**Final noun trick: Each common noun can have a noun marker in front of it. Thus, if you can put a noun marker (a, an, the) in front of it within the sentence it is in, it may be a noun. If you cannot, the word cannot be a noun:**

1. He brought **the** matter up. = *matter* is noun here
2. Does it matter? Does it **the** matter: No--not a noun


**Note: An adjective may have a noun marker in front of it too--but only because it is describing a noun. The noun marker is used with an adjective-noun--to tell a noun is coming.**

### Grammar Card: Noun—Proper Noun

- Noun that **names a specific person, place, or thing--the proper name of a common noun.**
- All first words, last words, and important words are capitalized in proper nouns: *Through Gates of Splendor*
- Generally, words that are not at the beginning or end of a title that are prepositions, articles, or pronouns of three letters or less are not capitalized.
- Proper nouns include:
  - Names of **groups of people or nationalities**: Irish
  - A person's **name**: Donna
  - Names of **battles/wars**: World War II
  - Days, months, holidays**: June, Christmas
  - Titles**—songs, books, movies, etc.: *God's Smuggler*
  - Names of **organizations**: Training for Triumph
  - Names of God**: Lord
  - References to God**: Him
  - Names of **places**: Indiana
  - Names of **bodies of water, mountains, landmarks, ships, memorials, buildings, cities, states, streets, countries**: Atlantic Ocean, Jefferson Memorial

### Grammar Card: Noun—Common

- Common nouns include the following:
  - **Person**: girl, boy, baby
  - **Place**: city, playground, yard
  - **Thing**: box, ball, book
  - **Idea**: love, joy, hope
- Often the subject of a sentence; may also be the direct or indirect object or object of the preposition of a sentence

 **Common nouns are the “common” names of people, places, things, or ideas.**

1. He brought up **the** *delicate* subject.
2. They talked to a *kind* elder.

↔ **10c.** In the first paragraph of the passage, circle the word means.

Some words can be used as multiple parts of speech. The word *means* you just highlighted is an example of this. The word means is known as a verb; however, in that phrase, the word means is used as a noun—it is a word meaning “resources,” “skills,” or “talents.” You will eventually learn more about words used as multiple parts of speech.

 **Common nouns are the “common” names of people, places, things, or ideas.**

↔ **10d.** Study the Grammar Cards about nouns and proper nouns provided in this lesson.

↔ **10e. Optional:** Make Grammar Cards about nouns and proper nouns, or add new information to existing cards.

↔ **10f.** In the sentences provided, highlight the nouns (both proper and common nouns).

**Note: Do not highlight the pronouns—words that take the place of a noun—like him, her, they, their, etc.**

Note: Do not highlight nouns that are being used as another part of speech (e.g., Bible times—Bible is used as an adverb).

**Note: Most sentences have more than one noun.**

1. The medical student explained to the family that the true God of heaven could be trusted.
2. The student heard a knock at the door the next morning and was surprised to find that it was the postman.

3. On this Monday, he was handed a letter with writing on the outside.
4. Inside was a folded blank paper and a half sovereign—a four hundred percent increase on his half crown given to God the day before!
5. That medical student became known as the “Father of Faith Missions.”
6. The home into which Hudson Taylor was born was blessed with a spiritual heritage.
7. They even had John Wesley himself stay with them in their home in Barnsley.
8. James and Betty Taylor ensured that the light of God’s truth was passed faithfully to the second and third generations of the Taylor family.
9. Hudson Taylor was educated at home, where his mother gave him a background in English and his father introduced him to the writings of great men.
10. His mother’s attention to the details of correct pronunciation proved invaluable to Hudson when he later tackled the complex Chinese dialects.
11. James Taylor spent a great deal of time with his children and often took them into his prayer closet with him so that they would be able to witness firsthand the reality of God’s faithfulness.
12. A devotional time for each child was a required part of the Taylor home schedule.
13. Hudson’s enthusiasm for spiritual things and his burden for China were enlarged by the frequent visitors invited into the Taylor home.
14. At fourteen, Hudson Taylor gave his heart to God and later, at age seventeen, he surrendered his life for God’s service.
15. Having God’s direction for his ministry firmly in mind and with foresight uncommon for his age, Hudson began to discipline himself mentally, spiritually, and physically for the challenges he perceived would face him in China.
16. On his nineteenth birthday in the year 1851, Hudson began his medical studies, working with Dr. Robert Hardey in Hull.
17. In keeping with his goal of learning to trust God alone for finances, Hudson purposed not to remind Dr. Hardey when his wages were due.
18. At 10:00 that evening as he prepared to go home from the office, Hudson heard the steps of the doctor.
19. At that late hour, a patient came to the office and insisted on paying his bill in cash; thus, the doctor remembered to pay his employee his wages.
20. God designed Hudson’s time at Hull to further prepare his life for his call to China.

#### Common Nouns and Proper Nouns

##### Common nouns

(general names):

1. boy
2. girl
3. baby
4. town
5. street
6. ocean

##### Proper nouns

(specific names):

1. Jonathan
2. Kara
3. Jacob
4. Craigville
5. Oak Street
6. Indian Ocean

<> **10g. Optional:** In your notebook, write sentences with nouns, and highlight the nouns.

**Basic Level:** Write **six** sentences.

**Extension:** Write **eight** sentences.

**Further Extension:** Write **ten** sentences using information from a character book or another source.

# 11. Study Skills/Prewriting/ Composition: Take Notes and Write an Original Opening Paragraph

↔ **11a.** Now that you have written the body of your essay, you are ready to write notes for an original opening paragraph. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
  - a. **Scripture passage:** “Unto the ends of the earth”
  - b. **Song:** “Into the Highways and Byways”
  - c. **Story:** About Hudson Taylor
  - d. **Definition:** The paragraph you wrote earlier
  - e. Something you want to use to open and close your report (a continuing poem, verse, story, etc.)
- (2) **In your notes, plan on what you will include in your thesis statement.\* (You may tweak your original thesis statement to fit in your opening paragraph however you see fit.)**
  - a. Remember, a thesis statement is a statement that **tells the “thesis” of your paper--what your entire paper is about.**
  - b. It should be a sentence or two in length and should introduce your reader to your topic.
  - c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
  - d. It should bridge the gap between your catchy opening paragraph and the body of your report.
- (3) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
- (4) You may just jot down some thoughts, references, etc., for your opening paragraph notes, or you may create a “sentence-by-sentence” outline like you did for the body of your report.

**\*Note: If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph--even at the very end of your opening paragraph, if desired. Sometimes this helps the flow of your opening paragraph when you are using a story or other information in your opening paragraph that you want to keep all together--then follow all of this with the thesis statement.**

Note: You may choose to use the Definition paragraph you wrote earlier this week. Just be sure you add a transition to LINK the opening definition paragraph into the body of your essay.

## Notes for Opening Paragraph

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### Checklist Challenge

Do not do anything in the Checklist Challenge that makes your essay sound worse! The Checklist Challenge is for improving essays. If some portion of it does not improve your essay, you may omit that step (with your teacher's permission).

## 12. Composition and Editing: Edit and Revise Using the Checklist Challenge

- ↔ 12. Use the Checklist Challenge located after this week's lesson to edit your report.
- (1) Complete each revision for each paragraph, as indicated.
  - (2) Insert revisions with pen or pencil into your rough draft paper.
  - (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
  - (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

**Optional:** In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

## 13. Spelling Practice: Write That Word!

- ↔ 13a. On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

- ↔ 13b. Complete the following steps for one of the words you listed in 13a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

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- ↔ 13c. Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 14. Grammar: Weekly Quizzes

<> **14a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

**Note:** Complete any portion of the shaded parts that you are able to at this time. Eventually, you will learn all the parts of speech.

<> **15b.** Do the Weekly Review Quiz provided after this week's lesson.

## 15. Spelling: Spelling Test

<> **15a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **15b.** (T) Have your teacher check your Spelling Test.

<> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 16. Dictation: Dictation Quiz

<> **16a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.

<> **16b.** (T) Review your dictation with your teacher.

<> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 17. Composition: Final Copy Biographical Essay From Given Material

<> **17a.** Write the final copy of your report in your notebook, writing on every line. If you prefer, you may type it on the computer.

**Teacher Tip:** Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying "pause" when your student should put a comma in and "stop" when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read—as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

**Note:** In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

**Teacher Tip** If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week's **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

↔ **17b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

## Optional: Extra Practice

- 1E. In your notebook, write fifteen sentences with quotation marks. Use information from a character book.
- 2E. In your notebook, take more notes about Hudson Taylor from a character book.
- 3E. In your notebook, write a paragraph(s) about Hudson Taylor, using your notes from this lesson.
- 4E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write twelve *ea* words.
- 6E. Read a book about Hudson Taylor, such as *Hudson Taylor's Spiritual Secret*; *Hudson Taylor: Founder, China Inland Mission*; or *Shanghaied to China*.
- 7E. Find sentences with quotation marks in a character book or another source, and write them in your notebook.
- 8E. Write a book report about the book you read in this lesson. You may use the Book Report Guide provided in the Appendix of the *Teacher's Guide*.
- 9E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.



# Checklist Challenge Red 5-B: Week Two

Character Focus: Initiative

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

All **All Levels**

E's **Extensions**

B **Basic Level only**

FE **Further Extension only**

E **Extension only**

All  All  All  
 All  E's

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

☞ **Focus on content errors at this time.**

All  All  All  
 All  E's

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All  All  All  
 All  E's

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All  All  All  
 All  E's

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom

cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All  All  All  
 E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher. (or place a check mark in each one that represents a paragraph with no Banned Words).

**Banned Word List:**

very	big	really	good	great
fine	say	bad	little	want
see	look	ask	lot	find

like (only when used as a verb; not a Banned Word as a preposition)

☞ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All  E's  FE

Use **one of this month's vocabulary words** in your composition (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

All  E's  FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **A word you have never used in writing might be one you use in speaking but not in your compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

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: **Priority Preparations**
- Something comical: **No Feather Bed for Hudson!**
- Something bold: **Self-Denial!**
- A song title or line: **Follow Jesus**
- A Scripture: **In the Word, But Not of It**
- Something biblical: **Take Up Your Cross**
- Something about character: **Initiative Pays Off**
- Something informative:
- Other: **Poured Out for God**

☞ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **"thesis statement reloaded"** and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **You may choose to have your "thesis statement reloaded" be a sentence that restates the title of your report rather than the thesis statement.**

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- They display extraordinary stealth.
- Then, they are trapped!
- And soon it happened.

All All All

All E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

☞ This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All All All

All E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ Do not change insignificant words such as *was, it, and, etc.*

E's

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

☞ Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*.)

FE

Add one **quotation or a partial quotation** (or more than one, according to your level) if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- The teacher said, "It designs a temporary spiral of non-sticky silk to act as basting."
- "This basting holds the framework in position as it finishes the web," said Mr. Reish.

☞ Remember, a comma or period at the end of the quotation or special words quoted *always* goes inside the ending quotation mark.

All All All

All E's

**Edit each paragraph** with your teacher, and correct any **usage or spelling errors**.





# Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one aloud.</li> <li>Try to spell the word aloud without looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the 1. SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
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35. \_\_\_\_\_
36. \_\_\_\_\_
37. \_\_\_\_\_
38. \_\_\_\_\_
39. \_\_\_\_\_
40. \_\_\_\_\_

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs--FE

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

### Subordinators

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

### Coordinating Conjunctions

(FANBOYS)

Thirty Seconds

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### BHL Verbs

Two Minutes

Be a Helper, Link Verbs,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_, & \_\_\_\_\_,  
 are ones.  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_ -- they are fun  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, &  
 \_\_\_\_\_  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 -- they are some as well,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_

### First Subordinators Learned

in Rhyme

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher\*

## I. Comprehension and Vocabulary

1. What does the word *rigorous* mean? \_\_\_\_\_
2. Write two sentences using two words that contain the prefix *re*, as in *restricted*.
  - a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_
3. Write two sentences about Hudson Taylor's accomplishments for the Lord.
  - a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_

## II. Spelling and Homophones

4. Put letters *a-g* given below under the corresponding homophones/confusing words. (One of the characteristics falls under two of them.)

led	lead (leed)	lead (ledd)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- a. Has an *a* in it and can only be used as a short *e* word
- b. Is not a verb
- c. Past tense of *lead* (leed)
- d. Means currently or future leading
- e. Can only be used as a verb
- f. May be used as an adjective
- g. May be used as a noun

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

5. Write sentences using the two short e homophones—*led* and *lead*.

a. \_\_\_\_\_

b. \_\_\_\_\_

6. Make corrections in the Wacky Word sentences as needed.

a. She was lead astray by her “friend.”

b. The pencil led was broken.

c. She wanted to lead the children in the right way.

### III. Outlining and Write On

7. List four words from the passage that you needed to include in your KWO due to the spelling, details, or technical nature of them.

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_ d. \_\_\_\_\_

8. Write four things you might include in a definition opening paragraph.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

9. List two times you might want to use a definition opening paragraph.

a. \_\_\_\_\_

b. \_\_\_\_\_

### IV. Grammar and Usage

10. List prepositions in the categories given below without duplicating.

a. Ten prepositions beginning with the letter A.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

(4) \_\_\_\_\_ (5) \_\_\_\_\_ (6) \_\_\_\_\_

(7) \_\_\_\_\_ (8) \_\_\_\_\_ (9) \_\_\_\_\_

(10) \_\_\_\_\_

b. Four prepositions beginning with the letter *B*.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_  
(4) \_\_\_\_\_

c. Four prepositions that fit into the time check sentence: The girl prayed \_\_\_\_\_ the service.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_  
(4) \_\_\_\_\_

d. Eight prepositions that have opposites that are also prepositions (list the opposite pair).

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_  
(4) \_\_\_\_\_ (5) \_\_\_\_\_ (6) \_\_\_\_\_  
(7) \_\_\_\_\_ (8) \_\_\_\_\_

e. Six prepositions that are built with a base preposition.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_  
(4) \_\_\_\_\_ (5) \_\_\_\_\_ (6) \_\_\_\_\_

11. What is another word for a noun marker? \_\_\_\_\_

12. A noun marker has the job of \_\_\_\_\_ the noun.

13. List the three noun markers:

a. \_\_\_\_\_ b. \_\_\_\_\_  
c. \_\_\_\_\_

14. A noun is a group of words that contains one of the following:

a. \_\_\_\_\_ b. \_\_\_\_\_  
c. \_\_\_\_\_ d. \_\_\_\_\_

15. What is the difference between a common noun and a proper noun? \_\_\_\_\_  
\_\_\_\_\_

## V. Editing and Revising

16. **Extensions:** Write two sentences from our essay with subordinate clause openers put at the beginning of them.

a. \_\_\_\_\_  
\_\_\_\_\_  
b. \_\_\_\_\_  
\_\_\_\_\_

17. **Further Extension:** Write two sentences from your essay with subordinate clauses added to the end of them.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

18. List six Banned Words (**Extensions:** List eight):

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_ d. \_\_\_\_\_

e. \_\_\_\_\_ f. \_\_\_\_\_

g. \_\_\_\_\_ h. \_\_\_\_\_





# Red 5-B: Week Three

Character Focus: Initiative

## Vocabulary Box

Synonyms and antonyms for *initiative*--**nouns**

### Synonyms

aggressiveness  
ambition  
aspiration  
determination  
eagerness  
enterprise  
enthusiasm  
fortitude  
gumption  
ingenuity  
resourcefulness  
spunk  
stamina  
tenacity

### Antonyms

aloofness  
apathy  
disinclination  
disinterest  
inactivity  
indifference  
inertia  
laxity  
laziness  
lethargy  
reluctance  
slackness  
slothfulness  
sluggishness

## Vocabulary Box

Characteristics of one who shows *initiative*--**adjectives**

ambitious  
ardent  
desirous  
diligent  
earnest  
ebullient  
fervent  
impassioned  
industrious  
irrepressible  
passionate  
persistent  
sedulous  
zealous

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

Initiative is foundational to all other qualities. It is the first quality that God used to demonstrate His love to us and the first quality that we must use in responding to His love. Initiative is seeing and doing what needs to be done before being asked to do it. Initiative is using the energy of God—God's grace—to achieve God's will, as directed by God's Spirit.

Extensions

God took initiative before the world was founded to provide redemption for us. (See I Peter 1:18–20.) He also demonstrated initiative by creating the heaven and the earth. (See Genesis 1:1.) God is a God of initiative. Furthermore, He displayed initiative by dying for us, making a way for us to spend eternity in heaven with him.

Further Extension

Initiative is required to carry out every other character quality --- gratefulness, forgiveness, punctuality, deference, diligence, and joyfulness. It is also essential to fulfilling Scripture's commands, such as "pray without ceasing," "lay up treasures in heaven," "do good unto all," "maintain good works," and "go ye into all the world." In other words, it takes initiative to do anything worthwhile.

◁ 1a. Read this week's passage aloud.

Obviously, **initiative is needed in all areas of life!** Think about initiative for a minute, though. Doesn't it take initiative to lead others to Christ? Doesn't it take initiative to be kind? Doesn't it take initiative to be diligent? Doesn't it take initiative to forgive others?

<> **1b.** On the lines provided, list six character qualities (**Extensions:** list eight) and write a sentence with details about an instance in which initiative would be needed to carry out that character quality.

Further Study: Learn how to get an audience's attention.

Example:

*Punctuality: In order to be punctual for church, a person must take the initiative to prepare ahead of time to be sure clothes are clean, alarms are set, and vehicles have gasoline in them.*

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Further Study: Read a book about a great missionary like Hudson Taylor or David Livingstone.

7. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<> 1c. In the passage, highlight the following words:

1. foundational (paragraph 1)
2. redemption (paragraph 2)
3. deference (paragraph 3)

<> 1d. Look up these words in the dictionary. On the lines provided, write their definitions in your own words.

### Optional Penmanship Practice

And be not drunk with wine, wherein is excess; but be filled with the Spirit; Speaking to yourselves in psalms and hymns and spiritual songs, singing and making melody in your heart to the Lord.

Ephesians 5:18–19

Definition of *foundational*

\_\_\_\_\_  
\_\_\_\_\_

Definition of *redemption*

\_\_\_\_\_  
\_\_\_\_\_

Definition of *deference*

\_\_\_\_\_  
\_\_\_\_\_

### Optional Penmanship Practice

A soft answer turneth away wrath; but grievous words stir up anger.

Proverbs 15:1

<> 1e. In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

\_\_\_\_\_

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

---

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

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(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

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(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

(9) Write a sentence using this DD word on the lines provided.

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**<> 1f. Extensions:** Write a sentence about the character quality for this month using this DD word.

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**<> 1g. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: In other words, it takes initiative to do anything worthwhile.

Prepositional phrase opener

Further Study: Read a book about how salt can sustain things and make them last longer.

<> 1h. In your notebook, copy this week's passage at the level directed by your teacher.

<> 1i. (T) Review your copy with your teacher, and correct any errors.

## 2. Spelling/Structural Analysis: Ay and ey Say Long e at the End of Words

Examples: obey, portray

<> 2a. In the second paragraph of the passage, highlight the word *displayed*.

Ey can say ee as in:

1. monkey
2. honey
3. parley

Ey can say ay as in:

1. survey
2. convey
3. obey

Ay usually says ay as in:

1. portray
2. delay

**Teacher Tip:** The spelling combinations *ay* and *ey* 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*).

The *ey* and *ay* combinations are often confused with each other. Once again, when studying these combinations, group all of the words that are spelled with *ey* together, and study them. Then do the same with the ones spelled with *ay*.

<> 2b. Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> 2c. Add this week's new words (minus the **Optional Words**) to page 53 of your *Spelling Notebook*.

<> 2d. **Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> 2e. Every day this week, study these words and any others you have listed in your **Review Words** section.

<> 2f. **Optional:** In your notebook, write eight sentences using eight of the spelling words.

Write any **Review Words** that your teacher gives you on the lines provided.

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Words	Syllabication	Write it**	Tip	Your Tip
All				
1. delay	de-lay	_____		_____
2. astray	a-stray	_____		_____
3. dismay	dis-may	_____		_____
4. highway	high-way	_____		_____
5. portray	por-tray	_____		_____
6. stowaway	stow-a-way	_____		_____
7. display	dis-play	_____		_____
8. parley	par-ley	_____		_____
9. convey	con-vey	_____		_____
10. survey	sur-vey	_____		_____
11. disobey	dis-o-bey	_____		_____
12. conveying	con-vey-ing	_____		_____
13. surveyor	sur-vey-or	_____		_____
14. purvey	pur-vey	_____		_____
15. conveyor	con-vey-or	_____		_____
16. purveyor	pur-vey-or	_____		_____

**\*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
<b>Extensions</b> --other words you need to know				
17. et al. *	et al.	_____	Latin for "other people"	_____
18. et cetera*	et cet-er-a	_____	Latin for "and other things"	_____
19. etc.*	etc.	_____	abbreviation for <i>et cetera</i>	_____
20. i.e.*	i.e.	_____	abbreviation for <i>id est</i> --Latin for "that is, to say." Note the periods.	_____
21. adieu*	a-dieu	_____	French for "farewell"	_____
22. ado*	a-do	_____	"Fuss"- like "much ado about nothing"	_____
<b>Optional</b>				
23. ambitious	am-bi-tious	_____		_____
24. ebullient	e-bul-lient	_____		_____
25. impassioned	im-pas-sioned	_____		_____
26. sedulous	sed-u-lous	_____		_____
27. irrepresible	ir-re-press-i-ble	_____		_____

**\*Commonly Misspelled**

**\*\*Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.



### 3. Editor Duty: Correct Given Paragraph(s)

Further Study: Learn about the process of making salt.

#### Nouns

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight all of the nouns—both the proper ones and the common ones.

Further Study: Read the labels on various foods to learn the sodium levels.

More than 2,000,000 tons of salt are produced in the united states for food products. Salt is used as both a seasoning and a preservative. It enhance the taste in food and is used to pickle some products. Almost all canned food contain salt. Many cereals breads and chips has sodium added to keep them fresh

Disease-producing bacteria can multiply very rapidly on meat and other food products. A single bacterium can reproduce itself in less then half an hour. If this doubling process is allowed to continue without interruption their will be billions of bacteria in just 24 hours

Salt retard the spread of bacteria by drawing the moisture out of them and causing them to die this process of dehydration can be observed under high magnification. The preservative power of salt are illustrated by the fact that it can keep meat fresh longer then a refrigerator can

### 4. Spelling Practice: Choose the Correct Spelling

Further Study: Learn the chemical compound of salt.

<> 4a. Highlight the correct spelling of each **All** word.

- |             |           |
|-------------|-----------|
| 1. delay    | deelay    |
| 2. astray   | astraiy   |
| 3. desmay   | dismay    |
| 4. hieghway | highway   |
| 5. poortray | portray   |
| 6. stowaway | stollaway |

Further Study: Read a book about how salt keeps things from decaying.

Character Focus: Missionaries are salt throughout the whole world.

- |               |           |
|---------------|-----------|
| 7. display    | dissplay  |
| 8. parley     | parlay    |
| 9. convay     | convey    |
| 10. survey    | survay    |
| 11. disobay   | disobey   |
| 12. convaying | conveying |
| 13. surveyor  | sirveyor  |
| 14. purvey    | pervey    |
| 15. conveyer  | conveyor  |
| 16. perveyor  | purveyor  |

Further Study: Make a list of things that salt preserves.

↔ **4b.** Highlight the correct spelling of each **Extensions** word.

- |                |           |
|----------------|-----------|
| 17. et all     | et al.    |
| 18. et cettera | et cetera |
| 19. etc.       | ect.      |
| 20. i e        | i.e.      |
| 21. adieu      | adou      |
| 22. ado        | adoo      |

Character Focus: Other people "taste" Christ through us.

↔ **4c.** Highlight the correct spelling of each **Optional** word.

- |                  |               |
|------------------|---------------|
| 23. ambitious    | ambitious     |
| 24. ebulent      | ebullient     |
| 25. impassioned  | inpassioned   |
| 26. sedulous     | seduluss      |
| 27. irrepessable | irrepressible |

Character Focus: Salt can either leave a "good taste" and make someone want more, or bad salt can leave a "bad taste." Christians can have the same effect on the people around them.

↔ **4d.** On the lines provided, write your two (**Extensions**: Write four) most challenging spelling words.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

## Overview of Research Report on Salt

You will be writing an informative research report over the next two weeks. An informative report is a report that informs a reader. It has factual information in it about a topic. It basically teaches a reader about a subject.

To write an informative report, you will need to research to get information. Remember, you are going to inform your reader, so you want to find information from a book or online source to put in your report. At this level, you will learn **how to use multiple sources and make outlining cards.**

### I. TOPIC OF REPORT

**You will be writing an Informative Report about various aspects of salt.** You may choose aspects from one of the topics listed or choose different ones according to your teacher's instructions.

- A. Salt used for food seasoning
- B. Salt used for food preservation
- C. Soda ash made from salt; soda ash used by pioneers to make soap
- D. Salt causes ice to melt
- E. Salt removes hardness
- F. Salt was used for trade by those in camel caravans when gold or silver was not available
- G. Salt is made up of sodium and chlorine
- H. Specks of salt are really crystals of various shapes (Halite is rock salt)
- I. Salt makes people thirsty.
- J. Salt was used to seal covenants
  - 1) Leviticus 2:13---God commanded Moses to instruct the people of Israel to use salt as a symbol of their purity and vitality of their sacrifices.
  - 2) Numbers 18:19---To emphasize the permanence of His priestly covenant with Aaron, God confirmed it in salt.
  - 3) In 1977, Prime Minister Begin of Israel stepped off of his plane onto Egyptian soil, and President Sadat greeted him with a plate of bread and salt. His actions signified his offering of peace and protection.
- K. During Old Testament times, salt was controlled by the king as an important source of life (Ezra 7:22).

### II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT

- A. **Basic** students will write **4 paragraphs** for the body (P'soB).
- B. **Extensions** students will write **5 paragraphs** for the body (P'soB).

**\*Note: You will write 4 paragraphs for the body (Extensions: five paragraphs). Thus, you will choose four aspects (one aspect per paragraph) for your report's content.**

**Note: This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lesson is assigned and detailed throughout the week(s).**

### III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write **5-7 sentences\*** per paragraph.
- B. **Extensions** students will write **6-9 sentences** per paragraph.

**\*Note: You may always choose to write fewer sentences per paragraph but more total paragraphs in any TFT writing assignment, with your teacher's permission.**

### IV. OPENING PARAGRAPH

All students **will** write an **opening paragraph.**

### V. CLOSING PARAGRAPH

All students **will** write a **closing paragraph.**

### VI. SOURCES

- A. **Basic** students will use **2 sources.** You will be told in the writing instructions what types of sources to use.
- B. **Extensions** students will use **3 sources.** You will be told in the writing instructions what types of sources to use.

### VII. QUOTATION USE

**No** students **will** include quotations unless student desires to.

### VIII. SKILLS/WRITE ON

You will learn/further develop the following additional skills:

- A. Paragraph division
- B. Color-Coded Research
- C. Multiple source use
- D. Negative descriptive words

## 5. Research and Study Skills: Choose Your Topic and Overview Sources

You have been given a list of aspects from which to choose for your report. The first step in writing a report is to choose the topic you will be writing about.

↔ **5a.** Start with the list of topics that are provided for you and think about these aspects of topic choosing:

- (1) You will be breaking your informative report down into paragraphs. Consider this when you choose your topic too.
  - a. For example, some topics are easy to break down, like in the case of the topic of Big Cats or Small Dogs, you can easily choose four different big cats for the body of your report--or four different small dog breeds for the body of your report.
  - b. **In these cases, you would spend one paragraph on each specific animal.**
- (3) For this paper, you want to be extremely specific in your paragraph divisions. You will want to have one aspect of salt in each paragraph.
- (3) You will want to choose aspects from the list that are most interesting to you. You will be reading and researching about the topics, so you want to be sure you enjoy learning about them.
- (4) You want to choose aspects that you know you can find information about easily.

↔ **5b.** Study the “Choosing Sources” box provided.

### Choosing Sources

Specifically, you might like a source book that contains any or all of the following:

1. **Sidebars** with further explanations of the material
2. **Section headings** that indicate what the next section is about
3. **Pictures, graphs, and drawings** that help to explain difficult information
4. **Short chapters**, but more chapters, that begin anew with each aspect of your topic
5. **Vocabulary words or other challenging/technical terms in bold font or italics and defined somewhere**--either directly in the text, in a sidebar, or in a glossary (list of terms and their definitions located in the back of the book)
6. Detailed **Table of Contents** that not only lists the chapter titles but also the section headings, if possible
7. **Index** in the back of the book that tells you specifically on what page each minor topic can be found
8. **Summaries** at the ends of the chapters that briefly tell you what the chapters contain

<> **5c.** Choose an “Overview Source” to help you become familiar with your topic.

You will be helped greatly in the researching, outlining, and writing process for research-based reports if you use what Training for Triumph calls the “Overview Source” when you first begin a writing project.

Consider how this source will be used when choosing your “Overview Source” for this writing project:

- (1) You want to choose an **“Overview Source” for this that contains information about all aspects of your topic.**
- (2) You want this source to be **one that you can read in one sitting--not a lengthy book about the topic.** For example, you might use a ten-page encyclopedia essay, a filled website, or a junior non fiction book.
- (3) You want your **source to be short enough that you can write the assigned length** of report using that as your first source, but not so short that the portions of it about your topic are shorter than your report will be.
- (4) You want your source to be long enough that you can find enough information for your topic, but not so long that wading through it is too laborious--and determining what information you want to use or do not want to use is too hard.

**Note: A good rule of thumb for your Overview Source is that it be at least four times as long as your assigned text. Thus, if you are assigned six total paragraphs, you do not want your Overview Source to be shorter than twenty-four paragraphs--though it may be longer.**

<> **5d.** Study the “Looking Ahead at the Overview Source Method” box provided.

### Looking Ahead...at the “Overview Source Method”

(Read Only Box)

In the **“Overview Source Method”** of writing, you will find one source (the “Overview Source”) in the beginning **that helps you learn about your topic in a concise way**--and that will help you divide up information in your report more easily. Once you find this source, **you will use this source to decide what all you will put in your report, how you will break down the information, etc.** Then when you add other sources to the writing process, you will know where to plug in the information from that source(s) easily.

In a nutshell, you will do the following steps with your Overview Source. **Detailed steps will follow during the outlining assignment.** This box is for reading only--before you get into each step.

- (1) Find a source based on the criteria given for the “Overview Source.”

**Example: Salt (encyclopedia essay)**

### Optional Penmanship Practice

Initiative: Recognizing and doing what needs to be done before I am asked to do it.

Further Study: Read Acts 2-3 and learn how the early church showed initiative in being salt to those around them.

(2) Read that source (or section about your topic in that source) thoroughly.

(3) As you read through your Overview Source, decide how you will divide up the information into paragraphs for your report and write those paragraph topics on the Topic of Paragraph of Body lines provided in your work text:

Example:

Paragraph of Body A (PoB-A): Salt → food seasoning

Paragraph of Body B (PoB-B): Salt → food preservation

Paragraph of Body C (PoB-C): Salt → ice melt

Paragraph of Body D (PoB-D): Salt → remove hardness

(4) Highlight your Paragraph of Body (PoB) lines in this work text and your Overview Source with “Color Coded Research” following these steps:

- a. Choose the same number of colors of highlighters<sup>+</sup> as you are assigned paragraphs for the body of your paper.
- b. Highlight the first Topic of Paragraph line (PoB-A) with one color of highlighter.
- c. Then go through your Overview Source and highlight information that will fit in that paragraph (PoB-A) with the same color of highlighter that you highlighted the PoB-A line in b. above.
- d. Continue in this manner, using the “Color-Coded Research” approach to highlight your PoB lines in this work text and your Overview Source until you have color coded all of your PoB lines and your Overview Source.

**Note: Thus, if the tornado formation information (information for your first paragraph) in your Overview Source is highlighted in blue, the Topic of PoB-A line in your work text will be highlighted in the same blue.**

(5) Choose another source (or sources) that contains information specifically about the paragraph topics that you have chosen from your Overview Source to include in your report. Color Code this source in the same way as you did your Overview Source (using the same colors in your additional sources for each PoB that you used in your Overview Source and that you used on your Topic of PoB lines in your work text).

**Examples: (1) Salt Website and (2) Salt junior non-fiction book**

(6) Write information from all of your source(s) beneath your PoB note headers (for the sentences of your report) on the Outlining Cards provided.

<sup>+</sup>You may use whatever you desire for your color coding—highlighters, colored pencils or pens, crayons, etc. (though some implements will not be seen through, so you must underline, circle, box, etc., your information if you use these). If your source is not one that may be marked on, you may use various colors of sticky notes that you label.

**\*Note: Your Overview Source will help you determine what your Paragraph Topics will be. All of your sources will be used to get the content for your outline and report.**

## Alternative Writing for Red 5-B: Week Three

- Write a definition essay about three related character qualities, such as initiative, diligence, and responsibility.
- Write a biographical research report about the adventures of John MacGregor.

### Subordinators

Your older siblings may have memorized several subordinators with this rhyme (emphasize the underlined parts):

Since, When, Although  
Because, If, and Though

## 6. Grammar: Subordinators

<> **6a.** In the first paragraph of the passage, highlight the subordinators.

You have probably already learned about that special group of words known as subordinators.

Subordinators are words that make the part of the sentence they are in sound incomplete. Subordinators are used to begin subordinate clauses. They are easy to learn if you use the Subordinator-Check Sentence that most subordinators fit into: \_\_\_\_\_ he was late for church.

*Since* he was late for church


*If* he was late for church

*Because* he was late for church

*When* he was late for church

*Although* he was late for church

<> **6b.** (T) Aloud with your teacher, test the subordinators listed in the side bar in the Subordinator Check Sentence .

 **Who, whom, and that** are subordinators that are often used incorrectly. Use *who* or *whom* to refer to a person: The girl *who* wrote the story is here. Use *that* to refer to other objects (not people): The dog *that* bit her is usually gentle.

<> **6c.** Study the Grammar Card about subordinators provided in this lesson.

<> **6d. Optional:** Make a Grammar Card about subordinators, or add new information to an existing card.

<> **6e.** (T) Memorize and recite some of the subordinators to your teacher.

**Basic Level:** Memorize ten subordinators.

**Extension:** Memorize twelve subordinators.

**Further Extension:** Memorize fifteen subordinators.

<> **6f.** Throughout the beginning of the sentences provided, highlight the subordinators.


1. As he parleyed with an old sheikh, he opened a tiny box of fine salt and offered it to his captor.

### Grammar Card: Subordinator

- Words that “leave you hanging” when you read the clauses that they introduce
- **Words that make a clause sound as though something is missing**
- Used to start subordinate clauses (also called dependent clauses)
- Most subordinators fit into the **Subordinator-Check Sentence**:  
\_\_\_\_\_ he was late for church
- The first subordinators learned in rhyme by Level A students:  
**Since, When, Although**  
**Because, If, and Though**
- List of subordinators:

although	how	so that	whenever
as	if	than	where
as if	inasmuch	that	wherever
as though	in order that	though	whether
because	just as	unless	while
even	provided	until	which
eventhough	since	when	why
- Some subordinators are also prepositions:

during	after	inasmuch as	before
until	through	throughout	at
for	by	toward	by
- It is important to recognize subordinators quickly because they are words used to begin subordinate (dependent) clauses; these clauses cannot stand alone and require special punctuation and another sentence to use them.

 **Who, whom, and that** are subordinators that are often used incorrectly. Use *who* or *whom* to refer to a person: The girl *who* wrote the story is here. Use *that* to refer to other objects (not people): The dog *that* bit her is usually gentle.

### Optional Penmanship Practice

This book of the law shall not depart out of thy mouth; but thou shalt meditate therein day and night, that thou mayest observe to do according to all that is written therein: for then thou shalt make thy way prosperous, and then thou shalt have good success.

Joshua 1:8

2. Since the Arab had never before seen salt so white and refined, he thought it was sugar.
3. When MacGregor took a bite of the salt, he knew he was tricking the sheikh into a salt covenant without the sheikh knowing it.
4. When the word covenant is used interchangeably with words such as agreement, treaty, compact, and promise, it expresses the fullness of the meaning behind it.
5. Since these words denote a permanent or unbreakable agreement in which one person gives himself and all his possessions completely to another in the sight of God, the Hebrew and Greek words translated covenant in the English Bible make obvious references to “establishing,” “binding together,” and “eating.”
6. Because the salt covenant has been the most widely honored, religions and governments alike have used this valuable substance as the symbolic bond of an enduring accord.
7. While the eating of a common sacrifice also marked the life-sharing union of a covenant, some covenants were also confirmed when two persons cut themselves and mixed their blood together.
8. While each instance is uniquely accompanied by sacred significance, God commanded Moses to instruct the people of Israel to use salt as a symbol of the purity and vitality of their sacrifices.
9. In order that the permanence of His priestly covenant with Aaron might be emphasized, God confirmed it with salt.
10. So that He might assure man’s understanding of worship and authority, God demanded the use of salt.
11. Although the word covenant appears in the Bible over 250 times, a special sense of permanence is attached to the three instances where a covenant of salt was required.
12. When someone received salt from the king’s palace, he renewed his pledge of loyalty.
13. Because salt is an ingredient common in most breads, the eating of bread with another person carries the same binding power in most parts of the world.
14. When he traveled across three continents, English explorer Stephen Schultz heard an interesting account about the binding power of salt.
15. After Hennicker had requested safe passage through the desert kingdom of the local sheikh, the Arab ruler drew his sword, placed some salt on the blade, and put a portion of it in his mouth.

#### Help Box for 6a.

You should have highlighted the following words:

- |                 |                  |
|-----------------|------------------|
| 1. that (God)   | 2. that (we)     |
| 3. what (needs) | 4. as (directed) |



## 7. Research and Study Skills: Write Your Working Thesis Statement, Begin Gathering Information From Overview Source, and Choose Additional Source(s)

By now you should have your sources found, your “Overview Source” read, and your topic chosen. Since you are writing a research-based report, you need to be sure that you take notes on your topic in an organized way--and that you do not include anything in your notes that you will not need for your report or leave out information you will need in order to write a strong report.

One way that you can be helped in this process is to write what is known as a **thesis statement--a statement declaring what your entire paper is going to be about**. This is similar to when you learned how to write the opening sentence of a paragraph--a sentence that tells what your entire paragraph is about. Only **in the case of a thesis statement, you will not write just what one paragraph is about--but you will write what the entire report is going to be about**.

For instance, if you were writing an opening sentence about **one** of the paragraphs in your report about tornadoes, you might write, *Salt is used to season foods all around the world*. This would tell your reader that **your paragraph is going to be about salt as a seasoning**.

However, you cannot use that sentence for the thesis statement for your entire report because it only tells what that **one** paragraph is about--**the paragraph about salt as a seasoning**. **The thesis statement must tell what the entire report is about**.

A thesis statement is a commitment of sorts. You are committing to the topic(s) you are going to write about. Of course, you may always change your mind and start back at Step One in any writing project, but your “working” thesis statement gets you moving immediately.

Your thesis statement for the tornado report might be, ***Salt has many uses, including, but not limited to, seasoning foods, preserving foods, melting ice, and removing hardness***.

Since you have read your first source, you will probably be ready to come up with a “working” thesis statement--one that you may tweak later when you write your opening paragraph.

**<> 7a.** Follow these tips to write the “working” thesis statement for your report.\*

- (1) Write one sentence that tells the reader what your report is about.
- (2) Be sure it includes all aspects of your report.
- (3) Tell your reader what you plan to include in your report (to a small extent list the aspects your report includes).

### Optional Penmanship Practice

Ye are the salt of the earth...

Matthew 5:13a

(4) Do not say, *In this report, you will read about...*

(5) Include the four or five aspects in your “working” thesis statement--in the order you will include them in your paper.

**Note: If you do not feel prepared to write your “working” thesis statement at this time, you may skip this assignment and come back to it after you complete assignment 7b.**

### Example of Thesis Statements

*• Salt has many uses, including, but not limited to, seasoning foods, preserving foods, melting ice, and removing hardness.*

### Your “Working” Thesis Statement

**My “Working” Thesis Statement for this report:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Optional Penmanship Practice

Initiative: Recognizing and doing what needs to be done before I am asked to do it.

<> **7b.** Read and mark your “Overview Source” for possible aspects that you want to include in your report.

(1) Read the sections of your Overview Source that pertain to your topic.

(2) Skim through the text of your source to get an idea of the various aspects of your topic.

(a) As you skim through your source, consider that you are writing four or five short paragraphs about your topic--and your book or source contains many paragraphs!

(b) You will need to decide which parts of your topic you want in your report (since you cannot include all of the information from your source in just a short report).

**Note: You will choose one aspect for each paragraph. Each paragraph will be five to nine sentences in length. You will only be able to include highlights about each aspect in that short space.**

- (3) Now that you have read and skimmed your Overview Source, determine what your paragraph breaks will be. Once you have determined what your PoB Topics are, list them on the Topic of PoB lines provided below in the order you will include them in your report.

**Note: These should be the same as what you have listed in your “working” thesis statement above. If they are not, tweak them in one place or the other as needed.**

**Topic of PoB-A:** \_\_\_\_\_

**Topic of PoB-B:** \_\_\_\_\_

**Topic of PoB-C:** \_\_\_\_\_

**Topic of PoB-D:** \_\_\_\_\_

**Extensions--Topic of PoB-E:** \_\_\_\_\_

### Optional Penmanship Practice

My hands also will I lift up  
unto thy commandments,  
which I have loved; and I  
will meditate in thy  
statutes.

Psalm 119:48

- (4) Now begin the “Color-Coded Research” process as follows:

- (a) Choose **four or five different colors of highlighters**<sup>+</sup>--one color for each aspect you will write about in your report.
- (b) Highlight the first Topic of Paragraph line (PoB-A) with one color of highlighter.
- (c) Go through your Overview Source\* and highlight information that will fit in that paragraph (PoB-A) with the same color of highlighter that you highlighted the PoB-A line above.

For example, after you highlight the Topic of PoB-A line (about salt as a seasoning, for example) with a pink highlighter, highlight all of the salt as a seasoning information in your Overview Source (that you think you might want to use) with that same pink highlighter.

- (d) Continue in this manner, using the “Color-Coded Research” approach to highlight your PoB lines in this work text and your Overview Source until you have color coded all of your PoB lines and the information in your Overview Source that you think you might use.

<sup>+</sup> You may use whatever you desire for your color coding—highlighters, colored pencils or pens, crayons, etc. (though some implements will not be seen through, so you must underline, circle, box, etc., your information if you use these). If your source is not one that may be marked on, you may use various colors of sticky notes (on your source’s pages) that you label.

\*\*Only use information from your Overview Source that you feel is especially strong (and not exceeding 50% of your paper's total content—see note below). Remember, you will get at least 50% of your information from your other source(s). (See <> 7c.)

**Note: You may not get more than 50% of the information for your report from this “Overview Source” (or all of your “Overview Sources” combined if each aspect has its own). The purpose of the “Overview Source Method” is to help the student see how to break the information for his report down into paragraphs. Since each paragraph in this report is about a different aspect, that breakdown is relatively easy. However, you will still need to get in the habit of using one source (the “Overview Source”) to get the “big picture” (and a few details), then using your other source(s) to get most of the details.**

<> **7c.** Choose one or two other sources (based on your assigned number of sources) that contain information about your topic and that you think will help you write your report—and continue with the “Color Coded Research”:

(1) You will need to secure two or three total sources for your report (including your Overview Source), depending on your level and your teacher's wishes.

(2) Your Overview Source should have helped you determine your Paragraph of Body Topics clearly. Now you will continue highlighting/coding information in your other sources following these tips:

a. Use the same color coding in your additional sources as you did in your Overview Source. In other words, if your salt as a seasoning information in your Overview Source is highlighted in pink (as is your Topic of PoB-A line in your work text, for example), continue using pink in your other sources for salt as a seasoning.

b. Use your sources wisely. Your Overview Source might have strong information about salt as a seasoning but just a small amount of information on salt melting ice while your second source (or others) might be stronger on salt melting ice. Mark (via “color coding”) all information from all source(s) that you think you will be able to use in your report.

Character Focus: Salt needs to be spread evenly just like Christians need to be throughout the whole world.

**Note: If research is new to you, you might desire (with your teacher's permission) to use a simplified multi-source research method in which you get your topics from your Overview Source then get information for each aspect from a different source (e.g., a different encyclopedia entry for each aspect). This is a gentle introduction to research writing and should be used only in the very beginning stages of research report writing. The goal is to learn to merge multiple sources into one paper (after the Overview Source helps you determine what information you need to search for).**

## 8. Spelling Practice: Six “S” Spelling Secret

- <> **8a.** Take a spelling "pre-test" in your notebook.
- <> **8b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 9. Sentence Structure: Subordinate Clause Openers

Earlier in the week you learned about subordinators and subordinate clauses.

Remember, subordinate clauses cannot stand alone; it has to accompany an independent clause in order to make a complete sentence. If it comes at the beginning of a sentence, a subordinate clause becomes a subordinate clause opener.

A subordinate clause opener has the following characteristics:

1. It is a sentence opener.
2. It begins with a subordinator.

Subordinate clause openers add variety to your writing. Writing properly with subordinate clause openers is one of the hallmarks of an advanced writer.

In order to write properly with subordinate clause openers, you need to know how to punctuate them properly.

Follow these guidelines for using a comma after a subordinator clause opener:

1. **Insert a comma where you hear the subordinator clause end.**
2. **Insert a comma just before the complete sentence begins.**

This is easier to do than you might think. One of the convenient things about commas is that they generally signify that whatever is set off with them is not needed to make the sentence a complete sentence.

Thus, most things set off with commas can be mentally removed, and a complete sentence will remain.


1. **When a person's motives are right,** he will be able to endure trials.
2. **When a person's affections are on earthly things,** he will be devastated by trials.


Do you see how you can remove the subordinate clause opener (the part set off with a comma), and a complete sentence still remains? So, to punctuate your sentences with subordinate clause openers, insert the comma where the removable information ends and the complete sentence begins.

Character Focus: Salt is a chemical that is made by other things being bonded together. Christians are more effective when they are bonded together.

## Grammar Card: Subordinate Clause Opener

- A comma should follow a subordinate clause opener at:
  - The end of the subordinate clause: Because Jesus was the meekest person to ever **live**, we can learn from Him.
  - The beginning of the complete sentence: While the world says not to be meek, **God's** Word tells us to be meek.
- Memorize subordinate clause opener rhyme:  
**When you start a sentence with a subordinate clause,  
Put a comma in where you hear the pause!**

 Listen for your voice inflection when reading a sentence that begins with a subordinate clause opener. You will hear when the subordinate clause ends and when the “real” sentence (complete sentence) begins. Remember this rhyme: “When you start a sentence with a subordinate clause, put a comma in where you hear the pause.”

 Listen for your voice inflection when reading a sentence that begins with a subordinate clause opener. You will hear when the subordinate clause ends and when the “real” sentence (complete sentence) begins. Remember this rhyme: “When you start a sentence with a subordinate clause, put a comma in where you hear the pause.”

<> **9a.** Study the Grammar Cards about subordinate clauses and subordinate clause openers provided in this lesson.

<> **9b. Optional:** Make Grammar Cards about subordinate clauses and subordinate clause openers, or add new information to existing cards.

<> **9c.** For the sentences provided, complete the following steps:  
(1) Place a comma after each subordinate clause opener.  
(2) Finish each sentence with a complete sentence (an independent clause).

**Example:** When two drivers approach an intersection at the same time, **one must yield the right-of-way to the other to avoid serious consequences.**

**Note:** You may write any sentence you desire following the opener---regardless of whether it is factual or not. Just be sure you do the following:

- a. Place a comma following the subordinate clause opener.
- b. Be sure added sentences could stand alone.
- c. Try to come up with a sentence for each one that makes sense---even if it is not historically or scientifically accurate.

**All**

1. As he parleyed with an old sheikh \_\_\_\_\_  
\_\_\_\_\_

2. Since the Arab had never before seen salt so white and refined \_\_\_\_\_  
\_\_\_\_\_

3. When MacGregor took a bite of the salt \_\_\_\_\_  
\_\_\_\_\_

4. When MacGregor took a bite of the salt \_\_\_\_\_  
\_\_\_\_\_

5. Although covenants of salt are recorded only three times \_\_\_\_\_  
\_\_\_\_\_

6. Because the salt covenant has been the most widely honored \_\_\_\_\_  
\_\_\_\_\_

7. When Abijah, the king of Judah, challenged Jeroboam, the king of Israel, concerning his claims to the throne \_\_\_\_\_

\_\_\_\_\_

8. Since these words denote a permanent or unbreakable agreement in which one person gives himself and all his possessions completely to another in the sight of God

\_\_\_\_\_

9. Insomuch as a covenant of salt is still considered unbreakable by many cultures

\_\_\_\_\_

10. Because salt is an ingredient common in most breads \_\_\_\_\_

\_\_\_\_\_

### Extensions

11. When the word covenant is used interchangeably with words such as agreement, treaty, compact, and promise \_\_\_\_\_

\_\_\_\_\_

12. When the eating of a common sacrifice also marked the life-sharing union of a covenant \_\_\_\_\_

\_\_\_\_\_

12. While each instance is uniquely accompanied by sacred significance \_\_\_\_\_

\_\_\_\_\_

14. Through emphasizing the permanence of His priestly covenant with Aaron \_\_\_\_\_

\_\_\_\_\_

15. Since the word covenant appears in the Bible over 250 times \_\_\_\_\_

\_\_\_\_\_

16. While this custom was followed during the rebuilding of the Temple in Jerusalem under the Persian king Artaxerxes \_\_\_\_\_

\_\_\_\_\_

17. After Hennicker had requested safe passage through the desert kingdom of the local sheikh \_\_\_\_\_

\_\_\_\_\_

18. When they have eaten bread and salt with anyone \_\_\_\_\_

\_\_\_\_\_

#### Commas Following Subordinate Clause Openers

In each of your sentences with subordinate clause openers, insert the comma where the removable information ends and the complete sentence begins.

#### Punctuating Subordinate Clause Openers

A comma should follow a subordinator clause opener when:

1. You hear the subordinate clause end.
2. You hear the complete sentence begin.

Commas usually signify that whatever is set off by them is not needed to make a sentence complete.

Character Focus: Salt preserves food, just like Christians preserve a nation.

Character Focus: Salt naturally does what it was made to do. Christians must show initiative in what God wants them to.

19. When the nation of Israel entered into a covenant with the Lord \_\_\_\_\_

---

Character Focus: Salt plays a large part in helping us to taste things.

## 10. Study Skills/Research: Create Outlining Cards for Informative Research Report

<> 10. Create Outlining Cards (notes) that you can write your report from using the source(s) that you have chosen and marked, following these steps:

- (1) Turn to the Outlining Cards following this entire writing lesson.
- (2) Start with the first Paragraph of the Body of your report (PoB-A) that you listed in earlier, and complete the following steps on the Outlining Cards:
  - a. **Write the topic of that paragraph on the Paragraph of Body line** (i.e. PoB-A, PoB-B, etc.).
  - b. Open your “Overview Source,” and find the information you “color-coded” for that topic.
  - c. **Fill in the sentence lines with the information about that aspects from your “Overview Source” until you have some information for some of the sentences** (but not more than 50% of the sentence lines filled in). These will be your Support Sentences (SS)--the sentences that tell about what you introduced in your opening sentence.
  - d. Move to your other source(s) one at a time, and **fill in the rest of the sentence lines with notes about that aspects using the color-coded information.**
  - e. Do this for each of your four or five aspects.
  - f. If you know the opening or transition sentence you want to use, **you may outline that sentence for each paragraph too.**

**\*Note: When using multiple sources for report writing, always begin with the source that will help you choose your paragraph topics (i.e. your Overview Source), then move on to the source that contains the next greatest amount of information you will need. Continue in this manner, using the sources that contain the most information first, then moving onto the ones with less usable information.**

(3) **You may cut out the cards or leave them all on the pages.**

(4) Keep these tips in mind:

a. **A paragraph is a unit of thought**

- i. Each paragraph should only contain information about one aspect.
- ii. Do not put information about salt seasons and salt melting ice on the same paragraph space.

Character Focus: Salt plays a large part in helping us to taste things.



- iii. Each of your items will be a separate paragraph.
  - iv. If you would like to write more than the assigned paragraphs and your teacher agrees, you may create some additional note taking cards and do extra paragraphs. For example, you may do more paragraphs--with more aspects or you may do two paragraphs over each aspect,\* if desired.
- b. **Just write down key words for each sentence line, but be sure to include any details that are hard to spell or difficult to remember.**
- c. You will be using the “**Sentence-by-Sentence**” (S-by-S) approach to notetaking for this report. That means that **you will write key words on each “sentence” line that you will later use to create a complete sentence when you write your report.**

### Outlining Format Sample

**For example:**

**Opening Sentence:** *one use salt=seasoning foods*

**In your report, it might say:** *salt is used to season foods all around the world.*

## 11. Grammar: Appositives

↔ **11a.** In the second paragraph of the passage, highlight the following words:

, making a way for us to spend eternity in heaven with him.

In the passage, this phrase is used as an appositive. **An appositive is a simple writing tool that is used to rename or restate the subject or other part of the sentence.**

You can use an appositive to give more information about the subject without writing another whole sentence. Examples:

1. You do not have to write: *Jesus is loving. He is our Savior.* This can be written as one sentence: *Jesus, our Savior, is loving.*
2. You do not have to write: *Mother teaches us God's Word. She is a very dedicated mother.* This can be written as one sentence: *Mother, a very dedicated mother, teaches us God's Word.*

See how appositives make writing more clear and concise? Appositives can appear in any part of a sentence.

Examples:

1. **Jesus, *our Savior*, is loving toward us.**
2. **The sacrifice of the cross was a sign of how deeply we are loved by God, *our Father*.**

In order to find an appositive in a sentence, follow these steps:

- (1) Find a noun (usually the subject) of the sentence.
- (2) Look at the word or words directly following the noun you found. This is usually the appositive (if your sentence has one).

Sometimes, an appositive follows the object of the sentence—at the end of a sentence, such as in the following sentences:

1. Love characterizes our Savior, *Jesus Christ*.
2. The love of God should be clearly seen in the attitudes and responses of Christians, *the children of God*.

In rare instances, an appositive follows the verb or describer and renames it, such as in the following sentences:

1. Cain slew, *or murdered*, his own brother.
2. The Bible says that the first murderer was wrath, *or very angry*, toward his victim.

**An appositive is usually set apart with commas when it comes in the middle of a sentence and is more than just a one-word name.**


For example: Anger, *a signal that something is wrong*, alerts a person's spirit to a spiritual problem, just as pain alerts his body to a physical problem.

**An appositive that comes at the end of a sentence and is more than a one-word name has a comma before it and the sentence's end mark after it.**


### Grammar Card:

#### **Appositive** (Abbreviated: APP)

- Follows the subject and **renames/restates the subject**
- Is non-essential information or introductory material that **can be removed from a sentence with a complete sentence still remaining.**
- Punctuation:
  - One-word appositives usually do not need commas: His brother **John** came early.
  - Two-word-or-longer appositives are set off with commas:** His brother, **John Smith**, came early.
  - No comma follows an appositive if it comes at the end of a sentence; in this case use an end mark: Leading the way was John the Baptist, **the voice in the wilderness.**
- Various types of clauses and phrases may function as appositives:
  - Subordinate clause:  
John the Baptist, **who was the voice in the wilderness**, . . .
  - Ly phrase:  
John the Baptist, **simply the voice in the wilderness**, . . .
  - Prepositional phrase:  
John the Baptist, **as a voice in the wilderness**, . . .
  - Other:  
John the Baptist, **speaking as the voice in the wilderness**, . . .
- A phrase or clause following a subject that describes rather than renames is usually called an interrupter or non-essential phrase or clause (though they are still punctuated the same).
- Some grammarians call words that restate or rename the verb or object appositives too: He gave his all, **his very best** (renaming the object *all*).

 **An appositive should usually be set off with commas and can trade places with the word or phrase it renames.**

For example: To overcome anger, be a calm and sympathetic person, *one who rests in the Lord and is sensitive to the needs and feelings of others*.

 **An appositive should usually be set off with commas and can trade places with the word or phrase it renames.**

➤ **11b.** Study the Grammar Card about appositives.

➤ **11c. Optional:** Make a Grammar Card about appositives, or add new information to an existing card.

➤ **11d.** In the sentences provided, highlight the appositives.

#### **All**

1. Scientists, those who study volcanoes, do not agree on the causes.
2. The intense heat of the earth's core, the center far below the surface, generates currents.
3. Pressures, called rift zones, stretch apart.
4. The same friction squeezes it together, or contracts, it.
5. Hot molten rock, known as magma, rises through the

fractures.

6. Surface magma, called lava, erupts last.
7. God created man with a will, the ability to choose.
8. God's law, both the Ten Commandments and the New Testament, shows us that we are responsible for every action we make.
9. In Exodus, the second book of the Bible, God says that even an ox is responsible for its actions.
10. If an ox gores a person, man or woman, he must be put to death.
11. If a person willfully kills someone, anyone, he should likewise be punished.
12. If a driver does not maintain his vehicle, whether a car or a truck, and this lack of maintenance causes an injury or death, the driver is responsible.
13. In modern times, the lawmakers often think that a criminal, even a murderer, is a victim of his environment.
14. This allows people, criminals especially, to not take responsibility for their actions.

### Extensions

15. Murder, the unlawful killing of a human being by another with malice, is a sin and is against the law.
16. Homicide, the killing of another without malice or intent, does not have moral or legal judgment upon it.
17. Killing someone because it is necessary for others' safety, justifiable homicide, is another type of homicide.
18. Criminal homicide, killing someone due to reckless actions, constitutes murder.
19. Vehicular homicide, the killing of a human being by operation of an automobile or other vehicle, is usually an accidental killing.
20. If a driver's tire blows out, that is, bursts without forewarning, and a person is hurt or killed, the driver is not responsible for causing it.

### Appositives

Appositives are helpful in several ways:

1. They rename or restate the subject.
2. They give additional information about the subject.
3. They add variety to your writing.

### Appositive Placement

Appositives can appear in any part of a sentence.

1. At the end: I will sing of Jesus, **my Redeemer**.
2. Near the beginning: Of Jesus, my Redeemer, I will sing a song of praise.
3. In the middle: I will sing of Jesus, my Redeemer, every day that I live.

21. The spirit of the sixth commandment, “thou shalt not kill,” is that we should not do any violence to another person.

<> **11e. Optional:** In your notebook, write sentences with appositives.

**Basic Level:** Write eight sentences.

**Extension:** Write ten sentences.

**Further Extension:** Write ten sentences containing information from a character book or another source.

## 12. Composition: Write Rough Draft of Informative Report About Salt

<> **12.** Follow these steps to write your report:

(1) Read your original thesis statement to remind yourself of what your report is about.

**Note About Thesis Statement:** Since you are going to be writing an opening and a closing paragraph later, you do not need to include your thesis statement in your report yet. You will tweak the rough thesis statement you wrote earlier and include it in the opening paragraph of your report (at the time of that writing). For now, you will just write the four or five Paragraphs of the Body (P'soB) of your report.

(2) Read the topic of your first paragraph of the body and the sentence notes beneath it.

(3) Add any notes to this paragraph that you desire, or mark through things you do not want, or re-number the sentence lines if you want your information in a different order.

(4) Write the first paragraph of the body of your report (PoB A) in your notebook (on every other line) or key it on the computer (double spaced).

(5) Continue the steps above for the rest of your report.

## 13. Spelling Practice: Write That Word!

<> **13a.** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_

2. \_\_\_\_\_

<> **13b.** Complete the following steps for one of the words you listed in 13a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

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<> **13c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

## 14. Grammar: Weekly Quizzes

<> **14a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

**Note:** Complete any portion of the shaded parts that you are able to at this time. Eventually, you will learn all the parts of speech.

<> **14b.** Do the Weekly Review Quiz provided after this week's lesson.

## 15. Spelling: Spelling Test

<> **15a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **15b.** (T) Have your teacher check your Spelling Test.

<> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 16. Dictation: Dictation Quiz

- <> **16a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **16b.** (T) Review your dictation with your teacher.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## Optional: Extra Practice

- 1E. In your notebook, write ten sentences with subordinate clause openers. Use information from a character book.
- 2E. In your notebook, take more notes about salt or a salt covenant.
- 3E. In your notebook, write a paragraph(s) about salt or a salt covenant.
- 4E. Edit and revise your paragraph(s) from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write twenty open-syllable words.
- 6E. Find ten sentences with subordinate clause openers in a character book and write them in your notebook.
- 7E. Read a book about salt.
- 8E. Write a book report about the book you read in this lesson. You may use the Book Report Guide provided in the Appendix of the *Teacher's Guide*.
- 9E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

## Outlining Cards

**PoB A:** \_\_\_\_\_  
(1st aspect)  
**Opening/Transition Sentence:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS1:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS2:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS3:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS4:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS5:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS6:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS7:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

**PoB B:** \_\_\_\_\_  
(2nd aspect)  
**Opening/Transition Sentence:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS1:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS2:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS3:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS4:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS5:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS6:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS7:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

**Note:** The parenthetical lines on each outlining card are provided for the student to record where (the page number & source title) the information was obtained. These will be used in a report when the student is assigned the addition of quotes and other source citation in text (which you are *not* assigned).





Outlining Cards (Continued)

PoB C: \_\_\_\_\_  
(3rd aspect)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

PoB D: \_\_\_\_\_  
(4th aspect)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

**Note:** The parenthetical lines on each outlining card are provided for the student to record where (the page number & source title) the information was obtained. These will be used in a report when the student is assigned the addition of quotes and other source citation in text (which you are *not* assigned).



Outlining Cards (Continued)

PoB E: \_\_\_\_\_  
(Extensions--5th aspect)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

PoB F: \_\_\_\_\_  
(Optional Card: 6th aspect)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

Note: The parenthetical lines on each outlining card are provided for the student to record where (the page number & source title) the information was obtained. These will be used in a report when the student is assigned the addition of quotes and other source citation in text (which you are *not* assigned).



## Extra Outlining Cards

**PoB G:** \_\_\_\_\_  
(Optional-7th aspect)  
**Opening/Transition Sentence:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS1:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS2:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS3:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS4:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS5:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS6:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS7:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

**PoB H:** \_\_\_\_\_  
(Optional-8th aspect)  
**Opening/Transition Sentence:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS1:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS2:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS3:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS4:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS5:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS6:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS7:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

**Note:** The parenthetical lines on each outlining card are provided for the student to record where (the page number & source title) the information was obtained. These will be used in a report when the student is assigned the addition of quotes and other source citation in text (which you are *not* assigned).

# Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one aloud.</li> <li>Try to spell the word aloud without looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the 1. SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_
31. \_\_\_\_\_
32. \_\_\_\_\_
33. \_\_\_\_\_
34. \_\_\_\_\_
35. \_\_\_\_\_
36. \_\_\_\_\_
37. \_\_\_\_\_
38. \_\_\_\_\_
39. \_\_\_\_\_
40. \_\_\_\_\_

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

### Subordinators

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

### Coordinating Conjunctions

(FANBOYS)

Thirty Seconds

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### BHL Verbs

Two Minutes

Be a Helper, Link Verbs,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_, & \_\_\_\_\_,  
 are ones.  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_ -- they are fun  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, &  
 \_\_\_\_\_  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 -- they are some as well,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_

### First Subordinators Learned

in Rhyme

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,



# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher\*

## I. Comprehension and Vocabulary

1. List three character qualities that you feel are most affected by initiative.

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_

2. Write one sentence about one of the qualities that you listed in #1 and tell why you chose that word.

\_\_\_\_\_  
\_\_\_\_\_

3. Write a sentence using the word *deference*.

\_\_\_\_\_  
\_\_\_\_\_

## II. Outlining and Write On

4. How did you decide to break up your paragraphs for this week's report?

\_\_\_\_\_  
\_\_\_\_\_

5. What opening are you going to use to whet your readers' appetites to read your entire report?

\_\_\_\_\_  
\_\_\_\_\_

## III. Grammar and Usage

6. **Extensions:** List two times in which you might use a colon.

a. \_\_\_\_\_

b. \_\_\_\_\_

7. **Extensions:** List two of the rules for using colons.

a. \_\_\_\_\_

b. \_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

8. An appositive is used to \_\_\_\_\_ or \_\_\_\_\_ the subject or other part of the sentence.

9. An appositive is usually set apart with \_\_\_\_\_.

#### IV. Editing and Revising

10. Write sentences from your report this week and add the following sentence openers to them:

(1) Ing opener

(2) Ly word opener

(3) Ly phrase opener

(4) Ed opener

(5) Prepositional phrase opener

(6) Interjection opener

(7) **Extensions:** Subordinate clause opener

(8) **Extensions:** Conjunctive adverb opener

(1) \_\_\_\_\_  
\_\_\_\_\_

(2) \_\_\_\_\_  
\_\_\_\_\_

(3) \_\_\_\_\_  
\_\_\_\_\_

(4) \_\_\_\_\_  
\_\_\_\_\_

(5) \_\_\_\_\_  
\_\_\_\_\_

(6) \_\_\_\_\_  
\_\_\_\_\_

(7) \_\_\_\_\_  
\_\_\_\_\_

(8) \_\_\_\_\_  
\_\_\_\_\_

11. Write two sentences (**Extensions:** three) from your report with appositives added to them.

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_

12. List three words that you included in your report that you have never used in writing before.

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_

# Red 5-B: Week Four

Character Focus: Initiative

## Vocabulary Box

Synonyms and antonyms for *initiative*--**nouns**

### Synonyms

aggressiveness  
ambition  
aspiration  
determination  
eagerness  
enterprise  
enthusiasm  
fortitude  
gumption  
ingenuity  
resourcefulness  
spunk  
stamina  
tenacity

### Antonyms

aloofness  
apathy  
disinclination  
disinterest  
inactivity  
indifference  
inertia  
laxity  
laziness  
lethargy  
reluctance  
slackness  
slothfulness  
sluggishness

## Vocabulary Box

Characteristics of one who shows *initiative*--**adjectives**

ambitious  
ardent  
desirous  
diligent  
earnest  
ebullient  
fervent  
impassioned  
industrious  
irrepressible  
passionate  
persistent  
sedulous  
zealous

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

She was a Hebrew and Greek scholar and was skilled in the use of several modern languages. She was the author of many helpful books. She was also a brilliant singer and pianist, and a glittering secular career was open to her. But Frances Ridley Havergal considered all her talents to be only loans from the Lord, to be used in His service. She would not even sing, unless it was sacred music, and only for the purpose of blessing or winning souls. She lived a life so earnest and devoted that all of the things she did had a deeper influence over the hearts of Christians than perhaps any other woman of her day. It is no wonder that from a life so dedicated there would flow forth so beautiful a hymn of consecration that it is considered the outstanding hymn of its kind in the Christian church.

Extensions

On February, 1874, Miss Havergal was a guest in a home where there were ten persons. Some of them were not converted, and those who were converted did not seem to be overjoyed in their faith. A genuine longing came over Miss Havergal that all ten of them might come to know Him before she left. She began to diligently pray to that end, and God faithfully answered her prayers.

For when the last evening of her stay arrived, all ten had either come to Christ for salvation or had entered into the joy of their salvation. That night she was too happy to sleep and spent it in writing a hymn. She ended her hymn with the triumphant declaration, "Ever, only, all for Thee!"

↔ 1a. Read this week's passage aloud.

This passage shows the initiative of a young woman to use her life for God. Frances Ridley Havergal lived during the late 1800s in England. She was an English religious poet and hymn writer. Another famous work of Havergal (besides "Ever Only All for Thee") is "Thy Life for Me." Much of her work was published posthumously by her sisters.

<> **1b.** In the paragraph following 1a., highlight the word *posthumously*.

<> **1c.** Look up this word in the dictionary and write its definition on the lines provided.

Definition of *posthumously*

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<> **1d.** In the first paragraph of the passage, highlight the word *consecration*.

<> **1e.** Look up the word *consecration* in the dictionary. On the lines provided, write the definition in your own words.

Definition of *consecration*

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<> **1f.** On the lines provided, rewrite the sentence from the passage that contains the word *consecration*. In your sentence, use a synonym to replace the word *consecration*.

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<> **1g.** From the shaded Vocabulary Box, choose three words that are synonyms for *initiative* and write them on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_

<> **1h.** On the lines provided, write two sentences about the hymn writer described in this week's passage. In your sentences, use two of the Vocabulary Words you listed.

1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_

<> **1i.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

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(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Further Study: Draw a diagram of the tongue and label the different parts.

### Optional Penmanship Practice

Let no corrupt communication proceed out of your mouth, but that which is good to the use of edifying, that it may minister grace unto the hearers.

Ephesians 4: 29

Further Study: Read a book or part of a book about how the tongue tastes things.

Further Study: Learn what the four sensations of taste on the tongue are.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

**Optional Penmanship Practice**

Let the words of my mouth,  
and the meditation of my  
heart, be acceptable in thy  
sight.

Psalm 19:14

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

\_\_\_\_\_

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

\_\_\_\_\_  
\_\_\_\_\_

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

\_\_\_\_\_  
\_\_\_\_\_

Further Study: Learn the effect salt has on water.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

**Optional Penmanship Practice**

"Take My Life and  
Let it Be"

Take my life, and let it be  
Consecrated, Lord to  
Thee.

Take my moments and  
my days,

Let them flow in cease-  
less praise,

Let them flow in cease-  
less praise.

(9) Write a sentence using this DD word on the lines provided.

\_\_\_\_\_  
\_\_\_\_\_

<> **1j. Extensions:** Write a sentence about the character quality for this month using this DD word.

\_\_\_\_\_  
\_\_\_\_\_

<> **1k. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Since Miss Havergal desired that all ten of them might come to know Christ as Lord and Savior, she began to diligently pray for them. Subordinate clause opener

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<> 1l. In your notebook, copy this week's passage at the level directed by your teacher.

<> 1m. (T) Review your copy with your teacher, and correct any errors.

## 2. Spelling/Structural Analysis: Letter a Says Short o Sound

**Examples: call, all, walk, author, aught**

<> 2a. In the first paragraph of the passage, highlight each of the words that have an *a* making the short *o* sound.

An *a* often says short *o* (like the short *o* sound in *not*) when it has an *l* after it, such as in the following words:

1. **call**                      2. **halt**                      3. **walk**

When an *a* is followed by a *u*, it also often says the short sound of *o*, such as in the following words:

1. **author**                      2. **automobile**                      3. **augment**

When an *a* is followed by the letters *ugh*, it also often says the short sound of *o*, such as in the following words:

1. **aught**                      2. **taught**                      3. **caught**

The best way to learn these is to study each of these word families in sets with similar spelling combinations.

<> 2b. Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> 2c. Add this week's new words (minus the **Optional Words**) to page 45 of your *Spelling Notebook*.

<> 2d. **Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> 2e. Every day this week, study these words and any others you have listed in your **Review Words** section.

<> 2f. **Optional:** In your notebook, write eight sentences using eight of the spelling words.

**Teacher Tip:** These spelling words are examples of unusual letter combinations that make the short *o* sound.

Write any **Review Words** that your teacher gives you on the lines provided.

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Help Box for 2a.  
You should have highlighted the following words:  
1. author                      2. also                      3. all

Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. halting	halt-ing	_____		_____
2. alter	al-ter	_____		_____
3. altar	al-tar	_____		_____
4. alternate	al-ter-na-te	_____		_____
5. hallmark	hall-mark	_____		_____
6. audio	au-di-o	_____		_____
7. augment	aug-ment	_____		_____
8. fraught	fraught	_____		_____
9. schwa	schwa	_____		_____
10. falsify	fal-si-fy	_____		_____
11. walnut	wal-nut	_____		_____
12. forestall	fore-stall	_____		_____
13. herald	her-ald	_____		_____
14. almanac	al-ma-nac	_____		_____
15. alternator	al-ter-na-tor	_____		_____
16. authorize	au-thor-ize	_____		_____
17. alternative	al-ter-na-tive	_____		_____
18. authorization	au-thor-i-za-tion	_____		_____
19. exaltation	ex-al-ta-tion	_____		_____
20. autograph	au-to-graph	_____		_____

**\*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
<b>Extensions</b>				
21. bazaar*	ba-zaar	_____	means marketplace	_____
22. bizarre*	bi-zarre	_____	means strange	_____
23. bravado*	bra-va-do	_____		_____
<b>Further Extension</b>				
24. a cappella*	a cap-pel-la	_____		_____
25. camaraderie*	ca-ma-ra-de-rie	_____		_____
<b>Optional</b>				
26. desirous	de-sir-ous	_____		_____
27. passionate	pas-sion-ate	_____		_____
28. persistent	per-sist-ent	_____		_____
29. industrious	in-dus-tri-ous	_____		_____
30. 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 Paragraph(s)

#### Subordinators, Subordinate Clause Openers

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first two paragraphs, highlight all of the subordinators.

Even when one considers all of the forms of covenants throughout history the salt covenant has been the most widely honored. Religions and governments alike have used this valuable substance as the symbolic bond of an enduring accord. Som covenants were confirmed when two persons cut themselves and mixed there blood together the eating of a common sacrifice also marked the life-sharing union of a covenant this was called a “cutting covenant.”

Covenants sealed in blood marked by a common meal or confirmed by a exchange of gifts and weapons is frequently mentioned in the bible. Since a salt covenant is special salt covenants is recorded only 3 times. Although it is not widely mentioned each instance is uniquely accompanied by sacred significance

First god commanded moses to instruct the people of israel to use salt as a symbol of the purity and vitality of they're sacrifices second to emphasize the permanence of his priestly covenant with aaron god confirmed it in salt. The final reference to a salt covenant focuses on the rights of royalty. Abijah the king of judah challenged jeroboam the king of israel concerning his claim to the throne

### 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. hallting

halting

2. alter

altur

3. altar

altir

4. alternaite	alternate
5. hallmark	halmark
6. awdio	audio
7. awgment	augment
8. fraught	frawght
9. shwa	schwa
10. falsify	falcify
11. walnut	wallnut
12. forestall	forstall
13. hairald	herald
14. almanac	almonac
15. alternator	altarnator
16. autherize	authorize
17. alternative	altirnative
18. autherization	authorization
19. exaltation	exalltation
20. autoeograph	autograph

Further Study: Learn about the Arab salt covenant.

<> **4b.** Highlight the correct spelling of each **Extensions** word.

21. bazarr	bazaar
22. bizarre	bizare
23. bruvado	bravado

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

24. a cappella	a capella
25. camaraderie	camaraderee

Further Study: Learn about the Arab salt covenant.

**Optional Penmanship Practice**

I give thee, and thy sons and thy daughters with thee, by a statute forever: it is a covenant of salt for ever before the Lord unto thee and to thy seed with thee.

Numbers 18: 19b

<> **4d.** Highlight the correct spelling of each **Optional** word.

- |                 |             |
|-----------------|-------------|
| 26. desirious   | desirous    |
| 27. passionit   | passionate  |
| 28. persistant  | persistent  |
| 29. industrious | industreous |
| 30. diligent    | dilligent   |

<> **4e.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Further Study: Look up the mentions of a salt covenant in the Old Testament.

## 5. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

<> **5a.** Now that you have written the body of your report, you are ready to write notes for an original opening paragraph. Follow these steps:

(1) Read the body of your report aloud to yourself, and consider these options for opening your report.

- a. Statistics: **How much salt is mined in the US each year?**
- b. A quotation: **What someone has said about the topic of your report**
- c. A Scripture: **A verse referring to salt**
- d. A creation science book quotation
- e. Definition: **Define salt**
- f. Story or anecdote:

a

- i. **Syrian proverb:** "Their bread had no salt in it" used to describe an act of treachery or a broken promise.
- ii. **The famous Arabian tale,** "Ali Baba and the Forty Thieves," tells of the captain of band of robbers who was unwilling to eat food that contained salt as he sat at Ali Baba's table. Morgiana, a faithful slave girl, noticed his nervous hesitations and uncovered the plot to murder her master.
- iii. **A solemn oath among the Battas of Sumatra** illustrates the importance of salt to these natives: "May my harvest fail, my cattle die and may I never taste salt again if I do not speak the truth."
- iv. Salt becomes a symbol of lasting unity in a **Hungarian wedding ceremony** as the ruler Vajda breaks an earthen vessel, bringing a symbolic end to the former lives

of the bride and groom. The couple is then sprinkled with salt to picture the loss of their separate identities in a common life.

- v. Salt is still used in a custom among **Orthodox Jews as they observe the rite of the covenant of salt** at the family table before each meal, saying, "Blessed be thou, O Lord our God, King of the universe, Who causes bread to grow out of the earth." Each piece of bread is then dipped in salt and distributed among family members as reminders of their responsibilities to God.
- vi. The **phrase, "salting the oats"** means to make someone desire to "drink."

(2) **In your notes, plan on what you will include in your thesis statement.\* (You may tweak your original thesis statement to fit in your opening paragraph however you see fit.)**

- a. Remember, a thesis statement is a statement that **tells the "thesis" of your paper-- what your entire paper is about.**
- b. It should be a sentence or two in length and should introduce your reader to your topic.
- c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
- d. It should bridge the gap between your catchy opening paragraph and the body of your report.

(3) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.

(4) You may just jot down some thoughts, references, etc., for your opening paragraph notes, or you may create a "sentence-by-sentence" outline like you did for the body of your report.

**\*Note: If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph--even at the very end of your opening paragraph, if desired. Sometimes this helps the flow of your opening paragraph when you are using a story or other information in your opening paragraph that you want to keep all together--then follow all of this with the thesis statement.**

### Notes for Opening Paragraph

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### Dictionary and Thesaurus

When a dictionary gives two spellings for a word, the first one listed is generally the most accepted spelling.

Use a thesaurus to find synonyms (and sometimes antonyms, words that mean the opposite) of a word.

### Optional Penmanship Practice

...the words of the pure are pleasant words.

Proverb 15: 26

Character Focus: Salt always leaves the tongue wanting more. Christians should leave others wanting to know more about God.

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↔ **5b.** Follow these steps for writing your opening paragraph:

- (1) **Write your thesis statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your thesis statement later, if desired.)**
- (2) **Number your notes in the order you want them, and add any information you may have forgotten.**
- (3) Using each set of notes for one sentence in the following way:
  - a. Read a line of notes.
  - b. Consider what you want to say about those notes.
  - c. Say aloud a sentence that you want to use.
  - d. Write down that sentence.
  - e. Repeat these steps for all of your notes.
  - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
  - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the report you just wrote.

Character Focus: It takes a lot of hard work to get pure salt. It takes God working in our lives to be pure salt for Christ.

## 6. Grammar: Positive, Comparative, and Superlative Degrees of Words

↔ **6a.** In the first paragraph of the passage, highlight the word *deeper*.

This word is in what is called the comparative degree. You might be thinking, “Oh no, another difficult grammar word to learn.” But do not worry! You do not even have to be able to pronounce the word comparative or superlatives to be able to write with them!

When you are writing essays and you want to compare one item with another or one item with many items, you need to know how to do it properly.

There are three degrees of comparison:

Character Focus: There is a "salt" covenant between God and His people. He promises that He will never leave us, and we have given our lives to Him.

1. **Positive**

- a. One word used to **describe** something by itself (not in comparison with somethings else)
- b. Often an **adjective**
- c. Examples: difficult, lofty, great

2. **Comparative**

- a. One or more words used to **compare two or more items**
- b. Often an **adjective**
- c. Uses one of the following:
  - 1) **More** (e.g., more difficult)
  - 2) **Less** (e.g., less lofty)
  - 3) The suffix **er** (e.g., greater)

3. **Superlative**

- a. One or more words used to **compare three or more items**
- b. Often an **adjective**
- c. Uses one of the following:
  - 1) **Most** (e.g., most difficult)
  - 2) **Least** (e.g., least lofty)
  - 3) The suffix **est** (e.g., greatest)

🔑 The key to writing well with comparative and superlative degrees of words is to ascertain whether you are comparing two items or comparing three or more items, and then choose the correct degree: comparative or superlative.

1. When **comparing two items**, you should always use the **comparative degree**.

Examples:

- a. It is the *lesser* of the two.  
Not: It is the least of the two.
- b. She is *happier* than he is.  
Not: She is happiest than he is.

2. When **comparing three or more items**, you should always use the **superlative degree**:

Examples:

- a. It is the *least* of all.  
Not: It is the lesser of all.
- b. She is the *happiest* of the three.  
Not: She is the happier of the three.

Remember:

- 1. Use **er**, **more**, and **lesser** to **compare two items**.
- 2. Use **est**, **most**, and **least** to **compare three or more items**.

One more rule to remember in forming words of degree is based on the length of the word.

1. **When a short word sounds strange when er or est is added, use more or most in front of the word instead.**

- a. Correct: more fun
- b. Incorrect: funner
- c. Correct: most loving
- d. Incorrect: lovingest


Positive	Comparative	Superlative
(no comparison)	(two items)	(three + items)
some/much	more	most
none/little	less	least
good	better	best
well	better	best
true	truer	truest
kind	kinder	kindest
formal	more formal*	most formal*
beautiful	more beautiful*	most beautiful*


\* When a short word sounds strange when er or est is added, use more or most in front of the word instead.

\* For words of three syllables or more, use more or most instead of er or est.

**Grammar Card:  
Degrees of Comparison**

- Positive:
  - Adjective
  - Used to **describe** an item: **humble**
- Comparative:
  - Used to **compare two items**
  - Includes: **better, more, lesser**, and other *er* words (humbler)
- Superlative:
  - Used to **contrast three or more items**
  - Includes: **best, most, least**, and other *est* words (humblest)
- Use **more or most** instead of *er* or *est*:
  - When a word is **three syllables or more**: (more beautiful)
  - When a word **sounds awkward** with *er* or *est*: more honest--- not honester (When in doubt, consult the dictionary.)
- Use **fewer** for plural nouns (fewer dogs than cats); use **less** for singular nouns (less effort was required).


 Use *er, more, lesser, fewer* with two items or two groups: The more beautiful art was created before 1900. (Comparing two groups of art -- before 1900 and after 1900.)


 Use *est, most, least, fewest* with three items or groups or more: The most beautiful art was created in the early 1900s. (Comparing one to many.)

2. For words of three syllables or more, use **more** or **most** instead of *er* or *est*.

- a. Correct: more considerate
- b. Incorrect: considerater
- c. Correct: most tolerant
- d. Incorrect: tolerantest

↔ 6b. Study the positive, comparative, and superlative chart provided.

 Use *er, more, lesser, fewer* with two items or two groups: The more beautiful art was created before 1900. (Comparing two groups of art -- before 1900 and after 1900.)

 Use *est, most, least, fewest* with three items or groups or more: The most beautiful art was created in the early 1900s. (Comparing one to many.)

↔ 6c. Study the Grammar Card about degrees of comparison.

↔ 6d. **Optional:** Make a Grammar Card about degrees of comparison, or add new information to an existing card.

↔ 6e. In the correct columns, write all three degrees of each word provided.

- (1) Positive (Not comparing anything—just a describer)
- (2) Comparative (Comparing two items—er, more, lesser)
- (3) Superlative (Comparing three or more items—est, most, least)

- |                 |                  |
|-----------------|------------------|
| 1. best         | 2. more yielded  |
| 3. better       | 4. worse         |
| 5. angriest     | 6. bad           |
| 7. most bitter  | 8. yielded       |
| 9. angry        | 10. worst        |
| 11. bitter      | 12. angrier      |
| 13. more bitter | 14. most yielded |
| 15. good        |                  |

Positive (describer only)

Comparative (two objects)

Superlative (three or more)

1. \_\_\_\_\_

6. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

15. \_\_\_\_\_



<> 6f. Correct the errors in the following sentences with comparative and superlative words.

1. He is most uncensored than she is. \_\_\_\_\_
2. She shows most superficial signs than he does. \_\_\_\_\_
3. He spoke louder of all. \_\_\_\_\_
4. She smiled and boiled inside more of all. \_\_\_\_\_
5. Anger is more measured by monitoring blood pressure. \_\_\_\_\_
6. This raises blood pressure most dramatically than other things.  
\_\_\_\_\_
7. His anger is most obvious than hers. \_\_\_\_\_
8. Anger without evidence can be the more dangerous of all. \_\_\_\_\_
9. We should let the Holy Spirit guide our actions most often than not.  
\_\_\_\_\_
10. Jesus did not become bitter even when people were the meaner of all times.  
\_\_\_\_\_

Character Focus: In the Old Testament, God commanded Israel to use salt with their offerings.

Character Focus: Salt is the very first thing someone will taste when he eats. What people think of us when we first meet them will have a large impact on how well we are able to be salt to them.

## 7. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph

<> 7a. Now that you have written the body and opening paragraph of your report, you are ready to write a closing paragraph.

(1) **Your closing paragraph will include a “thesis statement reloaded.”**

- a. Remember, a **“thesis statement reloaded”** is a statement that **“closes” your paper--sums up what your entire paper is about.**
- b. It should be a sentence or two in length and should close your report.
- c. It may be at the very beginning of your closing paragraph or at the end of your closing paragraph.
- d. It should bridge the gap between your catchy closing paragraph and the body of your report.
- e. It should leave your reader with a feeling of satisfaction after reading your paper.
- f. It may repeat something catchy from your opening or may repeat the title of your report, if desired.
- g. Be sure your “thesis statement reloaded” is not identical to your thesis statement---it should be “reloaded” with the key words still in it.

- (2) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
- (3) You may just jot down some thoughts, references, etc. for your closing paragraph notes, or you may create a "sentence-by-sentence" outline like you did for the body of your report.

**Note: If you are used to writing "thesis statements reloaded" and closing paragraphs, you may experiment with putting your "thesis statement reloaded" later in your closing paragraph--even at the very end of your closing paragraph, if desired. Sometimes this helps the flow of your closing paragraph when you are writing a story or other information in your closing paragraph that you want to keep all together--then follow this with the "thesis statement reloaded."**

### Notes for Closing Paragraph

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Further Study: Look up the phrase "salt the oats."

**<> 7b.** Follow these steps for writing your closing paragraph:

- (1) Write an **opening sentence** ("thesis statement reloaded") **at the beginning of your closing paragraph that tells what your report was about. (Or plan to put your "thesis statement reloaded" later, if desired.)**
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Using each set of notes for one sentence:
  - a. Read a line of notes.
  - b. Think about what you want to say about those notes.
  - c. Say a sentence aloud that you want to use.
  - d. Write that sentence down.
  - e. Repeat these steps for all of your notes.
  - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
  - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced), after the report you just wrote.

## 8. Grammar: Subject-Verb Agreement

<> **8a.** Highlight the following verbs in the first paragraph of the passage:

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| 1. was (a Hebrew and Greek scholar) | 2. was skilled                   |
| 3. was (the author)                 | 4. was (also a brilliant singer) |
| 5. was (open)                       | 6. considered (all her talents)  |
| 7. to be used (in His service)      | 8. would (not even) sing         |
| 9. lived                            | 10. had (a deeper influence)     |

<> **8b.** With a different color highlighter, highlight the subject that goes with each of these verbs, and draw an arrow from the subject to the verb it goes with.

One common error students make when they start writing advanced sentence structures (with prepositional phrases and subordinate clauses, etc.) is subject-verb disagreement.


You probably already know the following about pronouns as subjects:

1. *It* is a singular subject and requires a **singular verb**.
  - a. It **is**
  - b. It **has**
  - c. It **was**
2. *They* is a plural subject and requires a **plural verb**:
  - a. They **are**
  - b. They **have**
  - c. They **were**

**If you think a subject is singular, substitute the singular subject *it* and see if this sounds correct.**

**If you think a subject is plural, substitute the plural subject *they* and see if this sounds correct.**

<> **8c.** There are other subjects that can be confusing in determining subject-verb agreement. Study the chart provided to learn which subjects are singular and which ones are plural.

 Get rid of all distracters (mentally or with parenthesis) in order to find the sentence's main subject. Be sure this main subject agrees with the sentence's main verb. Other subjects in dependent (subordinate clauses) should also agree with their correlating verbs.

<> **8d.** Study the Grammar Card about subject-verb agreement provided in this lesson.

<> **8e. Optional:** Make a Grammar Card about subject-verb agreement, or add new information to an existing card.

<> **8f.** In the sentences provided, highlight each sentence's main subject and its coordinating verb(s). Use one color for subjects and another color for verbs.

Remember: A sentence's main subject is what the sentence is about. Do not highlight other subjects in the sentence, such as subjects in clauses or phrases.

**Note: Some subjects have two or more verbs to go with them and some verbs have two or more subjects to go with them. Look closely!**

### Optional Penmanship Practice

Let your speech be always with grace, seasoned with salt, that ye may know how ye ought to answer every man.

Colossians 4: 6

### Optional Penmanship Practice

For the ear trieth words, as the mouth tasteth meat

Job 34:3

### Grammar Card: Subject-Verb Agreement

• **The subject and the verb must agree with each other in:**

–**Number:**

- 1) When a singular subject is used, use a singular verb
- 2) When a plural subject is used, use a plural verb

–**Tense** (when the action takes/took place)


• Find the main verb of the sentence by locating words that show action or come from your Be, a Helper, Link verb list.

• The main subject of the sentence is not usually in:

- Prepositional phrases
- Subordinate clauses
- Other “distracters” (adverbs, adjectives, conjunctive adverbs, etc.)

• **To determine which word or words are your subjects, identify and isolate these distracters; then be sure your subject and verb agree:** Tears (which accompany repentance) contain chemicals.

• When mixed compound subjects are in a sentence with the word *or* in between them, the subject closer to the verb is the one that needs to agree with the verb: Bob or they are going; They or Bob is going.

 Get rid of all distracters (mentally or with parenthesis) in order to find the sentence's main subject. Be sure this main subject agrees with the sentence's main verb. Other subjects in dependent (subordinate clauses) should also agree with their correlating verbs.

1. Twenty percent of the salt mined in the United States is used to soften water.
2. These minerals leave unsightly deposits on sinks and toilets.
3. They also prevent soaps and detergents from sudsing.
4. This process makes the water softer because sodium does not leave rings.
5. It does not affect soaps and detergents either.
6. San Francisco is a major supplier of salt taken directly from evaporated seawater.
7. Seawater is held in large, open ponds.
8. The various minerals crystallize and settle to the bottom at different points.
9. The minerals can easily be separated by moving the water from pond to pond.
10. Salt in underground deposits is mined much like coal.
11. It is broken loose with explosives or massive drills.
12. Then it is carried to the surface through shafts equipped with elevators.
13. Salt has always been abundant.
14. It has not always been available to all people.
15. Earlier salt was mined by hand and carried to market by camel caravans.
16. Salt could be traded for gold or used as payment for services.
17. Salt crystals form nearly perfect cubes.
18. Salt caravans are in the East.
19. A salt mine is one thousand feet below the city of Detroit, Michigan.
20. Seawater is transported by railroad cars to empty ponds.

◁ 8g. **Optional:** In your notebook, write sentences using some of the subjects from the subject-verb agreement chart with their correct verb forms.

**Basic Levels:** Write fifteen sentences.

**Extension:** Write eighteen sentences.

**Further Extension:** Write twenty sentences.

Help Box for 8b.

You should have highlighted the following words:

- |   |                                       |
|---|---------------------------------------|
| 1. She → was  | 2. She → was skilled (compound verb)  |
| 3. She → was  | 4. She → was                          |
| 5. career → was open (second half of a compound sentence) |                                       |
| 6. Frances Ridley Havergal → considered                   |                                       |
| 7. talents → to be used                                   | 8. She → would (not even) sing        |
| 9. She → lived  | 10. things → had (a deeper influence) |

## Grammar Card: Subject-Verb Agreement Chart of Special Words

Subject	Singular/Plural	Examples
Collective noun: army, band, family, team, group, crowd, class, company, school, department, group, staff, jury, majority, society, public	Depends on whether it is used to mean the whole or members individually	The family <u>is</u> arriving at 5:00. The group <u>have</u> gone their separate ways.
Audience	Singular	The audience <u>cheers</u> for the team.
A number	Plural	A number of guests <u>have</u> arrived.
The number	Singular	The number of helpers <u>has</u> increased.
Organizational names and publications	Normally singular	Smith and Rice <u>has</u> moved to a new office. <i>Field and Stream</i> <u>has</u> not arrived.
Athletics, means, news, mathematics, politics, book titles, and other words that end in s but are not plural	Singular	The news <u>was</u> not good. <i>Ambassadors</i> <u>is</u> her favorite book. Politics <u>is</u> a touchy subject with him.
Subjects joined by the word <i>or</i>	The verb should agree with the closest subject	The girls or John <u>has</u> kicked the ball. John or the girls <u>have</u> kicked the ball.
Each, either, every, one, another, much no one, _____one, _____thing, _____body, neither	Singular	Everybody <u>has</u> a need for God. Each <u>has</u> time for others.
Both, few, many, others, several	Plural	Several students <u>are</u> here. Many speakers <u>come</u> early.
All, any, none, some, more, most	Subjective	All of the <b>students</b> <u>have</u> done well. The verb should agree with the subjects
All of the <b>money</b> <u>is</u> donated.	these words refer to	Any of the <b>girls</b> <u>have</u> answered.
Singular subjects joined with <i>or</i> ; <i>either/or</i> ; <i>nor</i> ; <i>neither/nor</i>	Singular	Neither he nor she <u>knew</u> the answer.
Mixed subjects joined with <i>or</i> ; <i>either/or</i> ; <i>nor</i> ; <i>neither/nor</i>	Depends on what the subject closer to the verb is.	Neither he nor they <u>were</u> there. Neither the Smiths nor Brian <u>was</u> there.
Different grammatical subjects joined with <i>or/either/or</i> ; <i>nor</i> ; <i>neither/nor</i>	Depends on what the subject closer to the verb is.	Neither you nor I <u>am</u> coming. (Would be better to say: Neither of us is coming.) Neither I nor she <u>is</u> coming. (Would be better to say: She and I are not coming.)
Time and money	Singular if referring to a total amount	Two months <u>is</u> not very long. Plural if referring to individual events.
Two months <u>have</u> flown past.		Five dollars an hour <u>is</u> not much. The children <u>have</u> brought in several dollars.
Subjects with intervening phrases and clauses	Based on the subject, disregarding the intervening material.	The project, though filled with many mini-projects, <u>is</u> still doable She, among others, <u>was</u> chosen for the award.
Subjects with other "interrupters"	Based on the subject alone, disregarding the interrupters.	She, along with her brothers, <u>sang</u> the closing song.
Phrase or clause as the subject	Singular	<i>Whatever God has for me</i> <u>is</u> fine.
Geographic names	Singular if referring to only one	The United States <u>has</u> added a fiftieth state. The Virgin Islands <u>is</u> made up of three large islands.
Positive and negative subjects together	Agree with positive subject	The main subject, not all subjects, <u>is</u> in the first half of the sentence (the subject part).
One of or One of the	Singular	One of my discs <u>is</u> lost. One of the students <u>is</u> late.
One of those who or One of those that	Plural	Susie is one of those who <u>work</u> hard.

Tips for Subject-Verb Agreement

1. Mentally remove any PP's or subordinate clauses to determine the main subject.
2. Mentally remove other distracters—adjectives, adverbs, DO's, etc.
3. Find the verb and ask, "Who or what did that verb?"
4. When the subject is singular, use a singular verb.
5. When the subject is plural, use a plural verb.

## 9. Composition and Editing: Edit and Revise Using the Checklist Challenge

- ↔ 9. Use the Checklist Challenge located after this week's lesson to edit your report.
- (1) Complete each revision for each paragraph, as indicated.
  - (2) Insert revisions with pen or pencil into your rough draft paper.
  - (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
  - (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

**Optional:** In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

## 10. Spelling Practice: Six "S" Spelling Secret

- ↔ 10a. Take a spelling "pre-test" in your notebook.
- ↔ 10b. Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- ↔ 10c. 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. Write On: Strong, Active Verbs With Helpers

You may find that it is more difficult to determine verb tenses in a sentence when the verbs are one of the following:

1. Be, a Helper, Link verbs (especially being and linking verbs)
2. Action verbs that have helpers with them

Action verbs that have helpers with them are usually verbs such as these:

1. *been* born
2. *has* worked

3. *are* coming
4. *have been* laughing

**Other verbs you might see are verbs that have *to* in front of them. These are called infinitives.**

1. *to* go
2. *to* write
3. *to* submit

**<> 11a.** In the second paragraph of the passage, highlight all of the action verbs—including the ones with helpers in front of them. Do not highlight infinitives with BHL (*to* + verb) or a BHL verb (*are, had, is, etc.*) that is not with an action verb.

**Look for action verbs only.**

It is important that you learn to recognize verbs easily since it will help you in completing the Checklist Challenge that comes in each writing assignment.

Verbs are the backbone of writing. Active, strong verbs make your writing come alive and “grab” the reader’s attention while weak, inactive verbs make your writing seem boring and uneventful.

**Helping verbs (Be, a Helper, Link verbs in front of another verb) tell when the action verb happened.**

1. *is filled* (is filled right now)
2. *was filled* (was filled earlier)
3. *will be filled* (will be filled later)

One way of learning to write with stronger, more active verbs is to learn to use synonyms—words that mean the same thing or almost the same thing. You can replace your boring verbs with more interesting synonyms that you have found in the dictionary or thesaurus.

**🔑 BHL verbs are being, helping, and linking verbs all grouped together. They all play similar roles, are used interchangeably, have adjectives following them (not adverbs), have predicate nominatives following them (not direct objects), etc. Once the BHL song is learned, it is easy to spot BHL verbs and decide the remaining parts of speech; likewise, it is easy to determine verb tenses and number**

**<> 11b.** Study the Grammar Cards about verbs and their helpers.

**<> 11c. Optional:** Make Grammar Cards about verbs and their helpers or add information to existing cards

**<> 11d.** On the lines provided after each sentence, list synonyms for the boring verbs that are underlined.

**Basic Level:** On the lines provided after each sentence, list two synonyms for the underlined boring verb. You may use a thesaurus.

**Extensions:** On the lines provided after each sentence, list three synonyms for the underlined boring verb. You may use a thesaurus.

### Grammar Card: Verb—Be, a Helper, Link Verb (Abbreviated: BHL)

• Memorize the Be, a Helper, Link verbs song (to the tune of the Alphabet Song):

ABCDEFG

**Be, a Helper, Link verbs,**

HIJKLMN OP

**Is, Are, Am, Was, & Were.**

QRSTU V

**Be, & Being, Been, Become,**

WXYZ

**Has, & Had, & Have are ones.**

Now I said my ABC’s

**Can, Could, Shall, Should—they are fun**

Next time won’t you sing with me?

**Will, Would, Do, Did, Does, & Done**

ABCDEFG

**May, Might, Must—they are some as well,**

HIJKLMN OP

**Appear, Look, Seem, Remain, Taste, Feel, & Smell**

- Not action verbs, rather, a state of being verb
- They may be isolated or located in front of an action verb, infinitive, or another Be, a Helper, Link verb:

–He **seemed** sad.

–He **was** sad.

–He **had** bought the book.

–He **is to be** here at noon.

- Usually found in the predicate part of a sentence
- When located in front of another verb, these are often called helping verbs
- “Sense” verbs are often called linking verbs

**🔑 BHL verbs are being, helping, and linking verbs all grouped together. They all play similar roles, are used interchangeably, have adjectives following them (not adverbs), have predicate nominatives following them (not direct objects), etc. Once the BHL song is learned, it is easy to spot BHL verbs and decide the remaining parts of speech; likewise, it is easy to determine verb tenses and number**

### Grammar Card: Verb—Verb Phrase

• A verb and any helping verbs or adverbs that go with that verb:

–She **has gone** to town.

–He **has written** a letter.

• We will consider any two-word verbs (two verbs or more) to be a verb phrase in a sentence. Remember, you must match all verbs with the subject in both tense and number (not just the sentence’s main verb).

• Infinitive phrases (*to* + verb) are often considered verb phrases since they are made of two words.

• A one-word verb (with no helpers or adverbs) is just called a verb.

**🔑 The main verb (or verb phrase) must correlate with the main subject. In the case of a verb phrase (rather than a one word verb), the first word of the verb phrase must agree with the subject: The boy has gone to town. (*Has* must agree with *boy*.)**

Example: We can see that Christ **carried out** every action as an expression of meekness. (**discern, observe, understand**)

1. The warning that Jesus **gave** about an angry person being in danger of the judgment can be applied to the physical body.

---

2. When a person becomes angry, many physical consequences **happen**, which directly affect his life and lives of those around him.

---

3. Every outburst of anger **kills** thousands of muscle fibers in a person's heart.

---

4. Over the years, scars **build up**, blocking vital passages and contributing to heart failure and death.

---

5. Exercise and physical stress also **make** large amounts of catecholamines.

---

6. The type of catecholamines that exercise **gives** stimulates muscles and strengthens the heart.

---

7. With each beat of the heart, arteries bulge and then shrink back to normal size as blood **goes through** the circulatory system.

---

8. Anger constricts so many blood vessels at the same time that it **raises** the systolic blood pressure measurement.

---

9. An imbalance of catecholamines (caused by anger) can also **hurt** other key organs, such as the kidneys.

---

10. Recent studies suggest that anger and other emotional stresses **cause** hypercholesterolemia as much as diet does.

---



11. One angry outburst may **raise** cholesterol levels for as long as ten days.

---

12. The results of unresolved, prolonged anger probably cancels out any attempts to **lower** cholesterol levels by means of a low-fat diet.

---

13. Recent medical studies have **shown** that anger affects the regularity of heart beats.

---

14. Strong emotions, such as anger, not only raise heart rate and blood pressure, but they also **keep** the heart from beating regularly.

---

15. More than half of all fatal heart attacks **take** place on either Monday or Saturday.

---

16. Conflicts at work or at home that are left rising tend to **blow** up with sudden anger at the first confrontation of a work week or weekend.

---

17. Great danger to the unborn baby can **happen** from long-term stress and anger in the mother.

---

18. Her anger may **cause** actual physical or emotional problems in the baby after he is born.

---

19. People **show** different signs that anger is kindled, such as tightness in the stomach, clenching the teeth or lips, sweaty palms, rapid heart beat, and more. \_\_\_\_\_

---

20. Anger is often **caused** by unyielded rights.

---

Action Verbs and Being Verbs

1. An action verb tells what the subject of the sentence does.
2. A being verb tells what the subject of the sentence is.

<> **11e.** Write three stronger, more descriptive verbs in place of the boring ones provided.

Example: live—exist, breathe, inhabit

1. speak \_\_\_\_\_
2. talk \_\_\_\_\_
3. answered \_\_\_\_\_
4. humble \_\_\_\_\_
5. repent \_\_\_\_\_
6. walk \_\_\_\_\_
7. came \_\_\_\_\_
8. obey \_\_\_\_\_
9. change \_\_\_\_\_
10. run \_\_\_\_\_

<> **11f. Optional:** In your notebook, write sentences with six of the new verbs from 8e.  
Use information from a character book or another source in your sentences.

**Basic Level:** Write **ten sentences**.

**Extension:** Write **fifteen sentences**.

**Further Extension:** Write **twenty sentences**.

Help Box for 11a.

You should have highlighted the following words:

- |              |              |
|--------------|--------------|
| 1. converted | 2. converted |
| 3. came      | 4. come      |
| 5. to know   | 6. left      |
| 7. began     | 8. pray      |
| 9. answered  |              |

## 12. Spelling Practice: Write That Word!

<> **12a.** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_

2. \_\_\_\_\_

<> **12b.** Complete the following steps for one of the words you listed in 12a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

---

---

<> **12c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## 13. Grammar: Weekly Quizzes

<> **13a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

**Note:** Complete any portion of the shaded parts that you are able to at this time. Eventually, you will learn all the parts of speech.

<> **13b.** Do the Weekly Review Quiz provided after this week's lesson.

## 14. Spelling: Spelling Test

- <> **14a.** (T) In your notebook, take a Spelling Test consisting of this week’s words and any **Review Words**.
- <> **14b.** (T) Have your teacher check your Spelling Test.
- <> **14c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

## 15. Dictation: Dictation Quiz

- <> **15a.** (T) In your notebook, take dictation from this week’s passage at the level directed by your teacher.
- <> **15b.** (T) Review your dictation with your teacher.
- <> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

## 16. Composition: Final Copy Original Research Report

- <> **16a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **16b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

## Optional: Extra Practice

- 1E. In your notebook, write ten sentences with positive, comparative, and superlative words. Use information from a character book.
- 2E. Find sentences with verb phrases in a character book and write them in your notebook.
- 3E. In your notebook, write a paragraph(s) about “Take My Life and Let It Be,” using your notes from this lesson.
- 4E. Edit and revise your paragraph from this lesson using this week’s Checklist Challenge.

- 5E. In your notebook, write twenty unusual r-controlled words.
- 6E. Read a book about hymnwriters, such as *101 Hymn Histories*.
- 7E. Write a book report about the book you read in this lesson. You may use the Book Report Guide provided in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.



# Checklist Challenge Red 5-B: Weeks Three & Four

Character Focus: Initiative

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

All All Levels

E's Extensions

B Basic Level only

FE Further Extension only

E Extension only

## To Be Completed During Week Four

All All All All  
All All E's

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

☞ **Focus on content errors at this time.**

All All All All  
All All E's

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All All All All  
All All E's

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All All  
All All E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher. (or place a check mark in each one that represents a paragraph with no Banned Words).

**Banned Word List:**

very      big      really      good      great  
fine      say      bad      little      want  
see      look      ask      lot      find  
like (only when used as a verb; not a Banned Word as a preposition)

☞ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy:
- Something comical:
- Something bold:
- A song title or line:
- A Scripture:
- Something biblical:
- Something about character:
- Something informative:
- Other:

☞ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All All All All  
All All E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

☞ **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.**

All All All All  
All All E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ **Do not change insignificant words such as *was, it, and, etc.***

All All All All  
All All E's

**Edit each paragraph** with your teacher, and correct any **usage or spelling errors**.





# Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one aloud.</li> <li>Try to spell the word aloud without looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the 1. SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_
31. \_\_\_\_\_
32. \_\_\_\_\_
33. \_\_\_\_\_
34. \_\_\_\_\_
35. \_\_\_\_\_
36. \_\_\_\_\_
37. \_\_\_\_\_
38. \_\_\_\_\_
39. \_\_\_\_\_
40. \_\_\_\_\_

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

### Subordinators

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

### Coordinating Conjunctions

(FANBOYS)

Thirty Seconds

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### BHL Verbs

Two Minutes

Be a Helper, Link Verbs,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_, & \_\_\_\_\_,  
 are ones.  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_ -- they are fun  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, &  
 \_\_\_\_\_  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 -- they are some as well,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_

### First Subordinators Learned

in Rhyme

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher\*

## I. Comprehension and Vocabulary

1. When did Frances Ridley Havergal live? \_\_\_\_\_
2. Where did she live? \_\_\_\_\_
3. Write three sentences about *initiative* using the person Miss Havergal.
  - a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_
  - c. \_\_\_\_\_  
\_\_\_\_\_
4. Write a sentence about Miss Havergal using the word *posthumously*.  
\_\_\_\_\_  
\_\_\_\_\_

## II. Spelling and Homophones

5. *Homo* means \_\_\_\_\_; *phone* means \_\_\_\_\_. Thus, homophones \_\_\_\_\_ the same when you \_\_\_\_\_ them.
6. Write tricks or tips for the following homophones:
  - a. here - \_\_\_\_\_
  - b. hear - \_\_\_\_\_
  - c. there - \_\_\_\_\_
  - d. their - \_\_\_\_\_
  - e. then - \_\_\_\_\_
  - f. than - \_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

7. Write sentences using some of the Wacky Words you have learned in CQLA:

- a. raise                      b. rise                      c. than
- d. then                      e. there                      f. they're
- g. their

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_

d. \_\_\_\_\_  
\_\_\_\_\_

e. \_\_\_\_\_  
\_\_\_\_\_

f. \_\_\_\_\_  
\_\_\_\_\_

g. \_\_\_\_\_  
\_\_\_\_\_

### III. Outlining and Write On

8. If you used a definition opening paragraph to introduce your report, what two words could you possibly define?

a. \_\_\_\_\_                      b. \_\_\_\_\_

### IV. Grammar and Usage

9. Match the forms of describers with their characteristics by placing correct letters under each category.

Positive	Comparative	Superlative
_____	_____	_____
_____	_____	_____
_____	_____	_____

- a. Used to compare two things
- b. Uses the regular form of the adjective or adverb
- c. Used to compare/describe one item to many others or many items among themselves
- d. Uses the *er* form
- e. Uses the *est* form

- f. Just used to describe
- g. *Better*, *worse*, and *more* are used with this form
- h. *Best*, *worst*, and *most* are used with this form

10. **Extensions:** Fill in the blanks:

a. *Between* indicates \_\_\_\_\_; thus, use the \_\_\_\_\_ degree.

Example: It is \_\_\_\_\_ than the other hill.

b. *Among* indicates \_\_\_\_\_; thus, use the \_\_\_\_\_ degree.

Example: It is the \_\_\_\_\_ among all of the cars.

c. *All* indicates \_\_\_\_\_; thus, use the \_\_\_\_\_ degree.

Example: He is the \_\_\_\_\_ one of all.

11. What are the four categories of nouns?

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_ d. \_\_\_\_\_

12. What is a common noun? \_\_\_\_\_

13. What is a proper noun? \_\_\_\_\_

14. What word can you put before a common noun to tell whether it is being used as a noun or another part of speech? \_\_\_\_\_

**V. Edit and Revise**

15. List three transition sentences you put in your report.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

16. List four Banned Words you had.

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_ d. \_\_\_\_\_

17. List three words you used in your report this week that you have never used in writing before.

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_

# Teacher's Helps

## Red 5-B

### Character Focus: Initiative

Lesson Plans and Answer Keys



# Lesson Plans

## Red 5-B: Week One

For a Five-Day Week

### Character Focus: Initiative

#### Day One

##### Vocabulary Box

Synonyms and antonyms for *initiative*--**nouns**

Synonyms		Antonyms	
aggressiveness	ambition	aloofness	apathy
aspiration	determination	disinclination	disinterest
eagerness	enterprise	inactivity	indifference
enthusiasm	fortitude	inertia	laxity
gumption	ingenuity	laziness	lethargy
resourcefulness	spunk	reluctance	slackness
stamina	tenacity	slothfulness	sluggishness

##### Vocabulary Box

Characteristics of one who shows *initiative*--**adjectives**

ambitious	ardent
desirous	diligent
earnest	ebullient
fervent	impassioned
industrious	irrepressible
passionate	persistent
sedulous	zealous

### 1. Copying and Comprehension: Passage and Vocabulary All

Scottish adventurer John MacGregor, who lived during the mid 1800s, was taken captive by Arabs while he explored the Jordan River in his canoe, Rob Roy. As he parleyed with an old sheikh, he opened a tiny box of fine salt and offered it to his captor. The Arab had never before seen salt so white and refined, and thinking that it was sugar, he tasted it.

#### Extensions

Immediately, MacGregor put a portion into his own mouth, and laughed loudly: "We have now eaten salt together in your own tent."

#### Further Extension

The old nomad found himself bound by the strongest tie he knew. The result was that the Scotchman's canoe--along with the Scotchman himself--was ceremoniously carried back to the banks of the river. As MacGregor rowed away and passed the group, the Arabs shouted, "Salaam!" (peace) to their new brother in the covenant of salt.

### 2. Spelling/Structural Analysis: / Before e, Except After c, Unless it Says ay

Examples: receive, relief, neighbor

#### All

- |               |                  |              |
|---------------|------------------|--------------|
| 1. retriever  | 2. griefstricken | 3. grievous  |
| 4. chandelier | 5. deceiver      | 6. receiving |
| 7. conceived  | 8. heirloom      | 9. forfeit   |
| 10. heiress   | 11. heinous      | 12. sheik    |
| 13. foreign   | 14. weightless   | 15. neigh    |
| 16. freight   | 17. neighbor     |              |

#### Extensions

- |            |              |              |
|------------|--------------|--------------|
| 18. stymie | 19. singeing | 20. tingeing |
|------------|--------------|--------------|

#### Further Extension

- |                  |                |                 |
|------------------|----------------|-----------------|
| 21. surveillance | 22. proprietor | 23. proprietary |
|------------------|----------------|-----------------|

#### Optional

- |                    |              |             |
|--------------------|--------------|-------------|
| 24. aggressiveness | 25. gumption | 26. stamina |
| 27. fortitude      | 28. tenacity |             |

### 3. Editor Duty: Correct Given Paragraph(s) Prepositions, Prepositional Phrases

### 4. Spelling Practice: Choose the Correct Spelling

#### Day Two

### 5. Study Skills/Prewriting: Key Word Outline From Given Material

**All**--Paragraph One of Body: 3 Sentences

**All**--Paragraph Two of Body: 1 Sentence

**All**--Paragraph Three of Body: 3 Sentences

### 6. Write On: Dialogue Writing

### 7. Spelling Practice: Six "S": Spelling Secret

#### Day Three

### 8. Composition/Creative Writing: Write a Rough Draft Essay From a Key Word Outline

### 9. Vocabulary/Structural Analysis: Wacky Words Confusing Words: Past vs. Passed

### 10. Grammar: Punctuating Quotations

#### Day Four

### 11. Composition and Editing: Edit and Revise Using the Checklist Challenge

### 12. Think Fast Review: Prepositions

### 13. Punctuation: Colon Usage

### 14. Spelling Practice: Write That Word!

#### Day Five

### 15. Grammar: Weekly Quizzes

### 16. Spelling: Spelling Test

### 17. Dictation: Dictation Quiz

### 18. Composition: Final Copy Essay From Given Material

### Optional: Extra Practice

# Lesson Plans

## Red 5-B: Week One

For a Four-Day Week

**Character Focus: Initiative**

Day One																																																			
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<p><b>1. Copying and Comprehension:</b> Passage and Vocabulary</p> <p style="text-align: center;"><b>All</b></p> <p>Scottish adventurer John MacGregor, who lived during the mid 1800s, was taken captive by Arabs while he explored the Jordan River in his canoe, Rob Roy. As he parleyed with an old sheikh, he opened a tiny box of fine salt and offered it to his captor. The Arab had never before seen salt so white and refined, and thinking that it was sugar, he tasted it.</p> <p><b>Extensions</b></p> <p>Immediately, MacGregor put a portion into his own mouth, and laughed loudly: "We have now eaten salt together in your own tent."</p> <p><b>Further Extension</b></p> <p>The old nomad found himself bound by the strongest tie he knew. The result was that the Scotchman's canoe--along with the Scotchman himself--was ceremoniously carried back to the banks of the river. As MacGregor rowed away and passed the group, the Arabs shouted, "Salaam!" (peace) to their new brother in the covenant of salt.</p>																																																			
<p><b>2. Spelling/Structural Analysis:</b> / Before e, Except After c, Unless it Says ay</p> <p><b>Examples:</b> receive, relief, neighbor</p> <p><b>All</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 5px;">1. retriever</td> <td style="padding: 5px;">2. griefstricken</td> <td style="padding: 5px;">3. grievous</td> </tr> <tr> <td style="padding: 5px;">4. chandelier</td> <td style="padding: 5px;">5. deceive</td> <td style="padding: 5px;">6. receiving</td> </tr> <tr> <td style="padding: 5px;">7. conceived</td> <td style="padding: 5px;">8. heirloom</td> <td style="padding: 5px;">9. forfeit</td> </tr> <tr> <td style="padding: 5px;">10. heiress</td> <td style="padding: 5px;">11. heinous</td> <td style="padding: 5px;">12. sheik</td> </tr> <tr> <td style="padding: 5px;">13. foreign</td> <td style="padding: 5px;">14. weightless</td> <td style="padding: 5px;">15. neigh</td> </tr> <tr> <td style="padding: 5px;">16. freight</td> <td style="padding: 5px;">17. neighbor</td> <td></td> </tr> </table> <p><b>Extensions</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 5px;">18. stymie</td> <td style="padding: 5px;">19. singeing</td> <td style="padding: 5px;">20. tingeing</td> </tr> </table> <p><b>Further Extension</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 5px;">21. surveillance</td> <td style="padding: 5px;">22. proprietor</td> <td style="padding: 5px;">23. proprietary</td> </tr> </table>		1. retriever	2. griefstricken	3. grievous	4. chandelier	5. deceive	6. receiving	7. conceived	8. heirloom	9. forfeit	10. heiress	11. heinous	12. sheik	13. foreign	14. weightless	15. neigh	16. freight	17. neighbor		18. stymie	19. singeing	20. tingeing	21. surveillance	22. proprietor	23. proprietary																										
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<p><b>Optional</b></p> <p>24. aggressiveness    25. gumption    26. stamina</p> <p>27. fortitude    28. tenacity</p>
<p><b>3. Editor Duty:</b> Correct Given Paragraph(s) Prepositions, Prepositional Phrases</p>
<p><b>4. Spelling Practice:</b> Choose the Correct Spelling</p>
<p><b>5. Study Skills/Prewriting:</b> Key Word Outline From Given Material</p> <p><b>All</b>--Paragraph One of Body: 3 Sentences</p> <p><b>All</b>--Paragraph Two of Body: 1 Sentence</p> <p><b>All</b>--Paragraph Three of Body: 3 Sentences</p>
Day Two
<p><b>6. Write On:</b> Dialogue Writing</p> <p><b>7. Spelling Practice:</b> Six "S": Spelling Secret</p> <p><b>8. Composition/Creative Writing:</b> Write a Rough Draft Essay From a Key Word Outline</p> <p><b>9. Vocabulary/Structural Analysis:</b> Wacky Words Confusing Words: Past vs. Passed</p>
Day Three
<p><b>10. Grammar:</b> Punctuating Quotations</p> <p><b>11. Composition and Editing:</b> Edit and Revise Using the Checklist Challenge</p> <p><b>12. Think Fast Review:</b> Prepositions</p> <p><b>13. Punctuation:</b> Colon Usage</p>
Day Four
<p><b>14. Spelling Practice:</b> Write That Word!</p> <p><b>15. Grammar:</b> Weekly Quizzes</p> <p><b>16. Spelling:</b> Spelling Test</p> <p><b>17. Dictation:</b> Dictation Quiz</p> <p><b>18. Composition:</b> Final Copy Essay From Given Material</p> <p><b>Optional:</b> Extra Practice</p>

# Answer Keys Red 5-B: Week One

## 3. Editor Duty: Correct Given Paragraph(s) Prepositions, Prepositional Phrases

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first two paragraphs, highlight the prepositional phrases (they may appear anywhere in the sentences).

**Teacher Tip:** Your student may highlight any of the shaded words in this Answer Key for the number of items he was to highlight.

Salt maintains balance in the body. The Christian is to maintain the balance of God's truth in the Body of Christ, since truth out of balance leads to heresy. Salt creates thirst, and the Christian is to create interest in the things of God. (Out is technically an adverb here; the true PP is *of balance*.)

One of the most important functions of salt is to preserve food from the spread of disease-producing bacteria. The Christian is to function with a similar purpose in the world. We are to be the "salt of the world."

When we see evil increasing, we should be prompted to do something about it. Our actions against evil, however, must be guided by the principle of authority. We are to make direct appeals to those who are doing evil, but when that fails, we are to notify and encourage those in authority over them to exercise their God-given responsibilities.

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |                  |               |
|------------------|---------------|
| 1. retriever     | retriever     |
| 2. griefstricken | greifstricken |
| 3. greivous      | grievous      |
| 4. chandelier    | shandeleir    |
| 5. deseiver      | deceiver      |

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

6. reseiving	receiving
7. conseived	conceived
8. hairloom	heirloom
9. forefit	forfeit
10. heiress	hairess
11. hainous	heinous
12. sheek	sheik
13. foreign	forien
14. weightless	waitless
15. neigh	nay
16. fraight	freight
17. neighbor	naighbor

<> **4b.** Highlight the correct spelling of each **Extensions** word.

18. stymmie	stymie
19. sinjeing	singeing
20. tingeing	tinjeing

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

21. surveillance	surveillance
22. propriator	proprietor
23. proprietary	proprietary

<> **4d.** Highlight the correct spelling of each **Optional** word.

24. aggressiveness	agressiveness
25. gumpsion	gumption
26. stamina	stamina

27. fortitude

fortitude

28. tenacity

tenacity

## 9. Vocabulary/Structural Analysis: Wacky Words

### Confusing Words: Past vs. Passed

<> 9c. Complete the following steps:

- (1) In the sentences provided, highlight the forms of the verb pass in one color and the describer past in another color.
- (2) On the lines following the sentences, write one of the following:
  - a. **V** if the word you highlighted is a verb.
  - b. **D/P** if the word you highlighted is a describer or preposition.
1. He **passed** the guards as he entered the city of refuge.     **V**
2. It was **past** noon when he arrived.     **D/P**
3. He went **past** the gate and into the city.     **D/P**
4. All manslaughter could **pass** through the city gate into the city of refuge.     **V**
5. Did he **pass** as innocent?     **V**
6. The manslayer **passed** through the gate of Bezer, the stronghold.     **V**
7. We can **pass** through this world to our final home with Christ.     **V**
8. He **passed** the River Jordan from Manasseh to Gad.     **V**
9. You could go **past** six cities of refuge throughout Israel.     **D/P**
10. The manslayer went **past** his avengers into the city of refuge.     **D/P**

<> 9d. Fill in each blank provided with the correct Wacky Word--*lead*, *led*, or *lead*.

1. He will     *lead*     the group during Sunday school.
2. She felt     *led*     to give of her time and talents.
3. I need a new piece of     *lead*     for my pencil.
4. The directions     *led*     us down the wrong street.
5. Who will     *lead*     the parade?

## 10. Grammar: Punctuating Quotations

↔ 10d. In the sentences provided, complete the following steps:

(1) With one color, highlight the following parts of each sentence:

- a. Beginning quotation marks
- b. Ending quotation marks
- c. Commas
- d. Periods and question marks

(2) With a different color, highlight the speech tags—the part that shows who is speaking.

Example: “We should not be angry,” said Mother .

1. “When I get out to China, I shall have no claim on anyone for anything; my only claim will be on God.” said Husdon Taylor .
2. Taylor continued , “How important, therefore, to learn before leaving England to move men, through God, by prayer alone.”
3. But he replied in his thoughts , “If only I had two coins, I would give one to the family and keep the other for my own needs.”
4. He cried out within himself , “How can I tell these people of a loving Father in Heaven when I hold that half crown so covetously?”
5. His conscience rebuked him , “Dare you mock God? Dare you kneel down and call him Father with that half crown in your pocket?”
6. Immediately, the Lord brought to mind the Scripture , “Give to him that asketh of thee.”
7. He wrote , “The joy all came back in full floodtide to my heart. The hindrance to blessing was gone—gone, I trust, forever.”
8. That young medical student became known as the “Father of Faith Missions.”
9. Five-year-old Hudson announced , “When I am a man, I will be a missionary and go to China.”
10. “Again I was left—my feelings undiscovered—to go to a little closet and praise the Lord with a joyful heart that after all I might go to China,” Husdon wrote in his diary .
11. After looking at him , the supervisor said , “You are a dead man.”
12. He wrote , “All things are against me.”
13. “They were times of emptying and humbling, but were experiences that made not ashamed, and that strengthened purpose to go forward as God might direct, with His proven promise,” testified Husdon Taylor .
14. “Foreign devil,” shouted his cursers .
15. He wrote , “It seemed to me that if there were any lack of funds to carry on work, then to that degree, in that special development, or at that time, it could not be the work of God.”

16. Hudson said , “ Depend on it. God’s work done in God’s way will never lack God’s supplies.”
17. “ He is too wise a God to frustrate His purposes for lack of funds. And He can just as easily supply them ahead of time as afterwards, and He much prefers doing so,” remarked Hudson .
18. “ Without those months of feeding and feasting on the Word of God, I should have been quite unprepared to form a mission like the China Inland Mission,” said Hudson Taylor .
19. Charles H. Spurgeon once made the comment , “ China. China. China is now ringing in our ears in the special, peculiar, musical, forcible, unique way in which Mr. Taylor utters it.”
20. Mr. Taylor stated it this way , “ The meek do not possess by force, but, as children, by inheritance.”
21. “ I do not believe that our Heavenly Father will ever forget His children. I am a very poor father, but it is not my habit to forget my children. God is a very, very good Father. It is not His habit to forget His children,” continued Taylor .
22. Hudson remarked , “ The Lord has taken our sweet little Gracie to bloom in the purer atmosphere of His own presence.”
23. Hostilities from both the English press and the Chinese political situation left Hudson in a dark depression, and he commented , “ I hated myself. I hated my sin; and yet I gained no strength against it.”
24. When his wife and unborn baby died, Hudson remarked , “ My views are not changed, though chastened and deepened. From my inmost soul I delight in the knowledge that God does or deliberately permits all things, and causes all things to work together for good to those who love Him.”
25. He wrote in a little booklet entitled Princely Service , “ Nor is God’s work ever intended to be stationary, but always advancing.”

## Weekly Review Quiz Answer Key

### I. Comprehension and Vocabulary

1. What does the word *philanthropist* mean? Someone who devotes his/her time, money, or effort towards helping other.
2. Do you have a tip to help you remember its meaning? If so, what is it?

**Answers will vary.**

3. Write two sentences using the word *philanthropist*.

**Answers will vary.**

4. List four (**Extensions:** six) characteristics of someone who has initiative from this month's Vocabulary Box.

**Answers will vary.**

5. Use two of these in sentences about John MacGregor.

**Answers will vary.**

## II. Outlining and Write On

6. Part of being a good student is learning how you learn—learning what works best for you as a student and a writer. In this week's KWO, did you choose to put quotation marks right in your KWO so that when you write, you will know that you want to have dialogue at that point? Why or why not?

**Answers will vary.**

7. What synonyms did you use in this week's essay for some of the words from the passage? List Four.

**Answers will vary.**

## III. Grammar and Usage

8. List eight (**Extensions:** ten) prepositions that you can come up with just by remembering that *in* and *on* are prepositions.

- |                         |                         |                        |
|-------------------------|-------------------------|------------------------|
| (1) <i>in</i>           | (2) <i>inside</i>       | (3) <i>into</i>        |
| (4) <i>in between</i>   | (5) <i>out</i>          | (6) <i>outside</i>     |
| (7) <i>on top</i>       | (8) <i>on top of</i>    | (9) <i>inside of</i>   |
| (10) <i>in between</i>  | (11) <i>in front of</i> | (12) <i>in case of</i> |
| (13) <i>in spite of</i> | (14) <i>in back of</i>  |                        |

**Answers will vary.**

9. List eight (**Extensions:** ten) prepositions that begin with the letter A.

- |                    |                   |                   |
|--------------------|-------------------|-------------------|
| (1) <i>around</i>  | (2) <i>along</i>  | (3) <i>above</i>  |
| (4) <i>atop</i>    | (5) <i>aboard</i> | (6) <i>across</i> |
| (7) <i>against</i> | (8) <i>amid</i>   | (9) <i>around</i> |
| (10) <i>aside</i>  |                   |                   |

**Answers will vary.**

10. Write the two Preposition Check sentences on the lines provided.

a. *The angel flew \_\_\_\_\_ the clouds.*

b. *The girl prayed \_\_\_\_\_ the service.*

11. **Extensions:** Why is it important to learn prepositions so thoroughly?

*If you can separate the preposition and the prepositional phrase, you will have fewer words to wade through in order to find the main subject and the main verb of the sentence.*

12. When is the word *to* being used as a preposition instead of an infinitive?

*When it is not followed by a verb OR when it is followed by an object (a non-verb)*



#### IV. Homophones and Spelling

13. **Further Extension:** Which is a contraction *were* or *we're* ?

14. **Further Extension:** Which two words are squeezed together in the word *we're*? *we are*

15. **Further Extension:** Use the word *were* in a sentence.

**Answers will vary.**

16. **Further Extension:** Use the word *we're* in a sentence.

**Answers will vary.**

17. Fill in the blanks below with the correct forms of the verb *pass* or the word *past*:

(1) I am going to *pass* that test.

(2) Yesterday I *passed* that test.

(3) Last week I had *passed* all of my tests.

(4) He *passed* all of his tests.

(5) I am *passing* all of my classes.

(6) He rode *past* me on his bike.

(7) He went *past* that house last time.

(8) I am going to *pass* the mountain.

(9) Yesterday I *passed* the mountain.

(10) Last week I had *passed* the mountain.

(11) I walked *past* the mountain.

#### V. Editing and Revising

18. List two (**Extensions:** three) sentences that you had in your essay this week that contained sentence openers.

**Answers will vary.**

19. List two words that you used in your essay that you have never used in writing before.

**Answers will vary.**



# Lesson Plans

## Red 5-B: Week Two

For a Five-Day Week

### Character Focus: Initiative

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# Lesson Plans

## Red 5-B: Week Two

For a Four-Day Week

### Character Focus: Initiative

#### Day One

Vocabulary Box			
Synonyms and antonyms for <i>initiative</i> --nouns			
Synonyms		Antonyms	
aggressiveness	ambition	aloofness	apathy
aspiration	determination	disinclination	disinterest
eagerness	enterprise	inactivity	indifference
enthusiasm	fortitude	inertia	laxity
gumption	ingenuity	laziness	lethargy
resourcefulness	spunk	reluctance	slackness
stamina	tenacity	slothfulness	sluggishness

Vocabulary Box	
Characteristics of one who shows <i>initiative</i> --adjectives	
ambitious	ardent
desirous	diligent
earnest	ebullient
fervent	impassioned
industrious	irrepressible
passionate	persistent
sedulous	zealous

#### 1. Copying and Comprehension: Passage and Vocabulary All

Hudson Taylor's parents gave him strong encouragement. "They advised me . . . to use all the means in my power to develop the resources of body, mind, heart, and soul and to wait prayerfully upon God," said Hudson.

So, Hudson began a rigorous program of self-denial. He took away his feather bed and accustomed himself to sleeping on a hard surface. He restricted his diet to oatmeal, rice, bread, and some fruit. He spent time exercising his body, anticipating the extensive travels on foot he would take.

##### Extensions

Hudson Taylor read everything he could find about China. During this period, a local minister gave him a copy of *Medhurst's China*. This book led him to the concept of medical missions.

##### Further Extension

As for ministry, the future missionary poured himself into distributing tracts, teaching Sunday school, and visiting the poor and sick as God gave opportunity. The Lord blessed his soul-winning efforts with many conversions to Christ. Hudson Taylor took initiative to do God's work.

#### 2. Spelling/Structural Analysis: Two Vowels Together Can Say long e, Long a, and short e

Examples: team, great, bread

##### All

- |                 |              |                 |
|-----------------|--------------|-----------------|
| 1. jealousy     | 2. pageant   | 3. pleasure     |
| 4. endeavor     | 5. zealous   | 6. breadth      |
| 7. wealthier    | 8. treachery | 9. immeasurable |
| 10. earnest     | 11. research | 12. hearse      |
| 13. peacemakers | 14. appease  | 15. entreaty    |
| 16. beatitude   | 17. mislead  | 18. misled      |
| 19. beautiful   |              |                 |

##### Extensions

- |                 |            |            |
|-----------------|------------|------------|
| 20. malfeasance | 21. lineal | 22. linear |
| 23. idealism    |            |            |

##### Further Extension

- |                   |                  |  |
|-------------------|------------------|--|
| 24. habeas corpus | 25. genealogical |  |
|-------------------|------------------|--|

#### Optional

- |               |                  |                  |
|---------------|------------------|------------------|
| 26. aloofness | 27. indifference | 28. slothfulness |
| 29. inertia   | 30. lethargy     |                  |

#### 3. Editor Duty: Correct Given Paragraph(s) Action Verbs, Homophones, Possessive Nouns

#### 4. Spelling Practice: Choose the Correct Spelling

#### Day Two

#### 5. Study Skills/Prewriting: Key Word Outline

**Extensions**---Paragraph One of Body: 2 Sentences

**All**---Paragraph Two of Body: 4 Sentences

**All**---Paragraph Three of Body: 3 Sentences

**All**---Paragraph Four of Body: 3 Sentences

#### 6. Vocabulary/Structural Analysis: Wacky Words Homophones: led and lead

#### 7. Spelling Practice: Six "S" Spelling Secret

#### 8. Composition/Creative Writing: Write a Rough Draft Report From a Key Word Outline

#### Day Three

#### 9. Write On: Definition Opening Paragraph

#### 10. Grammar: Nouns

#### 11. Study Skills/Prewriting/Composition:

Take Notes and Write an Original Opening Paragraph

#### 12. Composition and Editing: Edit and Revise Using the Checklist Challenge

#### Day Four

#### 13. Spelling Practice: Write That Word!

#### 14. Grammar: Weekly Quizzes

#### 15. Spelling: Spelling Test

#### 16. Dictation: Dictation Quiz

#### 17. Composition: Final Copy Biographical Essay From Given Material

#### Optional: Extra Practice

# Answer Keys Red 5-B: Week Two

## 3. Editor Duty: Correct Given Paragraph(s)

### Action Verbs, Homophones, Possessive Nouns

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight all of the action verbs—including infinitives that are comprised of action verbs.

(3) In the last paragraph, highlight all of the misused homophones, and write the correct ones above them, if you have not already done so.

(4) In the last paragraph, highlight the possessive noun, and correct it, if you have not already done so.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

Men tend to discount the early preparation and refinement of a life, but God places great value on this time of making His servants ready for the ministries to which He calls them. The home into which Hudson Taylor was born was blessed with a rich spiritual heritage. His great grandparents, James and Betty Taylor, came under the saving influence of the Methodist Revival. They even had John Wesley himself stay with them in their home in Barnsley.

James and Betty Taylor saw to it that the light of God's truth was passed faithfully to the second and third generations of the Taylor family. Both of Hudson's parents desired that their family would honor God and walk in His ways.

Hudson Taylor was educated at home, where his mother gave him a tremendous background in English, and his father introduced him to the writings of great men. His mother's careful attention to details of correct proved invaluable to Hudson when he later tackled the complex Chinese dialects.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each All word.

1. jealousy                      jealossy

2. pageant                        pajeant

3. pleashure	pleasure
4. endeavor	endeavor
5. zealous	zealous
6. breath	breadth
7. wealthier	wealthier
8. treachury	treachery
9. immeaserable	immeasurable
10. earnist	earnest
11. reserch	research
12. hearse	hears
13. peecemakers	peacemakers
14. appease	appease
15. entreate	entreaty
16. beattitude	beatitude
17. mislead	mislead
18. misled	misledd
19. beautiful	bueatiful

<> **4b.** Highlight the correct spelling of each **Extensions** word.

20. malfeasance	malfeasence
21. lineal	linneal
22. lineer	linear
23. ideallism	idealism

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

24. habeas corpus	haebeas corpus
25. genealogical	jenealogical

<> 4d. Highlight the correct spelling of each **Optional** word.

- |                  |              |
|------------------|--------------|
| 26. aloofness    | aloofniss    |
| 27. indiference  | indifference |
| 28. slothfulness | slathfulness |
| 29. inurtia      | inertia      |
| 30. lethargy     | letharjy     |

## 6. Vocabulary/Structural Analysis: Wacky Words

### Homophones: led and lead

<> 6d. Fill in each blank provided with the correct Wacky Word--*lead (lead)*, *led*, or *lead (lead)*.

1. The Lead pipe fell on his foot.
2. The prisoners were led to the warden's office.
3. Iowa leads the nation in corn production. (or led)
4. That path will Lead directly to the lake.
5. He led the allied forces during the war.

## 10. Grammar: Nouns

<> 10f. In the sentences provided, highlight the nouns (both proper and common nouns).

**Note: Do not highlight the pronouns—words that take the place of a noun—like him, her, they, their, etc.**

Note: Do not highlight nouns that are being used as another part of speech (e.g., Bible times—Bible is used as an adverb).

**Note: Most sentences have more than one noun.**

1. The medical **student** explained to the **family** that the true **God** of **heaven** could be trusted.

2. The student heard a knock at the door the next morning and was surprised to find that it was the postman .
3. On this Monday , he was handed a letter with writing on the outside .
4. Inside was a folded blank paper and a half sovereign —a four hundred percent increase on his half crown given to God the day before!
5. That medical student became known as the “Father of Faith Missions .” (Or just *Missions* if your student considered *Faith* the noun and *Missions* the describer. Technically, *Faith Missions* is a proper noun as a whole here.)
6. The home into which Hudson Taylor was born was blessed with a spiritual heritage .
7. They even had John Wesley himself stay with them in their home in Barnsley .
8. James and Betty Taylor ensured that the light of God’s truth was passed faithfully to the second and third generations of the Taylor family .(God’s may or may not be highlighted. It is technically a possessive proper noun.)
9. Hudson Taylor was educated at home , where his mother gave him a background in English and his father introduced him to the writings of great men .
10. His mother’s attention to the details of correct pronunciation proved invaluable to Hudson when he later tackled the complex Chinese dialects . (Mother’s may or may not be highlighted. It is a noun-- a possessive noun.)
11. James Taylor spent a great deal of time with his children and often took them into his prayer closet with him so that they would be able to witness firsthand the reality of God’s faithfulness .(God’s is a possessive proper noun.)
12. A devotional time for each child was a required part of the Taylor home schedule .
13. Hudson’s enthusiasm for spiritual things and his burden for China were enlarged by the frequent visitors invited into the Taylor home .
14. At fourteen , Hudson Taylor gave his heart to God and later, at seventeen , he surrendered his life for God’s service .
15. Having God’s direction for his ministry firmly in mind and with foresight uncommon for his age , Hudson began to discipline himself mentally, spiritually, and physically for the challenges he perceived would face him in China .
16. On his nineteenth birthday in the year 1851 , Hudson began his medical studies , working with Dr. Robert Hardey in Hull .
17. In keeping with his goal of learning to trust God alone for finances , Hudson purposed not to remind Dr. Hardey when his wages were due.
18. At 10:00 that evening as he prepared to go home from the office , Hudson heard the steps of the doctor .



19. At that late **hour** , a **patient** came to the **office** and insisted on paying his **bill** in **cash** ; thus, the **doctor** remembered to pay his **employee** his **wages** .
20. **God** designed Hudson's **time** at **Hull** to further prepare his **life** for his **call** to **China** .

## Weekly Review Quiz Answer Key

### I. Comprehension and Vocabulary

1. What does the word *rigorous* mean? rigidly severe or harsh
2. Write two sentences using two words that contain the prefix *re*, as in *restricted*.

**Answers will vary.**

3. Write two sentences about Hudson Taylor's accomplishments for the Lord.

**Answers will vary.**

### II. Spelling and Homophones

4. Put the letters *a-g* given below under the corresponding homophones/confusing words.  
(One of the characteristics falls under two of them.)

led	lead (leed)	lead (ledd)
<i>e</i>	<i>d</i>	<i>a</i>
<i>e</i>	<i>f</i>	<i>b</i>
		<i>f</i>
		<i>g</i>

5. Write sentences using the two short *e* homophones—*led* and *lead*.

**Answers will vary.**

6. Make corrections in the Wacky Word sentences as needed.

- a. She was **led** astray by her "friend."
- b. The pencil **lead** was broken.
- c. She wanted to lead the children in the right way. Correct

### III. Outlining and Write On

7. List four words from the passage that you needed to include in your KWO due to the spelling, details, or technical nature of them.

**Answers will vary.**

8. Write four things you might include in a definition opening paragraph.

**Answers will vary.**

9. List two times you might want to use a definition opening paragraph.

**Answers will vary.**

#### IV. Grammar and Usage

10. List prepositions in the categories given below without duplicating.

a. Ten prepositions beginning with the letter A.

- (1) around                      (2) along                      (3) above  
(4) atop                              (5) aboard                      (6) across  
(7) against                      (8) amid                              (9) around  
(10) aside

**Answers will vary.**

b. Four prepositions beginning with the letter B.

- (1) below                              (2) behind                              (3) beneath  
(4) between

**Answers will vary.**

c. Four prepositions that fit into the time check sentence: The girl prayed \_\_\_\_\_ the service.

- (1) during                              (2) after                              (3) in  
(4) following

**Answers will vary.**

d. Eight prepositions that have opposites that are also prepositions (list the opposite pair).

- (1) before - after                              (2) in - out  
(3) inside - outside                              (4) on - off

**Answers will vary.**

e. Six prepositions that are built with a base preposition.

- (1) \_\_\_\_\_                              (2) \_\_\_\_\_                              (3) \_\_\_\_\_  
(4) \_\_\_\_\_                              (5) \_\_\_\_\_                              (6) \_\_\_\_\_

11. What is another word for a noun marker? article

12. A noun marker has the job of marking the noun.

13. List the three noun markers:

- a. a                              b. an                              c. the

14. A noun is a group of words that contains one of the following:

- a. a person                              b. a place  
c. a thing                              d. an idea

15. What is the difference between a common noun and a proper noun? Common nouns are the general names of things, proper nouns are the specific names of things.

## V. Editing and Revising

16. **Extensions:** Write two sentences from our essay with subordinate clause openers put at the beginning of them.

**Answers will vary.**

17. **Further Extension:** Write two sentences from your essay with subordinate clauses added to the end of them.

**Answers will vary.**

18. List six Banned Words (**Extensions:** List eight):

a. very

b. many

c. good

d. little

e. bad

f. want

g. fast

h. see

**Answers will vary.**



# Lesson Plans

## Red 5-B: Week Three

For a Five-Day Week

### Character Focus: Initiative

Day One																																													
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<p><b>1. Copying and Comprehension: Passage and Vocabulary All</b></p> <p>Initiative is foundational to all other qualities. It is the first quality that God used to demonstrate His love to us and the first quality that we must use in responding to His love. Initiative is seeing and doing what needs to be done before being asked to do it. Initiative is using the energy of God—God’s grace—to achieve God’s will, as directed by God’s Spirit.</p> <p><b>Extensions</b></p> <p>God took initiative before the world was founded to provide redemption for us. (See I Peter 1:18–20.) He also demonstrated initiative by creating the heaven and the earth. (See Genesis 1:1.) God is a God of initiative. Furthermore, He displayed initiative by dying for us, making a way for us to spend eternity in heaven with him.</p> <p><b>Further Extension</b></p> <p>Initiative is required to carry out every other character quality -- gratefulness, forgiveness, punctuality, deference, diligence, and joyfulness. It is also essential to fulfilling Scripture’s commands, such as “pray without ceasing,” “lay up treasures in heaven,” “do good unto all,” “maintain good works,” and “go ye into all the world.” In other words, it takes initiative to do anything worthwhile.</p> <p><b>2. Spelling/Structural Analysis: Ay and ey Say Long e at the end of Words</b></p> <p><b>Examples:</b> obey, portray</p> <p><b>All</b></p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>1. delay</td> <td>2. astray</td> <td>3. dismay</td> </tr> <tr> <td>4. highway</td> <td>5. portray</td> <td>6. stowaway</td> </tr> <tr> <td>7. display</td> <td>8. parley</td> <td>9. convey</td> </tr> <tr> <td>10. survey</td> <td>11. disobey</td> <td>12. conveying</td> </tr> <tr> <td>13. surveyor</td> <td>14. purvey</td> <td>15. conveyor</td> </tr> <tr> <td>16. purveyor</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Extensions</b>--other words you need to know</p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>17. et al.</td> <td>18. et cetera</td> <td>19. etc.</td> </tr> <tr> <td>20. i.e.</td> <td>21. adieu</td> <td>22. ado</td> </tr> </tbody> </table> <p><b>Optional</b></p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>23. ambitious</td> <td>24. ebullient</td> <td>25. impassioned</td> </tr> <tr> <td>26. sedulous</td> <td>27. irrepressible</td> <td></td> </tr> </tbody> </table>		1. delay	2. astray	3. dismay	4. highway	5. portray	6. stowaway	7. display	8. parley	9. convey	10. survey	11. disobey	12. conveying	13. surveyor	14. purvey	15. conveyor	16. purveyor			17. et al.	18. et cetera	19. etc.	20. i.e.	21. adieu	22. ado	23. ambitious	24. ebullient	25. impassioned	26. sedulous	27. irrepressible															
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7. display	8. parley	9. convey																																											
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20. i.e.	21. adieu	22. ado																																											
23. ambitious	24. ebullient	25. impassioned																																											
26. sedulous	27. irrepressible																																												

<p><b>3. Editor Duty:</b> Correct Given Paragraph(s)</p> <p style="text-align: center; margin: 0;">Nouns</p> <p><b>4. Spelling Practice:</b> Choose the Correct Spelling</p>
Day Two
<p><b>5. Research and Study Skills:</b> Choose Your Topic and Overview Sources</p> <p><b>All:</b> Up to 4 Paragraphs; <b>5-7 sentences</b>  <b>Extensions:</b> Up to 5 Paragraphs; <b>6-9 sentences</b></p> <p><b>6. Grammar:</b> Subordinators</p> <p><b>7. Research and Study Skills:</b> Write Your Working Thesis Statement, Begin Gathering Information From Overview Source, and choose Additional Sources(s)</p>
Day Three
<p><b>8. Spelling Practice:</b> Six “S” Spelling Secret</p> <p><b>9. Sentence Structure:</b> Subordinate Clause Openers</p> <p><b>10. Study Skills/Research:</b> Create Outlining Cards for Informative Research Report</p>
Day Four
<p><b>11. Grammar:</b> Appositives</p> <p><b>12. Composition:</b> Write Rough Draft of Informative Report About Salt</p> <p><b>13. Spelling Practice:</b> Write That Word!</p>
Day Five
<p><b>14. Grammar:</b> Weekly Quizzes</p> <p><b>15. Spelling:</b> Spelling Test</p> <p><b>16. Dictation:</b> Dictation Quiz</p> <p><b>Optional:</b> Extra Practice</p>

# Lesson Plans

## Red 5-B: Week Three

For a Four-Day Week

**Character Focus: Initiative**

### Day One

#### Vocabulary Box

Synonyms and antonyms for *initiative*--nouns

Synonyms		Antonyms	
aggressiveness	ambition	aloofness	apathy
aspiration	determination	disinclination	disinterest
eagerness	enterprise	inactivity	indifference
enthusiasm	fortitude	inertia	laxity
gumption	ingenuity	laziness	lethargy
resourcefulness	spunk	reluctance	slackness
stamina	tenacity	slothfulness	sluggishness

#### Vocabulary Box

Characteristics of one who shows *initiative*--adjectives

ambitious	ardent
desirous	diligent
earnest	ebullient
fervent	impassioned
industrious	irrepressible
passionate	persistent
sedulous	zealous

### 1. Copying and Comprehension: Passage and Vocabulary All

Initiative is foundational to all other qualities. It is the first quality that God used to demonstrate His love to us and the first quality that we must use in responding to His love. Initiative is seeing and doing what needs to be done before being asked to do it. Initiative is using the energy of God—God's grace—to achieve God's will, as directed by God's Spirit.

#### Extensions

God took initiative before the world was founded to provide redemption for us. (See I Peter 1:18–20.) He also demonstrated initiative by creating the heaven and the earth. (See Genesis 1:1.) God is a God of initiative. Furthermore, He displayed initiative by dying for us, making a way for us to spend eternity in heaven with him.

#### Further Extension

Initiative is required to carry out every other character quality -- gratefulness, forgiveness, punctuality, deference, diligence, and joyfulness. It is also essential to fulfilling Scripture's commands, such as "pray without ceasing," "lay up treasures in heaven," "do good unto all," "maintain good works," and "go ye into all the world." In other words, it takes initiative to do anything worthwhile.

### 2. Spelling/Structural Analysis: Ay and ey Say Long e at the end of Words

Examples: obey, portray

#### All

- |              |             |               |
|--------------|-------------|---------------|
| 1. delay     | 2. astray   | 3. dismay     |
| 4. highway   | 5. portray  | 6. stowaway   |
| 7. display   | 8. parley   | 9. convey     |
| 10. survey   | 11. disobey | 12. conveying |
| 13. surveyor | 14. purvey  | 15. conveyor  |
| 16. purveyor |             |               |

**Extensions**--other words you need to know

- |            |               |          |
|------------|---------------|----------|
| 17. et al. | 18. et cetera | 19. etc. |
| 20. i.e.   | 21. adieu     | 22. ado  |

#### Optional

- |               |                   |                 |
|---------------|-------------------|-----------------|
| 23. ambitious | 24. ebullient     | 25. impassioned |
| 26. sedulous  | 27. irrepressible |                 |

### 3. Editor Duty: Correct Given Paragraph(s)

Nouns

### 4. Spelling Practice: Choose the Correct Spelling

#### Day Two

### 5. Research and Study Skills: Choose Your Topic and Overview Sources

**All:** Up to 4 Paragraphs; **5-7 sentences**

**Extensions:** Up to 5 Paragraphs; **6-9 sentences**

### 6. Grammar: Subordinators

### 7. Research and Study Skills: Write Your Working Thesis Statement, Begin Gathering Information From Overview Source, and choose Additional Sources(s)

### 8. Spelling Practice: Six "S" Spelling Secret

#### Day Three

### 9. Sentence Structure: Subordinate Clause Openers

### 10. Study Skills/Research: Create Outlining Cards for Informative Research Report

### 11. Grammar: Appositives

### 12. Composition: Write Rough Draft of Informative Report About Salt

#### Day Four

### 13. Spelling Practice: Write That Word!

### 14. Grammar: Weekly Quizzes

### 15. Spelling: Spelling Test

### 16. Dictation: Dictation Quiz

**Optional:** Extra Practice

# Answer Keys Red 5-B: Week Three

## 3. Editor Duty: Correct Given Paragraph(s)

### Nouns

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight all of the nouns—both the proper ones and the common ones.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

More than two million tons of salt are produced in the United States for food products. Salt is used as both a seasoning and a preservative. It enhances the taste in food and is used to pickle some products. Almost all canned food contains salt. Many cereals, breads, and chips have sodium added to keep them fresh.

Disease-producing bacteria can multiply very rapidly on meat and other food products. A single bacterium can reproduce itself in less than half an hour. If this doubling process is allowed to continue without interruption, there will be billions of bacteria in just twenty-four hours.

Salt retards the spread of bacteria by drawing the moisture out of them and causing them to die. This process of dehydration can be observed under high magnification. The preservative power of salt is illustrated by the fact that it can keep meat fresh longer than a refrigerator can.

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |                  |                |
|------------------|----------------|
| 1. <u>delay</u>  | deelay         |
| 2. <u>astray</u> | astraiy        |
| 3. desmay        | <u>dismay</u>  |
| 4. hieghway      | <u>highway</u> |

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

- |               |           |
|---------------|-----------|
| 5. poortray   | portray   |
| 6. stowaway   | stollaway |
| 7. display    | dissplay  |
| 8. parley     | parlay    |
| 9. convay     | convey    |
| 10. survey    | survay    |
| 11. disobay   | disobey   |
| 12. convaying | conveying |
| 13. surveyor  | sirveyor  |
| 14. purvey    | pervey    |
| 15. conveyer  | conveyor  |
| 16. perveyor  | purveyor  |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- |                |           |
|----------------|-----------|
| 17. et all     | et al.    |
| 18. et cettera | et cetera |
| 19. etc.       | ect.      |
| 20. i e        | i.e.      |
| 21. adieu      | adou      |
| 22. ado        | adoo      |

<> **4c.** Highlight the correct spelling of each **Optional** word.

- |                  |               |
|------------------|---------------|
| 23. ambitious    | ambitious     |
| 24. ebullient    | ebullient     |
| 25. impassioned  | inpassioned   |
| 26. sedulous     | seduluss      |
| 27. irrepessable | irrepressible |



## 6. Grammar: Subordinators

<> 6f. Throughout the beginning of the sentences provided, highlight the subordinators.

1. **As** he parleyed with an old sheikh, he opened a tiny box of fine salt and offered it to his captor.
2. **Since** the Arab had never before seen salt so white and refined, he thought it was sugar.
3. **When** MacGregor took a bite of the salt, he knew he was tricking the sheikh into a salt covenant without the sheikh knowing it.
4. **When** the word covenant is used interchangeably with words such as agreement, treaty, compact, and promise, it expresses the fullness of the meaning behind it.
5. **Since** these words denote a permanent or unbreakable agreement in **which** one person gives himself and all his possessions completely to another in the sight of God, the Hebrew and Greek words translated covenant in the English Bible make obvious references to “establishing,” “binding together,” and “eating.”
6. **Because** the salt covenant has been the most widely honored, regions and governments alike have used this valuable substance the symbolic bond of an enduring accord.
7. **While** the eating of a common sacrifice also marked the life-sharing union of a covenant, some covenants were also confirmed **when** two persons cut themselves and mixed their blood together.
8. **While** each instance is uniquely accompanied by sacred significance, God commanded Moses to instruct the people of Israel to use salt as a symbol of the purity and vitality of their sacrifices.
9. **In order that** the permanence of His priestly covenant with Aaron might be emphasized, God confirmed it with salt.
10. **So that** He might assure man’s understanding of worship and authority, God demanded the use of salt in three separate cases.
11. **Although** the word covenant appears in the Bible over 250 times, a special sense of permanence is attached to the three instances a covenant of salt was required.
12. **When** someone received salt from the king’s palace, he renewed his pledge of loyalty.
13. **Because** salt is an ingredient common in most breads, the eating of bread with another person carries the same binding power in most parts of the world.
14. **When** he traveled across three continents, English explorer Stephen Schultz heard an interesting account about the binding power of salt.
15. **After** Hennicker had requested safe passage through the desert kingdom of the local sheikh, the Arab ruler drew his sword, placed some salt on the blade, and put a portion of it in his mouth. (*Through* is used as a preposition in this sentence.)

## 9. Sentence Structure: Subordinate Clause Openers

<> 9c. For the sentences provided, complete the following steps:

- (1) Place a comma after each subordinate clause opener.
- (2) Finish each sentence with a complete sentence (an independent clause).

Example: When two drivers approach an intersection at the same time, **one must yield the right-of-way to the other to avoid serious consequences.**

**Note:** You may write any sentence you desire following the opener---regardless of whether it is factual or not. Just be sure you do the following:

- a. Place a comma following the subordinate clause opener.
- b. Be sure added sentences could stand alone.
- c. Try to come up with a sentence for each one that makes sense---even if it is not historically or scientifically accurate.

**No Answer Key Needed. Answers will vary.**

## 11. Grammar: Appositives

<> 11d. In the sentences provided, highlight the appositives.

**All**

1. Scientists, **those who study volcanoes** , do not agree on the causes.
2. The intense heat of the earth's core, **the center far below the surface** , generates currents.
3. Pressures, **called rift zones** , stretch apart.
4. The same friction squeezes it together, **or contracts** , it.
5. Hot molten rock, **known as magma** , rises through the fractures.
6. Surface magma, **called lava** , erupts last.
7. God created man with a will, **the ability to choose** .
8. God's law, **both the Ten Commandments and the New Testament** , shows us that we are responsible for every action we make.
9. In Exodus, **the second book of the Bible** , God says that even an ox is responsible for its actions.
10. If an ox gores a person, **man or woman** , he must be put to death.
11. If a person willfully kills someone, **anyone** , he should likewise be punished.
12. If a driver does not maintain his vehicle, **whether a car or a truck** , and this lack of maintenance causes an injury or death, the driver is responsible.
13. In modern times, the lawmakers often think that a criminal, **even a murderer** , is a victim of his environment.
14. This allows people, **criminals especially** , to not take responsibility for their actions.

## Extensions

15. Murder, **the unlawful killing of a human being by another with malice** , is a sin and is against the law.
16. Homicide, **the killing of another without malice or intent** , does not have moral or legal judgment upon it.
17. Killing someone because it is necessary for others' safety, **justifiable homicide** , is another type of homicide.
18. Criminal homicide, **killing someone due to reckless actions** , constitutes murder.
19. Vehicular homicide, **the killing of a human being by operation of an automobile or other vehicle** , is usually an accidental killing.
20. If a driver's tire blows out, **that is, bursts without forewarning** , and a person is hurt or killed, the driver is not responsible for causing it.
21. The spirit of the sixth commandment, "**thou shalt not kill** ," is that we should not do any violence to another person.

# Weekly Review Quiz Answer Key

## I. Comprehension and Vocabulary

1. List three character qualities that you feel are most affected by initiative.

**Answers will vary.**

2. Write one sentence about one of the qualities that you listed in #1 and tell why you chose that word.

**Answers will vary.**

3. Write a sentence using the word *deference*.

**Answers will vary.**

## II. Outlining and Write On

4. How did you decide to break up your paragraphs for this week's essay?

**Answers will vary.**

5. What opening are you going to use to whet your readers' appetites to read your entire report?

**Answers will vary.**

### III. Grammar and Usage

6. **Extensions:** List two times in which you might use a colon.
- To introduce list of items*
  - When a complete sentence introduces a list of items*
7. **Extensions:** List two of the rules for using colons.
- Do not use a colon to introduce only two short items*
  - Do not use a colon after a preposition*
  - Avoid using a colon after a verb*
8. An appositive is used to rename or restate the subject or other part of the sentence.
9. An appositive is usually set apart with commas.

### IV. Editing and Revising

10. Write sentences from your report this week and add the following sentence openers to them:
- |  |                         |
|--|-------------------------|
| (1) Ing opener                                   | (2) Ly word opener      |
| (3) Ly phrase opener                             | (4) Ed opener           |
| (5) Prepositional phrase opener                  | (6) Interjection opener |
| (7) <b>Extensions:</b> Subordinate clause opener |                         |
| (8) <b>Extensions:</b> Conjunctive adverb opener |                         |

**Answers will vary.**

11. Write two sentences (**Extensions:** three) from your report with appositives added to them.

**Answers will vary.**

12. List three words that you included in your report that you have never used in writing before.

**Answers will vary.**

# Lesson Plans

## Red 5-B: Week Four

For a Five-Day Week

### Character Focus: Initiative

Day One																																																	
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<p><b>1. Copying and Comprehension: Passage and Vocabulary</b></p> <p style="text-align: center;"><b>All</b></p> <p>She was a Hebrew and Greek scholar and was skilled in the use of several modern languages. She was the author of many helpful books. She was also a brilliant singer and pianist, and a glittering secular career was open to her. But Frances Ridley Havergal considered all her talents to be only loans from the Lord, to be used in His service. She would not even sing, except it was sacred music, and only for the purpose of blessing or winning souls. She lived a life so earnest and devoted that all of the things she did had a deeper influence over the hearts of Christians than perhaps any other woman of her day. It is no wonder that from a life so dedicated there would flow forth so beautiful a hymn of consecration that it is considered the outstanding hymn of its kind in the Christian church.</p> <p><b>Extensions</b></p> <p>On February, 1874, Miss Havergal was a guest in a home where there were ten persons. Some of them were not converted, and those who were converted did not seem to be overjoyed in their faith. A genuine longing came over Miss Havergal that all ten of them might come to know Him before she left. She began to diligently pray to that end, and God faithfully answered her prayers.</p> <p>For when the last evening of her stay arrived, all ten had either come to Christ for salvation or had entered into the joy of their salvation. That night she was too happy to sleep and spent it in writing a hymn. She ended her hymn with the triumphant declaration, "Ever, only, all for Thee!"</p> <p><b>2. Spelling/Structural Analysis: Letter a Says Short o Sound</b></p> <p><b>Examples:</b> call, all, walk, author, aught</p> <p style="text-align: center;"><b>All</b></p> <table style="width: 100%; border: none;"> <tr> <td style="border: none;">1. halting</td> <td style="border: none;">2. alter</td> <td style="border: none;">3. altar</td> </tr> <tr> <td style="border: none;">4. alternate</td> <td style="border: none;">5. hallmark</td> <td style="border: none;">6. audio</td> </tr> <tr> <td style="border: none;">7. augment</td> <td style="border: none;">8. fraught</td> <td style="border: none;">9. schwa</td> </tr> <tr> <td style="border: none;">10. falsify</td> <td style="border: none;">11. walnut</td> <td style="border: none;">12. forestall</td> </tr> <tr> <td style="border: none;">13. herald</td> <td style="border: none;">14. almanac</td> <td style="border: none;">15. alternator</td> </tr> </table>		1. halting	2. alter	3. altar	4. alternate	5. hallmark	6. audio	7. augment	8. fraught	9. schwa	10. falsify	11. walnut	12. forestall	13. herald	14. almanac	15. alternator																																	
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Day Two																		
<p><b>5. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph</b></p> <p><b>6. Grammar: Positive, Comparative, and Superlative Degrees of Words</b></p> <p><b>7. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph</b></p>																		
Day Three																		
<p><b>8. Grammar: Subject-Verb Agreement</b></p> <p><b>9. Composition and Editing: Edit and Revise Using the Checklist Challenge</b></p> <p><b>10. Spelling Practice: Six "S" Spelling Secret</b></p>																		
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<p><b>11. Write On: Strong, Active Verbs With Helpers</b></p> <p><b>12. Spelling Practice: Write That Word!</b></p> <p><b>13. Grammar: Weekly Quizzes</b></p>																		
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<p><b>14. Spelling: Spelling Test</b></p> <p><b>15. Dictation: Dictation Quiz</b></p> <p><b>16. Composition: Final Copy Original Research Report</b></p> <p><b>Optional: Extra Practice</b></p>																		

# Lesson Plans

## Red 5-B: Week Four

For a Four-Day Week

**Character Focus: Initiative**

Day One																																													
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<p><b>1. Copying and Comprehension: Passage and Vocabulary</b></p> <p style="text-align: center;"><b>All</b></p> <p>She was a Hebrew and Greek scholar and was skilled in the use of several modern languages. She was the author of many helpful books. She was also a brilliant singer and pianist, and a glittering secular career was open to her. But Frances Ridley Havergal considered all her talents to be only loans from the Lord, to be used in His service. She would not even sing, except it was sacred music, and only for the purpose of blessing or winning souls. She lived a life so earnest and devoted that all of the things she did had a deeper influence over the hearts of Christians than perhaps any other woman of her day. It is no wonder that from a life so dedicated there would flow forth so beautiful a hymn of consecration that it is considered the outstanding hymn of its kind in the Christian church.</p> <p><b>Extensions</b></p> <p>On February, 1874, Miss Havergal was a guest in a home where there were ten persons. Some of them were not converted, and those who were converted did not seem to be overjoyed in their faith. A genuine longing came over Miss Havergal that all ten of them might come to know Him before she left. She began to diligently pray to that end, and God faithfully answered her prayers.</p> <p>For when the last evening of her stay arrived, all ten had either come to Christ for salvation or had entered into the joy of their salvation. That night she was too happy to sleep and spent it in writing a hymn. She ended her hymn with the triumphant declaration, "Ever, only, all for Thee!"</p>																																													
<p><b>2. Spelling/Structural Analysis: Letter a Says Short o Sound</b></p> <p>Examples: call, all, walk, author, aught</p> <p><b>All</b></p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>1. halting</td> <td>2. alter</td> <td>3. altar</td> </tr> <tr> <td>4. alternate</td> <td>5. hallmark</td> <td>6. audio</td> </tr> <tr> <td>7. augment</td> <td>8. fraught</td> <td>9. schwa</td> </tr> </tbody> </table>		1. halting	2. alter	3. altar	4. alternate	5. hallmark	6. audio	7. augment	8. fraught	9. schwa																																			
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Day Three																							
<p><b>5. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph</b></p> <p><b>6. Grammar: Positive, Comparative, and Superlative Degrees of Words</b></p> <p><b>7. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph</b></p> <p><b>8. Grammar: Subject-Verb Agreement</b></p>																							
Day Four																							
<p><b>9. Composition and Editing: Edit and Revise Using the Checklist Challenge</b></p> <p><b>10. Spelling Practice: Six "S" Spelling Secret</b></p> <p><b>11. Write On: Strong, Active Verbs With Helpers</b></p> <p><b>12. Spelling Practice: Write That Word!</b></p> <p><b>13. Grammar: Weekly Quizzes</b></p> <p><b>14. Spelling: Spelling Test</b></p> <p><b>15. Dictation: Dictation Quiz</b></p> <p><b>16. Composition: Final Copy Original Research Report</b></p> <p><b>Optional: Extra Practice</b></p>																							

# Answer Keys Red 5-B: Week Four

## 3. Editor Duty: Correct Given Paragraph(s)

### Subordinators, Subordinate Clause Openers

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first two paragraphs, highlight all of the subordinators.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

Even when one considers all of the forms of covenants throughout history, the salt covenant has been the most widely honored. Religions and governments alike have used this valuable substance as the symbolic bond of an enduring accord. Some covenants were confirmed when two persons cut themselves and mixed their blood together. The eating of a common sacrifice also marked the life-sharing union of a covenant. This was called a "cutting covenant."

Covenants sealed in blood, marked by a common meal, or confirmed by an exchange of gifts and weapons are frequently mentioned in the Bible. Since a salt covenant is special, covenants of salt are recorded only three times. Although it is not widely mentioned, each instance is uniquely accompanied by sacred significance.

First, God commanded Moses to instruct the people of Israel to use salt as a symbol of the purity and vitality of their sacrifices. Second, to emphasize the permanence of his priestly covenant with Aaron, God confirmed it in salt. The final reference to a salt covenant focuses on the rights of royalty. Abijah, the king of Judah, challenged Jeroboam, the king of Israel, concerning his claim to the throne.

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |             |         |
|-------------|---------|
| 1. hallting | halting |
| 2. alter    | altur   |
| 3. altar    | altir   |

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

4. alternaite	alternate
5. hallmark	halmark
6. awdio	audio
7. awgment	augment
8. fraught	fraught
9. shwa	schwa
10. falsify	falsify
11. walnut	walnut
12. forestall	forstall
13. hairald	herald
14. almanac	almonac
15. alternator	altarnator
16. atherize	authorize
17. alternative	altirnative
18. atherization	authorization
19. exaltation	exalltation
20. autoeograph	autograph

<> **4b.** Highlight the correct spelling of each **Extensions** word.

21. bazarr	bazaar
22. bizarre	bizare
23. bruvado	bravado

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

24. a cappella	a capella
25. camaraderie	camaraderee



<> 4d. Highlight the correct spelling of each **Optional** word.

- |                 |             |
|-----------------|-------------|
| 26. desirious   | desirous    |
| 27. passionit   | passionate  |
| 28. persistant  | persistent  |
| 29. industrious | industreous |
| 30. diligent    | dilligent   |

## 6. Grammar: Positive, Comparative, and Superlative Degrees of Words

<> 6e. In the correct columns, write all three degrees of each word provided.

1. Positive (Not comparing anything—just a describer)
2. Comparative (Comparing two items—er, more, lesser)
3. Superlative (Comparing three or more items—est, most, least)

- |                 |                  |
|-----------------|------------------|
| 1. best         | 2. more yielded  |
| 3. better       | 4. worse         |
| 5. angriest     | 6. bad           |
| 7. most bitter  | 8. yielded       |
| 9. angry        | 10. worst        |
| 11. bitter      | 12. angrier      |
| 13. more bitter | 14. most yielded |
| 15. good        |                  |

Positive (describers only)

Comparative (two objects)

Superlative (three or more)

1. **good**

6. **better**

11. **best**

2. **angry**

7. **angrier**

12. **angriest**

3. **bitter**

8. **more bitter**

13. **most bitter**

4. **bad**

9. **worse**

14. **worst**

5. **yielded**

10. **more yielded**

15. **most yielded**

<> 6f. Correct the errors in the following sentences with comparative and superlative words.

1. He is **most** incensed than she is. (**more**)
2. She shows **most** superficial signs than he does. (**more**)
3. He spoke **louder** of all. (**loudest**)

4. She smiled and boiled inside **more** of all. **(most)**
5. Anger is **more** measured by monitoring blood pressure. **(most)**
6. This raises blood pressure **most** dramatically than other things. **(more)**
7. His anger is **most** obvious than hers. **(more)**
8. Anger without evidence can be the **more** dangerous of all. **(most)**
9. We should let the Holy Spirit guide our actions **most** often than not. **(more)**
10. Jesus did not become bitter even when people were the **meaner** of all times. **(meanest)**

## 8. Grammar: Subject-Verb Agreement

<> **8f.** In the sentences provided, highlight each sentence's main subject and its coordinating verb(s). Use one color for subjects and another color for verbs.

Remember: A sentence's main subject is what the sentence is about. Do not highlight other subjects in the sentence, such as subjects in clauses or phrases.

**Note: Some subjects have two or more verbs to go with them and some verbs have two or more subjects to go with them. Look closely!**

1. **Twenty percent** of the salt mined in the United States **is used** to soften water.
2. These **minerals** **leave** unsightly deposits on sinks and toilets.
3. **They** also **prevent** soaps and detergents from sudsing.
4. This **process** **makes** the water softer because sodium does not leave rings.
5. **It** **does** not **affect** soaps and detergents either.
6. **San Francisco** **is** a major supplier of salt taken directly from evaporated seawater.
7. **Seawater** **is** held in large, open ponds.
8. The various **minerals** **crystallize** and **settle** to the bottom at different points.
9. The **minerals** **can** easily **be separated** by moving the water from pond to pond.
10. **Salt** in underground deposits **is mined** much like coal.
11. **It** **is broken** loose with explosives or massive drills.
12. Then **it** **is carried** to the surface through shafts equipped with elevators.
13. **Salt** **has** always **been** abundant.
14. **It** **has** not always **been** available to all people.
15. Earlier **salt** **was mined** by hand and carried to market by camel caravans.
16. **Salt** **could be traded** for gold or used as payment for services.

17. Salt crystals form nearly perfect cubes.
18. Salt caravans are in the East.
19. A salt mine is one thousand feet below the city of Detroit, Michigan.
20. Seawater is transported by railroad cars to empty ponds.

## 11. Write On: Strong, Active Verbs With Helpers

<> 11d. On the lines provided after each sentence, list synonyms for the boring verbs that are italicized.

**Basic Level:** On the lines provided after each sentence, list two synonyms for the italicized boring verb. You may use a thesaurus.

**Extensions:** On the lines provided after each sentence, list three synonyms for the italicized boring verb. You may use a thesaurus.

**No Answer Key needed. Answers will vary.**

## Weekly Review Quiz Answer Key

### I. Comprehension and Vocabulary

1. When did Frances Ridley Havergal live? *During the late 1800s*
2. Where did she live? *In England*
3. Write three sentences about *initiative* using the person Miss Havergal.

**Answers will vary.**

4. Write a sentence about Miss Havergal using the word *posthumously*.

**Answers will vary.**

### II. Spelling and Homophones

5. *Homo* means *same*; *phone* means *sounds*. Thus, homophones *sound* the same when you *say* them.
6. Write tricks or tips for the following homophones:
  - a. here - *here and there*

- b. hear - has ear in it
- c. there - has here in there
- d. their - has heir in it
- e. then - has e like "next"
- f. than - a = compare

**Answers will vary.**

7. Write sentences using some of the Wacky Words you have learned in CQLA:

**Answers will vary.**

### III. Outlining and Write On

8. If you used a definition opening paragraph to introduce your report, what two words could you possibly define?

**Answers will vary.**

### IV. Grammar and Usage

9. Match the forms of describers with their characteristics by placing correct letters under each category:

Positive

Comparative

Superlative

b

a

c

f

d

e

g

h

- a. Used to compare two things
- b. Uses the regular form of the adjective or adverb
- c. Used to compare/describe one item to many others or many items among themselves
- d. Uses the *er* form
- e. Uses the *est* form
- f. Just used to describe
- g. *Better*, *worse*, and *more* are used with this form
- h. *Best*, *worst*, and *most* are used with this form

10. **Extensions:** Fill in the blanks:

a. *Between* indicates two; thus, use the comparative degree.

Example: It is farther than the other hill.

b. *Among* indicates three or more; thus, use the superlative degree.

Example: It is the cleanest among all of the cars.

c. *All* indicates three or more; thus, use the superlative degree.

Example: He is the best one of all.

11. What are the four categories of nouns?

a. person

b. place

c. thing

d. idea

12. What is a common noun? General names of things

13. What is a proper noun? Specific names of things

14. What word can you put before a common noun to tell whether it is being used as a noun or another part of speech? A noun marker - a, an, or the

## **V. Edit and Revise**

15. List three transition sentences you put in your report.

**Answers will vary.**

16. List four Banned Words you had.

**Answers will vary.**

17. List three words you used in your report this week that you have never used in writing before.

**Answers will vary.**



# Red 6-B: Week One

Character Focus: Thoroughness

## Vocabulary Box

One who is thorough is often--*adjectives*

absolute	all-inclusive	assiduous
conscientious	definitive	efficient
explicit	fastidious	intentional
laborious	methodical	meticulous
painstaking		

## Vocabulary Box

One who is not thorough is often--*adjectives*

apathetic	inadvertent	inconsiderate
indifferent	insufficient	irresponsible
imprudent	mediocre	negligent
nonchalant	lackadaisical	

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All	<p>The key ring, left by a careless visitor, sparkled in the sunlight. The packrat stopped, his mouth full of food to take back to his nest. He spat out his food and turned to grab the keys instead. Once securing the treasure in his mouth, he set out for home. On one side of his nest, there was a minimal store of food. On the opposite side, there was a growing pile of useless junk---jewelry, foil, keys, anything that looked nice and glittery.</p>
Extensions	<p>The packrat is known to let its food supply dwindle and its nest fall apart, so it can spend its time collecting attractive articles. If it sees something that glitters, it will go and retrieve it and leave what it was doing. The packrat lives in the desert, so the sun is shining brightly most of the time. This makes a lot of things sparkle that are absolutely worthless. All packrats do with these glittery enticements is stack them in their nests. Sometimes the nest will be so full of junk that the packrat can barely fit itself in.</p>
Further Extension	<p>The packrat chooses what seems attractive at the moment, instead of the things that truly matter. It will fight to the death to defend its sparkly junk. We must not do the same thing as the packrat---chase after the things that look sparkly, but will not last. We must choose the things that are right and of the Lord---instead of the useless things of the world.</p> <p style="text-align: right;">Adapted From <i>Creation Corner</i></p>

↔ 1a. Read this week's passage aloud.

↔ 1b. From the shaded Vocabulary Box, choose three words for describing one who is not thorough, and write them on the lines provided.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

↔ **1c.** On the lines provided, write two sentences about how packrats are not thorough--or how they choose the useless over the important. In your sentences, use two of the vocabulary words you listed.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

↔ **1d.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

\_\_\_\_\_

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

\_\_\_\_\_

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

\_\_\_\_\_

\_\_\_\_\_

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

\_\_\_\_\_

\_\_\_\_\_

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

**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 for that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

**The levels for the Key Word Outlines are not the same as the copying levels.** The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.



**Teacher Tip:** The **Definition Dissection (DD)** text used in each week's vocabulary lessons is provided in the *CQLA Teacher's Guide* and at the **TFT Website** ([www.tfths.com](http://www.tfths.com)). It is entitled the "Vocabulary Packet."

The **DD box** in the "Vocabulary Packet" contains six different **techniques** that your student needs to learn in order to unlock the meanings of unfamiliar words. You may desire to go through the DD box with him, one technique per week, until he feels confident doing the DD assignments by himself. (Of course, you may work with him on the DD techniques longer than six weeks, if needed.)

Have your student put the "Vocabulary Packet" at the beginning of each weekly lesson when he moves onto a new lesson. It should be inserted right into his three-ring binder since he will be using it on the first day of each weekly lesson.

**Character Focus:** *Thoroughness* is knowing what will hurt the effectiveness of my work or words if it is ignored.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

(9) Write a sentence using this DD word on the lines provided.

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↔ **1e. Extensions:** Write a sentence about the character quality for this month using this DD word.

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↔ **1f. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Because the packrat lives in the desert, the sun is shining brightly  
most of the time. Subordinate clause opener

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↔ **1g.** In your notebook, copy this week's passage at the level directed by your teacher.

↔ **1h.** (T) Review your copy with your teacher, and correct any errors.

## 2. Spelling/Structural Analysis: Unusual One-Vowel-Is-Long Combinations

**Examples: child, bind**

<> **2a.** In the second paragraph of the passage, there is one word that has only one vowel (in the middle of the word) that makes the long vowel sound instead of a short vowel sound. (And it isn't a contraction!) Highlight this word: *most*.

There are certain word families that make the long vowel sound even though they only have one vowel. At first, these might seem like "rule-breakers," but there are so many of them that we will learn them as a rule in themselves.

Notice how all of the examples provided belong to a specific pattern in which the vowel almost always says its long sound:

- |          |          |         |          |          |          |
|----------|----------|---------|----------|----------|----------|
| 1. child | 2. wild  | 3. mild | 4. kind  | 5. mind  | 6. find  |
| 7. bind  | 8. blind | 9. hold | 10. mold | 11. bold | 12. cold |
| 13. host | 14. most |         |          |          |          |

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 28 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write six sentences using six of the spelling words.

Write any **Review Words** that your teacher gives you on the lines provided.

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Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. cold-hearted	cold-heart-ed	_____		_____
2. signing	sign-ing	_____		_____
3. mild-mannered	mild-man-nered	_____		_____
4. designer	de-sign-er	_____		_____
5. consignment	con-sign-ment	_____		_____
6. mastermind	mas-ter-mind	_____		_____
7. hostess	host-ess	_____		_____
8. childless	child-less	_____		_____
9. mindlessness	mind-less-ness	_____		_____
10. alignment	a-lign-ment	_____		_____
11. assignment	as-sign-ment	_____		_____
12. malign	ma-lign	_____		_____

**\*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
<b>Extensions</b> --other character qualities related to thoroughness				
13. diligence	dil-i-gence	_____		_____
14. resourcefulness	re-source-ful-ness	_____		_____
15. responsibility	re-spon-si-bil-i-ty	_____		_____
16. initiative	in-i-ti-a-tive	_____		_____
17. organization	or-gan-i-za-tion	_____		_____
18. effectiveness	ef-fec-tive-ness	_____		_____
<b>Optional</b>				
19. all-inclusive	all-in-clu-sive	_____		_____
20. assiduous	as-sid-u-ous	_____		_____
21. laborious	la-bo-ri-ous	_____		_____
22. methodical	me-thod-i-cal	_____		_____

**\*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

I know thy works, that thou art neither cold nor hot: I would thou was cold or hot. So then because thou art lukewarm, and neither cold nor hot, I will spew thee out of my mouth.

Revelation 3:15-16

### 3. Editor Duty: Correct Given Paragraphs

#### Helping Verbs

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first two paragraphs, highlight all of the Be, a Helper, Link verbs.

Laodicea, with its ideal climate and strategic location, attracted the wealthy as a center for ease and retirement. It had only won disadvantage. it lacked a permanent supply of good water

The residents attempted to solve the problem by connecting a long stone pipe to hot springs nearby. However when the water reached laodicea it were warm. To show they're disappointment and disgust the townspeople took a mouthful of the water and spit it out on the ground. That is why the bible makes reference to them in revelation saying that god wants believers to be either hot or cold, not lukewarm (or He will spit us out).

Laodicea were a medical center noted for its ophthalmology (treatment of the eyes). It also produced garments of glossy black wool. These features is referred too in other warnings to the church of laodicea.

### 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |                  |                |
|------------------|----------------|
| 1. cold-hearted  | cold-harted    |
| 2. sining        | signing        |
| 3. mild-mannered | mild-mannerred |
| 4. desiner       | designer       |
| 5. consinement   | consignment    |
| 6. mastermind    | mastermine     |
| 7. hosetess      | hostess        |
| 8. childeless    | childless      |

9. mindlessness	mindlesness
10. alinement	alignment
11. assinement	assignment
12. malign	maline

Further Study: Read the book of Nehemiah and identify the ways he kept people out of his work who were not of the same mind -- keeping them from hurting the work from the inside out.

<> **4b.** Highlight the correct spelling of each **Extensions** word.

13. diligencc	dilligence
14. resourcefulness	resorcefulness
15. responsibillity	responsibility
16. inititive	initiative
17. organization	orgenization
18. effectivness	effectiveness

Character Focus: When salt is mixed with impurities, it is no longer any good. In the same way, when Christians allow the world into their hearts, they cannot be as effective for the Lord.

<> **4c.** Highlight the correct spelling of each **Optional** word.

19. all-inclusive	all-inclusive
20. assidious	assiduous
21. laborious	laboreous
22. muthodical	methodical

<> **4d.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

### Alternative Writing for Red 6-B: Week One

- Write two paragraphs about one of the men discussed in the passage.
- Write two paragraphs that describe the process of diminishing savor or that contain all of this week's vocabulary words.

Optional Penmanship Practice

Be not deceived; God is not mocked: for whatsoever a man soweth, that shall he also reap.

Galatians 6:7

# 5. Study Skills/Prewriting: Write Key Word Outline for Informative Essay

<> 5. Follow these steps to write a Key Word Outline (KWO) for this week’s passage:

- (1) Read the first paragraph to yourself.
  - a. Determine the topic of the entire paragraph.
  - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
  - b. Write those **3–5 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

**Optional:** In place of all of this week’s writing assignments, you and your teacher may desire to complete the “How to Create and Write From a Key Word Outline” information from the *CQLA Teacher’s Guide*.

Character Focus: Salt is necessary for a human body just like Christians are vital for a society to be effective.

## All--Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

## All--Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

(You may use up to seven words for Sentence One.)

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

### KWO Tips

When you write the topic of the paragraph on the topic line, be sure you think about the main idea of the whole paragraph. Do not give details here—just the main idea of the paragraph. For example: “Sheep and Christians are often compared.”

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.

Highlight your 3–5 words in each sentence before writing them. This will help you see at a glance if these are really the best words for the job.

## All--Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

### Sample KWO

Paragraph 3

Paragraph Three

Topic of paragraph 3: *packrats will defend useless items to the death - we must not do the same*

Sentence 1: *packrat → attractive instead of matter*

Sentence 2: *Fight 2 death 2 defend sparkly junk*

Sentence 3: *we fight 4 useless stuff = like packrat*

Sentence 4: *Choose right → Lord useless world*

### Sample Paragraph From KWO

Paragraph 3

*if a packrat had to choose between a necessity and a shiny treasure, he would choose the treasure every time. He will protect his useless prize to the death. We should not follow the packrat's example of pursuing goods that are appealing, but only temporary. We should embrace articles that are honorable and pleasing to the Lord, rather than profitless objects that the world has to offer.*

### KWO Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):

+ can mean up, more, above, increase, better, important

= can mean the result of, the same as, equal to, means, like, occurred

# can mean number, pound, or numeral

Numbers can mean to (2), for (4), dates, and periods of time

→ can mean the result of, caused, said, showed, back, forward, front, to, like

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

“” can mean spoken words or special words

< > can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

## 6. Grammar: Proper Nouns

<> **6a.** In the last copy box of the passage, highlight the word that is capitalized that are not at the beginning of a sentence:

Lord's

Capitalization rules can be broken down into just a few general capitalization rules.

All proper nouns are capitalized.

1. Names of groups of people:

a. **Finnish**

b. **American**

2. Names of people:



Further Study: Make a chart or diagram of the characteristics of the seven churches mentioned in Revelation.

- a. **Nordenberg**
- b. **Fanny Crosby**
3. Names of wars and battles:
  - a. **World War II**
  - b. **Battle of Jericho**
4. Names of days:
  - a. **Monday**
  - b. **Sunday**
5. Titles of songs:
  - a. **“Safe in the Arms of Jesus”**
  - b. **“Blessed Assurance”**
6. Names of organizations:
  - a. **Salvation Army**
  - b. **Advanced Training Institute**
7. Names for or references to God:
  - a. **Savior**
  - b. **Him**
8. Names of states:
  - a. **Indiana**
  - b. **Ohio**
9. Names of cities:
  - a. **Chicago**
  - b. **Knoxville**
10. Names of countries:
  - a. **England**
  - b. **America**
11. Names of bodies of water:
  - a. **Atlantic Ocean**
  - b. **Great Lakes**
12. Names of people’s titles with their names:
  - a. **Doctor Landrigan**
  - b. **Proffesor Williams**
13. Names of villages neighborhoods, ect.:
  - a. **Peppermint Village**
  - b. **Arlington Park**
14. Names of parks, campgrounds, nature sites, ect.:
  - a. **Grand Canyon**
  - b. **KOA Campground**
  - c. **Pokagon State Park**

Character Focus: The Isrealities mixed with the Canaanites instead of destroying them. They were punished by God for not being set apart from the other nations. Christians must destroy sin in their lives instead of letting it stay and mix with what God wants to develop in their lives.

Further Study: Study Judges 1-2 and learn how the Israelities did not thoroughly conquer Canaan.

Of course there are many, many nouns that are not capitalized. They might seem like proper nouns, but they are not considered so, and are not capitalized. These include the following:

1. Any **body of water, place, ect. that is not the official name:**
  - a. park
  - b. village
  - c. nature center

## 2. Seasons

- a. spring
- b. summer
- c. fall
- d. winter

## 3. Non-proper names of heavenly items:

- a. star
- b. comet
- c. moon

## 4. Geographical terms:

- a. plains
- b. mountains
- c. lake
- d. city

## 5. Plant types, animal breeds, etc.

- a. poodle
- b. roses
- c. tiger
- d. wolverine

The difficulty in discerning between common nouns and proper nouns is determining when to capitalize and when not to capitalize. It is sometimes mistakenly thought that you can capitalize things (that they are proper nouns) when they are not. For example:

1. Because dog is a common noun, people think that poodle must be a proper noun.
2. Because flower is a common noun, people think that lilac must be a proper noun.
3. Because park is a common noun, people think that amusement park or water park is a proper noun.

Character Focus: If we compromise with the world, we will lose our love for the Lord.

Dog breeds, flower types, vegetables, and many other specific names of things are not proper nouns and are not capitalized. You will get used to these as you read more and more. If every type of thing were a proper noun, our sentences would be filled with capitalized words.

The other tricky thing about proper nouns is when part of a noun is a proper noun. That sounds confusing, but oftentimes when you see a two or three word noun, part of it is capitalized, and part of it is not. This is because you always capitalize a proper noun, even when it is part of a common noun.

Further Study: Learn the story behind the song "Must I Go, and Empty-Handed?"

If, for example, a proper name place is part of a two or three word common noun, you must still capitalize the proper noun part, such as the following:

1. Alaskan husky
2. Australian sheep dog
3. Siamese cat
4. Persian kitty

Further Study: Memorize I John 2:15-17.

If, for example, a proper name person is part of a two or three word common noun, you must still capitalize the proper noun part, such as the following:

1. black-eyed Susan
2. lazy Susan
3. Johnny brush cleaner



There is a very important capitalization rule for all **proper** nouns that you should know: **Only**

## Optional Penmanship Practice

This book of the law shall not depart out of thy mouth; but thou shalt meditate therein day and night, that thou mayest observe to do according to all that is written therein: for then thou shalt make thy way prosperous, and then thou shalt have good success.

Joshua 1:8

Further Study: Study about a person who lost his saltiness for the Lord.

**important words—and first and last words (regardless of their importance)—in proper nouns are capitalized.**

This rule is not based on the length of the word, but the **importance** of the word.

1. “Into My Heart” (*My* is a small word, but it is important to this title)
2. Prince of Peace (*of* is not an important word)
3. “Victory in Jesus” (*in* is not an important word)

The “official” rule on this varies from handbook to handbook; CQLA follows one of the most accepted approaches to capitalizing titles:

1. All first words of titles should be capitalized.
2. All last words of titles should be capitalized.
3. A word not at the beginning or end of the title that is four letters or more should be capitalized, regardless of its part of speech
4. A word not at the beginning or end of the title that is three letters or less should be capitalized if one of the following applies:
  - a. It is not an article (*a, an, the*).
  - b. It is not a pronoun (*we, my, etc.*).
  - c. It is not a preposition used as a preposition:
    - i. Standing on the Promises (*On* is used as a preposition.)
    - ii. Stand Up, Stand Up for Jesus (*Up* is used as an adverb.)

↔ **6b.** Study the Grammar Card about proper nouns provided in this lesson.

↔ **6c. Optional:** Make a Grammar Card about proper nouns, or add new information to an existing card.

↔ **6d.** In the sentences provided, highlight the proper nouns, and underline any letter that should be capitalized but is not.

1. on the day that the dead sea “died,” an event took place which we as christians are to remember.
2. lot lifted up his eyes and saw all of the plain of jordan.

3. When sodom and gomorrah were destroyed, the area became desolate and barren.
4. the body of water that covers sodom and gomorrah is now called the dead sea.
5. the dead sea was once called the “salt sea.”
6. Scripture records in genesis that fire and brimstone rained down on sodom and gomorrah.
7. even the mediterranean sea is higher than the dead sea.
8. the dead sea is fed by the jordan river and several other small streams that have their beginnings high up in the peaks of mount hermon.
9. Rain dissolves more minerals and washes them into the dead sea.

## Grammar Card: Noun—Proper Noun

- Nouns that **name a specific person, place, or thing**
- All first words, last words, and important words are capitalized in proper nouns: *Through Gates of Splendor*
- Proper nouns include:
  - Names of **groups of people or nationalities**: Irish
  - A person’s **name**: Donna
  - Names of **battles/wars**: World War II
  - Days, months, holidays**: June, Christmas
  - Titles**—songs, books, movies, etc.: God’s Smuggler
  - Names of **organizations**: Advanced Training Institute
  - Names of God**: Lord
  - References to God**: Him
  - Names of **places**: Indiana
  - Names of **bodies of water, mountains, landmarks, ships, memorials, buildings, cities, states, streets, countries**: Atlantic Ocean, Jefferson Memorial

10. this cycle has continued since the day that sodom and gomorrah were destroyed.
11. the dead sea is completely surrounded by mountains.
12. the mountains of jerusalem, masada, and judean hills line the western shore.
13. mount nebo and mount shihan line the eastern shore.
14. in the bible, jesus said, "Remember lot's wife."
15. the sea of galilee is like the dead sea in many ways.
16. both seas are connected by the jordan river and both are in the jordan valley.
17. when a believer loses his effectiveness, it is just like salt losing its savor when mixed with impurities.
18. because a believer allows himself to be contaminated by the lust of the flesh, the lust of the eyes, and the pride of life, he loses his effectiveness for the Lord.
19. since god is slow to wrath and plenteous in mercy, he promises to restore effectiveness when a believer repents.
20. since salvation is a blood covenant relationship, christians who violate this covenant are then disciplined as sons.
21. if someone else was always raised up to replace a christian who loses his saltiness, satan would not try to destroy the godly seed.
22. since salt was associated with wisdom in jesus' day, to lack saltiness was to be foolish.
23. since good for nothing means "without usefulness," the bible says to cast out salt that has no saltiness.
24. since salt is a potential pollutant, it was spread on dirt roads in jesus' day—where it would do the least damage.
25. at the end of the first century, the holy spirit gave a warning to churches that he would discipline them if they lost their first love.

Further Study: Read about a Bible character who was thorough in his faith, such as Noah, David, or Daniel.

Further Study: Look up the story of Lot in Genesis, and explain how he allowed the world around him to influence him instead of him influencing the world.

<> **6e. Optional:** In your notebook, write the sentences from 9c., and use proper capitalization.

<> **6f. Optional:** In your notebook, write sentences with proper nouns capitalized.

**Basic Level:** Write ten sentences, using information from a character book.

**Extensions:** Write fifteen sentences, using information from a character book.

Optional Penmanship Practice

Major Concept:  
Ineffectiveness brings harsh consequences.


## 7. Grammar: Capitalization Rules—Proper Nouns

You have been learning many capitalization rules in CQLA. We will continue to work on these during this lesson.

Rules for capitalization include the following:

## Grammar Card: Capitalization Rules

- Capitalize all first, last, and important words in proper nouns
  - Names of people (proper nouns): Donna, Joshua
  - Names of groups of peoples: Pilgrims, French, Indians, Americans
  - Names of God: Jesus, God, Savior, Son
  - References to God: His, Him, the One
  - Titles of books, magazines, booklets, flyers, etc. (major or minor works): *Book of Virtue*
  - Names of documents: Declaration of Independence
  - Names of water, mountains, landmarks, ships, memorials, buildings, cities, states, streets, countries: Atlantic Ocean, Jefferson Memorial
  - Names of other things that include proper nouns (just the proper noun part): Indian summer, Alaskan sheepdog, blackeyed Susan, etc.
- Other capitalization rules:
  - Any **form of the word** I, I'll, I'm
  - The first letter of the **first word in a sentence**: The ball is red.
  - References for people if used in place of the person's name and no noun marker or article precedes the word:
    - 1) Later, **Mother** will read to us. (capital needed)
    - 2) Later, **my** mother will read to us. (no capital needed)


 **When a common noun has a proper noun element in it (black-eyed Susan), capitalize the proper noun element (Susan) but not the common noun elements.**

1. Capitalize the first letter of the first word in a sentence.
2. Capitalize names of people.
3. Capitalize names for or references to God.
  - a. Names: **Jesus; Prince of Peace**
  - b. References: **Him**
4. Capitalize names of groups of people.
  - a. **Christians**
  - b. **Americans**
5. Capitalize the titles of books and references to the Bible.
  - a. **Bible**
  - b. **Word of God**

There is a very important capitalization rule for all proper nouns that you should know: **Only important words—and every first and last word—in proper nouns that are titles are capitalized.** This rule is not based only on the length of the word—but the importance of it. Thus, some words that are only three letters long but also important to the title are capitalized (see #4 and #5 below).

1. **“For Those Tears I Died”**
2. **Prince of Peace** (*Of* is not an important word.)
3. **“Victory in Jesus”** (*In* is not an important word.)
4. **“Jesus Is the Answer”**
5. **“Stand Up, Stand Up, for Jesus”**

↔ **7a. Optional:** Make a Grammar Card about capitalization rules, or add new information to an existing card.

 **When a common noun has a proper noun element in it (black-eyed Susan), capitalize the proper noun element (Susan) but not the common noun elements.**

↔ **7b.** Study the Grammar Card about capitalization rules.

↔ **7c.** In the sentences provided, highlight the words that should be capitalized that are not already capitalized.

1. since the primary source of salt is the sea, god compares the wicked to the sea.
2. because humanistic philosophy was mixed with the teaching of biblical principles, intellectual criticism of the bible and the rise of unbelieving ministers were the results.
3. although lot was a “just” and “righteous” man when he came into sodom, he failed to influence the city and most of his family.
4. because salt was a symbol of the spiritual influence lot’s family should have had in the city, lot’s wife turned into a pillar of salt when she looked back.
5. because hitler carried humanistic thinking to its ultimate conclusion, he set up a program of annihilating “inferior races.”
6. a “hot” christian loves the lord with all his heart, soul, mind, and strength.
7. a lukewarm christian is both half-hearted and double-minded.
8. a lukewarm christian has one eye on “hot” christians and one eye on “cold” christians.
9. on the day that the dead sea region “died,” an event took place which we as believers should remember.

Further Study: Read Judges 3-5 and explain, how the Israelites bondage got worse every time they backslid.

Further Study: Learn the song "Must I Go and Empty-Handed?"

Further Study: Read *Character Sketches*, Volume II pages 54-60 about thoroughness with your teacher.

10. from this significant event, we find many important lessons on the causes and consequences of the lack of salt or of salt being out of balance.
11. in the area of the dead sea, we find a trace that it was originally well-watered and once bore fruit like a garden.
12. during the destruction of sodom and gomorrah, the area became desolate and barren.
13. through the "death" of the dead sea region, one can see the judgment on the people who once lived there.
14. down onto sodom and gomorrah, fire and brimstone rained.
15. in the raining of fire and brimstone, one can see a violent volcanic eruption.
16. at the place where sodom and gomorrah were destroyed, a volcanic fault occurred and covered the cities with water.
17. from all of this, we get the dead sea.
18. during one time or another, the dead sea was once called the "salt sea."
19. in this "salt sea," the water contained almost nine times the concentration of salt that is found in the oceans.
20. on the face of this earth, the dead sea is the saltiest sea.
21. on hot summer days, the dead sea may contain as much as thirty percent salt and only seventy percent water.
22. in normal sea waters there is only three percent salt.
23. in addition to salt, the dead sea contains other minerals such as magnesium, chloride, potassium chloride, calcium chloride, bromides, and gypsum.
24. over the years, these minerals have become concentrated in such tremendous amounts that they prevent anything from growing in the dead sea.
25. in this sea are found minerals worth billions of dollars, yet they destroy all living organisms with which they come in contact.
26. near the shores of the dead sea, even birds cannot find any food.
27. in the dead sea, even tiny plankton plants cannot survive to feed other forms of life.
28. from the peak of mount hermon to the bottom of the dead sea, the land drops almost 12,000 feet.
29. in the valley where sodom and gomorrah were once located, the lowest valley in the world remains.
30. up in the peaks of mount hermon, the jordan river and several other small streams feed the dead sea.

↔ **7d. Optional:** In your notebook, write sentences with proper nouns and other capitalization rules from this week's punctuation lesson. Use information from a character book.

**Basic Level:** Write fifteen sentences.

**Extension:** Write twenty sentences.

**Further Extension:** Write twenty sentences using titles of books from your bookshelf.

Further Study: Write a report of how Lot could have been salt in Sodom and Gomorrah instead of letting the people there influence him.

## 8. Spelling Practice: Six “S” Spelling Secret

- <> **8a.** Take a spelling "pre-test" in your notebook.
- <> **8b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 9. Composition/Creative Writing: Write a Rough Draft Essay From a Key Word Outline

- <> **9a.** Follow these steps for writing your rough draft essay from your Key Word Outline:
  - (1) Re-read the entire passage to recall its content.
  - (2) Read your first line of notes and consider what you want your sentence to say.
  - (3) Practice saying your sentence aloud to get it just the way you want it.
  - (4) Write your first sentence in your notebook, or key your essay on the computer.
  - (5) Be sure to double space your essay to make inputting the Checklist Challenge revisions easier.
  - (6) Indent the beginning of each paragraph five spaces.
  - (7) Repeat these steps for each line of notes, writing on every other line.

**Optional:** In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

- <> **9b.** Read your essay aloud. Do you like the way it sounds?

## 10. Vocabulary/Structural Analysis: Wacky Words

**Confusing Words: effect, affect**

The word *effectiveness* can be found in this week's spelling list for **Extension's** students. It is a word that is related to thoroughness. One who is thorough is often effective.

The word *effective* is a longer version of a confusing Wacky Word. It is the adjective (describer) form of the word *effect*.

The words *effect* and *affect* are often confused with each other. Even adult writers are uncertain whether to use *effect* or *affect* as a verb (as in the rain will effect/affect the crops) and whether to use *effect* or *affect* as a noun (the rain will have no effect/affect on the crops).

There is a little trick you can use to know when to use these words:

**RAVEN**---This is an acronym, much like the acronyms you may have learned for what a sentence contains (CAVES) and what a paragraph contains (OCCTI). An acronym is a group of letters, such as in a word (CAVES) or made-up word (OCCTI). Each letter of the word (or made up word) stands for a word.

In the case of RAVEN, each letter represents the following:

**R**emember

**A**ffect

**V**erb

**E**ffect

**N**oun

Thus, *affect* is the verb and *effect* is the noun:

1. Will the rain **affect** the outcome of the crops? (verb)
2. Will the buyout **affect** the prices next year? (verb)
3. The rain will have no **effect** on the crops. (noun)
4. A person's spelling ability has no **effect** on the type of writer he can become; even students with spelling disabilities can learn to write well by using a computer.

<> **10a.** Fill in the blanks for RAVEN below:

R \_\_\_\_\_

A \_\_\_\_\_

V \_\_\_\_\_

E \_\_\_\_\_

N \_\_\_\_\_

<> **10b.** Fill in each blank provided with the correct Wacky Word--*affect* or *effect*.

1. A packrats decisions will \_\_\_\_\_ his life.
2. The \_\_\_\_\_ can be life threatening.
3. Choosing sparkly things can \_\_\_\_\_ his food supply.
4. If a packrat's food supply dwindles, it will \_\_\_\_\_ his health.
5. The \_\_\_\_\_ of our choices can also be damaging.



6. Choosing temporary things over eternal things will have a negative \_\_\_\_\_ .

7. Making choices that please the Lord will have a positive \_\_\_\_\_ .

↔ **10c.** On the lines provided, write two sentences using **affect** and **effect**.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## 11. Grammar: Prepositions

↔ **11a.** In the first paragraph of the passage, highlight the two prepositional phrases at the beginning of sentences.

You should have highlighted “By studying the characteristics and ways of sheep.”

Prepositions are words in a sentence that show position of one thing to another. Remember this rhyme: **Prepositions show position!**

You can use a number of tricks to help you memorize prepositions:

**1. Use the two Preposition-Check Sentences:**

- a. The angel flew \_\_\_\_\_ the clouds.
- b. The girl prayed \_\_\_\_\_ the service.

**2. Use objects to help you:**

\*Level Pre A and A CQLA students use a bathroom tissue tube and little character and practice with “position” prepositions by putting their little character in different positions around the tube:

- |                      |                       |
|----------------------|-----------------------|
| a. around the tube   | b. along the tube     |
| c. above the tube    | d. atop the tube      |
| e. aboard the tube   | f. across the tube    |
| g. against the tube  | h. amid the tube      |
| i. amidst the tube   | j. around the tube    |
| k. aside the tube    | l. before the tube    |
| m. ahead of the tube | n. behind the tube    |
| o. below the tube    | p. beneath the tube   |
| q. beside the tube   | r. between the tube   |
| s. beyond the tube   | t. by the tube        |
| u. down the tube     | v. following the tube |

- |                         |                         |
|-------------------------|-------------------------|
| w. in the tube          | x. inside the tube      |
| y. inside of the tube   | z. into the tube        |
| aa. in between the tube | bb. near the tube       |
| cc. off the tube        | dd. on the tube         |
| ee. onto the tube       | ff. on top of the tube  |
| gg. opposite the tube   | hh. out the tube        |
| ii. out of the tube     | jj. outside the tube    |
| kk. outside of the tube | ll. past the tube       |
| mm. through the tube    | nn. throughout the tube |
| oo. to the tube         | pp. Toward the tube     |
| qq. under the tube      | rr. underneath the tube |
| ss. up the tube         | tt. Upon the tube       |
| uu. within the tube     | vv. Without the tube    |

**3. Work on learning prepositions by categories:**

- a. Learn **all of the a's at one time**, then the b's, etc.
- b. Learn all of the **position ones** at one time; then learn all of the **time ones**
  - i. **Position:** aboard, above, below, beneath, under, etc.
  - ii. **Time:** before, after, during, etc.
- c. Learn **ones that are linked**—all of the **in's, out's, through's, with's**, etc.
  - i. in, into, inside, inside of, in front of, in case, in case of
  - ii. on, onto, on top of
  - iii. out, outside, outside of
  - iv. through, throughout
  - v. under, underneath
  - vi. with, within, without
- d. Learn **ones that are opposite** (on, off) or synonyms (above, aboard, on top of, etc.)
  - i. **Antonyms** (opposites)
    - on, off
    - over, under
    - above, beneath (or below)
    - after, before
  - ii. **Synonyms**
    - above, over, on top of,
    - beneath, below, under, underneath

In CQLA, we will do a little bit of all of the above! This will help you no matter what type of learner you are.

And it will teach you to use tools for your benefit. One of the best ways to become a strong student is to learn how to learn—to teach yourself how you learn the best, to learn to use tips and tricks, to develop time management skills, etc. Hopefully, some of these things will happen as you learn in CQLA!

**<> 11b.** On the lines provided, write all of the A prepositions that you can think of -- you may use the Preposition Check Sentences or the tissue tube and toy to do so.

**Note:** Did you know that there are more than twenty prepositions that begin with the letter *a*?

1. \_\_\_\_\_ 2. \_\_\_\_\_
3. \_\_\_\_\_ 4. \_\_\_\_\_
5. \_\_\_\_\_ 6. \_\_\_\_\_
7. \_\_\_\_\_ 8. \_\_\_\_\_
9. \_\_\_\_\_ 10. \_\_\_\_\_
11. \_\_\_\_\_ 12. \_\_\_\_\_
13. \_\_\_\_\_ 14. \_\_\_\_\_
15. \_\_\_\_\_ 16. \_\_\_\_\_
17. \_\_\_\_\_ 18. \_\_\_\_\_
19. \_\_\_\_\_ 20. \_\_\_\_\_

↔ **11c.** On the lines provided, write all of the *B* prepositions that you can think of.

**Note:** There are at least ten *B* prepositions.

1. \_\_\_\_\_ 2. \_\_\_\_\_
3. \_\_\_\_\_ 4. \_\_\_\_\_
5. \_\_\_\_\_ 6. \_\_\_\_\_
7. \_\_\_\_\_ 8. \_\_\_\_\_
9. \_\_\_\_\_ 10. \_\_\_\_\_

↔ **11d.** Write related prepositions (or prepositions that are made from the base prepositions) beneath each base one.

in

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

on

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

out

\_\_\_\_\_

\_\_\_\_\_

through

\_\_\_\_\_

under

\_\_\_\_\_

with

\_\_\_\_\_

\_\_\_\_\_

<> 11e. (T) Memorize and recite the two Preposition-Check Sentences to your teacher.

<> 11f. (T) Memorize and recite prepositions to your teacher.

**Basic Level:** Recite forty prepositions.

**Extension:** Recite forty-five prepositions.

**Further Extension:** Recite fifty prepositions.

<> 11g. Study Grammar Cards about prepositions and prepositional phrases located in this lesson.

<> 11h. **Optional:** Make Grammar Cards about prepositions and prepositional phrases or add new information to existing cards.

<> 11i. Complete the following steps for the sentences provided:

(1) Highlight the prepositions.

(2) **Extensions:** Cross out one highlighted preposition in each sentence and write a different one above it that also makes sense.

1. In both the physical and spiritual worlds, hunger and thirst are normal signs.
2. During mealtime a child will not be hungry for his meal if he has filled himself with cookies beforehand.
3. In learning Bible facts without applying them, a person can become spiritually obese.
4. Beyond the sacred page I seek Thee, Lord.
5. During times of hungering for righteousness, God will satisfy our needs.
6. In the land of Palestine, hunger and thirst were frequent and vivid experiences.
7. In the hot, dry climate, few things were more precious than water.
8. Within Adam Clarke a deep spiritual hunger awakened.
9. In the digestive process, the role of each compartment illustrates a significant function of meditation on Scripture.
10. In England, God-fearing families desired to establish a government based on the principles of Scripture.
11. In order to keep appetite under the control of hunger, we need to learn to calculate normal body weights.
12. To prepare a Hebrew child for clean and wholesome foods, the parent would touch those foods to the infant's palate.
13. From nurture we get the words nurse and nutrition.
14. In learning that the walls of Jerusalem had been destroyed, Nehemiah's heart was broken.

## Grammar Card:

### Preposition (Abbreviated: PREP)

- Shows the position of one word to another
- A word is a preposition if it fits into one of two **Preposition-Check Sentences**:

–The girl prayed \_\_\_\_\_ the service.

–The angel flew \_\_\_\_\_ the clouds.

- The following words are prepositions, as they fit into one of the Preposition-Check Sentences:

–The angel flew **about** the clouds.

–The angel flew **around** the clouds.

–The girl prayed **at** the service.

–The girl prayed **before** the service.

- List of prepositions:

aboard	aside from	except	off	through
about	aside of	except for	off of	throughout
above	at	excepting	on	till
according to	atop	following	onto	to
across	because of	for	on top of	toward
after	before	from	onward	under
against	behind	in	opposite	underneath
along	below	in addition to	opposite of	unlike
along with	beneath	in back of	out	until
amid	beside	in case of	out of	up
amidst	between	in front of	outside	upon
among	beyond	in place of	over	up to
amongst	but*	inside	past	via
apart	by	in spite of	per	with
apart from	by means of	instead of	regarding	within
around	concerning	into	round	without
as	despite	like	since*	with regard to
as for	down	near	than*	with respect to
aside	during	next to	then*	

\*Each of these words may be a subordinator (if it has a verb within the group of words following it) or prepositions (if it has an object following it).

Some grammar programs call words that look like prepositions but are used as other parts of speech particles. CQLA usually calls them what they are being used by, but a large group of non-prepositions (called particles) makes it easier for students in some ways.

To avoid confusing **prepositions** with **particles**, test by moving the word (*up*) and words following it to the front of the sentence:

A. *Up* at end of word:

When you finish, be sure to hand up.

Up when you finish, be sure to. (*Up* is a particles used as an adverb here.)

B. *By* in the middle:

He came by the office in a big hurry.

By the office, he came in a big hurry. (*By* is a preposition here.)

C. *By* in the middle:

He came by his fortune honestly.

By he came his fortune honestly. (*By* is a particle used as adverb.)

D. *Up* near the end:

She turned up that street.

Up that street, she turned. (*Up* is used as a preposition here.)

E. *Down* near the end:

Judy lived down the street.

Down the street, Judy lived. (*Down* is used as a preposition here.)

F. *Down* at the end of a sentence:

We thought we would never live that down.

Down we thought we would never live that. (*Down* is a particle used as an adverb here.)

## Grammar Card: Prepositional Phrase (Abbreviated: PP)

- Prepositional phrases are **phrases that begin with a preposition** and end with an object of the preposition:
  - The angel flew over the cloud (*Cloud* is the object of the preposition *over*.)
  - The girl prayed during the service (*Service* is the object of the preposition *during*.)
- Differences between a subordinate clause and a prepositional phrase:
  - A phrase does *not* have a subject and verb:** before the morning
  - A clause *does* have a subject and verb:** before the morning sun rose

15. From Nehemiah chapters one and two, we learn how God accomplishes His mighty work through those who hunger and thirst for righteousness.
16. With his heart still gratified by God's blessing, he enthusiastically told the people how God was providing the opportunity to rebuild the city.
17. With the liberty God had given him to achieve his vision, Nehemiah was fulfilled.
18. Unto thee do I cry.
19. In terms of the extreme thirst of a deer after a time of fleeing from danger, this expression pictures David's inner desire for God.
20. With my whole heart have I sought thee.

### Help Box for 11a.

You should have highlighted the following:

1. (On one side) (of his nest)
2. (On the opposite side)

### Tips for Rewriting the Passage:

1. The wording of your essay should not be copied from the passage.
2. You may use synonyms for some of your key words.
3. Your sentences should not contain less information than the sentences in the passage.
4. Do not look back in the passage unless absolutely necessary.
  - a. If you need help, re-read the whole passage.
  - b. Do not read each sentence from the passage as you write your own.
5. Write your essay on every other line in your notebook.

## 12. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> 12. Use the Checklist Challenge located after this week's lesson to edit your essay.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

**Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the CQLA Teacher's Guide.**

# 13. Study Skills/Comprehension: Similes and Metaphors

The word *analogies* tells of comparing things/contrasting things/pointing out similarities between things. Our passage describes the way packrats and Christians are sometimes alike--and how they should not be.

There are two specific kinds of comparisons you should know about—and practice writing.

- **Similes—Comparison using the words *like* or *as*:**

A Christian ruminates on God’s Word **like** a sheep ruminates grasses.

A sheep needs a shepherd **as** a Christian needs the Good Shepherd.

- **Metaphors—Comparison not using the word *like* or *as*:**

Christians are sheep in the Shepherd’s fold.

Christians need the Good Shepherd.

In the Bible, Christians are compared to sheep, ants, a bride, a human body, wheat, children, workers, a family, disciples, plants, fruit, branches, and more!

<> **13a.** In your notebook, write Bible verses that contain similes or metaphors. Be sure to include the references.

**Basic Level:** Write five Scriptures.

**Extensions:** Write eight Scriptures.

**Further Extension:** Write ten Scriptures.

<> **13b.** In your notebook, write original similes or metaphors about spiritual matters.

**Basic Level:** Write five total.

**Extension:** Write eight total.

**Further Extension:** Write ten total.

**For example:** God seeks after the lost like a mother hen looking for her missing chick.

# 14. Spelling Practice: Write That Word!

<> **14a.** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

<> **14b.** Complete the following steps for one of the words you listed in 14a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

**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.)

(2) On the lines provided, write a sentence containing that word.

---

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<> **14c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 15. Grammar: Weekly Quizzes

<> **15a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week’s lesson) following the times suggested (according to your teacher’s direction) for each assigned section.

**Note: Complete any portion of the shaded parts that you are able to at this time. Eventually, you will learn all the parts of speech.**

<> **15b.** Do the Weekly Review Quiz provided after this week’s lesson.

## 16. Spelling: Spelling Test

<> **16a.** (T) In your notebook, take a Spelling Test consisting of this week’s words and any **Review Words**.

<> **16b.** (T) Have your teacher check your Spelling Test.

<> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

## 17. Dictation: Dictation Quiz

- <> **17a.** (T) In your notebook, take dictation from this week's passage, at the level directed by your teacher.
- <> **17b.** (T) Review your dictation with your teacher.
- <> **17c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 18. Composition: Write Final Copy Informative Essay From Key Word Outline

- <> **18a.** Write the final copy of your essay in your notebook (using every line), or type it on the computer. (Be sure you insert your new paragraph where it should go in your essay.)
- <> **18b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay after you completed the Checklist Challenge?

## Optional: Extra Practice

- 1E. In your notebook, write fifteen sentences with prepositional phrase openers. Use information from a character book.
- 2E. In your notebook, take more notes about thoroughness from a character book.
- 3E. In your notebook, write a paragraph(s) about thoroughness, using your notes from this lesson.
- 4E. Edit and revise your paragraph(s) from this lesson, using this week's Checklist Challenge.
- 5E. In your notebook, write twenty "one-vowel-is-long" words.
- 6E. Read a book about negative influences in the world, such as *Seven Men Who Rule the World From the Grave*, *The Answer Book*, or *The Lie: Evolution*.
- 7E. Find ten sentences with prepositional phrase openers in a character book and write them in your notebook.
- 8E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 9E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

**Teacher Tip:** Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying "pause" when your student should put a comma in and "stop" when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read—as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

**Note:** In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.



# Checklist Challenge Red 6-B: Week One

Character Focus: Thoroughness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

All **All Levels**

B **Basic Level only**

E **Extension only**

E's **Extensions**

FE **Further Extension only**

All  All  All

Read your essay to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

☞ **Focus on content errors at this time.**

All  All  All

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed. Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All  All  All

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All  All  All

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom

cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All  All  All

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. (or place a check mark in each one that represents a paragraph with no Banned Words).

**Banned Word List:**

very	big	really	good	great
fine	say	bad	little	want
see	look	ask	lot	find

like (Only when used as a verb; not a Banned Word as a preposition.)

☞ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

FE

Add an **adverb** (*ly* word or other) that does **not modify a verb**. If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- Modifies an adjective: Some **uncharacteristically** *sneaky* predators use subtle methods.
- Modifies an adverb: Some predators are **actually** *more* subtle

☞ **This will modify an adjective or another adverb and will answer the question *To what extent?***

All  All  All

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

☞ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All

Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about sheep: As we study sheep, we are able to discover a wealth of information about the Christian life.
- Report about an experience: Just like sheep led by a shepherd, Christians are led by the gentlest Shepherd of all.

☞ **Tips:**

- **Write a sentence that describes your essay without telling the reader exactly what it is about.**
- **Do not say: *In this essay you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* essay.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the “**thesis statement reloaded**” and should conclude your essay. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.

All

Create a **title** for your essay, 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: **Presumptuous Packrat**
- Something comical: **Here, Little Packrat**
- Something bold: **Unwise!**
- A Scripture: **Lay Not Up For Yourselves**
- Something Biblical: **Packrats Choose Worthless Items**
- Something about character: **Greedy Packrat**
- Other: **Choose Wisely**

☞ Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).

All

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant. substitute *retorted* the next time.

☞ Do not change insignificant words such as *was*, *it*, *and*, etc.

All

All

All

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider’s victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.

- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

☞ **Upper Level B and all Level C students should choose various ones – preferably without much repeating.**

All E's

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 box(es) as directed by your teacher.

All FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **A word you have never used in writing might be one you use in speaking but not in your essay. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

E's E's E's

Combine two sentences (or one sentence and one [or more] phrase/clause) into one complete sentence using the **conciseness technique** of your choice. If you have already done these, highlight the check box(es) as directed by your teacher.

Examples:

• **Appositive:**

Two sentences: A spider's web is an intricate trap. It seldom releases its victims.

One sentence: A spider's web, **an intricate trap**, seldom releases its victims.

• **Compound verbs:**

Two sentences: It traps its victims. It ensnares its victims.

One sentence: It **traps and ensnares** its victims.

• **Subordinate clause placement:**

Two sentences: The spider secures the center of the bridge with a vertical silk strand.

Then it constructs a frame.

One sentence: **Once the spider secures the center of the bridge with a vertical strand**, it constructs a frame.

• **Another non-essential opener:**

Two sentences: They are far more subtle in their methods. They act via traps and snares to put their victims in challenging positions.

One sentence: **Subtle in their methods**, they act via traps and snares to put their victims in challenging positions.

• **Prepositional phrase placement:**

Two sentences: Orb webs are the ones seen by people most often. They are created by two families of spiders.

One sentence: Orb webs, **which people see most often**, are created by two families of spiders.

• **Conjunctive adverb:**

Two sentences: A spider sits patiently in the center of the web. It waits for its victim.

One sentence: A spider waits for its victim; **moreover**, it sits patiently in the center of its web.

• **Dash preceding clause or phrase:**

Two sentences: Some predators do not catch their prey by assailing them directly. They are far more subtle in their methods.

One sentence: Some predators do not catch their prey by assailing them directly--**they are far more subtle in their methods.**

- **Coordinating conjunction between two complete sentences:**

Two sentences: Each of the twenty-five families of spiders has its own design for a web.  
Orb webs are the ones most often seen by people.

One sentence: Each of the twenty-five families of spiders has its own design for a web,  
**but** orb webs are the ones most often seen by people.

- **Semicolon between two complete sentences:**

Two sentences: Spiders create intricate webs. Victims seldom escape from them.

One sentence: Spiders create intricate webs; **victims seldom escape from them.**

- **Colon usage:**

Two sentences: There are two crafty predators. These include the spider and the Venus' fly trap.

One sentence: There are two crafty predators: **the spider and the Venus' fly trap.**

🔑 **Upper Level B and all Level C students should choose various ones – preferably without much repeating.**

All All All

**Edit each paragraph** with your teacher, and correct any **usage or spelling errors**.



## Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one loud.</li> <li>Try to spell the word aloud with out looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
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12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
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36. \_\_\_\_\_
37. \_\_\_\_\_
38. \_\_\_\_\_
39. \_\_\_\_\_
40. \_\_\_\_\_

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

- M \_\_\_\_\_, W \_\_\_\_\_, O \_\_\_\_\_,  
W \_\_\_\_\_, Y \_\_\_\_\_, N \_\_\_\_\_,



Think Fast (con't)

**Subordinators**

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
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11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

**Coordinating Conjunctions (FANBOYS)**

One Minute

- F \_\_\_\_\_
- A \_\_\_\_\_
- N \_\_\_\_\_
- B \_\_\_\_\_
- O \_\_\_\_\_
- Y \_\_\_\_\_
- S \_\_\_\_\_

**BHL Verbs**

Two Minutes

**Be, a Helper, Link Verbs,**

I \_\_\_\_\_, A \_\_\_\_\_, A \_\_\_\_\_,

W \_\_\_\_\_, & W \_\_\_\_\_,

B \_\_\_\_\_, & B \_\_\_\_\_, B \_\_\_\_\_,

B \_\_\_\_\_,

H \_\_\_\_\_, & H \_\_\_\_\_, & H \_\_\_\_\_,

are ones.

C \_\_\_\_\_, C \_\_\_\_\_, S \_\_\_\_\_,

S \_\_\_\_\_ --- they are fun

W \_\_\_\_\_, W \_\_\_\_\_, D \_\_\_\_\_,

D \_\_\_\_\_, D \_\_\_\_\_, &

D \_\_\_\_\_

M \_\_\_\_\_, M \_\_\_\_\_, M \_\_\_\_\_,

--- they are some as well,

A \_\_\_\_\_, L \_\_\_\_\_, S \_\_\_\_\_,

R \_\_\_\_\_, T \_\_\_\_\_,

F \_\_\_\_\_, & S \_\_\_\_\_

**First Subordinators Learned in Rhyme**

Thirty Seconds

S \_\_\_\_\_, W \_\_\_\_\_, Th \_\_\_\_\_,

B \_\_\_\_\_, I \_\_\_\_\_, Al \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Vocabulary and Comprehension

1. In your own words, describe what the word *analogy* means. \_\_\_\_\_  
\_\_\_\_\_
2. Write another (**Extensions:** Write two) analogy that is listed in Scripture.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

Example: *People without Christ are compared to someone who is physically lost.*
3. Write three words that relate to thoroughness from this week's Vocabulary Box.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
4. Write three sentences that describe how a Christian needs to be thorough. Use the three words you listed above.
  - a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_
  - c. \_\_\_\_\_  
\_\_\_\_\_

## II. Spelling and Homophones

5. Fill in the blanks for RAVEN to help you remember when to use *effect* and when to use *affect*:  
R \_\_\_\_\_  
A \_\_\_\_\_  
V \_\_\_\_\_  
E \_\_\_\_\_  
N \_\_\_\_\_
6. **Extensions:** Write two sentences using the verb *affect*.
  - a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

7. **Extensions:** Write two sentences using the noun *effect*.

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_

### III. Outlining and Write On

8. This week's passage has clearly defined paragraph topics. This is excellent for factual reading/writing. Write the paragraph topics of Paragraphs One, Two, and Three on the lines provided. (You may look back in the passage for this exercise.)

Topic of Paragraph One: \_\_\_\_\_

Topic of Paragraph Two: \_\_\_\_\_

Topic of Paragraph Three: \_\_\_\_\_

### IV. Grammar and Usage

9. Fill in the blanks for rules regarding capitalizing proper nouns:

- a. All \_\_\_\_\_ words of a title should be capitalized.
- b. All \_\_\_\_\_ words of a title should be capitalized.
- c. A word not at the beginning or end of the title that is \_\_\_\_\_ letters or more should be capitalized, regardless of its part of speech.
- d. A word not at the beginning or end of the title that is three words or fewer should only be capitalized if one of the following applies:
- i. It is not an \_\_\_\_\_ (a, an, the).
  - ii. It is not a \_\_\_\_\_ (we, my, etc.)
  - iii. It is not a \_\_\_\_\_ used as a \_\_\_\_\_.
- e. A word in a title that is three letters or fewer should/should not be capitalized if it is important to the title.

### V. Editing and Revising

10. List three strong verbs that you used in your essay this week.

- a. \_\_\_\_\_ b. \_\_\_\_\_
- c. \_\_\_\_\_

11. What two (**Extensions:** three) Banned Words did you need to omit from your essay this week while completing the Checklist Challenge.

- a. \_\_\_\_\_ b. \_\_\_\_\_
- c. \_\_\_\_\_



# Red 6-B: Week Two

Character Focus: Thoroughness

## Vocabulary Box

One who is thorough is often--*adjectives*

absolute	all-inclusive	assiduous
conscientious	definitive	efficient
explicit	fastidious	intentional
laborious	methodical	meticulous
painstaking		

## Vocabulary Box

One who is not thorough is often--*adjectives*

apathetic	inadvertent	inconsiderate
indifferent	insufficient	irresponsible
imprudent	mediocre	negligent
nonchalant	lackadaisical	

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All	<p>In the early 1500s, Martin Luther spent many years in deep searching as a monk in the state church in Germany. He sought forgiveness of sin and peace with God. However, the severe disciplines required by his religious order seemed only to drive him further into despair.</p>
Extensions	<p>It was then that he began to study the books of Romans and Galatians. With new excitement, he continued to study God's Word and discovered, to his dismay, that so much of what he had been taught did not come from Scripture. Instead, the teaching he had received had been added to by the traditions of men and church councils. He concluded that the Scriptures alone were the final authority on all matters of life and faith.</p>
Further Extension	<p>The abuses of the church now stood out in sharp, obvious contrast to what Martin Luther knew was the truth of God's Word. He could no longer tolerate the selling of indulgences for the forgiveness of sins. On October 31, 1517, Martin Luther nailed his Ninety-Five Theses to the door of the Wittenberg Church. These were critiques of the practice of indulgences. Additionally, they contested the state church's claims of spiritual authority--pointing to the absolute authority of Scriptures instead.</p>

<> 1a. Read this week's passage aloud.

Martin Luther was truly a man with thoroughness. When something did not seem right to him about the teaching he received, he sought out the truth for himself, not stopping until he found it. We need to be thorough in our studies, as well.

**We need to be especially thorough in our studies of science and apologetics as they relate to Scripture.** Scientists are never right over the Bible. That is why there are organizations like Answers in Genesis, Creation Research Institute, and Summit Ministries, among many. These groups study

the topics of creationism, worldviews, origin of man, age of the earth, etc., and provide study materials to lay people (like yourself) to use to learn the truth.

<> **1b.** In the third paragraph of the passage, highlight the word *indulgences*.

<> **1c.** Read the sentences containing the word *indulgences*. Can you guess from the sentences what this word means?

<> **1d.** Look up the word *indulgences* in the dictionary--or better yet a Christian dictionary or apologetics website. On the lines provided, write the definition in your own words.

Definition of *indulgences*

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<> **1e.** From the shaded Vocabulary Box, choose three words that are characteristics of one who is thorough, and write them on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_

2. \_\_\_\_\_

<> **1f.** On the lines provided, write two sentences about Martin Luther. In your sentences, use two of the Vocabulary Words you listed.

1. \_\_\_\_\_

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2. \_\_\_\_\_

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<> **1g.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

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(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

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(4) Complete the steps described in the DD box for the trick you chose.

**Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only.**

Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated for 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:** A Christian who is not willing to be sold out to God is going to slide into sin.

**Optional Penmanship Practice**

My hands also will I lift up unto thy commandments, which I have loved; and I will meditate in thy statutes.

Psalm 119:48

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

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(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

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(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_

(9) Write a sentence using this DD word on the lines provided.

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**Optional Penmanship Practice**

But his delight is in the law of the Lord; and in his law doth he meditate day and night. And he shall be like a tree planted by the rivers of water, that bringeth forth his fruit in his season; his leaf also shall not wither; and whatsoever he doeth shall prosper.

Psalm 1:2-3

<> **1h. Extensions:** Write a sentence about the character quality for this month using this DD word.

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Character Focus: The main reason the Dead Sea is useless is that it only receives and never gives.

<> **1i. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: *In the early 1500s, Martin Luther changed Christian history.*

Prepositional phrase opener

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Character Focus: Salt is often destroyed when it is mixed with something else. Christians are destroyed when they mix with the world.

<> **1j.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1k.** (T) Review your copy with your teacher, and correct any errors.

## 2. Spelling/Structural Analysis: Soft and Hard c Sounds

Examples: **candy, center**

<> **2a.** In the first two paragraphs of the passage, highlight the words that have the letter *c* in them (except for the ones with the letters *ch* together).

In spelling (or reading) words with the letter *c*, the letter directly following the *c* determines what sound the *c* makes.

1. The letter *c* makes its hard (*k*) sound when it is followed by:

- a. **a: candy**
- b. **o: cot**
- c. **u: cuff**
- d. Any consonant (except in *ch* combinations)

2. The letter *c* makes its soft sound (*s*) when it is followed by:

1. **e: central**
2. **i: city**
3. **y: cygnet**

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 56 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In our notebook, write six sentences using six of the spelling words.

**Teacher Tip:** Sometimes these combinations sound like a *short u* (*mountain*), and sometimes they sound more like a *schwa* sound (*mountainous*). Either way, they are known as spellings for *uh*.

### Optional Penmanship Practice

Remember therefore from whence thou art fallen, and repent, and do the first works.

Revelation 3: 17

**Character Focus:** As we lose our love for the Lord, we lose our ability to reach out to others.

Write any **Review Words** that your teacher gives you on the lines provided.

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#### Help Box for 2a.

You should have highlighted the following words:

Paragraph 1:

1. peace
2. disciplines

Paragraph 2:

3. excitement
4. continued
5. discovered
6. come
7. Scripture
8. received
9. councils
10. concluded
11. Scriptures



Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. bicycle	bi-cy-cle	_____		_____
2. almanac	al-ma-nac	_____		_____
3. cosmetic	cos-me-tic	_____		_____
4. counterfeit	coun-ter-feit	_____		_____
5. concoct	con-coct	_____		_____
6. cyprus	cy-prus	_____		_____
7. jaundice	jaun-dice	_____		_____
8. excessive	ex-ces-sive	_____		_____
9. society	so-ci-e-ty	_____		_____
10. exception	ex-cep-tion	_____		_____
11. hammock	ham-mock	_____		_____
12. gimmick	gim-mick	_____		_____
13. instinctive	in-stinc-tive	_____		_____
14. consonant	con-so-nant	_____		_____
15. associate	as-so-ci-ate	_____		_____

**\*Commonly Misspelled**

**\*\*Note: You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.**

Words	Syllabication	Write it**	Tip	Your Tip
<b>Extensions</b>				
16. vicinity*	vi-cin-i-ty	_____		_____
17. tobacco*	to-bac-co	_____		_____
18. tenancy*	ten-an-cy	_____		_____
19. synthetic*	syn-thet-ic	_____		_____
<b>Further Extension</b>				
20. vindictive*	vin-dic-tive	_____		_____
21. unequivocal*	un-e-quiv-o-cal	_____		_____
22. supercilious*	su-per-cil-i-ous	_____		_____
23. sophistication*	so-phis-ti-ca-tion	_____		_____
<b>Optional</b>				
24. meticulous	me-tic-u-lous	_____		_____
25. intentional	in-ten-tion-al	_____		_____
26. fastidious	fas-tid-i-ous	_____		_____
27. conscientious	con-sci-en-tious	_____		_____

**\*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: The Dead Sea is worthless. This is an example of how Christians can become worthless in their ministries.

### 3. Editor Duty: Correct Given Paragraphs

#### Conjunctive Adverbs, Subordinate Clauses

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight the two CA's.

(3) In the last paragraph, highlight the subordinate clause openers.

In an effort to get the visible results of larger crowds bigger offerings and more converts there is a tendency to compromise either the message or godly standards that are required by the message some try to defend the use of worldly methods on the basis of apparent results. However this philosophy that the "end justifies the means" is the very basis of religious humanism. Therefore it's end cannot be blessed

God gave david precise instructions for not only the structure of the Temple but also the worship that was to take place within it. it was not long however before the people focused on methods of worship and lost sight of the meaning behind them. gradually new methods were introduced, which perverted the very purpose of the Temple

When jesus came into the Temple, he denounced it's greedy financial methods by overturning the tables of the money changers. Methods continued to deteriorate until the Temple itself were destroyed in A.D. 70. Today an islamic mosque stand near the site of solomons Temple

#### Optional Penmanship Practice

Feed the flock of God which is among you, taking the oversight thereof, not by constraint, but willingly; not for filthy lucre, but of a ready mind; Neither as being lords over God's heritage, but being ensamples to the flock.

I Peter 5:2-3

### 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |               |             |
|---------------|-------------|
| 1. bisycle    | bicycle     |
| 2. almanac    | almannac    |
| 3. cosmetic   | kosmetic    |
| 4. counterfit | counterfeit |
| 5. concoct    | concot      |

6. cyprus	syprus
7. jaundiss	jaundice
8. exsessive	excessive
9. suciety	society
10. exception	exseption
11. hammuck	hammock
12. gimmick	gimmic
13. instinktive	instinctive
14. consonant	consunant
15. assoceate	associate

Character Focus: Every backslidden Christian started his backsliding with a little compromise.

**Optional Penmanship Practice**

And whatsoever you do, do it heartily, as to the Lord, and not unto men.

Colossions 3:23

<> **4b.** Highlight the correct spelling of each **Extensions** word.

16. vicinity	visinity
17. tubacco	tobacco
18. tunancy	tenancy
19. synthetic	sinthetic

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

20. vindictive	vindictiv
21. unequivocal	unequivical
22. supercileous	supercilious
23. sophistication	sofistication

Further Study: Learn the hymn history of "A Mighty Fortress Is Our God."

<> **4d.** Highlight the correct spelling of each **Optional** word.

24. meticolus	meticulous
25. intentional	intentionel
26. fastidious	fastidious
27. conscientous	conscientious

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.

<> **4e.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
 3. \_\_\_\_\_ 4. \_\_\_\_\_

**Alternative Writing for Red 6-B: Week Two**

- Write a three-paragraph biography on Lot.
- Write a three-paragraph biography on someone who influences others for the Lord.

## 5. Study Skills/Prewriting: Write Key Word Outline for Informative Report

- <> **5.** Follow these steps to write a Key Word Outline (KWO) for this week's passage:
- (1) Read the first paragraph to yourself.
    - a. Determine the topic of the entire paragraph.
    - b. Write the topic of that paragraph on the Topic of Paragraph line.
  - (2) Read the first sentence of the first paragraph and think about what it means.
    - a. Highlight **4-6 words** that would most help you remember the content of the sentence.
    - b. Write those **4-6 words** on the line provided for sentence one.
    - c. Repeat these steps for all of the sentences in the first paragraph.
  - (3) Repeat these steps for all of the paragraphs and sentences in the passage.
  - (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

**Optional:** In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

### All--Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

### All--Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

(You may use up to seven words for Sentence Two.)

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Further Study: Read about the city of Laodicea in a Bible encyclopedia or dictionary.

### All--Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Further Study: Learn the hymn "O to Be Like Thee."

#### Sample KWO

##### Paragraph 1

Paragraph One

Topic of paragraph 1: *Martin Luther found that the many disciplines of the church led him to despair not to God*

Sentence 1: *1500's M.L. → Germany +++ years +++ searching/monk → state church*

Sentence 2: *sought forgiveness & peace → God*

Sentence 3: *+++ disciplines required = further 2 despair*

#### Sample Paragraph From KWO

##### Paragraph 1

*While serving as a friar in the government-run church in Germany in the early 1500's, Martin Luther dedicated a good part of his life to extensive seeking. He longed for absolution from sin and a relationship with God. Instead, he found that the regimen of his denomination led him to deeper anguish.*

## 6. Grammar: Adjectives

An adjective is a word that modifies or describes a noun or pronoun. Adjectives answer one of the following questions:

1. **How many?**
2. **What kind?**
3. **Which one?**
4. **Whose?**

Further Study: Study how salt is used and transported today.

Further Study: Make a chart comparing the ways salt can be made worthless to the ways Christians can lose their effectiveness.

<> **6a.** Complete the following steps for oral practice:

1. Hold up different items on your desk: eraser, stapler, pencil, pen, sharpener, etc.
2. Describe these things orally:
  - a. What kind of eraser?
  - b. How many pencils?
  - c. Which pen?
  - d. Whose ruler?
3. Verbalize as many describers (adjectives) of these items as you can think of.
  - a. blue pencil, long pencil, sharp pencil, my pencil, good pencil, one pencil, writing pencil, sister's pencil
  - b. black eraser, dirty eraser, small eraser, white board eraser, old eraser, mom's eraser, helpful eraser

Even though all of those words are technically called adjectives for writing purposes (and CQLA purposes!), you should focus on descriptive adjectives. Descriptive adjectives are those that truly describe. Do not consider the following to be descriptive adjectives.

1. the, an, a (articles telling which one).
2. this, that, his, & her (pronouns telling which one)
3. other non-descriptive adjectives

### Grammar Card: Adjective (Abbreviated: ADJ)

- Describes/modifies:
  - nouns: **meek** person
  - pronouns: She is **kind**.
- Usually comes before the word it describes: **meek** person
- Answers one of these four questions:
  - What kind?** humble
  - Which one?** that, this
  - How many?** a, five
  - Whose?** Mom's, his
- Predicate adjective (PA)—at the end of a sentence—when following a Be, a Helper, Link verb: She is **kind**.
- Nondescriptive adjectives are articles, adjectives, and pronouns that tell:
  - How many? a, five
  - Which one? this, that,
  - Whose? Mom's, his
- Descriptive adjectives tell what kind: **meek** person

<> **6b.** In the first two paragraphs of the passage, highlight the descriptive adjectives and draw arrows from them to the nouns they describe. (Do not highlight possessive pronouns (his, her), articles (a, an, the), indefinite pronouns (this, that), or possessive nouns (girls, Donna's) for this exercise. Some programs consider these to be adjectives, but they are not descriptive.)

<> **6c.** With a different color highlighter, highlight the nouns the descriptive adjectives modified in the passage.

<> **6d.** Study the Grammar Card about adjectives provided in this lesson.

<> **6e. Optional:** Make a Grammar Card about adjectives or add new information to an existing card.

<> **6f.** In the sentences provided, insert descriptive adjectives that you have never used in writing before. Find the adjectives in a thesaurus, if needed.

1. On the way to the trial, he passed through \_\_\_\_\_ towns and drew crowds.
2. His enemies along the way were quick to hurl \_\_\_\_\_ abuses and criticisms.
3. In \_\_\_\_\_ towns he stopped and boldly preached the Gospel message.
4. The \_\_\_\_\_ hall at Worms was soon filled with the major church and state officials.

5. He was asked whether these were his \_\_\_\_\_ writings.
6. When he told them they were his writings, they demanded that he recant his \_\_\_\_\_ beliefs.
7. He attempted to reason with his \_\_\_\_\_ accusers.
8. The assembly erupted in \_\_\_\_\_ an \_\_\_\_\_ shouting against the monk.
9. That \_\_\_\_\_ monk was Martin Luther.
10. The Reformation spread quickly throughout \_\_\_\_\_ Germany.
11. It was built on the truths of \_\_\_\_\_ justification.
12. It was also built on the \_\_\_\_\_ priesthood of all believers.
13. It was built on the fact that we could have \_\_\_\_\_ access to God's throne directly through Christ and that Scriptures were the \_\_\_\_\_ authority in all matters of life.
14. Martin Luther was enlightened when he began to study the \_\_\_\_\_ books of Romans and Galatians.
15. The abuses of the church now stood out in sharp contrast to what Martin Luther knew was the \_\_\_\_\_ truth.
16. Leaders of the church were selling indulgences for the forgiveness of \_\_\_\_\_ sins.
17. Martin Luther determined that a bold confrontation must be made with this \_\_\_\_\_ error.
18. On October 31, 1517, Martin Luther nailed his Ninety-Five Theses to the \_\_\_\_\_ door of the Wittenberg Church.
19. These were \_\_\_\_\_ critiques of the practice of selling indulgences.
20. They said that the Roman Catholic Church did not have \_\_\_\_\_ spiritual authority.
21. Luther and the Reformers believed the \_\_\_\_\_ teaching regarding the depravity of the human heart.
22. In later years, Martin Luther realized the need for the Bible to influence \_\_\_\_\_ government.
23. Martin Luther believed that it was crucial that all German citizens be able to read so that they could study the \_\_\_\_\_ Scriptures for themselves.
24. In 1524, he wrote a book urging civil authorities to improve the \_\_\_\_\_ schools.
25. Luther wrote both the Large and Small Catechisms for the purpose of educating the people in the \_\_\_\_\_ truths of the Scriptures.

**Teacher Tip:** Help your student see the difference between descriptive (adjectives that tell what kind) and non-descriptive (adjectives that tell which one, how many, or whose—such as numerals and pronouns) adjectives. It is crucial in punctuation to realize the difference between the two categories of adjectives.

**Further Study:** Study about the salt level in the Dead Sea.



Further Study: Study the various illnesses and consequences of having an improper salt balance in the body.

### Optional Penmanship Practice

But when we are judged, we are chastened of the Lord, that we should not be condemned with the world.

I Corinthians 11:32

### Help Box for 6b

You should have highlighted the following words:

Paragraph 1:

- |                         |                      |
|-------------------------|----------------------|
| 1. early → 1500's       | 2. many → years      |
| 3. deep → searching     | 4. state → church    |
| 5. severe → disciplines | 6. religious → order |

Paragraph 2:

- |                      |                       |
|----------------------|-----------------------|
| 7. new → excitement  | 8. alone → Scriptures |
| 9. final → authority | 10. all → matters     |

## 7. Spelling Practice: Six "S" Spelling Secret

↔ **7a.** Take a spelling "pre-test" in your notebook.

↔ **7b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

↔ **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

Character Focus: If we do not get into the habit of doing things all the way in small things, it will be easier to not do something important completely.

## 8. Composition/Creative Writing: Write a Rough Draft Report From a Key Word Outline

↔ **8a.** Follow these steps for writing your rough draft report from your Key Word Outline:

- (1) Re-read the entire passage to recall its content.
- (2) Read your first line of notes and consider what you want your sentence to say.
- (3) Practice saying your sentence aloud to get it just the way you want it.
- (4) Write your first sentence in your notebook, or key your report on the computer.
- (5) Be sure to double space your report to make inputting the Checklist Challenge revisions easier.

- (6) Indent the beginning of each paragraph five spaces.
- (7) Repeat these steps for each line of notes, writing on every other line.

**Optional:** In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

<> **8b.** Read your report aloud. Do you like the way it sounds?

## 9. Further Extension -- Study Skills/ Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

<> **9a. Further Extension**--Now that you have written the body of your report, you are ready to write notes for an original opening paragraph. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
  - a. **Scripture** passage
  - b. **Song**
  - c. **Story**
  - d. **Definition**
  - e. **Information** about the time period or Martin Luther
  - f. Other:
  - g. Something you want to use to open and close your report (a continuing poem, verse, story, etc.)
- (2) **In your notes, plan on what you will include in your thesis statement.\* (You may tweak your original thesis statement to fit in your opening paragraph however you see fit.)**
  - a. Remember, a thesis statement is a statement that **tells the "thesis" of your paper--what your entire paper is about.**
  - b. It should be a sentence or two in length and should introduce your reader to your topic.
  - c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
  - d. It should bridge the gap between your catchy opening paragraph and the body of your report.
- (3) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
- (4) You may just jot down some thoughts, references, etc., for your opening paragraph notes, or you may create a "sentence-by-sentence" outline like you did for the body of your report.

### Tips for Rewriting Passage

1. The wording of your essay should not be copied from this week's passage.
2. You may use synonyms for some of your key words.
3. Your sentences should not contain less information than the sentences in this week's passage.
4. Do not look back in this week's passage unless absolutely necessary.
  - a. If you need help, re-read the whole passage.
  - b. Do not read each sentence from this week's passage as you write your own.
5. Write your essay on every other line in your notebook.

Further Study: Read a book about the Dead Sea.

Further Study: Look up verses that use the word lukewarm in the Bible.

**\*Note: If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph--even at the very end of your opening paragraph, if desired. Sometimes this helps the flow of your opening paragraph when you are using a story or other information in your opening paragraph that you want to keep all together--then follow all of this with the thesis statement.**

(5) You may plan to write your opening paragraph in a different "person" (first person, second person, etc.) if the contents warrants it. For example, if you are using an opening story, you may tell it in first person (if needed). If you are using an opening challenge, you may tell it in second person etc. Note that opening and closing paragraphs are times in informative writing when it is acceptable to write less formally and to change persons and/or tenses.

Further Study: Learn the hymn "A Mighty Fortress Is Our God."

### Notes for Opening Paragraph

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<> **9b. Further Extension**--Follow these steps for writing your opening paragraph:

- (1) **Write your thesis statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your thesis statement later, if desired.)**
- (2) **Number your notes in the order you want them, and add any information you may have forgotten.**

(3) Using each set of notes for one sentence in the following way:

- a. Read a line of notes.
- b. Consider what you want to say about those notes.
- c. Say aloud a sentence that you want to use.
- d. Write down that sentence.
- e. Repeat these steps for all of your notes.
- f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
- g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the report you just wrote.

### Optional Penmanship Practice

Know ye that the Lord he is God: it is he that hath made us, and not we ourselves; we are his people, and the sheep of his pasture.

Psalm 100:3

## 10. Grammar: Double and Triple Adjectives

<> **10a.** In the third paragraph of the passage, highlight the following double adjectives:

*sharp, obvious contrast*

Double adjectives are two adjectives in a row. Follow these punctuation rules for double adjectives:

1. Two adjectives should be separated with a comma if one of the two qualifications is met.
  - a. The two adjectives can be reordered (the second one put first and the first one put last) and still have the sentence make sense and sound correct.
    - 1) pleasant, familiar foods **or** familiar, pleasant foods
    - 2) clean, wholesome foods **or** wholesome, clean foods
  - b. The word and can be put between the two adjectives and the adjectives still sound correct.
    - 1) pleasant and familiar foods
    - 2) clean and wholesome foods

2. Two adjectives should not be separated with a comma if the two rules above are not met. This will happen when one of the adjectives is not a very descriptive adjective, such as the following:

**those pleasant foods** (those is a pronoun—non-descriptive adjective)

You cannot write those and pleasant foods.

You cannot write pleasant, those foods.

**five clean foods** (five is a number—non-descriptive adjective)

You cannot write five and clean foods.

You cannot write clean, five foods.

If double adjectives are doubly-powerful, triple adjectives are triply powerful! When you want to use double or triple adjectives in writing, follow these guidelines for punctuating them:

1. Three or more descriptive adjectives should be separated with commas just like any series of three or more words or phrases are.

**pleasant, familiar, wholesome foods**

### Grammar Card: Adjectives—Double and Triple Adjectives

- Two or three adjectives that describe the same noun or pronoun
- Adjectives should be **separated by commas** if:
  - They can be **written in reverse order and still make sense**: red, white, and blue flags or blue, white, and red flags.
  - They can have **coordinating conjunctions between them and still make sense**: red, white, and blue flags or red and white and blue flags.
  - There is a **series of three or more descriptive adjectives**.
- Multiple adjectives should not be separated by commas if they meet one of the two rules below:
  - One adjective is a non descriptive adjective telling which one:  
**those pleasant foods**
    - 1) Not those and pleasant foods
    - 2) Not pleasant, those foods
  - One adjective is a non descriptive adjective telling how many:  
**five healthful foods**
    - 1) Not five and healthful foods
    - 2) Not healthful five foods

Character Focus: Something that might seem like a little detail now could turn into a big problem if it is not done right.

- Comma between each adjective
- No comma just before the noun the adjectives are describing  
**pleasant, familiar, and wholesome foods**
- Comma between each adjective
- Comma just before the and

2. Do not separate three non-descriptive adjectives—just like explained in double adjectives.

**You should never put a comma between an adjective and the noun it is describing.**

↔ **10b.** Study the Grammar Cards about adjectives and double or triple adjectives provided in this lesson.

↔ **10c. Optional:** Make a Grammar Card about adjectives and double or triple adjectives or add new information to existing cards.

↔ **10d.** Insert double adjectives into the sentences provided.

1. The colonies had been thrust into existence by \_\_\_\_\_ , \_\_\_\_\_ courage; now they had lost that courage.
2. The baby boy born among the \_\_\_\_\_ , \_\_\_\_\_ people of the colonial world would be used to proclaim God's message of judgment to them.
3. After graduation from Harvard College, Timothy Edwards, Jonathan's father, became the pastor of Windsor, where Timothy Edwards ministered to his \_\_\_\_\_ , \_\_\_\_\_ flock for sixty-three years.
4. Jonathan Edwards learned his lessons in the \_\_\_\_\_ , \_\_\_\_\_ room with four of his sisters.
5. Jonathan Edwards learned that his \_\_\_\_\_ , \_\_\_\_\_ father was not a waster of intellectual energy.
6. It was \_\_\_\_\_ , \_\_\_\_\_ surprise that by the time Jonathan Edwards was ready to enter college, he had already learned Latin.
7. According to its charter, Yale had been founded for the "instruction of youth in the arts and sciences in preparation for public employment both in Church and Civil State"; however, its original board of trustees was mainly interested in training \_\_\_\_\_ , \_\_\_\_\_ preachers.
8. Jonathan Edwards, who was to become America's first \_\_\_\_\_ , \_\_\_\_\_ theologian and philosopher, spent his afternoons serving food and drinks in the student commons and checking on broken windows in the dormitories.
9. God used these \_\_\_\_\_ , \_\_\_\_\_ experiences to prepare Jonathan Edwards for the challenge of His ministry.
10. Jonathan Edwards entered Yale University at the \_\_\_\_\_ , \_\_\_\_\_ age of thirteen, and he graduated at age seventeen.

11. Six months after Jonathan Edwards was ordained, he traveled to New Haven to marry the \_\_\_\_\_, \_\_\_\_\_ Sarah Pierrepont, the daughter of one of Yale's founders.
12. Jonathan and Sarah's deep love for the Lord and their ability to share each other's faith and ideas was the \_\_\_\_\_, \_\_\_\_\_ foundation of their marriage.
13. Jonathan and Sarah brought up eleven children, and visitors to their home marveled at the \_\_\_\_\_, \_\_\_\_\_ behavior of their sons and daughters.
14. Throughout Jonathan Edwards' preaching career, he was hindered by physical ailments; Sarah's \_\_\_\_\_, \_\_\_\_\_ care during these periods prolonged Jonathan's life and ministry.

**Teacher Tip:** Punctuating double and triple adjectives can be difficult for young writers. If your student does not understand how it is done after this lesson, review the lesson with him again and look for double and triple adjectives in your family reading time. As always, anytime your student is stuck, walk him through the concepts orally, put examples on the white board, etc. Focusing on descriptive adjectives (i.e. not possessives, articles, and numbers) will help in the punctuation of double and triple adjectives as only descriptive double and triple adjectives require commas to separate them.

## 11. Composition and Editing: Edit and Revise Using the Checklist Challenge

- <> **11.** Use the Checklist Challenge located after this week's lesson to edit your report.
- (1) Complete each revision for each paragraph, as indicated.
  - (2) Insert revisions with pen or pencil into your rough draft paper.
  - (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
  - (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

**Optional:** In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

## 12. Spelling Practice: Write That Word!

- <> **12a.** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

↔ **12b.** Complete the following steps for one of the words you listed in 12a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

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**Teacher Tip:** Students at this level still often need help circling their verbs. Remind your student that verbs are words that show action or are Be, a Helper, Link verbs. List these non-action verbs on the whiteboard for him while he is doing his verb search. Remember, in-finitives (to+verb) can be to+action (to jump) or to+Be, a Helper, Link verbs (to be).

↔ **12c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 13. Sentence Structure: Prepositional Phrase Opener

Prepositions are words that show position.

Do you remember that prepositions fit into one of two **Preposition-Check Sentences**?

**The angel flew \_\_\_\_\_ the clouds.**


**The girl prayed \_\_\_\_\_ the service.**

For example, the words below are prepositions, as they fit into the **Preposition-Check Sentences**:

1. The angel flew **aboard** the clouds.
2. The angel flew **about** the clouds.
3. The angel flew **along** the clouds.
4. The angel flew **around** the clouds.
5. The angel flew **below** the clouds.
6. The angel flew **beneath** the clouds.
7. The angel flew **between** the clouds.
8. The angel flew **beyond** the clouds.
9. The angel flew **by** the clouds.
10. The angel flew **from** the clouds.
11. The angel flew **in** the clouds.
12. The angel flew **into** the clouds.

13. The angel flew **on** the clouds.
14. The angel flew **onto** the clouds.
15. The angel flew **over** the clouds.
16. The angel flew **through** the clouds.
17. The angel flew **with** the clouds.
18. The angel flew **within** the clouds.
19. The angel flew **without** the clouds.
20. The girl prayed **at** the service.
21. The girl prayed **before** the service.
22. The girl prayed **during** the service.
23. The girl prayed **for** the service.
24. The girl prayed **throughout** the service.

### Grammar Card: Prepositional Phrase Opener

- **Place a comma after a prepositional phrase opener when:**
    - The PP is **five words or more**: In the very dark woods, we found him.
    - The PP is **two prepositional phrases in a row**: In the woods under a rock, we found the bird.
    - The PP is **followed by a definite pause**, or it is needed to make the sentence clear—even if it is short: With that in mind, let us pray.
-  **Go by the sound of your voice when you read the opener. If your voice goes down, you probably need a comma following the PP opener: In the event of a fire, leave the building from the back exits. Remember, the main subject of the sentence is not in a prepositional phrase.**

<> **13a.** In the first paragraph of the passage, highlight the prepositions.

Remember: *To* + verb is a verb--an infinitive--not a preposition.

<> **13b.** Now place ( ) around the prepositional phrases in the first paragraph.

<> **13c.** (T) Be sure you can still recite the prepositions you memorized from last week's lesson to your teacher before going on with this lesson.

Prepositions are words that are found at the beginning of prepositional phrases. Prepositional phrases are phrases that begin with a preposition and end with an object of the preposition.

- Over the cloud
- During the service

Prepositional phrases are especially good to use in writing at the beginning of sentences—as sentence openers.

In order to use prepositional phrase openers well, you need to learn these punctuation rules for them:

1. If a prepositional phrase opener contains fewer than five words, a comma is not needed unless you hear a definite pause or it is absolutely needed to make the subject clear such as in the following:
  - a. In the house of Megan, Jill worked diligently. (Without the comma there, it is difficult to see whether the person who owned the house is Megan or Megan Jill. Technically, this sentence should be totally reordered for readability.)
  - b. After that, workers began working diligently. (Without the comma there, it is difficult to see whether the sentence should read After that workers or After that.)
2. If a prepositional phrase opener consists of five words or more, a comma should always follow it.
  - a. In our entire earthly lives, we should hunger and thirst for righteousness.
  - b. Throughout our whole Christian walk, we should seek after God.
3. If there are two prepositional phrases in a row as the opener, a comma should always follow the two of them.
  - a. (In the name) (of the Lord) , we come.
  - b. (From the rising) (of the sun) , we should seek the Lord .

**Teacher Tip:** One of the reasons it is so crucial for students to learn prepositions well, is that the subject of the sentence is not found in a prepositional phrase. If students can recognize and isolate the prepositional phrases in sentences, they can more easily find the subjects of the sentences.



## Grammar Card: Preposition (Abbreviated: PREP)

- Shows the position of one word to another
- A word is a preposition if it fits into one of two **Preposition-Check Sentences**:

–The girl prayed \_\_\_\_\_ the service.  
–The angel flew \_\_\_\_\_ the clouds.

- The following words are prepositions, as they fit into one of the Preposition-Check Sentences:

–The angel flew **about** the clouds.  
–The angel flew **around** the clouds.  
–The girl prayed **at** the service.  
–The girl prayed **before** the service.

- List of prepositions:

aboard	aside from	except	off	through
about	aside of	except for	off of	throughout
above	at	excepting	on	till
according to	atop	following	onto	to
across	because of	for	on top of	toward
after	before	from	onward	under
against	behind	in	opposite	underneath
along	below	in addition to	opposite of	unlike
along with	beneath	in back of	out	until
amid	beside	in case of	out of	up
amidst	between	in front of	outside	upon
among	beyond	in place of	over	up to
amongst	but*	inside	past	via
apart	by	in spite of	per	with
apart from	by means of	instead of	regarding	within
around	concerning	into	round	without
as	despite	like	since*	with regard to
as for	down	near	than*	with respect to
aside	during	next to	then*	

\*Each of these words may be a subordinator (if it has a verb within the group of words following it) or prepositions (if it has an object following it).

Some grammar programs call words that look like prepositions but are used as other parts of speech particles. CQLA usually calls them what they are being used by, but a large group of non-prepositions (called particles) makes it easier for students in some ways.

To avoid confusing **prepositions** with **particles**, test by moving the word (*up*) and words following it to the front of the sentence:

- A. *Up* at end of word:

When you finish, be sure to hand up.  
Up when you finish, be sure to. (*Up* is a particle used as an adverb here.)

- B. *By* in the middle:

He came by the office in a big hurry.  
By the office, he came in a big hurry. (*By* is a preposition here.)

- C. *By* in the middle:

He came by his fortune honestly.  
By he came his fortune honestly. (*By* is a particle used as adverb.)

- D. *Up* near the end:

She turned up that street.  
Up that street, she turned. (*Up* is used as a preposition here.)

- E. *Down* near the end:

Judy lived down the street.  
Down the street, Judy lived. (*Down* is used as a preposition here.)

- F. *Down* at the end of a sentence:

We thought we would never live that down.  
Down we thought we would never live that. (*Down* is a particle used as an adverb here.)

🔑 Go by the sound of your voice when you read the opener. If your voice goes down, you probably need a comma following the PP opener: In the event of a fire, leave the building from the back exits. Remember, the main subject of the sentence is not in a prepositional phrase.

↔ 13d. Study the Grammar Cards about prepositions and prepositional phrase openers provided in this lesson.

↔ 13e. **Optional:** Make Grammar Cards about prepositions and prepositional phrase openers, or add new information to existing cards.

↔ 13f. In the sentences provided, place commas following the prepositional openers according to the rules learned this week.

1. In both the physical and spiritual worlds hunger and thirst are normal signs.
2. During mealtime a child will not be hungry for his meal if he has filled himself with cookies beforehand.
3. In learning Bible facts without applying them a person can become spiritually obese.
4. Beyond the sacred page I seek Thee, Lord.
5. During times of hungering for righteousness God will satisfy our needs.
6. In the land of Palestine hunger and thirst were frequent and vivid experiences.
7. In the hot, dry climate few things were more precious than water.
8. Within Adam Clarke a deep, spiritual hunger awakened.
9. In the digestive process the role of each compartment illustrates a significant function of meditation on Scripture.
10. In England God-fearing families desired to establish a government based on the principles of Scripture.
11. In order to keep appetite under the control of hunger we need to learn to calculate normal body weights.
12. In order to prepare a Hebrew child for clean and wholesome foods the parent would touch those foods to the infant's palate.
13. From nurture we get the words nurse and nutrition.
14. In learning that the walls of Jerusalem had been destroyed Nehemiah's heart was broken.
15. From Nehemiah chapters one and two we learn how God accomplishes His mighty work through those who hunger and thirst for righteousness.
16. With his heart still gratified by God's blessing he enthusiastically told the people how God was providing the opportunity to rebuild the city.

17. With the liberty God had given him to achieve his vision Nehemiah was fulfilled.
18. Unto Thee do I cry.
19. In terms of the extreme thirst of a deer after a time of fleeing from danger this expression pictures David's inner desire for God.
20. With my whole heart have I sought Thee.

Help Box for 13a.

You should have highlighted the following words:

- |               |                 |                   |
|---------------|-----------------|-------------------|
| 1. In (the)   | 2. in (deep)    | 3. as (a)         |
| 4. in (the)   | 5. in (Germany) | 6. of (sin)       |
| 7. with (God) | 8. by (his)     | 9. into (despair) |

Help Box for 13b.

You should have placed ( ) around the following prepositional phrases

- |                        |                           |                 |
|------------------------|---------------------------|-----------------|
| 1. In the early 1500's | 2. in deep searching      | 3. as a monk    |
| 4. in the state church | 5. in Germany             | 6. of sin       |
| 7. with God            | 8. by his religious order | 9. into despair |

**Teacher Tip** If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week's **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

## 14. Grammar: Weekly Quizzes

<> **14a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

**Note:** Complete any portion of the shaded parts that you are able to at this time. Eventually, you will learn all the parts of speech.

<> **14b.** Do the Weekly Review Quiz provided after this week's lesson.

## 15. Spelling: Spelling Test

<> **15a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **15b.** (T) Have your teacher check your Spelling Test.

<> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

**Teacher Tip:** Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying “pause” when your student should put a comma in and “stop” when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read—as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

**Note:** In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

## 16. Dictation: Dictation Quiz

- <> **16a.** (T) In your notebook, take dictation from this week's passage.
- <> **16b.** (T) Review your dictation with your teacher.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 17. Composition: Write Final Copy Informative Report From Key Word Outline

- <> **17a.** Write the final copy of your report in your notebook (using every line), or type it on the computer.
- <> **17b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report after you completed the Checklist Challenge?

## Optional: Extra Practice

- 1E. In your notebook, write fifteen sentences with proper nouns. Use information from a character book.
- 2E. In your notebook, take notes about monks.
- 3E. In your notebook, write a paragraph(s) about monks, using your notes from this lesson.
- 4E. Edit and revise your paragraph from this lesson, using this week's Checklist Challenge.
- 5E. In your notebook, write twenty-five soft and hard *c* words.
- 6E. Read a book about salt.
- 7E. Find ten sentences with proper nouns in a character book and write them in your notebook.
- 8E. Write a book report on the book you read about salt. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 9E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.



# Checklist Challenge Red 6-B: Week Two

Character Focus: Thoroughness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

All **All Levels**

E's **Extensions**

B **Basic Level only**

FE **Further Extension only**

E **Extension only**

All  All  All  FE

Read your report to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

☞ **Focus on content errors at this time.**

All  All  All  FE

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed. Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All  All  All  FE

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All  All  All  FE

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All  All  All  FE

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. (or place a check mark in each one that represents a paragraph with no Banned Words).

**Banned Word List:**

very	big	really	good	great
fine	say	bad	little	want
see	look	ask	lot	find

like (Only when used as a verb; not a Banned Word as a preposition.)

☞ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

E's  E's  E's  FE

Highlight one weak existing adverb in each paragraph. Remove each of these adverbs, and change the word each one modifies to a **stronger word** so that the adverb you have highlighted is no longer needed. If you do not have any unnecessary adverbs, just highlight the check box(es) as directed by your teacher.

Examples:

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
softly spoke	whispered	stood tall	straightened
joyfully said	exclaimed	surprisingly found	discovered
very fast	rapidly	looked closely	peered
studied deeply	investigated	very nice	gentle
sat back	reclined	walked slowly	sauntered

☞ **Some professional writers consider adverbs to be “inefficient tools of the weak mind.” Adverbs can be useful, especially those telling *how* or *when* something is done. However, strong verbs are even more helpful than adverbs. Careful writers eliminate much adverb use--and give their writing more forward motion--as strong verbs are utilized.**

All  All  All  FE

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
mEEK	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

☞ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All

Add a sentence to the beginning of your report that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

☞ **Tips:**

- **Write a sentence that describes your report without telling the reader exactly what it is about.**
- **Do not say: *In this report you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* report.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your report's subject.**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the “**thesis statement reloaded**” and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.**

All

Add a **transition sentence** to the beginning of the second paragraph or at end of the first paragraph. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **First**, they set snares and traps for their victims.
- **After that**, there is no way for the creature to get loose.

☞ **Be sure your transition sentence takes the reader smoothly from the first paragraph to the body of your paper.**

All

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: **Martin the Monk**
- Something bold: **No Indulgences**
- A song title or line: **Nothing But the Blood of Jesus**
- A Scripture: **By Faith, Not By Works, or Lest Any Man Should Boast**
- Something Biblical: **Whosoever Believeth**
- Something about character: **Thoroughly Saved**
- Other: **Faith Alone or Final Authority**

☞ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant. substitute *retorted* the next time.

☞ **Do not change insignificant words such as *was, it, and, etc.***

All

All

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.

- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

☞ **Follow the opener with a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause.**

All All

Add one 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's

Add one set of **triple adjectives** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- The **crafty, ingenious, and creative** spider knows just how to capture its meal.

☞ **Triple adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct.**

☞ **Separate items in a series with commas with the final comma before the *and*.**

All FE

Use **one of this month's vocabulary words** in your composition (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

All FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **A word you have never used in writing might be one you use in speaking but not in your compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

FE FE FE FE

Combine two sentences (or one sentence and one [or more] phrase/clause) into one complete sentence using the **conciseness technique** of your choice. If you have already done these, highlight the check box(es) as directed by your teacher.

Examples:

• **Appositive:**

Two sentences: A spider's web is an intricate trap. It seldom releases its victims.  
One sentence: A spider's web, **an intricate trap**, seldom releases its victims.

• **Compound verbs:**

Two sentences: It traps its victims. It ensnares its victims.  
One sentence: It **traps and ensnares** its victims.

• **Subordinate clause placement:**

Two sentences: The spider secures the center of the bridge with a vertical silk strand.  
Then it constructs a frame.

One sentence: **Once the spider secures the center of the bridge with a vertical strand**, it constructs a frame.



• **Another non-essential opener:**

Two sentences: They are far more subtle in their methods. They act via traps and snares to put their victims in challenging positions.

One sentence: **Subtle in their methods**, they act via traps and snares to put their victims in challenging positions.

• **Prepositional phrase placement:**

Two sentences: Orb webs are the ones seen by people most often. They are created by two families of spiders.

One sentence: Orb webs, **which people see most often**, are created by two families of spiders.

• **Conjunctive adverb:**

Two sentences: A spider sits patiently in the center of the web. It waits for its victim.

One sentence: A spider waits for its victim; **moreover**, it sits patiently in the center of its web.

• **Dash preceding clause or phrase:**

Two sentences: Some predators do not catch their prey by assailing them directly. They are far more subtle in their methods.

One sentence: Some predators do not catch their prey by assailing them directly--**they are far more subtle in their methods**.

• **Coordinating conjunction between two complete sentences:**

Two sentences: Each of the twenty-five families of spiders has its own design for a web. Orb webs are the ones most often seen by people.

One sentence: Each of the twenty-five families of spiders has its own design for a web, **but** orb webs are the ones most often seen by people.

• **Semicolon between two complete sentences:**

Two sentences: Spiders create intricate webs. Victims seldom escape from them.

One sentence: Spiders create intricate webs; **victims seldom escape from them**.

• **Colon usage:**

Two sentences: There are two crafty predators. These include the spider and the Venus' fly trap.

One sentence: There are two crafty predators: **the spider and the Venus' fly trap**.

⇒ **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

FE

Add an **alliteration** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- The sneaky, subtle spider seldom skips supper!

⇒ **Alliteration is a technique in which two or more words in a sentence begin with the same sound.**

B,E B,E

Combine two complete sentences with either a **coordinating conjunction** (cc) or a **semicolon** at least once. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- A web is an intricate trap, **for** it seldom allows a prey to escape.
- A web is an intricate trap; **it** seldom allows a prey to escape.

E

Add one **appositive** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- The Venus' flytrap, **a plant that catches and eats bugs and flies**, provides another example of entrapment.

🔑 **Set off an appositive with commas unless it is a one-word name.**

FE  FE  FE  FE

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

🔑 **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

All  All  All  FE

**Edit each paragraph** with your teacher, and correct any **usage or spelling errors**.

# Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one loud.</li> <li>Try to spell the word aloud with out looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
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50. \_\_\_\_\_

## Conjunctive Adverbs

One Minute

1. \_\_\_\_\_
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## Interjection Rhyme

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

### Subordinators

Two Minutes or Three Minutes

1. \_\_\_\_\_
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28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

### Coordinating Conjunctions

(FANBOYS)

Thirty Seconds

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### BHL Verbs

Two Minutes

Be a Helper, Link Verbs,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_, & \_\_\_\_\_,  
 are ones.  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_ --- they are fun  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, &  
 \_\_\_\_\_  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 --- they are some as well,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_

### First Subordinators Learned

in Rhyme

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Vocabulary and Comprehension

1. What years did Martin Luther search? \_\_\_\_\_
2. What do the two adjectives, *sharp* and *obvious* mean?
  - a. sharp - \_\_\_\_\_
  - b. obvious - \_\_\_\_\_
3. Write six adjectives (**Extensions:** Write eight) that may be used to describe Martin Luther.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  - f. \_\_\_\_\_
  - g. \_\_\_\_\_
  - h. \_\_\_\_\_

## II. Spelling and Homophones

4. Write two of this week's spelling words for each of the sounds of *c* listed:
  - a. *ce*
    - 1) \_\_\_\_\_
    - 2) \_\_\_\_\_
  - b. *ci*
    - 1) \_\_\_\_\_
    - 2) \_\_\_\_\_
  - c. *ck*
    - 1) \_\_\_\_\_
    - 2) \_\_\_\_\_
  - d. *c + other consonant*
    - 1) \_\_\_\_\_
    - 2) \_\_\_\_\_
  - d. *c + a, o, or u*
    - 1) \_\_\_\_\_
    - 2) \_\_\_\_\_

## III. Outlining and Write On

5. In writing about subjects of which you are not knowledgeable, you want to be sure to write those words in your outline—both so that you have exactly the word you want and so that you have the correct spelling of the word. Write four technical words on the lines provided that you want to be sure to include when outlining from this week's passage.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

6. Match the words simile and metaphor with their definitions and samples.

Simile

\_\_\_\_\_  
\_\_\_\_\_

Metaphor

\_\_\_\_\_  
\_\_\_\_\_

- a. Comparison not using the word *like* or *as*
- b. We should be like a deer rising up on our hind feet.
- c. We are the sheep of His pasture.
- d. Comparison using the word *like* or *as*.

7. Write one of your metaphors/similes from Scripture on the lines provided.

\_\_\_\_\_  
\_\_\_\_\_

#### IV. Grammar and Usage

8. List the four questions that adjectives answer/describe.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

9. The best kinds of adjectives to use are those that tell \_\_\_\_\_.

10. **Extensions:** Put a comma between two adjectives when you can do one of the following:

- a. The two adjectives can be put in \_\_\_\_\_ and the sentence still makes sense.
- b. The word \_\_\_\_\_ can be put between the two adjectives and the sentence still makes sense.

11. You should never put a comma between an \_\_\_\_\_ and the \_\_\_\_\_ it is describing.

12. Follow a prepositional phrase with a comma if...(highlight the two statements that are true):

- a. The PP opener is three words or longer.
- b. The PP opener is five words or longer.
- c. You hear a definite pause.

13. Write ten (**Extensions:** Write twenty) prepositions that are related to a base preposition.

- |          |          |          |
|----------|----------|----------|
| a. _____ | b. _____ | c. _____ |
| d. _____ | e. _____ | f. _____ |
| g. _____ | h. _____ | i. _____ |
| j. _____ | k. _____ | l. _____ |
| m. _____ | n. _____ | o. _____ |
| p. _____ | q. _____ | r. _____ |
| s. _____ | t. _____ |          |

## V. Editing and Revising

14. List two possible titles for your essay this week.

a. \_\_\_\_\_

b. \_\_\_\_\_

15. Write two sets of double or triple adjectives that you could use in this week's essay—along with a noun that they describe.

a. \_\_\_\_\_

b. \_\_\_\_\_



# Red 6-B: Week Three

Character Focus: Thoroughness

## Vocabulary Box

One who is thorough is often--*adjectives*

absolute	all-inclusive	assiduous
conscientious	definitive	efficient
explicit	fastidious	intentional
laborious	methodical	meticulous
painstaking		

## Vocabulary Box

One who is not thorough is often--*adjectives*

apathetic	inadvertent	inconsiderate
indifferent	insufficient	irresponsible
imprudent	mediocre	negligent
nonchalant	lackadaisical	

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

God judged Sodom and Gomorrah for their wickedness and lack of godly people. When Lot came into Sodom, he was a "just" and "righteous" man. However, he failed to influence the city and most of his family.

Extensions

Rather than affecting the city for godliness, he allowed the city to affect his family for ungodliness. When Lot and his family departed, his wife looked back and was transformed into a pillar of salt. This was a symbol of the spiritual impact that the family should have exuded in the wicked city.

<> **1a.** Read this week's passage aloud.

Just as Lot and his family should have influenced their city, Christians today should influence our cities.

<> **1b.** In the last paragraph of the passage, highlight the following words:

1. departed
2. transformed
3. exuded

<> **1c.** Look up these words in the dictionary. On the lines provided, write their definitions in your own words.

Definition of *departed*

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Further Study: Read from the *Men's Manual*, Volume II about lukewarmness.

Definition of *transformed*

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---

Definition of *exuded*

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<> **1d.** On the lines provided, rewrite the two sentences containing these words. In your sentences, substitute synonyms for the words you defined.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<> **1e.** From the shaded Vocabulary Box, choose three words that describe one who is not thorough, and write them on the lines provided.

1. \_\_\_\_\_ 3. \_\_\_\_\_

2. \_\_\_\_\_

<> **1f.** On the lines provided, write two sentences about how Lot's *savor* diminished. In your sentences, use two of the vocabulary words you listed.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Teacher Tip:** Unless your student already knows the meanings of the words he is asked to look up, do not let him skip the dictionary work. He needs to understand any difficult terminology in the passage before he can write an essay from it or learn grammar from it.

**Optional Penmanship Practice**

But God forbid that I should glory, save in the cross of our Lord Jesus Christ; by whom the world is crucified unto me, and I unto the world.

Galatians 6: 14

**Character Focus:** Most of the great American colleges were started as a place to train pastors and church leaders. Now they are secular places. The leaders slowly allowed compromise into their school.

**Optional Penmanship Practice**

And whatsoever ye do, do it heartily, as to the Lord, and not unto men.

Colossians 3:23

**Character Focus:** The world tells us to be moderate in what we do, but God wants us to be totally sold out to Him.

↔ **1g.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

\_\_\_\_\_

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

\_\_\_\_\_

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

\_\_\_\_\_

\_\_\_\_\_

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

\_\_\_\_\_

\_\_\_\_\_

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

(9) Write a sentence using this DD word on the lines provided.

\_\_\_\_\_

\_\_\_\_\_

↔ **1h. Extensions:** Write a sentence about the character quality for this month using this DD word.

\_\_\_\_\_

\_\_\_\_\_

<> **1i. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Unfortunately, when Lot and his family departed, his wife looked back and was transformed into a pillar of salt.

Adverb phrase/clause opener

**Teacher Tip:** Remind your student that this week's words have the original spellings of the roots and the suffixes when joined together. In other lessons, he will learn how to add suffixes to words that do not retain their original spellings.

<> **1j.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1k.** (T) Review your copy with your teacher, and correct any errors.

**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 (i.e., *work—working, hope—hoped, bar—bars*).

## 2. Spelling/Structural Analysis: Sounds of *ch*

**Examples: chum, Christ, chivalry**

<> **2a.** In the sentence following 1a., highlight the word *Christians*.

*Ch* is a very versatile letter combination! *Ch* is a spelling combination known as a digraph, along with *sh*, *wh*, and *th*.

A digraph is different than a consonant blend in that the letters do not actually blend their original sounds together, but together they make a completely new sound.

*Ch* has a few sounds, such as:

1. *k* as in Christian
2. *ch* as in chief (or choo choo)
3. *sh* as in chute

Oftentimes it is difficult to remember the following:

1. Whether you spell *ch* words that sound like *sh* with:
  - a. *ch*
  - b. *sh*
2. Whether you spell *ch* words that sound like *k* with:
  - a. *c*
  - b. *k*
  - c. *ch*

Once again, the best way to remember how to spell words is to write often and read even more often!

Write any **Review Words** that your teacher gives you on the lines provided.

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<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

**Character Focus:** We are free from the bondage of sin because of what Christ did on the cross, but sin still wants to be able to get in and affect our lives.

- ↔ **2c.** Add this week's new words (minus the **Optional Words**) to pages 18 of your *Spelling Notebook*.
- ↔ **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.
- ↔ **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.
- ↔ **2f. Optional:** In your notebook, write six sentences using six of the spelling words.

Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. chafe	chafe	_____	ch as in choo-choo	_____
2. chisel	chis-el	_____		_____
3. archery	ar-cher-y	_____		_____
4. character	char-ac-ter	_____		_____
5. treachery	treach-er-y	_____		_____
6. charades	cha-rades	_____		_____
7. chemistry	chem-is-try	_____		_____
8. chaotic	cha-ot-ic	_____		_____
9. orchid	or-chid	_____		_____
10. chloride	chlo-ride	_____		_____
11. mechanic	me-chan-ic	_____		_____
12. Christian	Chris-tian	_____		_____
13. chastity	chas-ti-ty	_____		_____
14. chocolate	choc-o-late	_____		_____
15. Christianity	Chris-ti-an-i-ty	_____		_____
16. chronic*	chron-ic	_____		_____

**\*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
<b>Extensions</b>				
17. chronology*	chro-nol-o-gy	_____		_____
18. chic*	chic	_____	Pronounced <i>sheek</i> ; means fashionable	_____
19. sheik*	sheik	_____	Pronounced <i>sheek</i> also; Arabic word meaning "Old man"	_____
<b>Further Extension</b>				
20. chrysalis*	chrys-a-lis	_____		_____
21. chamois*	cham-ois	_____	Pronounced <i>sham-mee</i>	_____
<b>Optional</b>				
22. apathetic	ap-a-thet-ic	_____		_____
23. nonchalant	non-cha-lant	_____		_____
24. lackadaisical	lack-a-dai-si-cal	_____		_____
25. inadvertent	in-ad-vert-ent	_____		_____

**\*Commonly Misspelled**

**\*\*Note: You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.**

### 3. Editor Duty: Correct Given Paragraphs

#### Adjectives and Prepositional Phrases

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the second paragraph, highlight the two-word adjective, and put a hyphen between the two words, if you have not already done so.

#### Optional Penmanship Practice

Teaching us that, denying ungodliness and worldly lusts, we should live soberly, righteously, and godly, in this present world.

Titus 2:12

The process of osmosis can also be very destructive. A fish living in salt water, for example, loses water continually out of its bloodstream. The concentration of salt in the blood is only about 1 percent while the concentration of salt in normal sea water is almost 3 percent. Because osmosis cause water to flow from the lower concentration to the higher concentration the osmotic pressure draws water out of the fish and into the ocean

To compensate for this lose of water the fish must drink large amounts of water. The only water ocean dwelling fish can drink however is salt water. Drinking large amounts of salt water causes salt to build up in the bloodstream. This salt must than be removed from the body to maintain a proper balance of salt

Fish that live in fresh water have a different problem. They're blood contain more salt then the water in which they live. Osmotic pressure forces water into the bloodstream of freshwater fish. This mean that freshwater fish never has to drink water

### 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |               |           |
|---------------|-----------|
| 1. chafe      | chaffe    |
| 2. chissel    | chisel    |
| 3. archery    | archary   |
| 4. charracter | character |
| 5. treachery  | trechery  |
| 6. charades   | sharades  |

Further Study: Research the kidneys and ways people with damaged kidneys are treated.

#### Optional Penmanship Practice

Dearly beloved, I beseech you as strangers and pilgrims, abstain from fleshly lusts, which war against the soul.

I Peter 2: 11



**Optional Penmanship Practice**

...He that soweth to his flesh shall of the flesh reap corruption...

Galatians 6:8

- |                   |              |
|-------------------|--------------|
| 7. chemastry      | chemistry    |
| 8. chaotic        | caotic       |
| 9. orkid          | orchid       |
| 10. chloride      | cloride      |
| 11. mechanick     | mechanic     |
| 12. Christian     | Christin     |
| 13. chastitee     | chastity     |
| 14. chocolate     | chocolit     |
| 15. Christiannity | Christianity |
| 16. chronic       | cronic       |

**Further Study:** Read the book of Judges and make a timeline of the book.

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- |                |           |
|----------------|-----------|
| 17. chronology | cronology |
| 18. chic       | chec      |
| 19. sheek      | sheik     |

**Character Focus:** Without salt, the body can not protect itself, and it would die.

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- |              |           |
|--------------|-----------|
| 20. krisalis | chrysalis |
| 21. shammy   | chamois   |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- |                  |               |
|------------------|---------------|
| 22. apathetic    | apathetick    |
| 23. nonchalent   | nonchalant    |
| 24. lackadasical | lackadaisical |
| 25. inadvertent  | inadvertant   |

**Further Study:** Read the story of Samson in Judges, and identify the ways Samson gave into sin.

<> **4e.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

## Overview of Historical Dialogue Essay

Earlier in this book, you learned about quotation marks. In this essay, you will be writing a dialogue. A dialogue is a conversation between two or more people.

Quotation marks show when someone begins speaking and when he is finished speaking. Speech tags name the speaker. You will be using quotation marks, speech tags, and dialogue in your essay this week.

### I. TOPIC OF REPORT

You will be writing a dialogue essay. A dialogue essay, in this case, will be much like a story. However, this will be a unique story because **you will have two people “dialoguing” about their time or contribution to history.**

You will **choose two people** (from the list below or of your own choosing) that you will write a dialogue between. This dialogue will be the **two of them sharing with each other about their time period, troubles, or contributions.**

- A. Presidents Lincoln and Reagan
- B. Johannes Gutenberg and Charles Dickens
- C. William Tyndale and St. Jerome
- D. Generals MacArthur and Grant
- E. Florence Nightingale and Mother Theresa
- F. Henry Ford and John Deere
- G. Samuel Morse and Alexander Graham Bell
- H. Isaac Newton and Albert Einstein
- I. David Livingstone and Elizabeth Elliot
- J. Eric Liddell and Tim Tebow
- K. Queen Elisabeth I and Queen Elisabeth II

**Note:** You may choose two people who have related time periods, conflicts, scenarios, etc., or your people may be completely unrelated.

**Note** also that they do not have to be from the same time period.

### II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT\*

- A. **Basic** students will write **8 + paragraphs** for the body (P'soB).

**Note:** This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lesson is assigned and detailed throughout the week(s).

- B. **Extensions** students will write **10+ paragraphs** for the body (P'soB).

### III. PARAGRAPH VS SENTENCE COUNTS

The paragraphs assigned here are the minimum that you should plan to write. Since some of your paragraphs may only contain a sentence or two, you should write more paragraphs than the number assigned -- **and count total number of sentences rather than paragraphs when creating your dialogue.** So, **instead of paragraphs, count your sentences:**

**Basic: 60-80 sentences**

**Extensions: 80-100 sentences**

### IV. OPENING PARAGRAPH

**All** students **will** write an opening paragraph.

### V. CLOSING PARAGRAPH

**All** students **will** write a closing paragraph.

### VI. SOURCES

You will **not** cite sources for this essay, but you will use sources to get information about your inventors and their inventions for your dialogue.

### VII. QUOTATIONS IN YOUR REPORT

**All** students **will** include **direct quotations via dialogue.** You will be given instructions on how to do this within the writing lesson over the next two weeks.

### VIII. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. Creating a **characteristics list**
- B. **Dialogue** skills
- C. **Research** (without formal citation)

### Opening Paragraphs

Remember, opening paragraphs catch the attention of the reader. Be sure yours is interesting and appealing—causing the reader to want to read the entire essay.

### Closing Paragraphs

Closing paragraphs leave your reader with a certain feeling—like the essay ended on a good, long-lasting note or with a thud. Make your closing sing!

**Teacher Tip:** If taking notes from other sources is difficult for your Level B student, encourage him to use his Key Word Outline skills. Just have him pick out paragraphs that contain the information he would like to use and then make a Key Word Outline from those paragraphs. Be sure he only uses the sentences that are pertinent to his topic.

**Teacher Tip:** Writing an outline for an original paragraph is more difficult for many students than writing a Key Word Outline. Walk your student through this process by having him say out loud the information he thinks he would like to have in his opening paragraph and make a sort of Key Word Outline from the information in his brain!

## 5. Study Skills/Notetaking: Research and Historical People's Box for a Dialogue Essay

↔ **5a.** Read the Sample Outline and Sample Dialogue Essay provided in this lesson.

↔ **5b.** Choose your people, considering some of the information provided below:

1. Consider writing about one of the following:

- a. Two people who were in the same or similar positions in different time periods, such as an early president and later president or early astronaut and later astronaut.
- b. Two people whom you have studied in history, health, or science class
- c. Two people who were faced with similar problems--two generals from two wars, etc.

2. Look for ideas everywhere! Writing ideas (for this assignment as well as for any writing you might do) are just screaming out to you -- if you keep your eyes and ears open. For example, the sample essay/story provided in this week's lesson was inspired by a history television program. Watch and listen to everything through your "writing eyes and ears."

↔ **5c.** Follow the steps below to learn about the two inventors that you chose for your essay:

1. Search online or in a print book for information about your two people.
2. Focus on one problem, situation, success, etc., per person—even if he or she had many accomplishments to his name.
3. You may choose two people from different time periods, the same time periods, etc.
4. You may choose similar people or completely different people.
5. Be creative! Just be sure that you keep some of the following in the forefront of your mind during the research process:
  - a. *I am going to have these two people talking back and forth with each other in a sort of "back to the future" type of scenario.*
  - b. *What would these two tell each other?*
  - c. *What would the one want to know about the other? etc.*
6. Jot down notes in the Person Characteristics Box about your two characters information that you find while researching reputable online sites or other factual books. Be sure to include pertinent information, such as dates, places, full name, impact of the individual, time of the event, success, problem encountered, what else was going on in terms of that person at that time, etc., so you will not have to look up the information again.

## Student Sample Dialogue Outline

### **Topic 1: Introduction**

Sentence 1: Introduction Tyndale  
Sentence 2: Shakes,  
Sentence 3: Jerome started Bible translating?  
Sentence 4: Jerome disagrees, shaking hands  
Sentence 5: **J**--Jews started it with Septuagint

### **Topic 2: First full translation**

Sentence 1: Tyndale agree  
Sentence 2: **T**--Jerome translated the first whole Bible  
Sentence 3: **T**--Others followed  
Sentence 4: **J**--I had help

### **Topic 3: Why translate Vulgate?**

Sentence 1: **J**--Believed Bible should be in language of people  
Sentence 2: **T**--Latin not the language of the people  
Sentence 3: **T**--Latin = powerful people  
Sentence 4: Jerome disagreed  
Sentence 5: **J**--New Testament first written, most people spoke Greek  
Sentence 6: **J**--Old Testament already in Greek, so whole Bible in Greek  
Sentence 7: **J**--Things changed  
Sentence 8: **J**--Latin became the common tongue  
Sentence 9: So translated Bible into vernacular

### **Topic 4: Vernacular**

Sentence 1: **T**--What does vernacular mean?  
Sentence 2: **J**--Vernacular means common tongue  
Sentence 3: **J**--Not the language of the educated only  
Sentence 4: **T**--That's why it's called Vulgate  
Sentence 5: **J**--Vulgate meant to be read aloud in churches so common people could hear God's Word  
Sentence 6: **J**--was this for a while

### **Topic 5: New vernaculars**

Sentence 1: **J**--Times changed  
Sentence 2: **T**--People started speaking other languages  
Sentence 3: **T**--Church refused to allow Bible to translate  
Sentence 4: **T**--Some like Wycliffe defied them  
Sentence 5: **J**--But translated it anyway?  
Sentence 6: **T**--Luther into German, others into French and other languages  
Sentence 7: **T**--Translated it into English  
Sentence 8: **T**--People opposed it

### **Topic 6: Price for translating**

Sentence 1: **T**--Might die for translation  
Sentence 2: **J**--Many people have died for the Word of God  
Sentence 3: **J**--Not first or last  
Sentence 4: **J**--Important is that God's Word is spread

Notice how the author put the person's initial, colon, their notes for that sentence each time a person was going to be speaking. This alerted the writer to start a new paragraph each time he saw that.

### Student Sample Dialogue Essay

"Hello! I'm William Tyndale," the disheveled Englishman said in a smooth accent. He extended his hand to the robed monk sitting across the table from him. "So you're the one who started this whole Bible translation thing?"

"Not really," the elderly gentleman replied calmly, shaking the outstretched hand. "That honor goes to the Jews who translated the Old Testament into Greek and gave us the Septuagint."

"Yes," Tyndale agreed, "but you certainly played a huge part. You were the first to translate the whole Bible! You opened the door for the rest of us."

"Almost all of it," Jerome corrected. "I had some help with parts of it, but we all believed people needed to be able to read the Bible for themselves."

"But you translated it into Latin," Tyndale countered. "Only the powerful read Latin."

Jerome signed slightly, "Not when I translated the version they now call the Vulgate. You see," he ran his hand reverently over the Bible opened between them, "when the New Testament was first written, most people---at least most people who could read---could read and speak Greek, which was the language the apostles wrote in. The Old Testament had already been translated into Greek generations before, so the entirety of the Bible was in the language of the common people. But then things changed."

He looked Tyndale in the eye as he spoke, "People stopped speaking Greek, and Latin became the common tongue. Even when the Bible was read aloud, few could understand it, so the Pope at the time commissioned me to translate the Bible into the vernacular."

"The vernacular?" Tyndale asked.

"Yes," Jerome explained. "The vernacular or language of the common, vulgar people. Not just in the sophisticated language of the well-educated."

"Which explains why it was called the Vulgate," Tyndale guessed.

"Yes," Jerome agreed. "It was supposed to be available to the clergy to read aloud in the churches, so all could understand the Word of God. And for many years it was. But, as you know, times changed again."

Tyndale nodded knowingly, "Yes, the common people stopped speaking Latin and started speaking languages like English, German, and French. But the church refused to allow the Bible to be translated into these languages. Though some, like Wycliffe defied them."

"But people like you translated the Bible into the new vernaculars anyway?" Jerome probed.

"Yes, Martin Luther started the translation into German; other brothers in our reformation translated the Bible into French and soon many other languages. I completed the first whole translation into English myself."

"People in power, even in the church, oppose us though. I fear I may pay for my translation with my life," he finished solemnly.

"Many great saints have paid for spreading the Word of God with their lives," Jerome concluded. "You will not be the first or the last. The important part is that the Word of God is spread throughout the world."

**Characteristics List Box**

**Person #1:** \_\_\_\_\_

**Person #2:** \_\_\_\_\_

Full name: \_\_\_\_\_

Full name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Death: \_\_\_\_\_

Death: \_\_\_\_\_

Situation, success, time, event I will write about:

Situation, success, time, event I will write about:

\_\_\_\_\_

\_\_\_\_\_

Date of the situation, success, time, event:

Date of the situation, success, time, event:

\_\_\_\_\_

\_\_\_\_\_

Location: \_\_\_\_\_

Location: \_\_\_\_\_

What else was going on?

What else was going on?

\_\_\_\_\_

\_\_\_\_\_

How he/she came to this situation: \_\_\_\_\_

How he/she came to this situation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Circumstances surrounding the situation: \_\_\_\_\_

Circumstances surrounding the situation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other information I will need for the essay I plan to write:

Other information I will need for the essay I plan to write:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Character Focus: Every great Christian work started as someone's desire to serve God. In time a ministry sometimes stops being effective for God.

Further Study: Make a list of the things salt does to the body.

Character Focus: When a Christian gives into sin, the sin takes control of his life.

## 6. Structural Analysis: Plural Nouns

<> 6a. In the first paragraph of the passage, highlight the noun that is plural.

The word *people* is a plural noun.

There are numerous ways to make nouns plural, including the following:

1. Change the spelling of the word entirely.
  - a. woman—**women**
  - b. goose—**geese**
2. Do not change anything in the word.
  - a. sheep—**sheep**
  - b. deer—**deer**
  - c. fish—**fish**
3. Add *es* to words ending in *sh*, *ch*, *x*, or *s*.
  - a. ash—**ashes**
  - b. crutch—**crutches**
  - c. church—**churches**
  - d. kiss—**kisses**
4. Words ending in *y* have their own rules for making plural words.
  - a. When a word ends in a vowel + *y*, just add *s*. Examples:
    - 1) turkey—**turkeys**
    - 2) joy—**joys**
    - 3) monkey—**monkeys**
  - b. When a word ends in a consonant + *y*, change the *y* to *i* then add *es*. Examples:
    - 1) cry—**cries**
    - 2) fly—**flies**
5. Words ending in *o* also have a special set of rules.
  - a. If it ends in a consonant + *o* (and it is not a music-related word), add *es*. Examples:
    - 1) tornado—**tornadoes**
    - 2) potato—**potatoes**
  - b. If it ends in *o* and it is a music-related word, just add *s*. Examples:
    - 1) piano—**pianos**
    - 2) alto—**altos**
    - 3) banjo—**banjos**
    - 4) soprano—**sopranos**
  - c. If it ends in a vowel + *o*, just add *s*. Examples:
    - 1) radio—**radios**
    - 2) video—**videos**
6. When a word ends in *f*, change the *f* to a *v*, then add *es*. Examples:
  - a. half—**halves**
  - b. shelf—**shelves**
  - c. calf—**calves**
  - d. exception: roof—**roofs**
7. If none of the rules you learned apply, just add *s*.
  - a. For example:
    - 1) **one peacemaker**
    - 2) **two peacemakers**
  - b. This is the most common and simplest way to make a word plural.

<> **6b.** (T) Do the following with your teacher:

1. Go around the room, finding an object (such as a chair) and saying its singular form aloud (e.g., “one chair”).
2. Then say the plural form of that object aloud (e.g., “two chairs”).
3. Together decide how it was made plural (by adding only an s).
4. Continue this with other objects in the room.

Note: You or your teacher might want to write the original word and the plural form of that word on the whiteboard.

### Optional Penmanship Practice

But seek ye first the kingdom of God, and his righteousness; and all these things shall be added unto you.

Matthew 6:33

<> **6c.** Make the nouns provided plural according to the rules you have learned this week.

- |                 |                  |
|-----------------|------------------|
| 1. heart _____  | 2. concept _____ |
| 3. deer _____   | 4. church _____  |
| 5. woman _____  | 6. reason _____  |
| 7. branch _____ | 8. rash _____    |
| 9. trial _____  | 10. video _____  |
| 11. man _____   | 12. clutch _____ |
| 13. alto _____  | 14. mouse _____  |
| 15. child _____ |                  |

Further Study: Make a list of things that could make a Christian begin to backslide.

Further Study: Look up the story of John Mark in Acts. Why did John Mark turn back from the journey?

<> **6d. Optional:** Using the plural words from the list provided, write sentences in your notebook.

**Basic Level:** Write fifteen sentences.

**Extension:** Write twenty sentences.

**Further Extension:** Write twenty sentences containing information from a character book.

Further Study: Learn about the founding of the YMCA and how the YMCA has strayed from its original purpose.

#### Help Box for 6a

You should have highlighted the word *people*.

Note: *Family* is usually considered a singular noun since it is a unit or group.

Be sure to take your notes in chronological order—the order in which the events occurred.



Further Study: Read the story of Ananias and Sapphira in Acts 5, and explain how they tried to mix the good and the bad. What were the results of their deceit?

## 7. Dialogue Writing: Quotation Review

You probably remember that a paragraph should have at least three sentences in order to be a paragraph, yet you have probably also noticed instances in which a paragraph only contained a sentence or two—or even just a word or two.

Whenever you are using dialogue (the written conversation of two or more people) or whenever you are quoting people in your writing, begin a new paragraph each time the speaker changes.

When you write dialogue, unlike other writing you do, you should focus on sentences more than paragraphs:

1. Dialogue is comprised of sentences.
2. The paragraph breaks in dialogue are not there to show a unit of thought like most paragraphs are.
3. The paragraphs in dialogue are there to show when a new speaker speaks.
4. Plan for a new paragraph each time the speaker changes, just like the sample did.

If you have ever written quotes in an essay or report, you probably remember the two first quote rules:

1. Periods always go inside closing quotation marks (never on the outside).
2. Commas always go inside closing quotation marks (never on the outside).

<> **7a.** In the Dialogue Box below, highlight the name of each person that is speaking.

### Dialogue Box

“So you invented milk chocolate?” questioned the Olmec. (Paragraph 1)

“No, the Swiss invented that,” replied Hershey. (Paragraph 2)

“Did you invent the chocolate factory?” (Paragraph 3)

“No. Dr. James Baker opened the first American chocolate factory in 1765 in Massachusetts. And in 1852, Domingo Ghiradelli opened a plant in San Francisco.” (Paragraph 4)

The exasperated Indian asked, “So what did you invent?” (Paragraph 5)

1. Paragraph 1, the speaker is the Olmec.
2. Paragraph 2, the speaker is Hershey.
3. No name is given in paragraph 3 (though we know it is Olmec, don't we?).
4. Paragraph 4, no speaker is given, but we know it is Hershey.
5. Paragraph 5, the “exasperated Indian” is talking.

The words that tell who is speaking are called the speech tag.

The speech tags in the paragraphs you studied above include the following:

1. questioned the Olmec
2. replied Hershey
3. The exasperated Indian asked

Do you see how the speech tag tells who is speaking?

Do you see how you can skip the speech tag sometimes if there are only two speakers and you can clearly see who is talking?

You will be using dialogue soon!

To begin with, you should learn just a few dialogue rules:

1. **Each time the speaker changes, a new paragraph is started.**
  - a. This means that **the person switched**.
  - b. Do not change paragraphs if the same person is saying more than one sentence.
  - c. All of **one person's words at that given moment go in one paragraph** (until another person begins speaking).
  - d. When a different speaker talks, a new paragraph is started (even if the "new speaker" spoke earlier).
2. **When a speech tag comes at the beginning of the sentence, do the following:**
  - a. **Start the speech tag with a capital letter** since it is the first word of your sentence.
  - b. Put a comma after it, then begin your quote with a quotation mark-capital letter:  
The exasperated Indian asked, **"So** what did you invent?"
3. **When a speech tag comes at the end of the sentence (following the words that were spoken), do the following:**
  - a. If your quote is a statement, put a comma then quotation mark at the end of it:  
"No, the Swiss invented that," replied Hershey.
  - b. If your quote is a question or exclamation sentence, put that inside the quotation mark (since it is part of your sentence): "So you invented milk chocolate?" questioned the Olmec.
  - c. Start the speech tag with a lower case letter (since it is not a new sentence but part of the sentence you are now writing).

**<> 7b.** Rewrite four (**Extension:** six) of the quoted sentences from the Dialogue Box with speech tags in different positions with different wording, etc.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. **Extension--** \_\_\_\_\_  
\_\_\_\_\_

6. **Extension--** \_\_\_\_\_  
\_\_\_\_\_

**Optional Penmanship Practice**

Love not the world, neither the things that are in the world. If any man love the world, the love of the Father is not in him.

I John 2:15

## 8. Study Skills/Prewriting: Outline Original Paragraphs for Dialogue Essay

↔ 8. Outline your essay following these steps/guidelines:

1. You **will write an opening paragraph later introducing your characters.**
  - a. If you would like to incorporate them meeting each other into this opening paragraph, flip over to the opening paragraph section and write notes for that now, so that when you begin your dialogue part, you will be ready.
  - b. If your opening paragraph will be more factual about the two people and will end with a *Let's tune in as Cyrus McCormick and Thomas Edison meet each other in the small town where Edison invented the electric light bulb just a mere ten years after his invention became widely used*, you may flip over to work on the opening paragraph notes now or wait until later to do so.
2. You **will write a closing paragraph to end your essay.**
  - a. If you would like to incorporate your people parting or ending their dialogue in this paragraph, flip over to the closing paragraph section and write notes for that now, if desired.
  - b. If your closing paragraph will be more factual (i.e. about their influence on the world or some other factual type of ending), you may not desire to write notes for it until later.
3. Each paragraph of your notes will contain at least one sentence, but may contain more than one to fully develop your dialogue (as long as the same person is still speaking).
4. Your dialogue will have two people speaking; however, if you wish to bring in any other characters, you may do so as long as your focus is on the two inventors.
  - a. Be careful about including too many people as the more people you have, the more space you will likely need to write.
  - b. Remember, you are only writing a total of **sixty to one hundred sentences**. (Also, the more people you include, the more challenge the dialogue writing!)
5. Your dialogue will contain two people telling each other about his or her situation. Consider the following:
  - a. Look back in your "Characteristics Box" to see the factual information you have gathered about the two individuals.
  - b. Think about how you can incorporate that into the dialogue.
  - c. Try to think of **creative ways to have your characters speak and/or meet**. For example, have the one reading about the other in a book or have one looking at a picture of the other in a museum display, etc.
6. Take notes in the following way:
  - a. **Plan each paragraph according to who is going to speak and generally what the person will say.** See the sample outline and sample dialogue essay. The letters in the Sample Outline indicate when one of the characters is speaking.
  - b. Each paragraph may contain more than one sentence of dialogue as long as that same person who began that paragraph is still speaking throughout.
  - c. You may write down more information than you need and omit some of later when you are writing.
  - d. You **may or may not use all of the sentence lines** according to your teacher's wishes and the nature of your dialogue.

- e. You will need to re-label or re-number the outlining lines to fit your dialogue.
  - f. Notice how the Sample Outline uses the speaker’s initials to remind the writer who is speaking in each sentence. This also reminds the writer to switch paragraphs when this changes.
7. You want this to be a creative essay, but it is best not to have your people “coming back from the dead” or “speaking from the dead,” etc. No ghosts, please!
- a. Consider how to “get” into that time period--or to get your character into today’s era.
  - b. Just make it an imaginary tale where they meet each other, like an Imagination Station Adventure in Odyssey or an imaginary Time Travel machine, etc.
  - c. For more advanced writers, it could be a young boy’s dream—and he could be part of it too; however, you would have three people involved in your dialogue, so be sure you are up on your quotation use before you tackle that!
  - d. You may also just have them meet with no formal introduction or explanation like the sample does--sort of a “what would these two say to each other if they met” type of essay.

**All--Paragraph One of Body**

Topic of Paragraph 1 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**All--Paragraph Two of Body**

Topic of Paragraph 2 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**All--Paragraph Three of Body**

Topic of Paragraph 3 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**All--Paragraph Four of Body**

Topic of Paragraph 4 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**All--Paragraph Five of Body**

Topic of Paragraph 5 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**All--Paragraph Six of Body**

Topic of Paragraph 6 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**All--Paragraph Seven of Body**

Topic of Paragraph 7 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**All--Paragraph Eight of Body**

Topic of Paragraph 8 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

**All--Paragraph Nine of Body**

Topic of Paragraph 9 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

**All--Paragraph Ten of Body**

Topic of Paragraph 10 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

**All--Paragraph Eleven of Body**

Topic of Paragraph 11 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

**All--Paragraph Twelve of Body**

Topic of Paragraph 12 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**All--Paragraph Thirteen of Body**

Topic of Paragraph 13 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**All--Paragraph Fourteen of Body**

Topic of Paragraph 14 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**All--Paragraph Fifteen of Body**

Topic of Paragraph 15 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**All--Paragraph Sixteen of Body**

Topic of Paragraph 16 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**All--Paragraph Seventeen of Body**

Topic of Paragraph 17 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**All--Paragraph Eighteen of Body**

Topic of Paragraph 18 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**All--Paragraph Nineteen of Body**

Topic of Paragraph 19 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_



## **All--Paragraph Twenty of Body**

Topic of Paragraph 20 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

**Note:** Use notebook paper or the computer if you need more outlining lines. Remember, you may or may not use all of the provided lines, and you may desire to divide them differently, etc.

## **9. Spelling Practice: Six “S” Spelling Secret**

<> **9a.** Take a spelling "pre-test" in your notebook.

<> **9b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **9c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## **10. Composition/Creative Writing: Write an Original Dialogue Essay (Rough Draft of Body)**

<> **10a.** Now you are ready to write a dialogue essay, following these steps:

1. Read the notes you made for the first paragraph of the body of your essay.
2. Number these notes in the order you think they would sound best. Add more information that comes to mind as you are ordering your notes, and mark through anything you do not think you will want to use.
3. Write the first paragraph of the body.

4. Repeat these steps for the remainder of the body of your essay.

5. Write your rough draft on every other line in your notebook.

<> **10b.** Read the body of your essay aloud. Do you like the way it sounds?

## 11. Grammar: Subordinators

<> **11a.** In the second paragraph of the passage, highlight the subordinator *When*.

You probably remember that a subordinate clause is **a group of words that begins with a word called a subordinator and contains a subject and a verb**. A subordinator is a word that qualifies a sentence—it makes a sentence sound incomplete.

<> **11b.** On the lines provided, write as many subordinators as you can remember. (Check your answers with this lesson's Grammar Card.)

- |           |           |
|-----------|-----------|
| 1. _____  | 2. _____  |
| 3. _____  | 4. _____  |
| 5. _____  | 6. _____  |
| 7. _____  | 8. _____  |
| 9. _____  | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |

**There is a Subordinator—Check Sentence that 80%+ of all subordinators fit into!**

\_\_\_\_\_ **he was late for church.**

See how easy this is?


1. **As though** he was late for church . . .
2. **Because** he was late for church . . .
3. **Since** he was late for church . . .
4. **When** he was late for church . . .
5. **Whenever** he was late for church . . .

## Grammar Card: Subordinator


- Words that “leave you hanging” when you read the clauses that they introduce
- **Words that make a clause sound as though something is missing**
- Used to start subordinate clauses (also called dependent clauses)
- Most subordinators fit into the **Subordinator-Check Sentence**:  
\_\_\_\_\_ **he was late for church**
- The first subordinators learned in rhyme by Level A students:  
**Since, When, Although**  
**Because, If, and Though**
- List of subordinators:

although	how	so that	whenever
as	if	than	where
as if	inasmuch	that	wherever
as though	in order that	though	whether
because	just as	unless	while
even	provided	until	which
even though	since	when	why
- Some subordinators are also prepositions:

during	after	inasmuch as	before
until	through	throughout	at
for	by	toward	by
- It is important to recognize subordinators quickly because they are words used to begin subordinate (dependent) clauses; these clauses cannot stand alone and require special punctuation and another sentence to use them.

 **Who, whom, and that** are subordinators that are often used incorrectly. Use *who* or *whom* to refer to a person: The girl *who* wrote the story is here. Use *that* to refer to other objects (not people): The dog *that* bit her is usually gentle.

6. **If** he was late for church . . .
7. **Though** he was late for church . . .
8. **In as much** as he was late for church . . .
9. **While** he was late for church . . .

 **Who, whom, and that** are subordinators that are often used incorrectly. Use *who* or *whom* to refer to a person: The girl *who* wrote the story is here. Use *that* to refer to other objects (not people): The dog *that* bit her is usually gentle.

<> **11c.** Study the Grammar Card about subordinators provided in this lesson.

<> **11d. Optional:** Make a Grammar Card about subordinators or add new information to an existing card.

<> **11e.** (T) Memorize and recite subordinators to your teacher.

**Basic Level:** Recite twenty subordinators.

**Extension:** Recite twenty-five subordinators.

**Further Extension:** Recite thirty subordinators.

## 12. Spelling Practice: Write That Word!

<> **12a.** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

<> **12b.** Complete the following steps for one of the words you listed in 12a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

\_\_\_\_\_  
\_\_\_\_\_

<> **12c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

## 13. Grammar: Weekly Quizzes

<> **13a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

**Note:** Complete any portion of the shaded parts that you are able to at this time. Eventually, you will learn all the parts of speech.

<> **13b.** Do the Weekly Review Quiz provided after this week's lesson.

## 14. Spelling: Spelling Test

<> **14a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **14b.** (T) Have your teacher check your Spelling Test.

<> **14c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 15. Dictation: Dictation Quiz

<> **15a.** (T) In your notebook, take dictation from this week's passage, at the level directed by your teacher.

<> **15b.** (T) Review your dictation with your teacher.

<> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## Optional: Extra Practice

- 1E. In your notebook, write fifteen sentences with subordinate clause openers containing information from a character book or other source with subordinate clause openers.
- 2E. Read a book about Bible translations.
- 3E. In your notebook, write thirty words showing this week's capitalization rules.
- 4E. In your notebook, copy ten Scriptures that have the word *Pilgrim*, *separate*, *stranger*, *foreign*, *foreigners*, or other words that indicate being separate or foreigners in this world.
- 5E. In your notebook, write any reports, paragraphs, essays, journal entries, letters, or book reports as directed by your teacher.



## Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one loud.</li> <li>Try to spell the word aloud with out looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
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18. \_\_\_\_\_
19. \_\_\_\_\_
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31. \_\_\_\_\_
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34. \_\_\_\_\_
35. \_\_\_\_\_
36. \_\_\_\_\_
37. \_\_\_\_\_
38. \_\_\_\_\_
39. \_\_\_\_\_
40. \_\_\_\_\_

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,



### Subordinators

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

### Coordinating Conjunctions

(FANBOYS)

Thirty Seconds

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### BHL Verbs

Two Minutes

Be a Helper, Link Verbs,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_, & \_\_\_\_\_,  
 are ones.  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_ --- they are fun  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, &  
 \_\_\_\_\_  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 --- they are some as well,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_

### First Subordinators Learned

in Rhyme

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Vocabulary and Comprehension

1. What were the two cities cited in the passage?  
a. \_\_\_\_\_ b. \_\_\_\_\_
2. Write two words associated with lack of thoroughness.  
a. \_\_\_\_\_ b. \_\_\_\_\_
3. Write two sentences about Lot using two of the words you listed in #2.  
a. \_\_\_\_\_  
\_\_\_\_\_  
b. \_\_\_\_\_  
\_\_\_\_\_

## II. Outlining and Write On

4. How do you know when it is time to change to a new paragraph in writing when you write dialogue?  
\_\_\_\_\_

## III. Grammar and Usage

5. Fill in the blanks for the Subordinator Rhyme for Students' First Subordinators

S \_\_\_\_\_, W \_\_\_\_\_, Th \_\_\_\_\_  
B \_\_\_\_\_, I \_\_\_\_\_, Al \_\_\_\_\_.

6. Write the Subordinator-Check Sentence on the line provided.  
\_\_\_\_\_

7. **Extensions:** Write at least ten subordinators that you did not list in # 5 above.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_  
d. \_\_\_\_\_ e. \_\_\_\_\_ f. \_\_\_\_\_  
g. \_\_\_\_\_ h. \_\_\_\_\_ i. \_\_\_\_\_  
j. \_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

## IV. Editing and Revising

8. **Further Extension:** Write three Subordinate Clauses on the lines provided that you could use in your essay.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

9. Write six Banned Words on the lines provided.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_



# Red 6-B: Week Four

Character Focus: Thoroughness

## Vocabulary Box

One who is thorough is often--*adjectives*

absolute	all-inclusive	assiduous
conscientious	definitive	efficient
explicit	fastidious	intentional
laborious	methodical	meticulous
painstaking		

## Vocabulary Box

One who is not thorough is often--*adjectives*

apathetic	inadvertent	inconsiderate
indifferent	insufficient	irresponsible
imprudent	mediocre	negligent
nonchalant	lackadaisical	

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

Many biblical characters have set examples for us. They have made difficult decisions to do the right thing. They are clearly models of thoroughness and single-mindedness.

Noah chose to reject the sin and corruption of his evil day. Instead he received the taunts and jeers of his generation as he constructed an ark before anyone on earth had ever sighted rain. His faith was tested for years.

Abraham's faith required him to choose between the Lord and his most cherished affection. He willingly offered to God his only son, whom he loved. Because he made this decision, God was able to bless both Abraham and his son Isaac.

Extensions

Moses was prompted by faith to identify himself with the despised people of God rather than the elite rulers of Egypt. He was willing to become a "nobody" and give all his energies to free God's people from bondage. He knew that he could not be accepted by both crowds.

↔ **1a.** Read this week's passage aloud.

The word *biblical* is not capitalized in the passage. Some sources capitalize it, while others do not.

If a source capitalizes *biblical*, *scriptural*, and *godly*, that source is considering these words to be proper adjectives--adjectives that are formed from proper nouns.

↔ **1b.** In the last paragraph of the passage, highlight the words *identify*, *despised*, and *elite*.

↔ **1c.** Look up these words in the dictionary. On the lines provided, write their definitions in your own words.

Definition of *identify*

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## Optional Penmanship Practice

Neither have I gone back from the commandment of his lips; I have esteemed the words of his mouth more than my necessary food.

Job 23:12

Definition of *despise* or *despised*

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Definition of *elite*

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<> **1d.** On the lines provided, rewrite the first two sentences of the third paragraph. In your sentence, use synonyms for the words you defined.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

<> **1e.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

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(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

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(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

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(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

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Further Study: Read the story of Solomon in I Kings and identify the ways Solomon allowed his heart to be pulled away from God.

Optional Penmanship Practice  
The backslider in heart shall be filled with his own ways...  
Proverbs 14:14

Character Focus: A ministry's purpose must be to be salt in this world in some way.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_

Further Study: Read *In the Footsteps of Martin Luther* by M.A. Kleeberg and Gerhard Lemme.

(9) Write a sentence using this DD word on the lines provided.

Further Study: Read about salt in an encyclopedia.

↔ **1f. Extensions:** Write a sentence about the character quality for this month using this DD word.

Further Study: Read about the founding of the China Inland Mission. What steps did Hudson Taylor take to keep people with their hearts in the wrong place from wanting to join?

↔ **1g. Further Extension:** Write a sentence about this week's passage using this DD word.

•Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Because he made this decision, God was able to bless both Abraham and his son Isaac. Subordinate clause opener

↔ **1h.** In your notebook, copy this week's passage at the level directed by your teacher.

↔ **1i.** (T) Review your copy with your teacher, and correct any errors.

Character Focus: The Reformation started in Germany. A few hundred years later, one of the most godless dictators of all time, Adolf Hitler, would rule this country. Germany slowly gave in to the world.

## 2. Spelling/Structural Analysis: Unusual Spellings for the Short *u* Sound

**Examples: above, couples**

↔ **2a.** In the first copy box of the passage, highlight the words that have *o* (with or without another vowel) pronounced like a short *u*.

The letter *o* makes the short sound of *u* in many instances.

Sometimes it is easier to learn spelling rules if you group similar words together:

- |               |             |
|---------------|-------------|
| 1. consistent | 2. concern  |
| 3. continue   | 4. brother  |
| 5. other      | 6. complete |
| 7. compare    | 8. love     |
| 9. dove       | 10. trouble |
| 11. couple    | 12. blood   |
| 13. flood     | 14. some    |
| 15. come      | 16. front   |
| 17. from      | 18. rough   |
| 19. tough     |             |

Character Focus: When a "good" ministry focuses on the way they do things instead of Jesus, the ministry begins to lose its effectiveness.

Further Study: Study Romanticism.

**Teacher Tip:** If your student gets stuck pronouncing or spelling a word spelled with the letter *c* or *g*, encourage him to look at the letter directly following the *c* or *g* to determine what sound the letter makes.

When studying the spelling words for this week, consider the "classifications" for words that have *o* saying short *u* as in fun.

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 63 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write six sentences using six of the spelling words.

Write any **Review Words** that your teacher gives you on the lines provided.

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Help Box for 2a.  
 You should have highlighted the following words:

1. of (thoroughness)	2. of (his evil day)
3. of (his generation)	4. constructed (an ark)
5. anyone (on earth)	6. son (, whom he loved)
7. son (Isaac)	



Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. government	gov-ern-ment	_____		_____
2. discovery	dis-cov-er-y	_____		_____
3. stomach	stom-ach	_____		_____
4. tongue	tongue	_____		_____
5. floodlight	flood-light	_____		_____
6. develop*	de-vel-op	_____		_____
7. delicious*	de-li-cious	_____		_____
8. zealous	zeal-ous	_____		_____
9. dinosaur	di-no-saur	_____		_____
10. envious	en-vi-ous	_____		_____
11. accompany	ac-com-pa-ny	_____		_____
12. covenant	cov-e-nant	_____		_____
13. tremendous	tre-men-dous	_____		_____
14. discoloration	dis-col-or-a-tion	_____		_____
15. luscious	lus-cious	_____		_____
16. gorgeous	gor-geous	_____		_____

**\*Commonly Misspelled**

**\*\*Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
<b>Extensions</b>				
17. eulogy*	eu-lo-gy	_____		_____
18. extraneous*	ex-tra-ne-ous	_____		_____
<b>Further Extension</b>				
19. deciduous*	de-cid-u-ous	_____		_____
20. egregious*	e-gre-gious	_____		_____
<b>Optional</b>				
21. imprudent	im-pru-dent	_____		_____
22. mediocre	me-di-o-cre	_____		_____
23. negligent	neg-li-gent	_____		_____
24. inconsiderate	in-con-sid-er-ate	_____		_____

**\*Commonly Misspelled**

**\*\*Note: You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.**

### 3. Editor Duty: Correct Given Paragraphs

#### Capitalization, Hyphens, and Subordinators

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the paragraphs that you corrected, highlight all of the proper nouns.

On october 31 1517, firmly convinced of the absolute authority of the scriptures martin luther nailed his Ninety-Five Theses to the door of the wittenberg church. These was critiques of the practice of indulgences. They repudiated the claim of the roman catholic church to spiritual authority

Luther and the Reformers believed the Scriptural teaching regarding the depravity of the human heart. therefore they concluded that government officials needed checks and balances to curb they're tendency to abuse power. They further believed that nation's must also submit themselves to biblical principles in there relationships with each other. the first codifying of international law came from the influence of the Reformation

Because of the entanglement of the roman catholic church with state affairs martin luther at first emphasized a sharp distinction between secular and spiritual powers. In later years however he realized the need for the bible to influence government. thus he united the 2 very closely

### 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. government                      government

2. discoverry                      discovery

3. stomach                      stomack

4. tonge                      tongue

5. floodlight                      floodlite

6. develop                      develope

7. delicious	delicious
8. zealous	zellous
9. dinosaur	dinasaur
10. envious	envious
11. accompany	accompany
12. covenant	covenant
13. tremendous	tremendus
14. discoloration	discoloration
15. luscious	luscous
16. gorgeous	gorgous

Further Study: Choose a story from Judges about how the Israelites mixed with the world and how God punished them to bring them back to Him, and draw or color a series of pictures of the story. .

<> **4b.** Highlight the correct spelling of each **Extensions** word.

17. eullogy	eulogy
18. extraneous	extraineous

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

19. deciduous	desiduous
20. egregious	egregous

<> **4d.** Highlight the correct spelling of each **Optional** word.

21. imprudent	imprudant
22. mediocre	mediocer
23. negligent	neglijent
24. inconsiderate	inconsiderit

<> **4e.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

#### Optional Penmanship Practice

“Must I Go, and Empty-Handed?”

Must I go, and empty-handed?

Must I meet my Saviour so?

Not one soul with which to greet Him:

Must I empty-handed go?

Further Study: Read II Samuel 6 and identify how David hurt the Lord's work by using the wrong method.

## 5. Study Skills/Prewriting/ Composition: Take Notes and Write an Original Opening Paragraph

<> **5a.** Now that you have written the body of your essay, you are ready to write notes for an original opening paragraph. Follow these steps:

- (1) Read the body of your essay aloud to yourself, and consider how you want to introduce your essay.
  - a. Have the **two be introduced to each other by another person (another president, king, or indian, etc.)**
  - b. Have **one of them come up to the other at a museum**
  - c. Have one of them in a **time travel machine or an "Imagination Station" adventure** (for you "Adventures in Odyssey" fans).
  - d. Have them **meeting in a dream**.
  - e. Just **start with facts about the two**, but then "listen in" on a discussion between them for the body.

(2) Now that you have decided how you are going to open your essay, you are ready to write notes for your opening paragraph. Follow these steps:

- a. Write only notes—not complete sentences.
- b. It is okay if you have more information than you need. You can omit some later when it is time to write.
- c. Do not worry about the exact order of the notes; you will be arranging them when you are ready to write.
- d. Write your notes on the lines provided.

(3) **In your notes, plan on what you will include in your thesis statement.\* (You may tweak your original thesis statement to fit in your opening paragraph however you see fit.)**

- a. Remember, a thesis statement is a statement that **tells the "thesis" of your paper-- what your entire paper is about.**
- b. It should be a sentence or two in length and should introduce your reader to your topic.
- c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
- d. It should bridge the gap between your catchy opening paragraph and the body of your essay.

(4) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.

(5) You may just jot down some thoughts, references, etc., for your opening paragraph notes, or you may create a "sentence-by-sentence" outline like you did for the body of your essay.

**\*Note: If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph--even at the very end of your opening paragraph, if desired. Sometimes this helps the flow of your opening paragraph when you are using a story or other information in your opening paragraph that you want to keep all together--then follow all of this with the thesis statement.**

Further Study: Make a time line of Germany from the time of Martin Luther to Adolf Hitler, identifying the key steps that led to the huminstic state.

## Notes for Opening Paragraph

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Character Focus: When we let the world into our lives, God will punish us because He wants us to be effective for Him.

Further Study: Look up "high places" in the Bible and find how they were a place where what was right mixed with what was wrong. Find the kings that destroyed the high places in Israel.

<> **5b.** Using your notes for your opening paragraph, write the opening paragraph of your essay in your notebook, on every other line. Be sure you include a thesis statement for your entire essay somewhere in this paragraph.

## 6. Grammar: Adverbs *Ly Words and Others*

- <> **6a.** In the first copy box of the passage, highlight the adverbs in one color and draw an arrow from each adverb to the word it modifies with another color.
1. An adverb modifies or describes.
  2. It is one of the most versatile writing tools since it can be placed in varied places in the sentence. Some placement of adverbs sounds better than others. You need to evaluate each sentence and decide what placement sounds best in each particular sentence.
    - a. The abundant life that comes when God fills us is **fully** intended to prepare the spirit for a time of service.
    - b. The abundant life that comes when God fills us is intended to **fully** prepare the spirit for a time of service.
    - c. The abundant life that comes when God fills us is intended to prepare the spirit **fully** for a time of service.
    - d. The abundant life that comes when God fills us is intended to prepare the spirit for a time of service **fully**.
  3. Adverbs can modify three different kinds of words.

Further Study: Read the book *Morning Star of the Reformation*.

- a. Verbs
    - 1) actions—most common
    - 2) **greatly** multiply
  - b. Adjectives
    - 1) especially when saying to what extent
    - 2) **extremely** meek person (modifies the adjective, meek—How meek? To what extent?)
  - c. Other adverbs
    - 1) also, especially when saying to what extent
    - 2) **extremely** submissively obeyed (modifies the adverb **submissively**—How submissively? To what extent?)
4. Adverbs tell four things a reader might need to know:
- a. how (obeyed **submissively** )
  - b. when (obeyed **immediately**)
  - c. to what extent (obeyed **extremely** submissively)
  - d. where (drove **northerly**)
5. Level B students should try to avoid using these “weak” adverbs:
- a. very
  - b. really
  - c. fast
  - d. well
  - e. badly
  - f. quickly
  - g. greatly

◁▷ **6b.** Study the Grammar Card about adverbs provided in this lesson

◁▷ **6c. Optional:** Make a Grammar Card about adverbs or add new information to an existing card.

◁▷ **6d.** On the lines below, insert descriptive adverbs into the blanks in the sentences.

1. Many biblical characters have \_\_\_\_\_ set examples for us.
2. They have made \_\_\_\_\_ difficult decisions to do the right thing.
3. Noah \_\_\_\_\_ chose to reject the sin and corruption of his evil day.
4. Instead he \_\_\_\_\_ received the taunts and jeers of his generation as he \_\_\_\_\_ constructed an ark before anyone on earth had ever sighted rain.
5. His faith was \_\_\_\_\_ tested for years.
6. Abraham’s faith \_\_\_\_\_ required him to choose between the Lord and his most cherished affection.
7. He willingly offered to God his only son, whom he \_\_\_\_\_ loved.

8. Because he made this decision, God was able to \_\_\_\_\_ bless both Abraham and his son Isaac.

9. Moses was \_\_\_\_\_ prompted by faith to identify himself with the despised people of God rather than the elite rulers of Egypt.

10. He was willing to become a “nobody” and \_\_\_\_\_ give all his energies to free God’s people from bondage.

11. He \_\_\_\_\_ knew that he could not be accepted by both crowds.

<> **6e. Optional:** In your notebook: Write sentences with information found in a character book or other source that use adverbs well, then follow the steps below.

**Basic Level:** Write twelve sentences.

**Extension:** Write fifteen sentences.

**Further Extension:** Write twenty sentences.

<> **6f.** All levels follow these steps:

- (1) In your notebook, write your sentences.
- (2) In your sentences, highlight the adverbs.
- (3) Draw arrows from the adverbs to the words they modify.
- (4) Write what the adverbs in that sentence tell from the following choices:
  - a. How?
  - b. When?
  - c. To what extent?
  - d. Where?

Help Box for 6a

You should have highlighted the following words:

- |                        |                       |
|------------------------|-----------------------|
| 1. clearly → are       | 2. Instead → recieved |
| 3. ever → sighted      | 4. most → cherished   |
| 5. willingly → offered | 6. able → to bear     |

**Note: Generally speaking, are is a BHL verb and does not normally have an adverb with it.**

**Grammar Card:**  
**Adverb (Abbreviated: ADV)**

- Describes/modifies:
  - Verbs: **greatly** thanked (To what extent?)
  - Adjectives: a **truly** grateful boy (How grateful?)
  - Other adverbs: **very** greatly thanked (To what extent?)
- Answers one of these four questions:
  - How?**
  - When?**
  - Where?**
  - To what extent?**
- Often ends in *ly*
- May be in various places in a sentence:
  - Kindly, she thanked her mother.
  - She kindly thanked her mother.
  - She thanked, kindly, her mother.
  - She thanked her mother kindly.
- It is easier to spot adverbs if you first find all the verbs.

Adverbs tell

- When: obeyed *immediately*
- How: obeyed *submissively*
- To what extent: obeyed *completely*
- Where: drove *northerly*

**Teacher Tip:** Be sure your Level B student knows that any word that modifies a verb, adverb, or adjective is an adverb—not just *ly* words. Remind him that adverbs tell *how*, *when*, *where*, and *to what extent*.



### Optional Penmanship Practice

Thine own wickedness shall correct thee, and thy backslidings shall reprove thee.

Jeremiah 2:19

## 7. Sentence Structure: Subordinate Clause Openers

<> **7a.** In the third paragraph of the passage, highlight the subordinator at the beginning of a sentence.

You should have highlighted **Because** *he made the decision,*

Subordinators are special words that come at the beginning of a subordinate clause.

**A clause is a group of words that contains a subject and a verb.** A subordinate clause is different than a sentence because it does not make sense all by itself.

**Thus, a subordinate clause is a group of words that begins with a subordinator and contains a subject and a verb—but is not a sentence.** Subordinate clauses are called that because they begin with a subordinator.

**Subordinate clauses are also called dependent clauses because they are dependent on the rest of the sentence—they are not sentences on their own.**

Subordinate clauses are helpful in writing because they add variety to your sentences and give additional information.

<> **7b.** Read the sentences below aloud without the subordinate clauses, then with the subordinate clauses, to see how helpful subordinate clauses are in writing.

1. A certain amount of fat is essential for the proper nourishment of the body.
2. **Since fat provides energy for the brain and heart,** a certain amount of fat is essential for the proper nourishment of the body.
3. Extra fat becomes a burden upon the other parts of the body.
4. **If the amount of fat in the body begins to exceed twenty percent of the total body weight,** it becomes a burden upon the other parts of the body.
5. The body loses much of its ability to retain heat.
6. **If the amount of fat drops to less than three percent,** the body loses much of its ability to retain heat.
7. Appetite can be controlled by disciplining the mind.
8. **Because appetite is a function of the mind,** it can be controlled by disciplining the mind.

Subordinate clauses can be placed anywhere in a sentence.

1. At the beginning of the sentence: **While the Pilgrims were still aboard ship,** forty-one of the fifty-two men signed the *Mayflower Compact*.
2. In the middle of the sentence: Forty-one of the fifty-two men, **while the Pilgrims were still aboard ship,** signed the *Mayflower Compact*.
3. At the end of the sentence: Forty-one of the fifty-two men signed the *Mayflower Compact* **while the Pilgrims were still aboard ship.**

When you write a subordinate clause at the beginning of your sentence, you should follow the subordinate clause with a comma.

1. **Place the comma when you “hear” the subordinate clause end.**
2. **Place the comma in just before you “hear” the real sentence begin.**

Further Study: Study about the Reformation.


Further Study: *The Monk Who Shook the World* by Cyril Davey.


**Teacher Tip:** If your Level B student has trouble “hearing” where the comma goes in sentences with subordinate clause openers, help him to “hear” and “see” where they go by covering the subordinate clause openers and showing the student that what he has left is a complete sentence. Help him hear where the part he covered (the subordinate clause) ends and the “real” sentence begins.

<> **7c.** Highlight the commas in the subordinator sentences that you read aloud from above.

Do you see how simple it is to hear where the commas go when you write with subordinator clause openers? When you just have a subordinator—but not a subordinate clause (no group of words containing a subject and verb following the subordinator), a comma may or may not be needed—according to whether or not you hear a pause.

1. As a child we should long for God.
2. While seeking for God, we will find Him.
3. Though diligent, he still could not complete his assignments on time.

 Listen for your voice inflection when reading a sentence that begins with a subordinate clause opener. You will hear when the subordinate clause ends and when the “real” sentence (complete sentence) begins. Remember this rhyme: “When you start a sentence with a subordinate clause, Put a comma in where you hear the pause.”

 A subordinate clause begins with a word called a subordinator. A subordinator is a word that makes the part of the sentence it is in be less -- or subordinate to the rest of the sentence. A subordinate clause cannot stand alone but needs a complete sentence (independent clause) to be put with it in order to be used. A subordinate clause is some times called a dependent clause because it is dependent on other words (a complete sentence) in order to be used. In that way, clauses that cannot stand alone (that begin with a subordinator, for instance) are called dependent clauses, and clauses that can stand alone (complete sentences) are called independent clauses.

<> **7d.** Study the Grammar Card about subordinate clauses and subordinate clause openers provided in this lesson.


<> **7e. Optional:** Make a Grammar Card about subordinate clauses and subordinate clause openers or add new information to existing cards about subordinate clauses.

<> **7f.** In the sentences provided, complete the following steps:

- (1) Highlight the entire subordinate clause (not just the subordinators at the beginning).
- (2) Insert commas as needed following the subordinate clause openers.
  1. When a believer loses his effectiveness it is just like salt losing its savor when mixed with impurities.
  2. Because a believer allows himself to be contaminated by the lust of the flesh the lust of the eyes, and the pride of life he loses his effectiveness for the Lord.


### Grammar Card: Subordinate Clause (Dependent Clause)

- A group of words but not a complete sentence
- Sounds as though something is missing
- Contains a subject and a verb but begins with a subordinator
- May be placed anywhere in a sentence:
  - Since Jesus was meek, He invites us to come to Him to learn meekness.
  - Jesus, since He was meek, invites us to come to Him to learn meekness.
  - Jesus invites us to come to Him to learn meekness since He was meek.
- You can tell the difference between a subordinate clause and a prepositional phrase:
  - Phrases do **not** have a subject *and* a verb.
  - Clauses **do** have a subject and a verb.

 A subordinate clause begins with a word called a subordinator. A subordinator is a word that makes the part of the sentence it is in be less -- or subordinate to the rest of the sentence. A subordinate clause cannot stand alone but needs a complete sentence (independent clause) to be put with it in order to be used. A subordinate clause is sometimes called a dependent clause because it is dependent on other words (a complete sentence) in order to be used. In that way, clauses that cannot stand alone (that begin with a subordinator, for instance) are called dependent clauses, and clauses that can stand alone (complete sentences) are called independent clauses.

### Grammar Card: Subordinate Clause Opener

- A comma should follow a subordinate clause opener at:
  - The end of the subordinate clause: Because Jesus was the meekest person to ever live, we can learn from Him.
  - The beginning of the complete sentence: While the world says not to be meek, God’s Word tells us to be meek.
- Memorize subordinate clause opener rhyme:  
**When you start a sentence with a subordinate clause,  
Put a comma in where you hear the pause!**

 Listen for your voice inflection when reading a sentence that begins with a subordinate clause opener. You will hear when the subordinate clause ends and when the “real” sentence (complete sentence) begins. Remember this rhyme: “When you start a sentence with a subordinate clause, Put a comma in where you hear the pause.”

**Teacher Tip:** Subordinate clauses are also called dependent clauses. Some grammar books call real sentences clauses also —*independent clauses*. Because of the confusion of calling real sentences *clauses* and incomplete sentences *clauses*, we will call them as shown in the following description:

Subordinate Clauses

- Also called dependent clauses
- Also called clauses

Complete Sentences

- Also called independent clauses
- Also called real sentences

3. Since God is slow to wrath and plenteous in mercy He promises to restore effectiveness when a believer repents.
4. Just as the lack of salt in the body results in physical consequences the lack of salty Christians produces spiritual consequences.
5. When salt is mixed with impurities it becomes stale and has an “off” taste.
6. If believers are mixed with the impurities of the world or have their inward power drained away they lose their witness.
7. Since salt was associated with wisdom in Jesus’ day to lack saltiness was to be foolish.
8. Since good for nothing means “without usefulness” the Bible says to cast out salt that has no saltiness.
9. Since salt is a potential pollutant it was spread on dirt roads in Jesus’ day—where it would do the least damage.
10. Because people wanted to avoid the salt tax of the Roman government a merchant bought a huge quantity of salt from Cyprus and hid it.
11. Since the damp earthen floors drew up moisture and dissolved salt the worthless mounds that remained had to be thrown out into the roads to be trodden under foot.
12. Because humanistic philosophy was mixed with the teaching of Biblical principles intellectual criticism of the Bible and the rise of unbelieving ministers resulted.
13. Although Lot was a “just” and “righteous” man when he came into Sodom he failed to influence the city or his family.
14. Because salt was a symbol of the spiritual influence Lot’s family should have had in the city Lot’s wife turned into a pillar of salt when she looked back.
15. Because Hitler carried humanistic thinking to its ultimate conclusion he set up a program of annihilating “inferior races.”
16. Since salt easily combines with damaging substances and helps to transport them throughout the body the blood must be constantly cleansed from these impurities.
17. When the kidneys remove impurities from the blood and maintain a proper salt balance the body is full of health and vitality.

↔ **7g.** Before you begin writing sentences with subordinate clause openers, be sure you can still recite ten subordinators to your teacher.

↔ **7h. Optional:** In your notebook, write sentences with subordinate clause openers followed by commas.

**Basic Level:** Write fifteen sentences.

**Extension:** Write twenty sentences.

**Further Extension:** Write twenty-five sentences with information taken from a character book or other source.

Subordinate Clause  
Opener Rhyme

When you start a sentence  
with a subordinate clause,  
Put a comma in where  
you hear the pause.

## 8. Composition and Editing: Edit and Revise Using the Checklist Challenge

- <> **8a.** Use the Checklist Challenge located after this week's lesson to edit your report.
- (1) Complete each revision for each paragraph, as indicated.
  - (2) Insert revisions with pen or pencil into your rough draft paper.
  - (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
  - (4) Check off (or code) each item's check box on the Checklist Challenge for this week.
- <> **8b.** Read your report aloud. Do you like the way it sounds?

**Optional:** In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the CQLA *Teacher's Guide*.

## 9. Spelling Practice: Six "S" Spelling Secret

- <> **9a.** Take a spelling "pre-test" in your notebook.
- <> **9b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **9c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 10. Vocabulary/Structural Analysis: Wacky Words

**Homophone: sight, site**

- <> **10a.** In the second paragraph of the passage, highlight the word *sighted*.

The word *sight* means *vision or seeing*. It has a Wacky Word counterpart (*site*) that is spelled differently than it is but sounds the same. That means that *site* is a homophone (sounds the same on the phone) of *sight*.

You can remember these two words with this trick:

1. Sight

- a. Noun--We see the light with our *sight*.
- b. Verb--He *sighted* the bend in the distance.

2. Site--A *site* is a place.

Look up these two words in the dictionary and write at least two of the definitions listed for each one:

Sight \_\_\_\_\_

\_\_\_\_\_

Site \_\_\_\_\_

\_\_\_\_\_

↔ **10b.** Fill in each blank provided with the correct Wacky Word---*sight* or *site*.

1. Many Bible characters did not lose \_\_\_\_\_ of the goal.
2. They set their \_\_\_\_\_ high.
3. God showed Noah the \_\_\_\_\_ to build the ark.
4. God led Abraham to the \_\_\_\_\_ where he could offer a sacrifice.
5. Moses \_\_\_\_\_ a burning bush in the distance.
6. God then told Moses that this \_\_\_\_\_ was now holy ground.
7. We should set our \_\_\_\_\_ on eternal things.

↔ **10c.** On the lines provided, write two sentences using *sight* and *site*.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

# 11. Spelling Practice: Write That Word!

<> **11a.** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

<> **11b.** Complete the following steps for one of the words you listed in 11a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

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<> **11c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

# 12. Grammar: Weekly Quizzes

<> **12a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

**Note: Complete any portion of the shaded parts that you are able to at this time. Eventually, you will learn all the parts of speech.**

<> **12b.** Do the Weekly Review Quiz provided after this week's lesson.

## 13. Spelling: Spelling Test

- ◊ 13a. (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- ◊ 13b. (T) Have your teacher check your Spelling Test.
- ◊ 13c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 14. Dictation: Dictation Quiz

- ◊ 14a. (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- ◊ 14b. (T) Review your dictation with your teacher.
- ◊ 14c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 15. Composition: Write Final Copy Dialogue Essay

- ◊ 15a. Write the final copy of your essay in your notebook (using every line), or type it on the computer.
- ◊ 15b. Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay after you completed the Checklist Challenge?

## Optional: Extra Practice

- 1E. In your notebook, write several sentences with adverbs. Use information from a character book.
- 2E. In your notebook, take notes for another analogy about sin.
- 3E. In your notebook, write another paragraph(s) on the analogy about sin.
- 4E. Edit and revise your paragraph(s) from the Extra Practice assignment, using this week's Checklist Challenge.
- 5E. In your notebook, write twenty words in which o says short u.

- 6E. Read a book about someone who was thorough in their cleansing from sin, such as Jonathan Edwards or Charles Finney.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.



## Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one loud.</li> <li>Try to spell the word aloud with out looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
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40. \_\_\_\_\_

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

### Subordinators

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
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12. \_\_\_\_\_
13. \_\_\_\_\_
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25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

### Coordinating Conjunctions

(FANBOYS)

Thirty Seconds

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### BHL Verbs

Two Minutes

Be a Helper, Link Verbs,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_, & \_\_\_\_\_,  
 are ones.  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_ --- they are fun  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, &  
 \_\_\_\_\_  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 --- they are some as well,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_

### First Subordinators Learned

in Rhyme

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Vocabulary and Comprehension

1. Write sentences about the Bible characters mentioned in the passage.

a. Noah - \_\_\_\_\_  
\_\_\_\_\_

b. Abraham - \_\_\_\_\_  
\_\_\_\_\_

c. Moses - \_\_\_\_\_  
\_\_\_\_\_

2. Write sentences about the three people mentioned in #1--using the words given below.

a. identify - \_\_\_\_\_  
\_\_\_\_\_

b. despised - \_\_\_\_\_  
\_\_\_\_\_

c. elite - \_\_\_\_\_  
\_\_\_\_\_

## II. Spelling and Homophones

3. You can use the shape/spelling of the words *sight* and *site* to differentiate between the two. Fill in the blanks for these:

a. Sight—we see l \_\_\_ \_\_\_ \_\_\_ with our sight

b. Site---a site is a pl\_\_\_ c \_\_\_ (long first vowel; silent e)

## III. Grammar and Usage

4. List the three words that adverbs usually describe.

a. \_\_\_\_\_ b. \_\_\_\_\_  
c. \_\_\_\_\_

5. Write three (**Extensions:** write four) questions that adverbs answer.

a. \_\_\_\_\_ b. \_\_\_\_\_  
c. \_\_\_\_\_ d. \_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

6. A clause is a group of words that contains a \_\_\_\_\_ and a \_\_\_\_\_.

7. **Extensions:** What is the difference between a sentence and a subordinate clause?

\_\_\_\_\_

\_\_\_\_\_

8. A subordinate clause is a group of words that begins with a \_\_\_\_\_ and contains a \_\_\_\_\_ and a \_\_\_\_\_.

9. A subordinate clause is not a \_\_\_\_\_ because \_\_\_\_\_.

10. **Extensions:** What is another word for a subordinate clause? \_\_\_\_\_

11. A subordinate clause is said to be \_\_\_\_\_ to the rest of the sentence.

12. A dependent clause (another name for a subordinate clause) is said to be \_\_\_\_\_ on the rest of the sentence.

13. A subordinate clause can/can not stand alone. \_\_\_\_\_

14. When you write a subordinate clause at the beginning of your sentence, you should follow the subordinate clause with a comma:

- a. Place the comma when you \_\_\_\_\_.
- b. Place the comma in just before you hear \_\_\_\_\_.

#### IV. Revising and Editing

15. List four (**Extensions:** List five) adverbs that you should try to avoid in your writing.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

16. **Extensions:** List four non-ly adverbs that you might commonly use.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

17. List two other possible titles for this week's report.

- a. \_\_\_\_\_
- b. \_\_\_\_\_



# Checklist Challenge Red 6-B: Weeks Three & Four

Character Focus: Thoroughness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

All **All Levels**

E's **Extensions**

B **Basic Level only**

FE **Further Extension only**

E **Extension only**

**Note: Each task is assigned fewer times than your assigned paragraphs as you would not want to complete each CC task for every paragraph when your paragraphs are short such as in dialogue writing.**

All  All  All  
 E's  E's  E's

Read your essay to your teacher or an older sibling. Together, listen for sentences that sound unclear. Be sure to read aloud. You will “hear” errors you would otherwise not find.

☞ **Focus on content errors at this time.**

All  All  All  
 E's  E's  E's

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb or to + BHL verb)

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All  All  All  
 E's  E's  E's

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All  All  All  
 E's  E's  E's

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only      totally      joyfully      willingly      completely      never

practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	happily	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells where, when, how, or to what extent.**

All	All	All
E's	E's	E's

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. (or place a check mark in each one that represents a paragraph with no Banned Words).

**Banned Word List:**

very	big	really	good	great
fine	say	bad	little	want
see	look	ask	lot	find

like (Only when used as a verb; not a Banned Word as a preposition.)

☞ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All
-----

Create a **title**, and put it at the top of your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Individual**
- Something comical: **Look What I Did!**
- Something bold: **Bright Ideas**
- A song title or line: **Don't Know Much About...**
- A Scripture: **Do All As Unto the Lord**
- Something biblical: **God Uses Man**
- Something about character: **Creative Conversation**
- Other: **One Small Leap for Man!**
- Other: **Can You Hear Me Now?**

☞ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular double ones, not single ones).**

All	All	All
E's	E's	E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

☞ **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.**

All	All	All
E's	E's	E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.



Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ **Do not change insignificant words such as *was, it, and, etc.***

All	All	All
E's	E's	E's

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight 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 (or ask your teacher for spelling help).**

All
-----

Include one **simile or metaphor** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Simile--Comparison *using* like or as: The Venus' fly trap is as insidious **as the steel jaws of a hunter's snare.**
- Metaphor--Comparison *without* using like or as: The Venus' fly trap **is a hinged prison.**

All
-----

Use **one of this month's vocabulary words** in your composition (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

All	All	All
E's	E's	E's

**Edit each paragraph** with your teacher, and correct any **usage or spelling errors.**



# Teacher's Helps

## Red 6-B

### Character Focus: Thoroughness

Lesson Plans and Answer Keys

# Lesson Plans

## Red 6-B: Week One

For a Five-Day Week

**Character Focus: Thoroughness**

Day One																												
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# Lesson Plans

## Red 6-B: Week One

For a Four-Day Week  
Character Focus: Thoroughness

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# Answer Keys Red 6-B: Week One

## 3. Editor Duty: Correct Given Paragraph(s):

### Helping Verbs

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first two paragraphs, highlight all of the Be, a Helper, Link verbs.

**Teacher Tip:** Your student may highlight any of the shaded words in this week's Editor Duty Answer Keys for the number of items he was to highlight.

Laodicea, with **its** ideal climate and strategic location, attracted the wealthy as a center for ease and retirement. It **had** only **one** disadvantage. It lacked a permanent supply of good water.

The residents attempted to solve the problem by connecting a long, stone pipe to hot springs nearby. However, when the water reached Laodicea, it **was** warm. To show **their** disappointment and disgust, the townspeople took a mouthful of the water and spit it out on the ground. That **is** why the **Bible** makes reference to them in **Revelation**, saying that **God** wants believers to **be** either hot or cold, not lukewarm (or He will spit us out).

Laodicea **was** a medical center noted for **its** ophthalmology (treatment of the eyes). It also produced garments of glossy, black wool. These features **are** referred **to** in other warnings to the church of Laodicea.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |                  |                |
|------------------|----------------|
| 1. cold-hearted  | cold-harted    |
| 2. sining        | signing        |
| 3. mild-mannered | mild-mannerred |
| 4. desiner       | designer       |
| 5. consinement   | consignment    |
| 6. mastermind    | mastermine     |
| 7. hoesetess     | hostess        |

**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!

- |                 |              |
|-----------------|--------------|
| 8. childless    | childless    |
| 9. mindlessness | mindlessness |
| 10. alinement   | alignment    |
| 11. assinment   | assignment   |
| 12. malign      | maline       |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- |                     |                |
|---------------------|----------------|
| 13. diligence       | dilligence     |
| 14. resourcefulness | resorcefulness |
| 15. responsibility  | responsibility |
| 16. inititive       | initiative     |
| 17. organization    | orgenization   |
| 18. effectivness    | effectiveness  |

<> **4c.** Highlight the correct spelling of each **Optional** word.

- |                    |               |
|--------------------|---------------|
| 19. all-incluesive | all-inclusive |
| 20. assidious      | assiduous     |
| 21. laborious      | laboreous     |
| 22. muthodical     | methodical    |

## 6. Grammar: Proper Nouns

<> **6d.** In the sentences provided, highlight the proper nouns, and underline any letter that should be capitalized but is not.

1. On the day that the Dead Sea "died," an event took place which we as Christians are to remember.
2. Lot lifted up his eyes and saw all of the plain of Jordan.

3. When **Sodom** and **Gomorrah** were destroyed, the area became desolate and barren.
4. **The** body of water that covers **Sodom** and **Gomorrah** is now called the **Dead Sea**.
5. **The** **Dead Sea** was once called the **“Salt Sea.”**
6. Scripture records in **Genesis** that fire and brimstone rained down on **Sodom** and **Gomorrah**.
7. **Even** the **Mediterranean Sea** is higher than the **Dead Sea**.
8. **The** **Dead Sea** is fed by the **Jordan River** and several other small streams that have their beginnings high up in the peaks of **Mount Hermon**.
9. Rain dissolves more minerals and washes them into the **Dead Sea**.
10. **This** cycle has continued since the day that **Sodom** and **Gomorrah** were destroyed.
11. **The** **Dead Sea** is completely surrounded by mountains.
12. **The** mountains of **Jerusalem**, **Masada**, and **Judean** hills line the western shore.
13. **Mount Nebo** and **Mount Shihan** line the eastern shore.
14. **In** the **Bible**, **Jesus** said, “Remember **Lot’s** wife.”
15. **The** **Sea of Galilee** is like the **Dead Sea** in many ways.
16. **Both** seas are connected by the **Jordan River** and both are in the **Jordan Valley**.
17. **When** a believer loses his effectiveness, it is just like salt losing its savor when mixed with impurities.
18. **Because** a believer allows himself to be contaminated by the lust of the flesh, the lust of the eyes, and the pride of life, he loses his effectiveness for the **Lord**.
19. **Since** **God** is slow to wrath and plenteous in mercy, **He** promises to restore effectiveness when a believer repents.
20. **Since** salvation is a blood covenant relationship, **Christians** who violate this covenant are then disciplined as sons.
21. **If** someone else was always raised up to replace a **Christian** who loses his saltiness, **Satan** would not try to destroy the godly seed.
22. **Since** salt was associated with wisdom in **Jesus’** day, to lack saltiness was to be foolish.
23. **Since** good for nothing means “without usefulness,” the **Bible** says to cast out salt that has no saltiness.
24. **Since** salt is a potential pollutant, it was spread on dirt roads in **Jesus’** day—where it would do the least damage.
25. **At** the end of the first century, the **Holy Spirit** gave a warning to churches that **He** would discipline them if they lost their first love.



## 7. Grammar: Capitalization Rules—Proper Nouns

↔ 7c. In the sentences provided, highlight the words that should be capitalized that are not already capitalized.

1. **Since** the primary source of salt is the sea, **God** compares the wicked to the sea.
2. **Because** humanistic philosophy was mixed with the teaching of **Biblical** principles, intellectual criticism of the **Bible** and the rise of unbelieving ministers were the results.
3. **Although** **Lot** was a “just” and “righteous” man when he came into **Sodom**, he failed to influence the city and most of his family.
4. **Because** salt was a symbol of the spiritual influence **Lot’s** family should have had in the city, **Lot’s** wife turned into a pillar of salt when she looked back.
5. **Because** **Hitler** carried humanistic thinking to its ultimate conclusion, he set up a program of annihilating “inferior races.”
6. **A** “hot” **Christian** loves the **Lord** with all his heart, soul, mind, and strength.
7. **A** lukewarm **Christian** is both half-hearted and double-minded.
8. **A** lukewarm **Christian** has one eye on “hot” **Christians** and one eye on “cold” **Christians**.
9. **On** the day that the **Dead Sea** region “died,” an event took place which we as believers should remember.
10. **From** this significant event, we find many important lessons on the causes and consequences of the lack of salt or of salt being out of balance.
11. **In** the area of the **Dead Sea**, we find a trace that it was originally well-watered and once bore fruit like a garden.
12. **During** the destruction of **Sodom** and **Gomorrah**, the area became desolate and barren.
13. **Through** the “death” of the **Dead Sea** region, one can see the judgment on the people who once lived there.
14. **Down** onto **Sodom** and **Gomorrah**, fire and brimstone rained.
15. **In** the raining of fire and brimstone, one can see a violent volcanic eruption.
16. **At** the place where **Sodom** and **Gomorrah** were destroyed, a volcanic fault occurred and covered the cities with water.
17. **From** all of this, we get the **Dead Sea**.
18. **During** one time or another, the **Dead Sea** was once called the “**Salt Sea**.”
19. **In** this “**Salt Sea**,” the water contained almost nine times the concentration of salt that is found in the oceans.
20. **On** the face of this earth, the **Dead Sea** is the saltiest sea.
21. **On** hot summer days, the **Dead Sea** may contain as much as thirty percent salt and

- only seventy percent water.
22. **In** normal sea waters there is only three percent salt.
  23. **In** addition to salt, the **Dead Sea** contains other minerals such as magnesium chloride, potassium chloride, calcium chloride, bromides, and gypsum.
  24. **Over** the years, these minerals have become concentrated in such tremendous amounts that they prevent anything from growing in the **Dead Sea** .
  25. **In** this sea are found minerals worth billions of dollars, yet they destroy all living organisms with which they come in contact.
  26. **Near** the shores of the **Dead Sea** , even birds cannot find any food.
  27. **In** the **Dead Sea** , even tiny plankton plants cannot survive to feed other forms of life.
  28. **From** the peak of **Mount Hermon** to the bottom of the **Dead Sea** , the land drops almost 12,000 feet.
  29. **In** the valley where **Sodom** and **Gomorrah** were once located, the lowest valley in the world remains.
  30. **Up** in the peaks of **Mount Hermon** , the **Jordan River** and several other small streams feed the **Dead Sea** .

## 10. Vocabulary/Structural Analysis: Wacky Words

### Confusing Words: effect, affect

<> 10b. Fill in each blank provided with the correct Wacky Word--*affect* or *effect*.

1. A packrats decisions will affect his life.
2. The effects can be life threatening.
3. Choosing sparkly things can affect his food supply.
4. If a packrat's food supply dwindles, it will affect his health.
5. The effect of our choices can also be damaging.
6. Choosing temporary things over eternal things will have a negative effect .
7. Making choices that please the Lord will have a positive effect .

# 11. Grammar: Prepositions

⇔ 11i. Complete the following steps for the sentences provided:

(1) Highlight the prepositions.

(2) **Extensions:** Cross out one highlighted preposition in each sentence and write a different one above it that also makes sense.

1. In both the physical and spiritual worlds, hunger and thirst are normal signs.
2. During mealtime a child will not be hungry for his meal if he has filled himself with cookies beforehand.
3. In learning Bible facts without applying them, a person can become spiritually obese.
4. Beyond the sacred page I seek Thee, Lord.
5. During times of hungering for righteousness, God will satisfy our needs.
6. In the land of Palestine, hunger and thirst were frequent and vivid experiences.
7. In the hot, dry climate, few things were more precious than water.
8. Within Adam Clarke a deep spiritual hunger awakened.
9. In the digestive process, the role of each compartment illustrates a significant function of meditation on Scripture.
10. In England, God-fearing families desired to establish a government based on the principles of Scripture.
11. In order to keep appetite under the control of hunger, we need to learn to calculate normal body weights.
12. To prepare a Hebrew child for clean and wholesome foods, the parent would touch those foods to the infant's palate.
13. From nurture we get the words nurse and nutrition.
14. In learning that the walls of Jerusalem had been destroyed, Nehemiah's heart was broken.
15. From Nehemiah chapters one and two, we learn how God accomplishes His mighty work through those who hunger and thirst for righteousness.
16. With his heart still gratified by God's blessing, he enthusiastically told the people how God was providing the opportunity to rebuild the city.
17. With the liberty God had given him to achieve his vision, Nehemiah was fulfilled.
18. Unto thee do I cry.
19. In terms of the extreme thirst of a deer after a time of fleeing from danger, this expression pictures David's inner desire for God.
20. With my whole heart have I sought thee.

# Weekly Review Quiz Answer Key

## I. Vocabulary and Comprehension

1. In your own words, describe what the word *analogy* means.

**Answers will vary.**

2. Write another (**Extensions:** Write two) analogy that is listed in Scripture.

a. Bible is a lamp

b. Satan is a thief

Example: People without Christ are compared to someone who is physically lost.

**Answers will vary.**

3. Write three words that relate to thoroughness from this week's Vocabulary Box.

**Answers will vary.**

4. Write three sentences that describe how a Christian needs to be thorough. Use the three words you listed above.

**Answers will vary.**

## II. Spelling and Homophones

5. Fill in the blanks for RAVEN to help you remember when to use *effect* and when to use *affect*:

R emember

A ffect

V erb

E ffect

N oun

6. **Extensions:** Write two sentences using the verb *affect*.

**Answers will vary.**

7. **Extensions:** Write two sentences using the noun *effect*.

**Answers will vary.**

## III. Outlining and Write On

8. This week's passage has clearly defined paragraph topics. This is excellent for factual reading/writing. Write the paragraph topics of Paragraphs One, Two, and Three on the lines provided. (You may look back in the passage for this exercise.)

**Answers will vary.**

## IV. Grammar and Usage

9. Fill in the blanks for rules regarding capitalizing proper nouns:

a. All first words of a title should be capitalized.

b. All last words of a title should be capitalized.

c. A word not at the beginning or end of the title that is 3 letters or more should be capitalized, regardless of its part of speech.

- d. A word not at the beginning or end of the title that is three words or fewer should only be capitalized if one of the following applies:
  - i. It is not an article (a, an, the).
  - ii. It is not a pronoun (we, my, etc.)
  - iii. It is not a preposition used as a preposition.
- e. A word in a title that is three letters or fewer should/should not be capitalized if it is important to the title.

## V. Editing and Revising

10. List three strong verbs that you used in your essay this week.

**Answers will vary.**

11. What two (**Extensions:** three) Banned Words did you need to omit from your essay this week while completing the Checklist Challenge.

**Answers will vary.**

# Lesson Plans

## Red 6-B: Week Two

For a Five-Day Week

**Character Focus: Thoroughness**

Day One																												
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<p><b>Optional Words</b></p> <p>24. meticulous    25. intentional    26. fastidious 27. conscientious</p> <p><b>3. Editor Duty: Correct Given Paragraph(s)</b> <b>Prepositions and Proper Nouns</b></p> <p><b>4. Spelling Practice: Choose the Correct Spelling</b></p>
Day Two
<p><b>5. Study Skills/Prewriting: Write Key Word Outline for Informative Report</b></p> <p><b>All</b> -- Paragraph One of Body: 3 Sentences <b>All</b> -- Paragraph Two of Body: 4 Sentences <b>All</b> -- Paragraph Three of Body: 5 Sentences</p> <p><b>6. Grammar: Adjectives</b></p> <p><b>7. Spelling Practice: Six "S" Spelling Secret</b></p>
Day Three
<p><b>8. Composition/Creative Writing: Write Rough Draft Essay From Key Word Outline</b></p> <p><b>9. Further Extension--Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph</b></p> <p><b>10. Grammar: Double and Triple Adjectives</b></p>
Day Four
<p><b>11. Composition and Editing: Edit and Revise Using the Checklist Challenge</b></p> <p><b>12. Spelling Practice: Write That Word!</b></p> <p><b>13. Sentence Structure: Prepositional Phrase Opener</b></p>
Day Five
<p><b>14. Grammar: Weekly Quizzes</b></p> <p><b>15. Spelling: Spelling Test</b></p> <p><b>16. Dictation: Dictation Quiz</b></p> <p><b>17. Composition: Write Final Copy Informative Report From Key Word Outline</b></p> <p><b>Optional: Extra Practice</b></p>

# Lesson Plans

## Red 6-B: Week Two

For a Four-Day Week  
Character Focus: Thoroughness

Day One																												
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### 1. Copying and Comprehension: Passage and Vocabulary All

In the early 1500s, Martin Luther spent many years in deep searching as a monk in the state church in Germany. He sought forgiveness of sin and peace with God. However, the severe disciplines required by his religious order seemed only to drive him further into despair.

#### Extensions

It was then that he began to study the books of Romans and Galatians. With new excitement, he continued to study God's Word and discovered, to his dismay, that so much of what he had been taught did not come from Scripture. Instead, the teaching he had received had been added to by the traditions of men and church councils. He concluded that the Scriptures alone were the final authority on all matters of life and faith.

#### Further Extension

The abuses of the church now stood out in sharp, obvious contrast to what Martin Luther knew was the truth of God's Word. He could no longer tolerate the selling of indulgences for the forgiveness of sins. On October 31, 1517, Martin Luther nailed his Ninety-Five Theses to the door of the Wittenberg Church. These were critiques of the practice of indulgences. Additionally, they contested the state church's claims of spiritual authority--pointing to the absolute authority of Scriptures instead.

### 2. Spelling/Structural Analysis: Soft and Hard c Sounds

Examples: candy, center

#### All

- |                 |               |               |
|-----------------|---------------|---------------|
| 1. bicycle      | 2. almanac    | 3. cosmetic   |
| 4. counterfeit  | 5. concoct    | 6. cyprus     |
| 7. jaundice     | 8. excessive  | 9. society    |
| 10. exception   | 11. hammock   | 12. gimmick   |
| 13. instinctive | 14. consonant | 15. associate |

#### Extensions

- |               |             |             |
|---------------|-------------|-------------|
| 16. vicinity  | 17. tobacco | 18. tenancy |
| 19. synthetic |             |             |

#### Further Extension

- |                    |                 |                  |
|--------------------|-----------------|------------------|
| 20. vindictive     | 21. unequivocal | 22. supercilious |
| 23. sophistication |                 |                  |

#### Optional Words

- |                   |                 |                |
|-------------------|-----------------|----------------|
| 24. meticulous    | 25. intentional | 26. fastidious |
| 27. conscientious |                 |                |

### 3. Editor Duty: Correct Given Paragraph(s)

Prepositions and Proper Nouns

### 4. Spelling Practice: Choose the Correct Spelling

### 5. Study Skills/Prewriting: Write Key Word Outline for Informative Report

All -- Paragraph One of Body: 3 Sentences

All -- Paragraph Two of Body: 4 Sentences

All -- Paragraph Three of Body: 5 Sentences

#### Day Two

### 6. Grammar: Adjectives

### 7. Spelling Practice: Six "S" Spelling Secret

### 8. Composition/Creative Writing: Write Rough Draft Essay From Key Word Outline

### 9. Further Extension--Study Skills/Prewriting/

Composition: Take Notes and Write an Original Opening Paragraph

#### Day Three

### 10. Grammar: Double and Triple Adjectives

### 11. Composition and Editing: Edit and Revise Using the Checklist Challenge

### 12. Spelling Practice: Write That Word!

### 13. Sentence Structure: Prepositional Phrase Opener

#### Day Four

### 14. Grammar: Weekly Quizzes

### 15. Spelling: Spelling Test

### 16. Dictation: Dictation Quiz

### 17. Composition: Write Final Copy Informative Report From Key Word Outline

Optional: Extra Practice

# Answer Keys Red 6-B: Week Two

## 3. Editor Duty: Correct Given Paragraph(s): Conjunctive Adverbs, Subordinate Clauses

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight the two CA's.

(3) In the last paragraph, highlight the subordinate clause openers.

**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.

In an effort to get the visible results of larger crowds, bigger offerings, and more converts, there is a tendency to compromise either the message or godly standards that are required by the message. **Some** try to defend the use of worldly methods on the basis of apparent results. **However**, this philosophy that the "end justifies the means" is the very basis of religious humanism. **Therefore**, its end cannot be blessed.

God gave **David** precise instructions for not only the structure of the Temple, but also the worship that was to take place within it. **It** was not long, however, before the people focused on methods of worship and lost sight of the meaning behind them. **Gradually**, new methods were introduced, which perverted the very purpose of the Temple.

**When Jesus came into the Temple,** **He** denounced **its** greedy financial methods by overturning the tables of the money changers. Methods continued to deteriorate until the Temple itself **was** destroyed in A.D. 70. Today an **Islamic** mosque stands near the site of **Solomon's** Temple.

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |               |             |
|---------------|-------------|
| 1. bisycle    | bicycle     |
| 2. almanac    | almannac    |
| 3. cosmetic   | kosmetic    |
| 4. counterfit | counterfeit |
| 5. concoct    | concot      |

**Teacher Tip:** Your student may highlight any of the shaded words in this week's Editor Duty Answer Keys for the number of items he was to highlight.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!



- |                 |             |
|-----------------|-------------|
| 6. cyprus       | syprus      |
| 7. jaundiss     | jaundice    |
| 8. exsessive    | excessive   |
| 9. suciety      | society     |
| 10. exception   | exseption   |
| 11. hammuck     | hammock     |
| 12. gimmick     | gimmic      |
| 13. instinktive | instinctive |
| 14. consonant   | consunant   |
| 15. assoceate   | associate   |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- |               |           |
|---------------|-----------|
| 16. vicinity  | visinity  |
| 17. tubacco   | tobacco   |
| 18. tunancy   | tenancy   |
| 19. synthetic | sinthetic |

**Teacher Tip:** The two prepositional phrase openers your student highlighted in the paragraphs are technically not prepositional phrases but rather are subordinate clauses. Maybe your advanced level B student will notice them! If he does, praise him and remind him that phrases do not contain verbs but clauses do—thus, both of those are technically subordinate or dependent clauses.

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- |                    |               |
|--------------------|---------------|
| 20. vindictive     | vindictiv     |
| 21. unequivocal    | unequivical   |
| 22. supercileous   | supercilious  |
| 23. sophistication | sofistication |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- |                 |             |
|-----------------|-------------|
| 24. meticolus   | meticulous  |
| 25. intentional | intentionel |

26. fastidious

fastidious

27. conscientious

conscientious

## 6. Grammar: Adjectives

<> **6f.** In the sentences provided, insert descriptive adjectives that you have never used in writing before. Find the adjectives in a thesaurus, if needed.

**No answer key needed. Answers will vary.**

## 10. Grammar: Double and Triple Adjectives

<> **10d.** Insert double adjectives into the sentences provided.

**No answer key needed. Answers will vary.**

## 13. Sentence Structure: Prepositional Phrase Opener

<> **13f.** In the sentences provided, place commas following the prepositional openers according to the rules learned this week.

1. In both the physical and spiritual worlds, hunger and thirst are normal signs.
2. During mealtime a child will not be hungry for his meal if he has filled himself with cookies beforehand.
3. In learning Bible facts without applying them, a person can become spiritually obese.
4. Beyond the sacred page, I seek Thee, Lord.
5. During times of hungering for righteousness, God will satisfy our needs.
6. In the land of Palestine, hunger and thirst were frequent and vivid experiences.
7. In the hot, dry climate, few things were more precious than water.
8. Within Adam Clarke, a deep, spiritual hunger awakened.

9. In the digestive process, the role of each compartment illustrates a significant function of meditation on Scripture.
10. In England, God-fearing families desired to establish a government based on the principles of Scripture.
11. In order to keep appetite under the control of hunger, we need to learn to calculate normal body weights.
12. To prepare a Hebrew child for clean and wholesome foods, the parent would touch those foods to the infant's palate.
13. From nurture we get the words nurse and nutrition. **(Optional comma: Your student may think he hears a pause following this short pp.)**
14. In learning that the walls of Jerusalem had been destroyed, Nehemiah's heart was broken.
15. From Nehemiah chapters one and two, we learn how God accomplishes His mighty work through those who hunger and thirst for righteousness.
16. With his heart still gratified by God's blessing, he enthusiastically told the people how God was providing the opportunity to rebuild the city.
17. With the liberty God had given him to achieve his vision, Nehemiah was fulfilled.
18. Unto thee do I cry.
19. In terms of the extreme thirst of a deer after a time of fleeing from danger, this expression pictures David's inner desire for God.
20. With my whole heart have I sought Thee.

## Weekly Review Quiz Answer Key

### I. Vocabulary and Comprehension

1. What years did Martin Luther search? *Early 1500's*
2. What do the two adjectives, *sharp* and *obvious* mean?
  - a. sharp - *Abrupt change in direction*
  - b. obvious - *Easily seen or recognized*
3. Write six adjectives (**Extensions:** Write eight) that may be used to describe the sloth.

**Answers will vary.**

### II. Spelling and Homophones

4. Write two of this week's spelling words for each of the sounds of c listed:
  - a. ce
    - 1) *excessive*
    - 2) *exception*
  - b. ci
    - 1) *society*
    - 2) *associate*
  - c. ck

- 1) gimmick                      2) hammock
- d. c + other consonant
- 1) instinctive                      2) vindictive
- d. c + a, o, or u
- 1) cosmetic                      2) concoct

**Answers will vary.**

### III. Outlining and Write On

5. In writing about subjects of which you are not knowledgeable, you want to be sure to write those words in your outline—both so that you have exactly the word you want and so that you have the correct spelling of the word. Write four technical words on the lines provided that you want to be sure to include when outlining from this week's passage.

**Answers will vary.**

6. Match the words simile and metaphor with their definitions and samples.

Simile

b

d

Metaphor

a

c

- a. Comparison not using the word *like* or *as*
- b. We should be like a deer rising up on our hind feet.
- c. We are the sheep of His pasture.
- d. Comparison using the word *like* or *as*.
7. Write one of your metaphors/similes from Scripture on the lines provided.
- We are the light of the world.
- Like a wave tossed by the wind

**Answers will vary.**

### IV. Grammar and Usage

8. List the four questions that adjectives answer/describe.
- a. what kind                      b. how many
- c. which one                      d. whose
9. The best kinds of adjectives to use are those that tell what kind.
10. **Extensions:** Put a comma between two adjectives when you can do one of the following:
- a. The two adjectives can be put in different order and the sentence still makes sense.
- b. The word and can be put between the two adjectives and the sentence still makes sense.
11. You should never put a comma between an adjective and the noun it is describing.
12. Follow a prepositional phrase with a comma if...(highlight the two statements that are true):
- a. The PP opener is three words or longer.
- b. **The PP opener is five words or longer.**

c. You hear a definite pause.

13. Write ten (**Extensions:** Write twenty) prepositions that are related to a base preposition.

**Answers will vary.**

## **V. Editing and Revising**

14. List two possible titles for your essay this week.

**Answers will vary.**

15. Write two sets of double or triple adjectives that you could use in this week's report—along with a noun that they describe.

**Answers will vary.**

# Lesson Plans

## Red 6-B: Week Three

For a Five-Day Week

**Character Focus: Thoroughness**

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<p><b>13. Grammar: Weekly Quizzes</b></p> <p><b>14. Spelling: Spelling Test</b></p> <p><b>15. Dictation: Dictation Quiz</b></p> <p><b>Optional: Extra Practice</b></p>

# Lesson Plans

## Red 6-B: Week Three

For a Four-Day Week  
Character Focus: Thoroughness

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# Answer Keys Red 6-B: Week Three

## 3. Editor Duty: Correct Given Paragraph(s):

### Dashes

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the second paragraph, highlight the two-word adjective, and put a hyphen between the two words, if you have not already done so.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

The process of osmosis can also be very destructive. A fish living in salt water, for example, loses water continually out of **its** bloodstream. The concentration of salt in the blood is only about **one** percent, while the concentration of salt in normal sea water is almost **three** percent. Because osmosis causes water to flow from the lower concentration to the higher concentration, the osmotic pressure draws water out of the fish and into the ocean.

To compensate for this **loss** of water, the fish must drink large amounts of water. The only water **ocean-dwelling** fish can drink, however, is salt water. Drinking large amounts of salt water causes salt to build up in the bloodstream. This salt must **then** be removed from the body to maintain a proper balance of salt.

Fish that live in fresh water have a different problem. **Their** blood contains more salt **than** the water in which they live. Osmotic pressure forces water into the bloodstream of freshwater fish. This means that freshwater fish never **have** to drink water.

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |               |           |
|---------------|-----------|
| 1. chafe      | chaffe    |
| 2. chissel    | chisel    |
| 3. archery    | archary   |
| 4. charracter | character |
| 5. treachery  | trechery  |

**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!



**Teacher Tip:** Your student may highlight any of the shaded words in this week's Editor Duty Answer Keys for the number of items he was to highlight.

- |                   |              |
|-------------------|--------------|
| 6. charades       | sharades     |
| 7. chemastry      | chemistry    |
| 8. chaotic        | caotic       |
| 9. orkid          | orchid       |
| 10. chloride      | cloride      |
| 11. mechanick     | mechanic     |
| 12. Christian     | Christin     |
| 13. chastitee     | chastity     |
| 14. chocolate     | chocolit     |
| 15. Christiannity | Christianity |
| 16. chronic       | cronic       |

↔ **4b.** Highlight the correct spelling of each **Extensions** word.

- |                |           |
|----------------|-----------|
| 17. chronology | cronology |
| 18. chic       | chec      |
| 19. sheek      | sheik     |

↔ **4c.** Highlight the correct spelling of each **Further Extension** word.

- |              |           |
|--------------|-----------|
| 20. krisalis | chrysalis |
| 21. shammy   | chamois   |

↔ **4d.** Highlight the correct spelling of each **Optional** word.

- |                  |               |
|------------------|---------------|
| 22. apathetic    | apathetick    |
| 23. nonchalent   | nonchalant    |
| 24. lackadasical | lackadaisical |
| 25. inadvertent  | inadvertant   |

## 6. Structural Analysis: Plural Nouns

<> 6c. Make the nouns provided plural according to the rules you have learned this week.

- |                            |                             |                             |
|----------------------------|-----------------------------|-----------------------------|
| 1. heart— <u>hearts</u>    | 2. concept— <u>concepts</u> | 3. deer— <u>deer</u>        |
| 4. church— <u>churches</u> | 5. woman— <u>women</u>      | 6. reason— <u>reasons</u>   |
| 7. branch— <u>branches</u> | 8. rash— <u>rashes</u>      | 9. trial— <u>trials</u>     |
| 10. video— <u>videos</u>   | 11. man— <u>men</u>         | 12. clutch— <u>clutches</u> |
| 13. alto— <u>altos</u>     | 14. mouse— <u>mice</u>      | 15. child— <u>children</u>  |

**Teacher Tip:** Remember that a preposition can be a subordinator sometimes — if the words following it contain a verb (*before the Pilgrims had arrived*).

## Weekly Review Quiz Answer Key

### I. Vocabulary and Comprehension

1. What were the two cities cited in the passage?

- a. Sodom                      b. Gomorrhah

2. Write two words associated with lack of thoroughness.

**Answers will vary.**

3. Write two sentences about Lot using two of the words you listed in # 2.

**Answers will vary.**

### II. Outlining and Write On

4. How do you know when it is time to change to a new paragraph in writing when you write dialogue?

Each time the speaker changes, a new paragraph begins

### III. Grammar and Usage

5. Fill in the blanks for the Subordinator Rhyme for Students' First Subordinators

Since,      When,      Though  
Because,    If,            Although.

6. Write the Subordinator-Check Sentence on the line provided.

\_\_\_\_\_ he was late for church

7. **Extensions:** Write at least ten subordinators that you did not list in # 20 above.

**Answers will vary.**

#### IV. Editing and Revising

8. **Further Extension:** Write three Subordinate Clauses on the lines provided that you could use in your report.

- a. Because of their desire to worship freely.
- b. Since they were aboard the ship.
- c. Though the journey was difficult.

**Answers will vary.**

9. Write six Banned Words on the lines provided.

- a. very
- b. big
- c. many
- d. really
- e. such
- f. fine

**Answers will vary.**

# Lesson Plans

## Red 6-B: Week Four

For a Five-Day Week

**Character Focus: Thoroughness**

Day One																												
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nonchalant	lackadaisical																											
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<p><b>4. Spelling Practice: Choose the Correct Spelling</b></p> <p><b>5. Study Skills/Prewriting/Composition: Take Notes and Write Original Opening Paragraph</b></p> <p><b>6. Grammar: Adverbs</b> <i>Ly Words and Others</i></p>
Day Three
<p><b>7. Sentence Structure: Subordinate Clause Openers</b></p> <p><b>8. Composition and Editing: Edit and Revise Using the Checklist Challenge</b></p> <p><b>9. Spelling Practice: Six "S" Spelling Secret</b></p>
Day Four
<p><b>10. Vocabulary/Structural Analysis: Wacky Words</b> <b>Confusing Words: sight vs. site</b></p> <p><b>11. Spelling Practice: Write That Word!</b></p> <p><b>12. Grammar: Weekly Quizzes</b></p>
Day Five
<p><b>13. Spelling: Spelling Test</b></p> <p><b>14. Dictation: Dictation Quiz</b></p> <p><b>15. Composition: Write Final Copy Dialogue Essay</b></p> <p><b>Optional: Extra Practice</b></p>

# Lesson Plans

## Red 6-B: Week Four

For a Four-Day Week  
**Character Focus: Thoroughness**

### Day One

#### Vocabulary Box

One who is thorough is often--*adjectives*

absolute	all-inclusive	assiduous
conscientious	definitive	efficient
explicit	fastidious	intentional
laborious	methodical	meticulous
painstaking		

#### Vocabulary Box

One who is not thorough is often--*adjectives*

apathetic	inadvertent	inconsiderate
indifferent	insufficient	irresponsible
imprudent	mediocre	negligent
nonchalant	lackadaisical	

### 1. Copying and Comprehension: Passage and Vocabulary

#### All

Many biblical characters have set examples for us. They have made difficult decisions to do the right thing. They are clearly models of thoroughness and single-mindedness.

Noah chose to reject the sin and corruption of his evil day. Instead he received the taunts and jeers of his generation as he constructed an ark before anyone on earth had ever sighted rain. His faith was tested for years.

Abraham's faith required him to choose between the Lord and his most cherished affection. He willingly offered to God his only son, whom he loved. Because he made this decision, God was able to bless both Abraham and his son Isaac.

#### Extensions

Moses was prompted by faith to identify himself with the despised people of God rather than the elite rulers of Egypt. He was willing to become a "nobody" and give all his energies to free God's people from bondage. He knew that he could not be accepted by both crowds.

### 2. Spelling/Structural Analysis: Unusual Spellings for the Short *u* Sound

Examples: above, couples

#### All

- |                |                   |              |
|----------------|-------------------|--------------|
| 1. government  | 2. discovery      | 3. stomach   |
| 4. tongue      | 5. floodlight     | 6. develop   |
| 7. delicious   | 8. zealous        | 9. dinosaur  |
| 10. envious    | 11. accompany     | 12. covenant |
| 13. tremendous | 14. discoloration | 15. luscious |
| 16. gorgeous   |                   |              |

#### Extensions

- |            |                |
|------------|----------------|
| 17. eulogy | 18. extraneous |
|------------|----------------|

#### Further Extension

- |               |               |
|---------------|---------------|
| 19. deciduous | 20. egregious |
|---------------|---------------|

#### Optional Words

- |                   |              |               |
|-------------------|--------------|---------------|
| 21. imprudent     | 22. mediocre | 23. negligent |
| 24. inconsiderate |              |               |

### 3. Editor Duty: Correct Given Paragraph(s) Capitalization, Hyphens, and Subordinators

### 4. Spelling Practice: Choose the Correct Spelling

#### Day Two

### 5. Study Skills/Prewriting/Composition: Take Notes and Write Original Opening Paragraph

### 6. Grammar: Adverbs *Ly* Words and Others

### 7. Sentence Structure: Subordinate Clause Openers

### 8. Composition and Editing: Edit and Revise Using the Checklist Challenge

#### Day Three

### 9. Spelling Practice: Six "S" Spelling Secret

### 10. Vocabulary/Structural Analysis: Wacky Words Confusing Words: sight vs. site

### 11. Spelling Practice: Write That Word!

### 12. Grammar: Weekly Quizzes

#### Day Four

### 13. Spelling: Spelling Test

### 14. Dictation: Dictation Quiz

### 15. Composition: Write Final Copy Dialogue Essay

### Optional: Extra Practice

# Answer Keys Red 6-B: Week Four

## 3. Editor Duty: Correct Given Paragraph(s):

### Proper Nouns

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the paragraphs that you corrected, highlight all of the proper nouns.

**Teacher Tip:** Your student may highlight any of the shaded words in this week's Editor Duty Answer Keys for the number of items he was to highlight.

On **October** 31, 1517, firmly convinced of the absolute authority of the **Scriptures**, **Martin Luther** nailed his **Ninety-Five Theses** to the door of the **Wittenburg** church. These **were** critiques of the practice of indulgences. They repudiated the claim of the **Roman Catholic Church** to spiritual authority. (*Church* may or may not be capitalized according to whether the church was called Wittenburg or Wittenburg Church.)

**Luther** and the **Reformers** believed the **Scriptural** teaching regarding the depravity of the human heart. **Therefore**, they concluded that government officials needed checks and balances to curb **their** tendency to abuse power. They further believed that **nations** must also submit **themselves** to **Biblical** principles in **their** relationships with each other. **The** first codifying of international law came from the influence of the **Reformation**.

Because of the entanglement of the **Roman Catholic Church** with state affairs, **Martin Luther** at first emphasized a sharp distinction between secular and spiritual powers. In later years, however, he realized the need for the **Bible** to influence government. **Thus**, he united the **two** very closely.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |                   |                   |
|-------------------|-------------------|
| 1. government     | <b>government</b> |
| 2. discovery      | <b>discovery</b>  |
| 3. <b>stomach</b> | stomack           |
| 4. tonge          | <b>tongue</b>     |

**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!

5. floodlight	floodlite
6. develop	develope
7. delicious	delicious
8. zealous	zellous
9. dinosaur	dinasaur
10. envious	envious
11. accompany	accompany
12. covenant	covenant
13. tremendous	tremendus
14. discoloration	discoloration
15. luscious	luscous
16. gorgeous	gorgous

<> **4b.** Highlight the correct spelling of each **Extensions** word.

17. eulogy	eulogy
18. extraneous	extraineous

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

19. deciduous	desiduous
20. egregious	egregous

<> **4d.** Highlight the correct spelling of each **Optional** word.

21. imprudent	imprudent
22. mediocre	mediocre
23. negligent	neglijent
24. inconsiderate	inconsiderit

# 7. Sentence Structure: Subordinate Clause Openers

<> 7f. In the sentences provided, complete the following steps:

- (1) Highlight the entire subordinate clause (not just the subordinators at the beginning).
- (2) Insert commas as needed following the subordinate clause openers.

1. **When a believer loses his effectiveness** , it is just like salt losing its savor when mixed with impurities.
2. **Because a believer allows himself to be contaminated by the lust of the flesh , the lust of the eyes, and the pride of life** , he loses his effectiveness for the Lord.
3. **Since God is slow to wrath and plenteous in mercy** , He promises to restore effectiveness when a believer repents.
4. **Just as the lack of salt in the body results in physical consequences** , the lack of salty Christians produces spiritual consequences.
5. **When salt is mixed with impurities** , it becomes stale and has an “off” taste.
6. **If believers are mixed with the impurities of the world or have their inward power drained away** , they lose their witness.
7. **Since salt was associated with wisdom in Jesus’ day** , to lack saltiness was to be foolish.
8. **Since good for nothing means “without usefulness** ,” the Bible says to cast out salt that has no saltiness.
9. **Since salt is a potential pollutant** , it was spread on dirt roads in Jesus’ day—where it would do the least damage.
10. **Because people wanted to avoid the salt tax of the Roman government** , a merchant bought a huge quantity of salt from Cyprus and hid it.
11. **Since the damp earthen floors drew up moisture and dissolved salt** , the worthless mounds that remained had to be thrown out into the roads to be trodden under foot.
12. **Because humanistic philosophy was mixed with the teaching of Biblical principles** , intellectual criticism of the Bible and the rise of unbelieving ministers resulted.
13. **Although Lot was a “just” and “righteous” man when he came into Sodom** , he failed to influence the city or his family.
14. **Because salt was a symbol of the spiritual influence Lot’s family should have had in the city** , Lot’s wife turned into a pillar of salt when she looked back.
15. **Because Hitler carried humanistic thinking to its ultimate conclusion** , he set up a program of annihilating “inferior races.”



16. **Since salt easily combines with damaging substances and helps to transport them throughout the body** , the blood must be constantly cleansed from these impurities.
17. **When the kidneys remove impurities from the blood and maintain a proper salt balance** , the body is full of health and vitality.

## 10. Vocabulary/Structural Analysis: Wacky Words

**Homophone: sight, site**

<> **10b.** Fill in each blank provided with the correct Wacky Word---*sight* or *site*.

1. Many Bible characters did not lose sight of the goal.
2. They set their sights high.
3. God showed Noah the site to build the ark.
4. God led Abraham to the site where he could offer a sacrifice.
5. Moses sighted a burning bush in the distance.
6. God then told Moses that this site was now holy ground.
7. We should set our sights on eternal things.

## Weekly Review Quiz Answer Key

### I. Vocabulary and Comprehension

1. Write sentences about the Bible characters mentioned in the passage.

**Answers will vary.**

2. Write sentences about the three people mentioned in #1--using the words given below.

**Answers will vary.**

### II. Spelling and Homophones

3. You can use the shape/spelling of the words *sight* and *site* to differentiate between the two. Fill in the blanks for these:
  - a. Sight—we see l i g h t with our sight
  - b. Site---a site is a pl a c e(long first vowel; silent e)

### III. Grammar and Usage

4. List the three words that adverbs usually describe.  
a. verbs            b. adjectives            c. adverbs
5. Write three (**Extensions:** write four) questions that adverbs answer.  
a. how                            b. when  
c. to what extent            d. where
6. A clause is a group of words that contains a subject and a verb.
7. **Extensions:** What is the difference between a sentence and a subordinate clause?  
A subordinate clause cannot stand alone -- they are dependent on the rest of the sentence.
8. A subordinate clause is a group of words that begins with a subordinator and contains a subject and a verb.
9. A subordinate clause is not a sentence because it does not make sense on its own.
10. **Extensions:** What is another word for a subordinate clause? dependent clause
11. A subordinate clause is said to be subordinate to the rest of the sentence.
12. A dependent clause (another name for a subordinate clause) is said to be dependent on the rest of the sentence.
13. A subordinate clause can/can not stand alone. can not
14. When you write a subordinate clause at the beginning of your sentence, you should follow the subordinate clause with a comma:
  - a. Place the comma when you "hear" the subordinate clause end.
  - b. Place the comma in just before you hear the real sentence begin.

### IV. Revising and Editing

15. List four (**Extensions:** List five) adverbs that you should try to avoid in your writing.  
a. really                            b. very                            c. slowly  
d. softly                            e. greatly

**Answers will vary.**

16. **Extensions:** List four non-ly adverbs that you might commonly use.  
a. not                                b. soon  
c. now                                d. too
17. List two other possible titles for this week's report.

**Answers will vary.**





# Red 7-B: Week One

Character Focus: Truthfulness

## Vocabulary Box

Characteristics of one who is truthful--*adjectives*

authentic	bona fide	candid
credible	ethical	genuine
honorable	reliable	reputable
scrupulous	trustworthy	unfeigned
veracious	veritable	virtuous
wholesome		

## Vocabulary Box

Characteristics of one who is not truthful--*adjectives*

ambiguous	clandestine	counterfeit
crafty	deceitful	delusive
devious	disingenuous	elusive
fallacious	fraudulent	mendacious
perfidious	pretentious	specious
spurious	underhanded	unreliable

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

The red squirrel identifies a relatively small area in the woods for its territory. Normally, this area is 200 to 250 yards in diameter. It knows every inch of its domain, memorizing the paths through the trees and branches, as well as on the forest floor. With this information, the red squirrel can dart from place to place in order to carry out its work as the "watchman of the woods."

Red squirrels have discernibly keen eyesight, and from perches high in the trees, they can spot enemies while they are still a long way off. To determine how far away an intruder is, the squirrel nods its head up and down in order to compare the angle of sight from two positions. By this method, it is able to pinpoint the exact distance of the enemy.

Extensions

As soon as the red squirrel spots an unwelcome intruder, it releases a vocal outburst and stamps its feet. Then it jerks its tail. Its warning can be heard from over a quarter of a mile away. If the intruder proceeds, it is scolded mercilessly with sharp "tcherrrs" and explosive "chucks." Other animals in the forest monitor these valuable warning signals, especially moose, elk, and deer.

Further Extension

While other creatures hibernate during the winter months, the red squirrel continues to be busy about its work. It can be seen darting around on the most bitter cold days of the year. Its tireless vigil does take a toll on its life. In the wild, a squirrel lives up to seven years. If it is in captivity with a less rigorous routine, its lifespan increases by up to thirty percent.

↔ 1a. Read this week's passage aloud.

The red squirrel is a truth bearer! He informs others of danger. He can't keep quiet when he knows the truth.

We should be like the red squirrel. We should be truth bearers, informing others of danger. We should not keep the truth to ourselves.

<> **1b.** Look up information about the red squirrel in an encyclopedia or nature book. Write two sentences (Extensions: write four) about the red squirrel's habitat, geographical location, and/or prey.

**Note: Extensions students will be adding an opening paragraph this week to your report, so you might look for interesting information for your opening during this research/comprehension assignment.**

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<> **1c.** In the second paragraph of the passage, highlight the word *discernibly*.

<> **1d.** Look up the word *discernibly* in the dictionary. On the lines provided, write the definition in your own words.

Definition of *discernibly*

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<> **1e.** On the lines provided, rewrite the sentence containing *discernibly* and use a synonym for the word *discernibly*.

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<> **1f.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

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(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

**Teacher Tip: The 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 for that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

**The levels for the Key Word Outlines are not the same as the copying levels.** The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

### Optional Penmanship Practice

Remember therefore from whence thou art fallen, and repent, and do the first works; or else I will come unto thee quickly, and will remove thy candlestick out of his place, except thou repent.

Revelation 2:5

**Teacher Tip: The Definition Dissection (DD) text used in each week's vocabulary lessons is provided in the CQLA Teacher's Guide and at the TFT Website (www.ffths.com). It is entitled the "Vocabulary Packet."**

**The DD box in the "Vocabulary Packet" contains six different techniques** that your student needs to learn in order to unlock the meanings of unfamiliar words. You may desire to go through the DD box with him, one technique per week, until he feels confident doing the DD assignments by himself. (Of course, you may work with him on the DD techniques longer than six weeks, if needed.)

Have your student put the "Vocabulary Packet" at the beginning of each weekly lesson when he moves onto a new lesson. It should be inserted right into his three-ring binder since he will be using it on the first day of each weekly lesson.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

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(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

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(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

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(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_

(9) Write a sentence using this DD word on the lines provided.

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↔ **1g. Extensions:** Write a sentence about the character quality for this month using this DD word.

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↔ **1h. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Since red squirrels have keen eyesight, they can spot enemies while they are still a long way off.

Subordinate clause opener

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<> 1i. In your notebook, copy this week's passage at the level directed by your teacher.

<> 1j. (T) Review your copy with your teacher, and correct any errors.

## 2. Spelling/Structural Analysis: Adding Suffixes to Words

**Examples: clouded, sinned**

<> 2a. In the first paragraph of the passage, highlight the following words:

- |               |               |
|---------------|---------------|
| 1. identifies | 2. relatively |
| 3. its        | 4. Normally   |
| 5. yards      | 6. knows      |
| 7. memorizing | 8. paths      |
| 9. trees      | 10. branches  |
| 11. its       | 12. woods     |

<> 2b. In the list from 2a., highlight the suffixes (endings) that were added to the root words with one color, and highlight the root words with another color.

Most of the time, when a root word ends with a consonant (other than a y), and you want to add a suffix, no spelling change in the root word is necessary.

Examples:

1. look—**looking, looked, looks**
2. knock—**knocking, knocked, knocks**
3. tender—**tenderness, tenderly**
4. equal—**equaling, equaled, equals, equality, equally**
5. bath—**bathing, bathed, baths**
6. rush—**rushing, rushed, rushes**

However, if it is a short vowel word ending in one consonant only, double the consonant before adding the suffix.

Examples:

1. ban—**banned**
2. flog—**flogged**
3. skip—**skipping**
4. hop—**hopping**
5. tag—**tagging**
6. slap—**slapping**

**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*; *hope—hoped*; *bar—bars*).



↔ 2c. Study the box below showing how words can have suffixes added to them.

Adding Suffixes to the Vocabulary Words			
Base Word	No Spelling Change	Drop y, add i	New Spelling
approach	approachable, approaching, approaches		
attentive	attentiveness, attentively		
courteous	courteousness, courteously		
cooperate			cooperation, cooperative
exact	exacting, exactly, exacts		
thorough	thoroughness, thoroughly		
serious	seriousness, seriously		
objective	objectives, objectively		objectivity
research	researching, researched, researchers		
clarify	clarifying	clarifies, clarified	
analyze	analyzed		analyzing
certify	certifying	certifies, certified	
relent	relentless, relenting		
reply	replying	replies, replied	
repay	repaying, repayable		
rebuild	rebuilding, rebuilds		

↔ 2d. Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

Write any **Review Words** that your teacher gives you on the lines provided.

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↔ 2e. Add this week's new words (minus the **Optional Words**) to pages 88, 89, and 90 of your *Spelling Notebook*.

↔ 2f. **Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

↔ 2g. Every day this week, study these words and any others you have listed in your **Review Words** section.

↔ 2h. **Optional:** In your notebook, write eight sentences using eight of the spelling words.

#### Help Box for 2a.

You should have highlighted the following:

- |                   |                |
|-------------------|----------------|
| 1. identif(y)—ies | 2. relative—ly |
| 3. it—s           | 4. Normal—ly   |
| 5. yard—s         | 6. know—s      |
| 7. memoriz(e)—ing | 8. path—s      |
| 9. tree—s         | 10. branch—es  |
| 11. it—s          | 12. wood—s     |

Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. precise	pre-cise	_____		_____
2. precisely	pre-cise-ly	_____		_____
3. depend	de-pend	_____		_____
4. depending	de-pend-ing	_____		_____
5. persuade	per-suade	_____		_____
6. persuaded	per-suad-ed	_____		_____
7. equal	e-qual	_____		_____
8. equality*	e-qual-i-ty	_____		_____
9. regret	re-gret	_____		_____
10. regretted*	re-gret-ted	_____		_____
11. legal	le-gal	_____		_____
12. legality	le-gal-i-ty	_____		_____
13. illuminate*	il-lu-mi-nate	_____		_____
14. illuminated	il-lu-mi-nat-ed	_____		_____
15. persuade	per-suade	_____		_____
16. persuasive	per-sua-sive	_____		_____
17. negotiate*	ne-go-ti-ate	_____		_____
18. negotiated	ne-go-ti-a-ted	_____		_____
19. navigate	nav-i-gate	_____		_____
20. navigated	nav-i-gat-ed	_____		_____

Words	Syllabication	Write it**	Tip	Your Tip
<b>Extensions</b>				
21. generally*	gen-er-al-ly	_____		_____
22. heresy*	her-e-sy	_____		_____
23. heretic*	her-e-tic	_____		_____
24. hygiene*	hy-giene	_____		_____
25. hygienic	hy-gien-ic	_____		_____
<b>Further Extension</b>				
26. identify*	i-den-ti-fy	_____		_____
27. identification*	i-den-ti-fi-ca-tion	_____		_____
28. implement*	im-ple-ment	_____		_____
29. implementation*	im-ple-men-ta-tion	_____		_____
<b>Optional</b>				
30. bona fide	bo-na fide	_____		_____
31. ethical	eth-i-cal	_____		_____
32. trustworthy	trust-wor-thy	_____		_____
33. credible	cred-i-ble	_____		_____

**\*Commonly Misspelled**

**\*\*Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

### 3. Editor Duty: Correct Given Paragraph(s)

#### Homophones

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) Throughout all the paragraphs, find and correct five homophone errors. Highlight the corrections.

#### Optional Penmanship Practice

Ye are the light of the world. A city that is set on a hill cannot be hid.

Matthew 5: 14

Through gloomy gateway, weary travelers entered the narrow streets of the city of Lyon richly ornamented carvings decorated the dignified row houses. They're overhanging rooves almost touched as the projecting peak cast deep shadows on the cobblestones below

Lyon had long been famous for it's trade and commerce. For more then 500 years this french city had been the center of the european silk industry. The clicking sound of looms could be heard in almost every house. Trees had been planted outside the old gray walls where silkworm cocoons produced the citys main source of wealth

One particular evening a wealthy merchant family were preparing supper when they heard a knock on the door. A cheerful greeting met them as they opened it to find too poorly dressed but sincere young men who desired to sell assorted peaces of jewelry normally the head of the household would have quickly turned the young man away due to the lateness of the hour yet this time he invited them to show there wheres

### 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |               |           |
|---------------|-----------|
| 1. precise    | presise   |
| 2. precisely  | presisely |
| 3. deepend    | depend    |
| 4. deepending | depending |
| 5. persuade   | perswade  |

Further Study: Read a book about the Crusades in the Middle Ages. What did the crusades do or not do that stopped them from being light?

Character Focus: The Crusades were an example of people trying to force others to believe what they believe, instead of shining God's light and letting God move on people's hearts.

### Optional Penmanship Practice

Major Concept: Light overcomes darkness.

Character Focus: God's light has always shone. Even in the Dark Ages, there were those who brought the Gospel to others.

6. persuaded	perswaded
7. equall	equal
8. equallity	equality
9. regrett	regret
10. regretted	regreted
11. legall	legal
12. legallity	legality
13. illuminate	illuminate
14. illumminated	illuminated
15. persuade	perswade
16. persuasive	purswasive
17. negotiate	negoshiate
18. negotiated	negoshiated
19. navigate	naviggate
20. navigated	naviggated

<> **4b.** Highlight the correct spelling of each **Extensions** word.

21. generally	genneraly
22. hairesy	heresy
23. hairctic	heretic
24. hygiene	higiene
25. higienic	hygienic

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

26. identiffy	identify
27. indentification	identiffication
28. implement	implament
29. implamentation	implementation

<> **4d.** Highlight the correct spelling of each **Optional** word.

30. bona fide                      bonna fide

31. ethical                            ethikal

32. trustwurthery                    trustworthy

33. credable                         credible

<> **4e.** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

### Alternative Writing for Red 7-B: Week One

- Write a two-paragraph essay telling how David's actions were not right.
- Write a three-paragraph biographical essay about someone who was light. In your essay, use the characteristics of those who are light, which are found in the shaded Vocabulary Box.

## 5. Study Skills/Prewriting: Key Word Outline

<> **5.** Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
  - a. Determine the topic of the entire paragraph.
  - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **4-6 words** that would most help you remember the content of the sentence.
  - b. Write those **4-6 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

**Optional:** In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

**KWO Symbols**

Symbols may help you to understand your notes better—without using more words or stealing the author’s words (since symbols usually represent general ideas, not specific words):

+ can mean up, more, above, increase, better

= can mean the result of, the same as, equal to, means, like, occurred

# can mean number, pound, or numeral

Numbers can mean to (2), for (4), dates, and periods of time

→ can mean the result of, caused, said, showed, back, forward, front, to, like

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

“ ” can mean spoken words or special words

< > can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

**All--Paragraph One of Body**

Topic of Paragraph 1 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**All--Paragraph Two of Body**

Topic of Paragraph 2 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**All--Paragraph Three of Body**

Topic of Paragraph 3 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**Sentence 5** \_\_\_\_\_

**All--Paragraph Four of Body**

Topic of Paragraph 4 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**Sentence 5** \_\_\_\_\_

### Sample KWO Paragraph

#### Paragraph 4

Topic of Paragraph 4: The red squirrel does not hibernate during the winter, but works very hard.

Sentence 1: ++ creatures hibernate → winter squirrel +++ work

Sentence 2: darting around → bitter cold days

Sentence 3: tireless vigil → toll → life

Sentence 4: wild squirrel lives 7 years

Sentence 5: captivity > rigorous → lifespan ++ 30%

### Sample Paragraph from KWO

#### Paragraph 4

The red squirrel will remain active during the cold winter even though many animals will sleep the months away. The bleary, cold days do not stop this little guy from working feverishly. This lifestyle is harmful to his health. In its natural habitat, a red squirrel is expected to live only seven years. Red squirrels in captivity that experience a relaxed way of life, can live up to thirty percent longer.

## 6. Grammar: Helping Verbs and Verb Phrases

<> **6a.** In the first copy box of the passage, highlight all of the verbs--each sentence's main verb(s) and any other verbs throughout each sentence. (Note: Highlight action verbs, BHLs and infinitives.)

It is important to understand what helping verbs are because in a verb phrase, a helping verb is the one that changes tense according to the number of the subject and when the action occurred.

A verb phrase can be any two or more of the following:

1. The base verb (an action verb, an infinitive, or a Be, a Helper, Link Verb): **said**
2. Any helpers before the base verb: **has** said
3. Any other verbs with the helper and the base verb: has **been** said

Thus, in that case the verb phrase is **has been said**.

Helping verbs are not difficult to use in your writing since you speak with them all the time!

To recognize helping verbs, remember the song for Be, a Helper, Link verbs.

In order to be a helping verb, a verb must meet both of the following qualifications:

1. It must be one of the Be, a Helper, Link verbs.
2. It must be written before the base verb.

To help you remember the Be, a Helper, Link verbs, there is a little rhyme that you can sing to the tune



## Grammar Card: Verb—Be, a Helper, Link Verb (Abbreviated: BHL)

- Memorize the Be, a Helper, Link verbs song (to the tune of the Alphabet Song):

ABCDEFG

**Be, a Helper, Link verbs,**  
HIJKLMNPO

**Is, Are, Am, Was, & Were.**  
QRSTUVWXYZ

**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**

- Not action verbs, rather, a state of being verb
- They may be isolated or located in front of an action verb, infinitive, or another Be, a Helper, Link verb:
  - He seemed sad.
  - He was sad.
  - He had bought the book.
  - He is to be here at noon.
- Usually found in the predicate part of a sentence
- When located in front of another verb, these are often called helping verbs
- “Sense” verbs are often called linking verbs

of ABC's.

The main reason you should learn Be, a Helper, Link verbs is this: when you write a verb phrase (the helpers and base verb), you need to be sure that the helpers match the subject in the following ways:

1. They should match in number:
  - a. The **boy has** given his best.
  - b. The **boys have** given their best.
2. They should match in tense:
  - a. **Yesterday**, the boy **had** given his best. (Had is used to show past tense.)
  - b. **Today**, we **are** going to town. (Are is used to show present tense.)

<> **6b.** (T) Memorize the Be, a Helper, Link verb song (found in the Grammar Card for this lesson), and recite it to your teacher.

<> **6c.** Study the Grammar Card about Be, a Helper, Link verbs provided in this lesson.

<> **6d. Optional:** Make a Grammar Card about Be, a Helper, Link verbs, or add new information to an existing card.

<> **6e.** In the sentences provided, complete the following steps:

- (1) Highlight all of the action verbs in one color.
- (2) Highlight the Be, a Helper, Link verbs (alone or before the base verbs) in another color.

## Optional Penmanship Practice

Ye are the light of the world. A city that is set on an hill cannot be hid.

Matthew 5:14

**Note: Remember, a sentence can have multiple verbs—in the various phrases, subordinate clauses (dependent clauses), and independent clauses within the sentence.**

Note: Highlight infinitives as either BHL (e.g., to be) or action verbs (e.g., to run), depending on whether the verb in the infinitive is a BHL verb or an action verb.

**Example:** We **should** **keep** our hearts on God.

1. God is light.
2. He is the brilliance of all.
3. One of the functions of light is to produce growth.
4. Light is also able to dispel darkness.
5. Light will provide warmth and reveal colors.
6. Light can also retard disease.
7. Light is so vital that it is the first thing God created after He made the heavens and the earth.
8. Christians are to be the light of the world.
9. Without them, there would be no light in this present world.

10. Christians are to be visible in the world.
11. God often places people like Joseph and Daniel in positions of influence.
12. They turned the course of history and brought glory to God.
13. We must illuminate the Gospel so that others can understand it clearly.
14. I need to be a walking illumination of truth.
15. The illuminative words that I speak can turn hearts to the truth.
16. The truthful words of Scripture need to be lifted by Christians.
17. Truthfulness is necessary in illuminating God's Word.
18. We are to reflect God's truth as a mirror reflects light.
19. Our lives as Christians must mirror the glory of the Lord who lives within us.
20. The law of God is a mirror to show us the perfection of Christ's holiness.
21. The image of a mirror must be precise.
22. Precise words reveal the truth with clarity.
23. God made us in His image so that we can reflect the glory of the Lord.
24. Christians are to provide a pattern of good works.
25. A true example of Godliness is always a dependable source of encouragement.
26. Christians need to faithfully withstand temptation.
27. The Christian is to activate leaders.
28. To activate means "to set in motion."
29. When Christians fail to take action against evil, they allow it to spread.
30. The most persuasive Christian is one in whom the Holy Spirit has full control.

**Help Box for 6a.**

You should have highlighted the following words:

Paragraph 1:

- |               |               |
|---------------|---------------|
| 1. identifies | 2. is         |
| 3. knows      | 4. memorizing |
| 5. can dart   | 6. to carry   |

Paragraph 2:

- |                 |                  |
|-----------------|------------------|
| 7. have         | 8. can spot      |
| 9. are          | 10. To determine |
| 11. is          | 12. nods         |
| 13. to compare  | 14. is able      |
| 15. to pinpoint |                  |

## 7. Spelling Practice: Six “S” Spelling Secret

- ↔ 7a. Take a spelling "pre-test" in your notebook.
  
- ↔ 7b. Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
  
- ↔ 7c. If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the Teacher's Guide. (Be sure to put one letter in each square to help you see how long each word is.)

## 8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

- ↔ 8a. Follow these steps for writing your rough draft report from your Key Word Outline:
  - (1) Re-read the entire passage to recall its content.
  - (2) Read your first line of notes and consider what you want your sentence to say.
  - (3) Practice saying your sentence aloud to get it just the way you want it.
  - (4) Write your first sentence in your notebook, or key your report on the computer.
  - (5) Be sure to double space your report to make inputting the Checklist Challenge revisions easier.
  - (6) Indent the beginning of each paragraph five spaces.
  - (7) Repeat these steps for each line of notes, writing on every other line.

**Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA Teacher's Guide.**

- ↔ 8b. Read your report aloud. Do you like the way it sounds?

## 9. Vocabulary/Structural Analysis: Wacky Words

**Homophones: were vs. we're**

The word *were* is a BHL verb. It is a being verb used as a helping verb or a linking verb. It is often confused with the contraction *we're* (meaning we are). We call *were* and *we're* Wacky Words.

**Whenever you write with (or read) a contraction, read the two words that comprise the contraction aloud (rather than reading the contraction).** You will know immediately if that is the correct word.

For example:

**We're**

We will arrive at eight, and *we're* bringing pie.

If you say *we are* bringing pie (in place of *we're*), you will know that **we're is the correct word.**

**Were**

They *we're* coming at nine.

If you read *we are* instead of *we're*, you will know that **you do not want we're** (we are) but you want *were* (the BHL verb).

1. No: They *we're* (we are) coming at nine.
2. Yes: They *were* coming at nine.

**<> 9a.** Fill in each blank provided with the correct Wacky Word--*were* or *we're*.

1. The red squirrels \_\_\_\_\_ high in the trees keeping watch.
2. The intruders \_\_\_\_\_ quickly spotted by them.
3. As we enter the forest, \_\_\_\_\_ able to hear the squirrel's "chucks."
4. The other animals in the forest \_\_\_\_\_ monitoring these warning signals.
5. These warnings \_\_\_\_\_ heard a quarter mile away.
6. \_\_\_\_\_ able to see the red squirrel stay busy even on cold winter days.
7. When we go to the zoo, \_\_\_\_\_ hoping to see a red squirrel.

**<> 9b.** On the lines provided, write two sentences using *were* and *we're*.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

# 10. Vocabulary/Structural Analysis: Wacky Words

## Homophones: then vs. than

↔ **10a.** In the passage, highlight the sentence: "Then it jerks its tail."

The words *then* and *than* are words that commonly confuse writers of all ages. You need to be able to distinguish between these two words and write properly with them.

1. Then

a. Used to show a sequence of events

b. Examples:

1) First, this happened. **Then**, this happened.

2) She ran and **then** she fell.

2. Than

a. Used to compare two things

b. Examples:

1) This costs less **than** that. That costs more **than** the other would cost.

2) He runs more slowly **than** he used to run.



Remember that the word *then* has an *e* in it; so does the word *next*. *Then* means *next*. *Than* is a comparison word; it does not mean *next*.

↔ **10b.** Study the Grammar Card about *then* vs. *than*, or add new information to an existing card provided in this lesson.

↔ **10c.** Fill in each blank provided with the correct Wacky Word--*then* or *than*.

1. With this information, \_\_\_\_\_ the red squirrel can dart from place to place.

2. The red squirrels eyesight is keener \_\_\_\_\_ other animals.

3. Once he spots an intruder, he \_\_\_\_\_ nods his head up and down.

4. This will \_\_\_\_\_ allow him to pinpoint the exact distance of the enemy.

5. The loud noises the red squirrel makes will \_\_\_\_\_ warn the other animals of an intruder.

6. The red squirrel is busier \_\_\_\_\_ other animals on cold winter days.

7. A squirrel in captivity will live longer \_\_\_\_\_ one in the wild.

↔ **10d.** On the lines provided, write two sentences using *then* and *than*.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

<> **10e. Optional:** Make a Grammar Card about *then* vs. *than*, or add new information to an existing card.

<> **10f.** In your notebook, write ten sentences using *then* and *than*.

## 11. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> **11.** Use the Checklist Challenge located after this week's lesson to edit your report.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

**Optional:** In place of the week's Checklist Challenge you and your teacher may desire to complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

### Grammar Card: Then vs. Than

- Then
  - Often an adverb, **telling when**
  - Tells a sequence: First this happened; **then that happened.**
  - Then = next
- Than
  - Comparison word**
  - Compares one thing to another: This blue is darker **than that one.**
  - Than = compare



Remember that the word *then* has an *e* in it; so does the word *next*. *Then* means *next*. *Than* is a comparison word; it does not mean *next*.

## 12. Grammar/Sentence Structure: Quotation Rules

<> **12a.** In the passage, highlight the quotation marks.

Did you notice anything about the end marks in the sentences that also ended with quotation marks?

Usually, when the speech tag is before the quotation and an ending mark is part of the quotation—that is, it punctuates the sentence that is being quoted—the ending mark should be inside the quotation marks.

Usually, when the speech tag (the words that tell who is speaking) comes after the quotation, a comma is used instead of a period—it also goes inside the quotation marks.

If the exclamation mark or question mark is part of the sentence being quoted, it should go inside the quotation mark just like commas and periods.

In summary, these two rules mean that:

1. Periods always go inside quotation marks.
2. Commas always go inside quotation marks.
3. Exclamation marks and question marks can either go inside or outside a mark, depending on whether each one is part of the quote or not.

### Checklist Challenge

Do not do anything in the Checklist Challenge that makes your essay sound worse! The Checklist Challenge is for improving essays. If some portion of it does not improve your essay, you may omit that step (with your teacher's permission).

<> **12b. Optional:** Make a Grammar Card about punctuating quotations, or add new information to an existing card.

 **Periods and commas always go inside ending quotation marks.**

<> **12c.** Study the Grammar Card about punctuating quotations.

<> **12d.** Punctuate the sentences provided, according to the quotation rules learned in this week's lesson.

1. One of the men politely asked Sir, would you be pleased to buy any rings or trinkets
2. The wife asked Have you anything more
3. The man replied Oh yes
4. I have commodities far more valuable than these he said
5. I will give you one if you will keep my presence a secret he continued
6. The man said This inestimable jewel is the Word of God, by which He communicates His mind to men
7. I have a pearl of great price he said

8. Peter Waldo asked What if death should overtake me in like manner

9. Would my soul be ready for the journey he continued

10. Father said Even though Peter Waldo was rich, he could not buy the Word of God

11. Mother interjected Finally, he was able to get a copy, and he found out the truth

12. Peter Waldo gave away his material possessions to minister among the poor read Kayla

13. Peter Waldo said I am not out of my mind, but I am avenging myself of those who were oppressing me in making me a lover of money more than a lover of God

14. The Waldensians replied Whether it be right in the sight of God to hearken unto you more than unto God, judge ye

<> **12e. Optional:** In your notebook, write sentences containing quotations and speech tags.

**Basic Level:** Write fifteen sentences.

**Extensions:** Write twenty sentences containing information from a character book.

### Grammar Card: Quotation Marks—General

- **Used for dialogue, minor works, special words, and partial quotations;** do not use quotation marks for thoughts
- When quotation marks show a partial quotation or a minor work and a comma follows them, **place the comma inside the ending quotation mark:** We should read the "Daily Devotional," and we should study the Bible.
- When using quotation marks to show a partial quotation or a minor work at the very end of a sentence, **a period may be placed inside the quotation mark**—but not exclamation marks or question marks:
  - I read the "Daily Devotional."
  - Did you read the "Daily Devotional"? (Place the question mark outside since it is not part of the quotation.)
- **Always put periods and commas inside quotation marks**
- **Put a question mark or exclamation mark inside the quotation marks only if it is part of a quotation;** otherwise, it should be placed outside the quotation marks:
  - "Is he coming over?" they asked. (Place the question mark inside since it is part of the quotation.)
  - "Watch out!" he exclaimed. (Place the exclamation mark inside since it is part of the quotation.)
- Put dashes or parentheses inside the quotation marks only if they are part of the quotation
- A final semicolon or colon should be placed outside the quotation marks at all times
- Do not use quotation marks for indirect quotes: She said that he was born in Missouri. (Instead of: She said, "He was born in Missouri.")

 **Periods and commas always go inside ending quotation marks.**

Help Box for 12a.

You should have highlighted the following words:

1. "watchman of the woods" (paragraph 1)
2. "tcherrs" (paragraph 3)
3. "chucks" (paragraph 3)

**Teacher Tip:** Both periods and commas always go inside quotation marks.

**Teacher Tip:** If an exclamation mark or a question mark is part of the sentence being quoted, it should go inside the quotation marks, just as commas and periods do.

### 13. Spelling Practice: Write That Word!

<> **13a.** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

<> **13b.** Complete the following steps for one of the words you listed in 13a.

- (1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.
- (2) On the lines provided, write a sentence containing that word.

\_\_\_\_\_

\_\_\_\_\_

<> **13c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_
3. \_\_\_\_\_ 4. \_\_\_\_\_

#### Spelling Practice

Use any of the following practice techniques to prepare for this week's Spelling Test:

1. Use the Spelling Practice Worksheet in the Appendix of the *Teacher's Guide*.
2. Have a partner dictate your spelling words to you while you write them on a whiteboard. If you misspell a word, write the word correctly in a different color beneath the misspelled word.
3. Have a partner write your spelling words on graph paper, leaving a blank for every letter or two. Try to fill in the missing letters.
4. Have your teacher write your words on paper or on the Spelling Practice Worksheet found in the Appendix of the *Teacher's Guide*, syllabifying each syllable of each word for you (e.g., *dil/i/gent*). Practice writing them syllable by syllable just like your teacher did.



**Teacher Tip** If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week’s **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

## 14. Grammar: Weekly Quizzes

- <> **14a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week’s lesson) following the times suggested (according to your teacher’s direction) for each assigned section.
- <> **14b.** Do the Weekly Review Quiz provided after this week’s lesson.

## 15. Spelling: Spelling Test

- <> **15a.** (T) In your notebook, take a Spelling Test consisting of this week’s words and any **Review Words**.
- <> **15b.** (T) Have your teacher check your Spelling Test.
- <> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

## 16. Dictation: Dictation Quiz

- <> **16a.** (T) In your notebook, take dictation from this week’s passage at the level directed by your teacher.
- <> **16b.** (T) Review your dictation with your teacher.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

## 17. Composition: Final Copy Informative Essay From Given Material

- <> **17a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **17b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

## Optional: Extra Practice

- 1E. In your notebook, write twenty sentences that have BHL verbs and contain information from a character book.
- 2E. In your notebook, take notes about the Vocabulary Words located at the beginning of this weekly lesson, in order to write two comparison/contrast paragraphs.
- 3E. Edit and revise your paragraphs from the Extra Practice assignments, using this week's Checklist Challenge.
- 4E. Make a minit-book containing your paragraphs about the Vocabulary Words.
- 5E. In your notebook, write twenty words with suffixes.
- 6E. Read the book of II Samuel.
- 7E. In your notebook, write six Scriptures about Nathan and David. Use information from II Samuel.
- 8E. In your notebook, write ten sentences with quotation marks and speech tags.
- 9E. Write a book report on the book of II Samuel. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 10E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

**Teacher Tip:** Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying "pause" when your student should put a comma in and "stop" when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read—as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

**Note:** In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

# Checklist Challenge Red 7-B: Week One

Character Focus: Truthfulness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

All **All Levels**

E's **Extensions**

B **Basic Level only**

FE **Further Extension only**

E **Extension only**

All  All  All  All

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

☞ **Focus on content errors at this time.**

All  All  All  All

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All  All  All  All

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All All

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All All All All

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
meeek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

☞ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All All All 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. (or place a check mark in each one that represents a paragraph with no Banned Words).

**Banned Word List:**

very	big	really	good	great
fine	say	bad	little	want
see	look	ask	lot	find

like (Only when used as a verb; not a Banned Word as a preposition.)

☞ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All E's

Use **one of this month's vocabulary words** in your composition (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

All E's FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **A word you have never used in writing might be one you use in speaking but not in your compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

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: **Little Red**
- Something comical: **Tcherr, Tcherr, Chuck**
- Something bold: **Faithful Forest Friend**
- A song title or line: **Funny Face, I Love You!**
- A Scripture: **Do It Heartily Unto the Lord**
- Something biblical: **Every Creature That Hath Breath**
- Something about character: **Truthbearer**
- Something informative: **Wide Awake and Vigilant**
- Other: **Watchman of the Woods**

☞ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important—but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title—though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

☞ **Tips:**

- **Write a sentence that describes your essay without telling the reader exactly what it is about.**
- **Do not say: *In this essay you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* essay.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the “**thesis statement reloaded**” and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.**

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- They display extraordinary stealth.
- Then, they are trapped!
- And soon it happened.

All All All All

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

☞ **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.**

All All All All

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant. substitute *retorted* the next time.

☞ **Do not change insignificant words such as *was, it, and, etc.***

All All All All

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

☞ **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

B, E

**Combine two complete, related sentences** with a semicolon. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly; these sneaky ones use far more subtle methods.
- They act via traps and snares; they put their victims in challenging positions.

All All

Add one **quotation or a partial quotation** (or more than one, according to your level) if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- The teacher said, “It designs a temporary spiral of non-sticky silk to act as basting.”
- “This basting holds the framework in position as it finishes the web,” said Mr. Reish.

☞ **Remember, a comma or period at the end of the quotation or special words quoted *always* goes inside the ending quotation mark.**

B, 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.**

E's E's E's E's

Combine two sentences (or one sentence and one [or more] phrase/clause) into one complete sentence using the **conciseness technique** of your choice. If you have already done these, highlight the check box(es) as directed by your teacher.

Examples:

• **Appositive:**

Two sentences: A spider's web is an intricate trap. It seldom releases its victims.

One sentence: A spider's web, **an intricate trap**, seldom releases its victims.

• **Compound verbs:**

Two sentences: It traps its victims. It ensnares its victims.

One sentence: It **traps and ensnares** its victims.

• **Subordinate clause placement:**

Two sentences: The spider secures the center of the bridge with a vertical silk strand.

Then it constructs a frame.

One sentence: **Once the spider secures the center of the bridge with a vertical strand**, it constructs a frame.

• **Another non-essential opener:**

Two sentences: They are far more subtle in their methods. They act via traps and snares to put their victims in challenging positions.

One sentence: **Subtle in their methods**, they act via traps and snares to put their victims in challenging positions.

• **Prepositional phrase placement:**

Two sentences: Orb webs are the ones seen by people most often. They are created by two families of spiders.

One sentence: Orb webs, **which people see most often**, are created by two families of spiders.

• **Conjunctive adverb:**

Two sentences: A spider sits patiently in the center of the web. It waits for its victim.

One sentence: A spider waits for its victim; **moreover**, it sits patiently in the center of its web.

- **Dash preceding clause or phrase:**

Two sentences: Some predators do not catch their prey by assailing them directly. They are far more subtle in their methods.

One sentence: Some predators do not catch their prey by assailing them directly--**they are far more subtle in their methods.**

- **Coordinating conjunction between two complete sentences:**

Two sentences: Each of the twenty-five families of spiders has its own design for a web. Orb webs are the ones most often seen by people.

One sentence: Each of the twenty-five families of spiders has its own design for a web, **but** orb webs are the ones most often seen by people.

- **Semicolon between two complete sentences:**

Two sentences: Spiders create intricate webs. Victims seldom escape from them.

One sentence: Spiders create intricate webs; **victims seldom escape from them.**

- **Colon usage:**

Two sentences: There are two crafty predators. These include the spider and the Venus' fly trap.

One sentence: There are two crafty predators: **the spider and the Venus' fly trap.**

🔑 **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

All All All All

**Edit each paragraph with your teacher, and correct any usage or spelling errors.**



# Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one aloud.</li> <li>Try to spell the word aloud without looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the 1. SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
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50. \_\_\_\_\_

## Conjunctive Adverbs--FE

One Minute

1. \_\_\_\_\_
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18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

- M \_\_\_\_\_, W \_\_\_\_\_, O \_\_\_\_\_,  
W \_\_\_\_\_, Y \_\_\_\_\_, N \_\_\_\_\_,

**Subordinators**

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
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30. \_\_\_\_\_

**Coordinating Conjunctions**

(FANBOYS)

Thirty Seconds

- F \_\_\_\_\_
- A \_\_\_\_\_
- N \_\_\_\_\_
- B \_\_\_\_\_
- O \_\_\_\_\_
- Y \_\_\_\_\_
- S \_\_\_\_\_

**BHL Verbs**

Two Minutes

**Be, a Helper, Link Verbs,**

I \_\_\_\_\_, A \_\_\_\_\_, A \_\_\_\_\_,

W \_\_\_\_\_, & W \_\_\_\_\_,

B \_\_\_\_\_, & B \_\_\_\_\_, B \_\_\_\_\_,

B \_\_\_\_\_,

H \_\_\_\_\_, & H \_\_\_\_\_, & H \_\_\_\_\_,

are ones.

C \_\_\_\_\_, C \_\_\_\_\_, S \_\_\_\_\_,

S \_\_\_\_\_ --- they are fun

W \_\_\_\_\_, W \_\_\_\_\_, D \_\_\_\_\_,

D \_\_\_\_\_, D \_\_\_\_\_, &

D \_\_\_\_\_

M \_\_\_\_\_, M \_\_\_\_\_, M \_\_\_\_\_,

--- they are some as well,

A \_\_\_\_\_, L \_\_\_\_\_, S \_\_\_\_\_,

R \_\_\_\_\_, T \_\_\_\_\_,

F \_\_\_\_\_, & S \_\_\_\_\_

**First Subordinators Learned**

**in Rhyme**

Thirty Seconds

S \_\_\_\_\_, W \_\_\_\_\_, Th \_\_\_\_\_,

B \_\_\_\_\_, I \_\_\_\_\_, Al \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Comprehension and Vocabulary

1. Write a sentence describing the environment of the the red squirrel.

\_\_\_\_\_

\_\_\_\_\_

2. Write two synonyms for the word you did the Definition Dissection on.

a. \_\_\_\_\_ b. \_\_\_\_\_

## II. Spelling and Homophones

3. List eight examples of root words that do not change when a suffix is added to each one.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

(4) \_\_\_\_\_ (5) \_\_\_\_\_ (6) \_\_\_\_\_

(7) \_\_\_\_\_ (8) \_\_\_\_\_

4. List three words that contain the root word *truth*.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

5. List three words that contain the root word *welcome*.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

6. List three words that contain the root word *honest*.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

7. List three words that contain the root word *deceit*.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

8. List three words that contain the root word *inform*.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

9. What spelling word was the most difficult to learn this week? \_\_\_\_\_

10. Which word is a BHL verb?            were            we're

11. Which word is a contraction meaning we are?            were            we're

\* **Teacher Tip:** You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

12. What punctuation mark tells you that a word is a contraction? \_\_\_\_\_

13. Write a sentence using the word *were*.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. Write a sentence using the word *we're*.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### III. Editing and Revising

15. What word did you use the most synonyms for in this week's essay? \_\_\_\_\_

16. Write four sentences (**Extensions:** Write six) from your essay in which you used sentence openers and change them using another type of sentence opener with sentence opener.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

17. What two Banned Words did your report contain this week, and what did you substitute for them?

a. \_\_\_\_\_ - \_\_\_\_\_

b. \_\_\_\_\_ - \_\_\_\_\_

18. What is the most interesting adjective you used in your essay this week? \_\_\_\_\_

19. What is the most interesting adverb you used in your essay this week? \_\_\_\_\_

20. What is the strongest verb you used in your essay this week? \_\_\_\_\_

21. How many different types of sentence openers did you use in this week's essay? \_\_\_\_\_

# Red 7-B: Week Two

Character Focus: Truthfulness

## Vocabulary Box

Characteristics of one who is truthful--*adjectives*

authentic	bona fide	candid
credible	ethical	genuine
honorable	reliable	reputable
scrupulous	trustworthy	unfeigned
veracious	veritable	virtuous
wholesome		

## Vocabulary Box

Characteristics of one who is not truthful--*adjectives*

ambiguous	clandestine	counterfeit
crafty	deceitful	delusive
devious	disingenuous	elusive
fallacious	fraudulent	mendacious
perfidious	pretentious	specious
spurious	underhanded	unreliable

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

One of the men politely asked, "Sir, would you be pleased to buy any rings, or seals, or trinkets? Madame, will you look at some handkerchiefs or pieces of needlework for veils? They are of good price."

Not finding anything that caught her eye, the wife asked, "Have you anything more?"

Immediately, the other peddler eagerly responded in an unusual and puzzling way. "Oh yes, I have commodities far more valuable than these, and I will make you a gift of them if you will keep my presence a secret."

Extensions

With their curiosity further aroused, the family hesitantly agreed. To their surprise the young man instantaneously lifted a book out of a concealed compartment. With carefully measured words he explained: "This inestimable jewel is the Word of God, by which He communicates His mind to men."

Further Extension

For the first time in their lives, the family actually understood the Word of God when they read about the Father's redeeming love in Jesus Christ--in their own language from the Gospel of John.

↔ 1a. Read this week's passage aloud.

This passage is about a group of believers who lived in France during the early 1100s through the 1600s. They were called the Waldensians, and the group was founded by a man named Peter Waldo, who

discovered the truth of the Gospel because he was rich enough to buy himself a Bible. Once he discovered that you could not buy salvation, like the state church in France (and most of Europe at that time) taught, he wanted everyone to know about it.

Peter Waldo translated the New Testament into the language of the people in 1180, before any complete version of the Bible existed in German, English, or French. The "peddlers" described in the passage distributed these Bibles to the poor people of Lyon, France. The Waldensians were light-bearers in a significantly dark time and place.

<> **1b.** In the third and fourth paragraphs of the passage, highlight the words *commodities* and *inestimable*.

<> **1c.** Look up these words in the dictionary. On the lines provided, write their definitions in your own words.

Definition of *commodities*

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Definition of *inestimable*

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<> **1d.** From the shaded Vocabulary Box, choose four of the characteristics of those who are light, and write them on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

<> **1e.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

---

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

---

(4) Complete the steps described in the DD box for the trick you chose.

**Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only.** Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated for 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: Before the Reformation, there were people like the Waldensians who brought God's light to people.

Character Focus: As long as Christians are shining their lights, there will never be a true "Dark Age."



**Optional Penmanship Practice**

For ye were sometimes in darkness, but now are ye light in the Lord: walk as children of light.

Ephesians 5:8

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

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(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

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(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_

(9) Write a sentence using this DD word on the lines provided.

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↔ **1f. Extensions:** Write a sentence about the character quality for this month using this DD word.

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↔ **1g. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Even though their curiosity was aroused, the family hesitantly agreed.

Subordinate clause opener

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↔ **1h.** In your notebook, copy this week's passage at the level directed by your teacher.

↔ **1i.** (T) Review your copy with your teacher, and correct any errors.

## 2. Spelling/Structural Analysis: Long a/Silent e and Schwa with Silent e

Examples: *irate*, *immediate*

<> **2a.** In the third and fourth paragraphs of the passage, highlight the two words that have *ate* at or near the end of them.

*Ate* is a common ending in words. It has two different sounds at the end of root words:

1. Long *a* as in *irate*
2. *Schwa* sound as in *immediate*

The *schwa* sound is the sound of a quick, short *u*. It is often found in the middle of words and can be made by various combinations of letters.

The best way to learn how to spell the confusing words that have different spellings for *ate* is to read, read, read!

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional** Words) to page 14 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write eight sentences using eight of the spelling words.

### Optional Penmanship Practice

That ye may be blameless and harmless, the sons of God, without rebuke, in the midst of a crooked and perverse nation, among whom ye shine as lights in the world.

Philippians 2:15

**Teacher Tip:** The v-c-e 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.

Write any **Review Words** that your teacher gives you on the lines provided.

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### Help Box for 2a.

You should have highlighted the following words:

1. Immediately
2. communicates

Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. activate	ac-ti-vate	_____		_____
2. migrate	mi-grate	_____		_____
3. hesitate	hes-i-tate	_____		_____
4. innate	in-nate	_____		_____
5. illuminate	il-lu-mi-nate	_____		_____
6. equate	e-quate	_____		_____
7. hibernate	hi-ber-nate	_____		_____
8. manage	man-age	_____		_____
9. accurate	ac-cu-rate	_____		_____
10. furnace	fur-nace	_____		_____
11. separate	sep-a-rate	_____		_____
12. desperate	des-per-ate	_____		_____
13. confiscate	con-fis-cate	_____		_____
14. compassionate	com-pas-sion-ate	_____		_____
15. impersonate	im-per-son-ate	_____		_____

**\*Commonly Misspelled**

**\*\*Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
<b>Extensions</b>				
16. liquidate*	liq-ui-date	_____		_____
17. literate*	lit-er-ate	_____		_____
<b>Further Extension</b>				
18. legitimate*	le-git-i-mate	_____		_____
19. mediate*	me-di-ate	_____		_____
20. mitigate*	mit-i-gate	_____		_____
21. necessitate*	ne-ces-si-tate	_____		_____
<b>Optional</b>				
22. authentic	au-then-tic	_____		_____
23. scrupulous	scru-pu-lous	_____		_____
24. virtuous	vir-tu-ous	_____		_____
25. reputable	rep-u-ta-ble	_____		_____

**\*Commonly Misspelled**

**\*\*Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Further Study: Study I John, and take notes on how we can be light.

### 3. Editor Duty: Correct Given Paragraph(s)

#### Helping Verbs, Homophones

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first two paragraphs, highlight all of the BHL verbs.

(3) **Extensions:** In the third paragraph, highlight all of the four misused homophones, and correct them if you have not already done so.

Peter waldo lived in the bustling, medieval city of lyon. His success and reputation as a merchant was well-known. In the midst of his prosperity the following tragedy lead to the salvation of his soul

After a festive banquet peter waldo and his friends was engaged in pleasant conversation. Suddenly a fellow merchant was took in a seizure and died From that moment the merchant of lyon became a diligent seeker of spiritual truth

The bible could have answered every won of his questions. But as rich as he was peter waldo did not have access too the greatest of all treasures—the word of god. The few copies that existed in france laid tucked away on the shelves of monastic libraries inn a language the common people could knot understand

### 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. activate                      activaite

2. migrate                      migraite

3. hessitate                    hesitate

4. innate                        inate

5. iluminiate                   illuminate

6. equaite                      equate

7. hybernate                   hibernate

- |                   |              |
|-------------------|--------------|
| 8. manage         | mannage      |
| 9. accurate       | accurrate    |
| 10. fernace       | furnace      |
| 11. seperate      | separate     |
| 12. desparate     | desperate    |
| 13. confiscate    | confistcate  |
| 14. compassionate | compasionate |
| 15. impersonate   | inpersonate  |

Further Study: Make a poster with Francis of Assisi's quote, "Preach Christ at all times, and if necessary, use words." Add a Bible verse that says something similar.

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- |               |           |
|---------------|-----------|
| 16. liquidate | likwidate |
| 17. literate  | literit   |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- |                |            |
|----------------|------------|
| 18. lejitimate | legitimate |
| 19. mediate    | medeate    |
| 20. mittigate  | mitigate   |
| 21. necessiate | neccesiate |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- |                |             |
|----------------|-------------|
| 22. authentic  | authentick  |
| 23. scrupulous | scroopulous |
| 24. vertuous   | virtuous    |
| 25. reputable  | reputible   |

<> **4e.** On the line provided, write your two (**Extensions**: Write four) most challenging spelling words.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Further Study: Read a book or part of a book about the Waldensians or Lollards.

**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.

- Write three paragraphs about the great work of the Waldensians.
- Write a four-paragraph biographical essay about Peter Waldo.

## 5. Study Skills/Prewriting: Key Word Outline

- <> 5. Follow these steps to write a Key Word Outline (KWO) for this week's passage:
- (1) Read the first paragraph to yourself.
    - a. Determine the topic of the entire paragraph.
    - b. Write the topic of that paragraph on the Topic of Paragraph line.
  - (2) Read the first sentence of the first paragraph and think about what it means.
    - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
    - b. Write those **3–5 words** on the line provided for sentence one.
    - c. Repeat these steps for all of the sentences in the first paragraph.
  - (3) Repeat these steps for all of the paragraphs and sentences in the passage.
  - (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

**Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA Teacher's Guide.**

**Note: You may plan to rewrite the dialogue in your own words but still use quotation marks since it is a story.**

### All--Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

### All--Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

### All--Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

### All--Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

### Extensions--Paragraph Five of Body

Topic of Paragraph 5 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

(You may use up to eight words for Sentence One.)

#### Optional Penmanship Practice

“Let the Lower Lights Be Burning”

Brightly beams our  
Father’s mercy

From His lighthouse ever-  
more,

But to us He gives the  
keeping

Of the lights along  
the shore.

Let the lower lights be  
burning!

Send a gleam across the  
wave!

Some poor fainting, strug-  
gling seaman

You may rescue, you may  
save.

#### Sample Key Word Outline

Paragraph 3

Topic of Paragraph 3: *Family able to read The Gospel of John in their own lan-  
guage*

Sentence 1: *1st time → lives understood Bible → Father’s love → Jesus → lan-  
guage*

Character Focus: Light supports all life. Without it, nothing exists. Christians are compared to light many times in Scripture.

#### Sample Re-Write

Paragraph 3

*After reading the Gospel of John in their native tongue, this family finally com-  
prehended God’s love for them through His son Jesus Christ.*

Character Focus: Christ is the ultimate light of the world. People see that light through Christians.



## 6. Grammar/Punctuation: Capitalization Rules

↔ 6a. Highlight each of the words that are capitalized in the passage that are not at the beginning of a sentence or the beginning of a quotation.

You probably know that all of the words that you highlighted in the passage are some type of proper noun.

A proper noun is a noun (person, place, thing, or idea) written by its “proper” name—the official name.

1. Common noun: **song**  
Proper noun: “**Safe in the Arms of Jesus**”
2. Common noun: **day**  
Proper noun: **Monday**

All proper nouns are capitalized:

1. Names of groups of people:
  - a. **French**
  - b. **English**
2. Names of people:
  - a. **Peter Waldo**
  - b. **Mordecai**
3. Names of wars and battles:
  - a. **World War II**
  - b. **The Crusades**
4. Names of days:
  - a. **Monday**
  - b. **Sunday**
5. Titles of songs:
  - a. “**Let the Lower Lights Be Burning**”
  - b. “**Blessed Assurance**”

6. Names of organizations:
  - a. **Waldensians**
  - b. **Advanced Training Institute**
7. Names for or references to God:
  - a. **Savior**
  - b. **Him**
  - c. **Prince of Peace**

There are a few rules for capitalizing proper nouns:

1. Always capitalize the first and last word in a proper noun.
2. Always capitalize all words in a proper noun that are three letters or more.
3. Capitalize words of less than three letters if they are important words, such as verbs (be, is, etc.).
4. Do not capitalize words that have fewer than three letters if they are prepositions (e.g., to, for, or, of), articles (e.g., a, an, the), or pronouns (e.g., he, we, it,).

### Grammar Card: Noun—Proper Noun

- Nouns that **name a specific person, place, or thing**
- All first words, last words, and important words are capitalized in proper nouns: *Through Gates of Splendor*
- Proper nouns include:
  - Names of **groups of people or nationalities**: Irish
  - A person’s **name**: Donna
  - Names of **battles/wars**: World War II
  - Days, months, holidays**: June, Christmas
  - Titles**—songs, books, movies, etc.: God’s Smuggler
  - Names of **organizations**: Advanced Training Institute
  - Names of God**: Lord
  - References to God**: Him
  - Names of **places**: Indiana
  - Names of **bodies of water, mountains, landmarks, ships, memorials, buildings, cities, states, streets, countries**: Atlantic Ocean, Jefferson Memorial

<> **6b.** Study the Grammar Card about capitalizing proper nouns in this lesson.

<> **6c. Optional:** Make a Grammar Card about capitalizing proper nouns, or add new information to an existing card.

<> **6d.** In the sentences provided, correct the capitalization errors (for proper nouns or for the first word in the sentence).

<> **6e. Optional:** Re-copy the sentences on the lines provided.

1. The city of lyon had long been famous for its trade and commerce.

---

---

2. this french city had been the center of the european silk industry.

---

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3. they read in their own language from the gospel of john about god's redeeming love in jesus christ.

---

---

4. The waldensian missionaries revealed a "pearl of great price" to french families.

---

---

5. they were the disciples of peter waldo.

---

---

6. they lived during a time when the medieval roman catholic church was a powerful force.

---

---

7. during the dark ages, popes went forth as conquering princes extending their control by the sword.

---

---

8. the greatest conquests were realized during the leadership of innocent III.

---

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**Optional Penmanship Practice**

Truthfulness: Earning future trust by accurately reporting past facts.

Character Focus: When others look at us, we must be a truthful representation of what Christ is like.

Character Focus: Light shows things that are not true.

9. the darkness of religious frenzy swept the people into the crusades to rid palestine of moslem influence and "liberate" the city.

---

---

10. during the first crusade, jerusalem was captured.

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---

Character Focus: Because darkness is the absence of light, whenever light comes, the darkness leaves.

11. the third crusade won an agreement with the turks to allow christians to visit jerusalem.

---

---

12. at the end of this time, the turkish forces were as entrenched in the holy land as ever before.

---

---

Further Study: Read a book about what life was like in the Middle Ages.

13. peter waldo lived in the bustling, medieval city of lyon.

---

---

14. He became aware of a guilty conscience that could not be satisfied by the vain ceremonies and false doctrines of the roman catholic church.

---

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Further Study: Read about the Great Plains bison in *Character Sketch III* pages 80-86. How was the Great Plains Bison not light to those around them?

15. waldo gave all of his wealth away and determined that the gospel that had given him new life must be made available in the language of his people that were seeking it.

---

---

16. the light of god's word broke through to the people of france by the determined hand of peter waldo.

---

---

Further Study: Read a book about Peter Waldo.

17. long before any complete versions of the bible existed in german, english, or spanish, peter waldo had his new testament ready for circulation.

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---

18. the waldensians were forced to flee to the safety of the impenetrable french and italian alps where their missionary activities continued.

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### Help Box for 6a.

You should have highlighted the following words:

- |                           |                                |
|---------------------------|--------------------------------|
| 1. I (paragraph 3)        | 2. I (paragraph 3)             |
| 3. Word (paragraph 4)     | 4. God (paragraph 4)           |
| 5. He (paragraph 4)       | 6. His (paragraph 4)           |
| 7. Word (paragraph 5)     | 8. God (paragraph 5)           |
| 9. Father's (paragraph 5) | 10. Jesus Christ (paragraph 5) |
| 11. Gospel (paragraph 5)  | 12. John (paragraph 5)         |

Character Focus: Peter Waldo was dedicated to bringing God's Word and light to people long before the Reformation.

## 7. Spelling Practice: Six "S" Spelling Secret

- <> **7a.** Take a spelling "pre-test" in your notebook.
- <> **7b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

- <> **8a.** Follow these steps for writing your rough draft report from your Key Word Outline:
- (1) Re-read the entire passage to recall its content.
  - (2) Read your first line of notes and consider what you want your sentence to say.
  - (3) Practice saying your sentence aloud to get it just the way you want it.
  - (4) Write your first sentence in your notebook, or key your report on the computer.
  - (5) Be sure to double space your report to make inputting the Checklist Challenge revisions easier.
  - (6) Indent the beginning of each paragraph five spaces.
  - (7) Repeat these steps for each line of notes, writing on every other line.

**Optional:** In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

↔ **8b.** Read your report aloud. Do you like the way it sounds?

## 9. Vocabulary/Structural Analysis: Wacky Words

### Confusing Words: further vs. farther

↔ **9a.** In the second copy box of the passage, highlight the word *further*.

The word *further* is a Wacky Word because it has a confusing word partner--*farther*.

Here is a little secret: If you would poll ten adults, nine of them would probably not be able to tell you when to use *farther* and when to use *further*, but if you learn one little trick, you will master this confusing WW pair!

**Farther**--has an **a** in it--**farther** is for **area** (physical distance)- it also contains the root word *far* (**farther**, which is used to show space like direction and area)

**Farther** also has *far* in it--you go far (area) on a trip.

**Further**--has a **u** in it--**further** is for **understanding** (ideas and thoughts)

Examples:

The house is **farther** down the road.  
Let me **further** elaborate on that point.

How simple is that?

**Note: Notice how CQLA calls the upper level of each book Further (understanding) Extension--not Farther Extension!**

↔ **9b.** Fill in each blank provided with the correct Wacky Word--*further* or *farther*.

1. As they traveled \_\_\_\_\_ down the road, they found a merchant.
2. The wife questioned the merchant \_\_\_\_\_ .
3. Another peddler \_\_\_\_\_ away responded to her question.
4. The merchant hoped to \_\_\_\_\_ their understanding of God.
5. The merchant's statement aroused their curiosity \_\_\_\_\_ .

6. He removed a Bible from a concealed compartment that was \_\_\_\_\_ away.

7. The couple now had a \_\_\_\_\_ comprehension of God's love.

<> **9c.** On the lines provided, write two sentences using *further* and *farther*.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

<> **9d.** Fill in each blank provided with the correct Wacky Word--*than* or *then*.

1. \_\_\_\_\_ they saw the merchant.

2. He had something better \_\_\_\_\_ jewels.

3. He \_\_\_\_\_ pulled out a Bible.

4. The couple \_\_\_\_\_ took the Bible and read it.

5. They had a greater understanding of God's love \_\_\_\_\_ they ever had before.

<> **9e.** Fill in each blank provided with the correct Wacky Word--*were* or *we're*.

1. Where \_\_\_\_\_ you today?

2. \_\_\_\_\_ staying home all day.

3. Michael and Daniel \_\_\_\_\_ outside playing.

4. When Mother gets home, \_\_\_\_\_ eating lunch.

5. After lunch, \_\_\_\_\_ playing a board game.

Character Focus: Light supports all life. Without it, nothing exists. Christians are compared to light many times in Scripture.
---

## 10. Punctuation: Capitalizing References to People

You have already learned that you should capitalize specific names of people, places, and things (proper nouns), such as:

1. Wiley Glass
2. China
3. Bible

**When you write a reference to someone (a word referring to someone—such as Mother, Father, Grandma, Uncle Joe, etc.) in place of the person’s name, you should capitalize it.**

You will remember this rule easily if you keep these three tips in mind:

1. **If the reference is used in place of the person’s name, capitalize the first letter of the word.**

Examples:

- |                   |                      |
|-------------------|----------------------|
| a. <b>M</b> other | b. <b>A</b> unt Jane |
| c. <b>D</b> addy  | d. <b>G</b> randpa   |

2. **If the word does not have an article (a, an, the), a pronoun (his, her, our), or a possessive noun (boy’s, child’s, girl’s) in front of it, capitalize the first letter of the word.**

Examples:

- a. It was early when *Mother* called for us.
- b. Often *Grandfather* will tell us stories.
- c. After work, *Daddy* is taking us to dinner.

3. **If the word does have an article (a, an, or the), a pronoun (his, her, our), or a possessive noun (boy’s, child’s, girl’s) in front of it, do not capitalize the first letter of the word.**

Examples:

- a. It was early when my *mother* called for us.
- b. Often, my *grandfather* will tell us stories.
- c. After work, our *daddy* is taking us to dinner.

This might sound confusing, but do not despair! If all else fails, use this little trick:

**If you can substitute the person’s name in place of the reference, capitalize the reference.**

1. You **can** say, “It was early when *Donna* called for us,” so **capitalize Mother** in place of Donna: It was early when *Mother* called for us.
2. You **can** say, “Often *Don* will tell us stories,” so **capitalize Grandfather** in place of Don: Often *Grandfather* will tell us stories.
3. You **can** say, “After work, *Ray* is taking us to dinner,” so **capitalize Daddy** in place of Ray: After work, *Daddy* is taking us to dinner.

**If you cannot substitute the person’s name in place of the reference, do not capitalize the reference.**

1. You **cannot** say, “It was early when my *Donna* called for us,” so do **not capitalize mother** in place of Donna: It was early when *my mother* called for us.
2. You **cannot** say, “Often my *Don* will tell us stories,” so do **not capitalize grandfather** in place of Don: Often *my grandfather* will tell us stories.
3. You **cannot** say, “After work, our *Ray* is taking us to dinner,” so do **not capitalize dad** in place of Ray: After work, *our dad* is taking us to dinner.



**When a common noun has a proper noun element in it (black-eyed Susan), capitalize the proper noun element (Susan) but not the common noun elements.**

<> 10a. Study the Grammar Card about capitalization rules.

<> 10b. **Optional:** Make a Grammar Card about capitalization rules, or add new information to an existing card.

<> 10c. Complete the following steps:

- (1) Highlight the words referring to someone that may or may not need to be capitalized (e.g., Mother, Father, Grandma, Grandfather, etc.).
- (2) Write correct (or C) on the lines following the sentences that are correctly capitalized (according to this week's capitalization rules).
- (3) Write incorrect (or X) on the lines following the sentences that are incorrectly capitalized.

**Note: The corrections will be based on only the capitalization rules for referring to people as taught this week--not any of the many other capitalization rules.**

1. My Father told us that we should agree with our adversary quickly. \_\_\_\_\_

2. After breakfast, mother read Matthew chapter five to us. \_\_\_\_\_

3. At church, pastor smith preached about the importance of being humble when you agree with your adversary. \_\_\_\_\_

4. My Dad asked us to share how we can be more approachable. \_\_\_\_\_

5. In school today, mother told us that agreeing with an adversary results in humility, which God rewards with grace. \_\_\_\_\_

6. aunt tami told us that courtesy means to treat someone like royalty or to make them feel special. \_\_\_\_\_

7. Our father explained that the very spirit of cooperation is a sense of teamwork in which you willingly sacrifice for the benefit of God's higher purposes. \_\_\_\_\_

### Grammar Card: Capitalization Rules

- **Capitalize all first, last, and important words** in proper nouns
  - Names of people (proper nouns): Donna, Joshua
  - Names of groups of peoples: Pilgrims, French, Indians, Americans
  - Names of God: Jesus, God, Savior, Son
  - References to God: His, Him, the One
  - Titles of books, magazines, booklets, flyers, etc. (major or minor works): *Book of Virtues*
  - Names of documents: Declaration of Independence
  - Names of bodies of water, mountains, landmarks, ships, memorials, buildings, cities, states, streets, countries: Atlantic Ocean, Jefferson Memorial
  - Names of other things that include proper nouns (just the proper noun part): **Indian** summer, **Alaskan** sheepdog, blackeyed **Susan**, etc.
- Other capitalization rules:
  - Any **form of the word I**: I, I'll, I'm
  - The first letter of the **first word in a sentence**: The ball is red.
  - References for people if used in place of the person's name and no noun marker or article precedes the word:
    - 1) Later, **Mother** will read to us. (capital needed; could say *Donna* instead of *mother*)
    - 2) Later, **my** mother will read to us. (no capital needed; could **not** say *my Donna* so no Capital is required)
  - In proper nouns, capitalize all of the following:
    - First and last words
    - Words three letters or more (if not a preposition, article, or pronoun)
    - Three letter prepositions, articles, and pronouns that are important



**When a common noun has a proper noun element in it (black-eyed Susan), capitalize the proper noun element (Susan) but not the common noun elements.**

Further Study: Read a book about what the Catholic Church was like in the Middle Ages.

Further Study: Learn a praise song from the Middle Ages like "All Creatures of Our God and King."



8. My mom told us to read about the courtroom proceedings that require exactness, thoroughness, seriousness, and objectivity. \_\_\_\_\_

9. After Bible study, grandpa don is coming for a visit. \_\_\_\_\_

10. Before that, Dad wants us to clean the garage. \_\_\_\_\_

↔ **10d. Optional:** In your notebook, write sentences with references to people capitalized or not capitalized according to this week's capitalization rules.

**Basic Level:** Write eight sentences.

**Extension:** Write ten sentences.

**Further Extension:** Write fifteen sentences.

## 11. Write On: Sentence Openers

You have learned about sentence openers (introductory material) of all kinds throughout this CQLA book. They expand your writing dramatically.

However, in instructional writing, sentence openers aid even more than some other types of writing. This is because in instructional writing, details are needed more than ever--and sentence openers can provide those details.

For example, if you tell your reader to spread the peanut butter on the bread, you may use an opener to describe the utensil etc.--without adding another sentence (i.e. *Get a butter knife.*).

**With the butter knife that you secured earlier**, dig into the peanut butter, scoop out about half a table-spoon, and gingerly spread over one piece of bread.

You will be asked to add sentence openers to your instructional report next week, but your writing will be even stronger if you incorporate them into your report as you write the rough draft.

↔ **11a.** Study the Transition Words Box Provided.

↔ **11b.** On the lines provided, write sentences using introductory material or non-essential information at the beginning of each sentence and followed by a comma. You may choose from those given below or experiment with your own.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_
11. \_\_\_\_\_  
\_\_\_\_\_

Further Study: Make a timeline of people who showed light in the Middle Ages.

12. \_\_\_\_\_  
\_\_\_\_\_
13. \_\_\_\_\_  
\_\_\_\_\_
14. \_\_\_\_\_  
\_\_\_\_\_
15. \_\_\_\_\_  
\_\_\_\_\_
16. \_\_\_\_\_  
\_\_\_\_\_
17. \_\_\_\_\_  
\_\_\_\_\_
18. \_\_\_\_\_  
\_\_\_\_\_
19. \_\_\_\_\_  
\_\_\_\_\_
20. \_\_\_\_\_  
\_\_\_\_\_

**Transition Words that Indicate Time, Order, and/or Sequence**

- |                  |                      |                  |               |                    |
|------------------|----------------------|------------------|---------------|--------------------|
| • after          | • afterward          | • before         | • then        | • once             |
| • next           | • last               | • at last        | • at length   | • first            |
| • second, etc.,  | • at first           | • formerly       | • rarely      | • usually          |
| • another        | • finally            | • soon           | • meanwhile   | • at the same time |
| • for a minute   | • during the morning | • most important | • later       | • ordinarily       |
| • to begin with  | • afterwards         | • generally      | • in order to | • subsequently     |
| • previously     | • in the meantime    | • immediately    | • eventually  | • concurrently     |
| • simultaneously |                      |                  |               |                    |

## 12. Composition and Editing: Edit and Revise Using the Checklist Challenge

- <> 12. Use the Checklist Challenge located after this week's lesson to edit your report.
- (1) Complete each revision for each paragraph, as indicated.
  - (2) Insert revisions with pen or pencil into your rough draft paper.
  - (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
  - (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

**Optional:** In place of the week's Checklist Challenge you and your teacher may desire to complete the "How to Complete the Checklist Challenge" information from the CQLA *Teacher's Guide*.

Further Study: Learn the story behind the song "Let the Lower Lights Be Burning."

Further Study: Learn the song "Let the Lower Lights Be Burning."

## 13. Grammar: Coordinating Conjunctions

- <> 13a. In the first copy box of the the passage, highlight the coordinating conjunctions (for, and, nor, but, or, yet, so).

Coordinating conjunctions are words that are used to join two words or phrases. Just think of "conjunct" as "co-join"—words used to join two words or two parts of a sentence.

The most popular coordinating conjunction is probably the word *and*. It is used often to join two words or the last two words in a series of three or more items (seals, trinkets, and pieces of needlework).

Coordinating conjunctions (cc's) are easy to memorize if you use a little trick taught by a wise grammar book author:

**F**or  
**A**nd  
**N**or  
**B**ut  
**O**r  
**Y**et  
**S**o

If you remember that coordinating conjunctions are FANBOYS, you will always remember the seven cc's.

- <> 13b. (T) Memorize all seven cc's with the acronym FANBOYS, if needed, and recite them to your teacher.


- <> 13c. In the sentences provided, highlight the cc's.


**Note:** The word *for* is also a preposition. For now, just highlight it below as a FANBOYS (CC).

## Grammar Card: Coordinating Conjunction (Abbreviated cc)

- Used to join two words, phrases, clauses, or complete sentences:
  - The Spelling Notebook and Grammar Cards
  - Jesus was meek, and Jesus was kind.
- Memorize by using an acronym:  
**F**or  
**A**nd  
**N**or  
**B**ut  
**O**r  
**Y**et  
**S**o
- **A comma comes before a cc when a cc is in the middle of a sentence and has a complete sentence on both sides of it:**  
God is a merciful, kind God, and He deeply cares for us.
- When joining two very short sentences with a cc, you can omit the comma if it is clear what each half means without it (optional):
  - She is coming and he is coming too.
  - Pray for us and we will pray for you.
- **Do not use a comma when a cc is in the middle of a sentence, but it does not have a complete sentence on both sides of it:**
  - The lower state courts hear a variety of minor criminal and civil cases. (No comma is needed since civil cases is not a complete sentence.)
- Use a comma when the cc *and* comes before the last item in a series of three or more items: Each state court system is comprised of the courts of general jurisdiction, the appellate courts, **and** the state supreme court.
- Correlative conjunctions are made up of a coordinating conjunction and a correlating word, such as the following:

Both/and	either/or	neither/nor
Whether/or	just as/so	not only/but also
- When you use correlative conjunctions, you will normally not use punctuation:
  - Both he and she are coming.
  - Either Sue or Bob must lead the meeting.
  - Neither bacon nor ham was suitable for them.

 You can remember coordinating conjunctions (cc's) if you remember FANBOYS (for, and, nor, but, or, yet, so).

 When you put a comma-cc between two groups of words, each side of the comma-cc must be a complete sentence. This is one way of creating a compound sentence.

1. Ships on a dark and troubled sea set their courses by the bright signals of a lighthouse.
2. The people of the world receive warning and direction from radiant Christians in the same way.
3. The lighthouse has a continual responsibility, regardless of whether or not its message is heeded by the sailors.
4. Lights on a hill are seen from farther distances than the same light on a lower level, and they communicate a message of life, provision and protection.
5. They are observable from many directions, for they are not obscured by surface obstructions.
6. God is light, and He is the brilliance of all that is properly related to Him.
7. Ye were sometimes in darkness, but now are ye light in the Lord.
8. Ye are light in the Lord, so walk as children of light.
9. Christians are not just a light in the world, but they are the light in the world.
10. Without them, there would be no light in this present world, and without Christ they could not shine.
11. Christians are to be visible in the world but not to be of the world.
12. Before Christ, Satan's program was to stop Christ from being born, so he worked through rulers and nations to attempt to destroy the godly seed.
13. Now Satan's goal is to destroy the light of the Gospel, so he does it by discouraging and persecuting Christians.
14. Without understanding this perspective, the study of history becomes a meaningless string of names, places and dates.
15. The final event of history will be the brilliant return of Christ and the long-awaited wedding feast.
16. The Crusades lasted from 1096 to the 1300s, and they were organized to reconquer lands seized by the Moslems.

Teacher Tip: The coordinating conjunctions are easy to memorize if you use a little trick taught by a wise grammar teacher:

**F**or  
**A**nd  
**N**or  
**B**ut  
**O**r  
**Y**et  
**S**o

17. Feudal lords were gathering armies to recapture Jerusalem, but the Waldensians were the true light-bearers.
18. The Waldensians were carrying the torch of the Gospel throughout Europe, for the people during this time did not have God's Word.
19. Peter Waldo believed that every man should have a Bible in his own tongue and that it should be the final authority in all of life.
20. The Waldensians were named after Peter Waldo and carried on his work of furthering the Gospel.

Help Box for 13a.

You should have highlighted the following words:

1. or (trinkets)
2. and (puzzling)
3. and (I)

**For is being used as a preposition in the first copy box.**

## 14. Spelling Practice: Write That Word!

<> **14a.** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

<> **14b.** Complete the following steps for one of the words you listed in 14a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

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<> **14c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

### Commas with cc's

Tips for determining whether to use a comma with a cc:

1. Just cover the cc and the last half of the sentence and read the first half (before the cc). Ask yourself if it is a complete sentence (subject and verb).
2. Do the same for the second half of the sentence.
3. If both halves are complete sentences, you need to put a comma before the cc.

### Comma Rules for Coordinating Conjunctions

1. If the cc has a complete sentence on both sides of it, put a comma before the cc.
2. If the cc does not have a complete sentence on both sides of it, do not put a comma before it, unless it is the word *and* in a series of three or more items.

## 15. Sentence Structure/Punctuation: Comma Usage with Coordinating Conjunctions

In the last assignment, you learned to recognize coordinating conjunctions—(CCs or FANBOYS).

The word *for* can either be a preposition or a coordinating conjunction.

1. *For* is a preposition when:
  - a. It is followed by an object.
  - b. It is the beginning of a prepositional phrase.
  - c. Examples: *for the girl, for the rule*
2. *For* is a coordinating conjunction when it is used to join two parts of a sentence. Examples:
  - a. The light of the Gospel removed the burden from his soul, **for** the Bible taught him how to be saved.
  - b. He now desired to bring light into the lives of others, **for** his own darkness was ended.

Now that you can recognize cc's, you need to learn how to punctuate sentences properly that have cc's in them.

When you have a cc in the middle of a sentence, you may or may not need a comma before the cc.

Follow these rules for using commas in sentences with cc's in the middle of them:

1. If the cc has a complete sentence on both sides of it, put a comma before the cc.
  - a. Peter Waldo began the Waldensians, **and** they carried out his work after his death.
    - 1) *Peter Waldo began the Waldensians* is a complete sentence.
    - 2) *They carried out his work after his death* is a complete sentence.
  - b. The Waldensians gave the Word of God to the poor, **for** they did not have the Bible in their language.
    - 1) *The Waldensians gave the Word of God to the poor* is a complete sentence.
    - 2) *They did not have the Bible in their language* is a complete sentence.
2. If the cc does not have a complete sentence on both sides of it, do not put a comma before the cc, unless it is the word *and* with a series of three or more items.
  - a. Peter Waldo started the Waldensians **and** distributed God's Word. (No comma is needed since a complete sentence is lacking on one side of the *and*.)
  - b. We should love God **and** do good works. (No comma is needed since there is not a complete sentence on both sides of the *and*.)
  - c. We should love God, serve other believers, **and** do good works in the world. (A comma is needed before the *and* in a series of three or more items.)

That might sound a little confusing, but this is actually a very simple punctuation rule for you to learn.

Follow this little tip:

1. Just cover the cc and the last half of the sentence and read the first half (before the cc). Ask yourself if it is a complete sentence.
2. Do the same for the second half of the sentence.
3. If both halves are complete sentences, you need to put a comma before the cc.

Two sentences joined into one sentence with a comma and a cc is called a compound sentence. A compound sentence is two sentences joined either with a comma and a cc or with a semicolon between the two complete sentences.

<> **15a.** (T) Memorize and recite the seven FANBOYS to your teacher.

<> **15b.** Study the Grammar Card about coordinating conjunctions in this lesson.

<> **15c. Optional:** Make a Grammar Card about coordinating conjunctions.

<> **15d.** In the sentences provided, complete the following steps:

- (1) Highlight all of the cc's.
- (2) Insert commas where needed, according to the rules about compound sentences you learned in this lesson.

Example: For the first time in their lives, the family actually understood the Word of God and had a copy of their own.

1. The word laser is an acronym and it stands for the phrase Light Amplification by Stimulated Emission of Radiation.
2. A laser is a light beam that is amplified thousands of times and it can become incredibly powerful as it radiates in narrow beams.
3. Some lasers are visible but other lasers are not.
4. A laser is a form of light, yet it is very different than ordinary light.
5. Ordinary light is made up of many different colors and it spreads out in all directions.
6. Laser light often has only one color and it travels in a more specific direction.
7. Laser light has another distinctive quality for each bit of light is synchronized with every other bit of light.
8. The entire beam moves in unison and can be likened to soldiers marching in step.
9. Each stride is the same and each foot falls in rhythm with every other foot.
10. Because the waves travel in unison, each wave of light amplifies every other wave and this effect gives the laser its tremendous power.
11. The light of a flashlight spreads out in many directions and that is why it loses intensity so quickly.
12. The beam of a laser is narrow and remains bright for a much longer distance so it is obviously light in a more concentrated form.
13. Today we have lasers that are very powerful and can serve many useful purposes.
14. They come in all shapes and sizes.
15. Lasers can punch a tiny hole through a single red blood cell or they can be used to create pulses of energy powerful enough to set off nuclear reactions.
16. Sometimes lasers treat eye disorders welding the delicate retina of the eye yet lasers are also used to cut through steel plates and weld them together.
17. Lasers are useful for many other things including the clothes industry the diamond industry communications systems and businesses.
18. The power of united believers was demonstrated in the early Church and is a potential for believers today as well.
19. The early believers did not lack unity nor did they allow persecution to diminish their effectiveness.
20. A few believers in a community may not be noticed as individuals but if they are united in heart and life, they will be a powerful witness for Christ.

**Teacher Tip** If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week's **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)



**Teacher Tip:** Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying “pause” when your student should put a comma in and “stop” when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read—as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

**Note:** In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

## 16. Grammar: Weekly Quizzes

- ◁▷ **16a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.
- ◁▷ **16b.** Do the Weekly Review Quiz provided after this week's lesson.

## 17. Spelling: Spelling Test

- ◁▷ **17a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- ◁▷ **17b.** (T) Have your teacher check your Spelling Test.
- ◁▷ **17c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 18. Dictation: Dictation Quiz

- ◁▷ **18a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- ◁▷ **18b.** (T) Review your dictation with your teacher.
- ◁▷ **18c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 19. Composition: Final Copy Retelling Essay From Given Material

- ◁▷ **19a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- ◁▷ **19b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

## Optional: Extra Practice

- 1E. In your notebook, write twenty sentences with proper nouns. Use information from a character book.
- 2E. In your notebook, take more notes about the Waldensians from an encyclopedia.
- 3E. In your notebook, write another paragraph(s) about the Waldensians, using your notes from this lesson.
- 4E. Edit and revise your paragraph(s) from the Extra Practice assignment, using this week's Checklist Challenge.
- 5E. In your notebook, write thirty words that have *ate* in them.
- 6E. Read a book about the Crusades.
- 7E. Find ten sentences with coordinating conjunctions in a character book, and write them in your notebook.
- 8E. In your notebook, write fifteen sentences with coordinating conjunctions. Use information about the Waldensians.
- 9E. Write a book report on the a book you read about the Crusades. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 10E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

# Checklist Challenge Red 7-B: Week Two

Character Focus: Truthfulness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

All **All Levels**

E's **Extensions**

B **Basic Level only**

FE **Further Extension only**

E **Extension only**

Since this week's essay is a dialogue, you will not complete each task one time per paragraph. Just complete each task the number of times for which boxes are provided.

All  All  All

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will "hear" errors you would otherwise not find.

☞ **Focus on content errors at this time.**

All  All  All

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All  All  All

Change one of the "**boring**" verbs in each paragraph to a "**strong**" verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent.***

All All All

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
mEEK	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

☞ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind.* You should add descriptive adjectives--those that tell *what kind.***

All All All

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher. (or place a check mark in each one that represents a paragraph with no Banned Words).

**Banned Word List:**

very	big	really	good	great
fine	say	bad	little	want
see	look	ask	lot	find

like (Only when used as a verb; not a Banned Word as a preposition.)

☞ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All E's

Use **one of this month's vocabulary words** in your composition (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

All E's

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **A word you have never used in writing might be one you use in speaking but not in your 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

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: **Profitable Peddling**
- Something comical: **Get Your Trinkets Here!**
- Something bold: **For Sale: Precious Jewel**
- A song title or line: **More Costly Than Gold**
- A Scripture: **Sometimes in Darkness But Now in the Light**

- Something biblical: **Children of Darkness--Children of Light**
- Something informative: **Wind and Water**
- Something about character: **Truth Bearers**
- Other: **The Gospel at Last!**

☞ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

B,E

Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

☞ **Tips:**

- **Write a sentence that describes your essay without telling the reader exactly what it is about.**
- **Do not say: *In this essay you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* essay.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **“thesis statement reloaded”** and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.**

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **They display extraordinary stealth.**
- **Then, they are trapped!**
- **And soon it happened.**

All All All

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

<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

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ **Do not change insignificant words such as *was, it, and, etc.***

All

All

All

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

☞ **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

B

Add one **coordinating conjunction** (cc) with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the cc. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly, **for** these sneaky ones use far more subtle methods.
- It steps into the trap, **for** the trap was hidden from view.

☞ **A comma cc in the middle of two complete sentences (CS) is one way of creating a compound sentence--two sentences joined together as one.**

E's

E's

E's

Combine two sentences (or one sentence and one [or more] phrase/clause) into one complete sentence using the **conciseness technique** of your choice. If you have already done these, highlight the check box(es) as directed by your teacher.

Examples:

• **Appositive:**

Two sentences: A spider's web is an intricate trap. It seldom releases its victims.  
One sentence: A spider's web, **an intricate trap**, seldom releases its victims.

• **Compound verbs:**

Two sentences: It traps its victims. It ensnares its victims.  
One sentence: It **traps and ensnares** its victims.

• **Subordinate clause placement:**

Two sentences: The spider secures the center of the bridge with a vertical silk strand.  
Then it constructs a frame.

One sentence: **Once the spider secures the center of the bridge with a vertical strand,** it constructs a frame.

• **Another non-essential opener:**

Two sentences: They are far more subtle in their methods. They act via traps and snares to put their victims in challenging positions.

One sentence: **Subtle in their methods,** they act via traps and snares to put their victims in challenging positions.

• **Prepositional phrase placement:**

Two sentences: Orb webs are the ones seen by people most often. They are created by two families of spiders.

One sentence: Orb webs, **which people see most often,** are created by two families of spiders.

• **Conjunctive adverb:**

Two sentences: A spider sits patiently in the center of the web. It waits for its victim.

One sentence: A spider waits for its victim; **moreover,** it sits patiently in the center of its web.

• **Dash preceding clause or phrase:**

Two sentences: Some predators do not catch their prey by assailing them directly. They are far more subtle in their methods.

One sentence: Some predators do not catch their prey by assailing them directly--**they are far more subtle in their methods.**

• **Coordinating conjunction between two complete sentences:**

Two sentences: Each of the twenty-five families of spiders has its own design for a web. Orb webs are the ones most often seen by people.

One sentence: Each of the twenty-five families of spiders has its own design for a web, **but** orb webs are the ones most often seen by people.

• **Semicolon between two complete sentences:**

Two sentences: Spiders create intricate webs. Victims seldom escape from them.

One sentence: Spiders create intricate webs; **victims seldom escape from them.**

• **Colon usage:**

Two sentences: There are two crafty predators. These include the spider and the Venus' fly trap.

One sentence: There are two crafty predators: **the spider and the Venus' fly trap.**

☞ **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

All

Include one **simile or metaphor** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

• Simile--Comparison *using* like or as: The Venus' fly trap is as insidious **as the steel jaws of a hunter's snare.**

• Metaphor--Comparison *without* using like or as: The Venus' fly trap **is a hinged prison.**

All

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

• Joined by *and*: The **crafty and ingenious** spider nearly always catches its prey.

• Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

🔑 Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*.)

All All All

**Edit each paragraph** with your teacher, and correct any **usage or spelling errors**.



# Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one aloud.</li> <li>Try to spell the word aloud without looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the 1. SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
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46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs--FE

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
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15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

- M \_\_\_\_\_, W \_\_\_\_\_, O \_\_\_\_\_,  
W \_\_\_\_\_, Y \_\_\_\_\_, N \_\_\_\_\_,

**Subordinators**

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
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28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

**Coordinating Conjunctions**

**(FANBOYS)**

Thirty Seconds

- F \_\_\_\_\_
- A \_\_\_\_\_
- N \_\_\_\_\_
- B \_\_\_\_\_
- O \_\_\_\_\_
- Y \_\_\_\_\_
- S \_\_\_\_\_

**BHL Verbs**

Two Minutes

**Be, a Helper, Link Verbs,**

I \_\_\_\_\_, A \_\_\_\_\_, A \_\_\_\_\_,

W \_\_\_\_\_, & W \_\_\_\_\_,

B \_\_\_\_\_, & B \_\_\_\_\_, B \_\_\_\_\_,

B \_\_\_\_\_,

H \_\_\_\_\_, & H \_\_\_\_\_, & H \_\_\_\_\_,

are ones.

C \_\_\_\_\_, C \_\_\_\_\_, S \_\_\_\_\_,

S \_\_\_\_\_ --- they are fun

W \_\_\_\_\_, W \_\_\_\_\_, D \_\_\_\_\_,

D \_\_\_\_\_, D \_\_\_\_\_, &

D \_\_\_\_\_

M \_\_\_\_\_, M \_\_\_\_\_, M \_\_\_\_\_,

--- they are some as well,

A \_\_\_\_\_, L \_\_\_\_\_, S \_\_\_\_\_,

R \_\_\_\_\_, T \_\_\_\_\_,

F \_\_\_\_\_, & S \_\_\_\_\_

**First Subordinators Learned**

**in Rhyme**

Thirty Seconds

S \_\_\_\_\_, W \_\_\_\_\_, Th \_\_\_\_\_,

B \_\_\_\_\_, I \_\_\_\_\_, Al \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Comprehension and Vocabulary

1. What is a Waldensian as described in the passage? \_\_\_\_\_  
\_\_\_\_\_
2. What does the word *inestimable* mean? \_\_\_\_\_  
\_\_\_\_\_
3. Use the word *inestimable* in a sentence.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Write a sentence about the "jewel" that the Waldensians peddled.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## II. Spelling and Homophones

5. Write two *ate* words that say long a.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_
6. Write two *ate* words that say the schwa sound (*ut*).  
(1) \_\_\_\_\_ (2) \_\_\_\_\_
7. Fill in the rest of the Wacky Word tip.  
Farther is for \_\_\_\_\_ .  
Further is for \_\_\_\_\_ .
8. Use the word *farther* in a sentence.  
\_\_\_\_\_  
\_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

9. Use the word *further* in a sentence.

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10. Fill in the rest of the Wacky Word tip.

Than is for \_\_\_\_\_ .

Then is for \_\_\_\_\_ .

11. Use the word *than* in a sentence.

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12. Use the word *then* in a sentence.

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13. Fill in the rest of the Wacky Word tip.

Were is for \_\_\_\_\_ .

We're is for \_\_\_\_\_ .

14. Use the word *were* in a sentence.

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15. Use the word *we're* in a sentence.

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### III. Outlining and Write On

16. What two symbols did you use in this week's outline?

a. \_\_\_\_\_

b. \_\_\_\_\_

17. List three words (**Extensions:** List four) that you wanted to be sure to include in your KWO this week (for spelling or technical reasons).

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

#### IV. Editing and Revising

18. List two words (**Extensions:** four) from the Vocabulary Boxes that you could have used in this week's report.
- a. \_\_\_\_\_ b. \_\_\_\_\_
- c. \_\_\_\_\_ d. \_\_\_\_\_
19. List another title you could have used.
- \_\_\_\_\_
20. What is the most interesting adjective you used in your essay this week? \_\_\_\_\_
21. What is the most interesting adverb you used in your essay this week? \_\_\_\_\_
22. What is the strongest verb you used in your essay this week? \_\_\_\_\_
23. How many different types of sentence openers did you use in this week's essay? \_\_\_\_\_

# Red 7-B: Week Three

Character Focus: Truthfulness

## Vocabulary Box

Characteristics of one who is truthful--*adjectives*

authentic	bona fide	candid
credible	ethical	genuine
honorable	reliable	reputable
scrupulous	trustworthy	unfeigned
veracious	veritable	virtuous
wholesome		

## Vocabulary Box

Characteristics of one who is not truthful--*adjectives*

ambiguous	clandestine	counterfeit
crafty	deceitful	delusive
devious	disingenuous	elusive
fallacious	fraudulent	mendacious
perfidious	pretentious	specious
spurious	underhanded	unreliable

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All	<p>Oh, lady fair, I have yet a gem, Which a purer luster flings, Than the diamond flash of the jewel'd crown, On the lofty brows of kings.</p> <p>A wonderful pearl of the greatest price, Whose virtue shall not decay: Whose light shall be as a guide to thee, And a blessing on thy way.</p> <p>The lady glanced at the mirroring steel, Where her form of grace was seen, Where her eyes shone clear, and her dark locks waved, Their clasping pearls between:</p>
Extensions	<p>Bring forth thy pearl of exceeding worth, Thou traveler gray and old; And name the price of thy precious gem, And my pages shall count thy gold.</p> <p>The cloud went from the pilgrim's brow, As a small and meager book, Unchased with gold or diamond gem, From his folding robe he took;</p>

Here, lady fair, is the pearl of price,  
 May it prove as such to thee!  
 Nay, keep the gold—I ask it not,  
 For the Word of God is free.

↔ **1a.** Read this week's passage aloud

This passage is a poem about the Waldensians—telling how they pretended to be peddlers but really brought the Word of God to the people of France. The Waldensians were true **light bearers**. They brought truth to the French people who did not have God's Word. They affected those around them with the light.

↔ **1b.** Using three words from the shaded Vocabulary Boxes, write three sentences about the Waldensians.

1. \_\_\_\_\_
- \_\_\_\_\_
2. \_\_\_\_\_
- \_\_\_\_\_
3. \_\_\_\_\_
- \_\_\_\_\_

Optional Penmanship Practice

Greater is he that is in you  
 than he that is in the world.

John 4:4b

↔ **1c.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

- (1) Write the word you chose on the line below.

\_\_\_\_\_

- (2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

- (3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

\_\_\_\_\_

- (4) Complete the steps described in the DD box for the trick you chose.

- (5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

\_\_\_\_\_

\_\_\_\_\_

Further Study: Learn some of the types of light that can be felt but not seen.

Optional Penmanship Practice

The Lord is my light and my salvation; whom shall I fear? the Lord is the strength of my life; of whom shall I be afraid?

Psalm 27:1

Further Study: Read a book about light and the rules light follows.



Character Focus: Light  
overcomes darkness.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

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Further Study: Make a list  
of the things light does.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

(9) Write a sentence using this DD word on the lines provided.

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◁▷ **1d. Extensions:** Write a sentence about the character quality for this month using this DD word.

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◁▷ **1e. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: From his folding robe, he took, a small, meager book.

Prepositional phrase opener

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◁▷ **1f.** In your notebook, copy this week's passage at the level directed by your teacher.

◁▷ **1g.** (T) Review your copy with your teacher, and correct any errors.

## 2. Spelling/Structural Analysis: Soft and Hard c

Examples: **cat, cent**

<> **2a.** In the first copy box of the passage passage, highlight the words that contain *c* making its soft or hard sound. (Do not highlight words in which *c* makes a *ch* or a *sh* sound—such as in *chased* or *precious*.)

Did you know the letter *c* is found so often in words? There is a simple trick to knowing how to pronounce words with *c*—this phonics trick also helps in spelling!

When a *c* is followed by any of the following letters, it says *s* as in *city*:

1. e: center
2. i: city
3. y: cygnet

When a *c* is followed by any of the following letters, it says *k* as in *cat*:

1. a: cake
2. o: cot
3. u: cut
4. l: clack
5. r: crack
6. t: pact
7. k: tack

How does this tip help with spelling? It helps you to determine whether to use a *c* or a *k*.

When a word has the vowel sound *e*, *i*, or *y* following a *k* sound, spell it with the letter *k*. Examples:

1. **kit**
2. **kettle**

When a word has an *a*, *o*, *u*, or a consonant sound following a *k* sound, spell it with a *c*. Examples:

- |                |                 |                |
|----------------|-----------------|----------------|
| 1. <b>cap</b>  | 2. <b>cob</b>   | 3. <b>cup</b>  |
| 4. <b>clot</b> | 5. <b>crock</b> | 6. <b>fact</b> |
| 7. <b>pick</b> |                 |                |

<> **2b.** In the Help Box for 2a., highlight the letters that are directly following each of the *c*'s.

<> **2c.** Study the sounds of When *c* Is Followed by *a*, *o*, or a Consonant, It Says *k* chart provided.

### Optional Penmanship Practice

That you may be blameless and harmless the sons of God without rebuke in the midst of a crooked and perverse nation, among whom ye shine as lights in the world.

Phillippians 2:15

**Teacher Tip:** The letter *c* often makes two sounds:

1. Soft *c* in the case of *cent*.
2. Hard *c* in the case of *candy*.

The sound that *c* makes in individual words is usually determined by the letter directly following the *c*. When the letter *c* is followed by an *e*, *i*, or *y*, it makes its soft sound (*s*). When the letter *c* is followed by any consonant (other than *h* as in *ch*), *a*, *o*, or *u*, it makes its hard sound (*k*).

### When *c* Is Followed by *a*, *o*, or a Consonant, It Says *k*

<u>ca</u>	<u>co</u>	<u>cu</u>	<u>cl</u>	<u>ck</u>	<u>cr</u>
can	cot	cub	clock	back	crock
cattle	cob	customer	clang	stick	croak
candle	cobbler	cutting	cloak	brick	creed

**Teacher Tip:** If your student has difficulty pronouncing or spelling a word that has the letter *c* or *g*, encourage him to listen to the sound directly after the *c* or *g* to determine which sound the letter makes.

↔ **2d.** Study the sounds of When *c* Is Followed by *e*, *i*, or *y*, It Says *s* chart provided.

When <i>c</i> Is Followed by <i>e</i> , <i>i</i> , or <i>y</i> , It Says <i>s</i>		
<u>ce</u>	<u>ci</u>	<u>cy</u>
cent	city	cygnet
century	citadel	cycle
centurion	citation	cynical

Write any **Review Words** that your teacher gives you on the lines provided.

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↔ **2e.** 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.

↔ **2f.** Add this week's new words (minus the **Optional Words**) to page 56 of your *Spelling Notebook*.

↔ **2g. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

↔ **2h.** Every day this week, study these words and any others you have listed in your **Review Words** section.

↔ **2i. Optional:** In your notebook, write eight sentences using eight of the spelling words.

#### Help Box for 2a.

You should have highlighted the following words:

Stanza 1:

1. crown

Stanza 2:

2. price
3. decay

Stanza 3:

4. glanced
5. grace
6. clear
7. locks
8. clasping

Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. activate	ac-ti-vate	_____		_____
2. precise	pre-cise	_____		_____
3. cancel	can-cel	_____		_____
4. perceive	per-ceive	_____		_____
5. exceed	ex-ceed	_____		_____
6. clasping	clasp-ing	_____		_____
7. customer	cus-tom-er	_____		_____
8. crusades	cru-sades	_____		_____
9. Christians	Chris-tians	_____		_____
10. clarify	clar-i-fy	_____		_____
11. perceptive	per-cep-tive	_____		_____
12. precisely	pre-cise-ly	_____		_____
13. compassion	com-pas-sion	_____		_____
14. influence	in-flu-ence	_____		_____

**\*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
<b>Extensions</b>				
15. sincere*	sin-cere	_____		_____
16. scrutinize*	scru-ti-nize	_____		_____
17. recession*	re-ces-sion	_____		_____
18. recommend*	rec-om-mend	_____		_____
<b>Further Extension</b>				
19. scrumptious*	scrump-tious	_____		_____
20. prescience*	pre-science	_____	<i>pre + science - having knowl- edge of events before they happen</i>	_____
21. perseverance*	per-se-ver-ance	_____		_____
<b>Optional</b>				
22. devious	de-vi-ous	_____		_____
23. elusive	e-lu-sive	_____		_____
24. unreliable	un-re-li-a-ble	_____		_____
25. fraudulent	fraud-u-lent	_____		_____

**\*Commonly Misspelled**

**\*\*Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

### 3. Editor Duty: Correct Given Paragraph(s)

#### Coordinating Conjunctions, BHL Verbs

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first and second paragraph, highlight all of the cc's with one color.

(3) In all of the paragraphs, highlight the BHL verbs with another color.

Character Focus: Light is needed for anything to grow. God is needed for anyone to grow spiritually.

Darkness is dispelled by light and light illuminate most when it is able too reach the furthest normally, light spreads out in all directions without slowing down or changing it's course. It continues faithfully until it is reflected refracted or absorbed by an object that blocks its path.

Light from distant stars have traveled many miles in order to reach the earth it has crossed the paths of countless other rays of starlight without loosing its identity or changing it's direction. Yet, light from the same star has traveled in countless other direction and each ray travels independently of the others

the further light reaches out, the greater area it illuminates. For example, a lamp places on the floor might illuminate only a relatively small area but when a lamp is placed on a lampstand, it can illuminate a whole room. the greater the light, the less darkness their are --- just like in the spiritual world

### 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |              |          |
|--------------|----------|
| 1. activaite | activate |
| 2. precise   | percise  |
| 3. cancel    | cancell  |
| 4. preceive  | perceive |
| 5. exceed    | excede   |

Further Study: Read the book of Esther, and explain how Esther challenged something wrong without condemning her authorities.

6. claxping	clasping
7. customer	custumer
8. crusades	crewsades
9. Christains	Christians
10. clairify	clarify
11. preceptive	perceptive
12. precisely	percisely
13. compasion	compassion
14. influence	influnse

↔ **4b.** Highlight the correct spelling of each **Extensions** word.

15. sincere	sinsere
16. scrutinize	scruttinize
17. recesion	recession
18. recomend	recommend

Character Focus: Christ is the ultimate light of the world. People see that light through Christians.

↔ **4c.** Highlight the correct spelling of each **Further Extension** word.

19. scrumptous	scrumptious
20. prescience	presciense
21. perseverance	perseverence

↔ **4d.** Highlight the correct spelling of each **Optional** word.

22. deveous	devious
23. elusive	elussive
24. unrelible	unreliable
25. fraudulent	fradulent

<> 4e. On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Further Study: Read II Kings 6 and learn how Elisha revealed the power of God in his life.

## 5. Study Skills/Poetry: Rhyme Scheme in Poetry

<> 5a. In the passage, highlight the rhyming word at the end of each line, using a different color (or method--i.e. pink underline for one but pink dots around the word for another) for each set of rhyming words. (In other words, highlight gem with a yellow highlighter, *flings* and *kings* with a green one, and *crown* with a blue one, for example.)

<> 5b. Now, write the rhyme scheme at the end of each line of stanza one by writing the same letter for words at the end of the lines that have the same pattern or highlighted color and a different letter following each one that does not have a rhyming partner, like this:

1. Write the letter A following the word gem at the end of the first line.
2. Write the letter B following the word flings at the end of the second line.
3. Write the letter C following the word crown at the end of the third line.
4. Write the letter B again (*since kings rhymes with flings*) following the word kings at the end of the fourth sentence.

<> 5c. Continue writing the rhyme scheme at the end of each line of the passage. Be sure to start a new rhyme scheme with each verse (i.e. price will be A; decay will be B; ect).

We call this poem an A-B-C-B poem because all of the lines with the same letters rhyme with each other, and the letters without a “partner” (another identical letter) do not rhyme with any other line.

Rhyme scheme in poetry is determined by the following:

1. The number of syllables per line
2. Which lines (if any) rhyme

<> 5d. You already know the rhyme scheme in this week’s poetry passage. Now count the number of syllables in each line of the poem.

Did you find that each line either has six or seven syllables, or each one has nine or ten syllables?

The consistent syllables of the lines help to determine the poem’s rhyme scheme. This, of course, helps make up the poem’s rhythm.

What would happen if you changed the fourth line of the poem to read:

On the lofty brows of stately, royal, jubilant kings (14 syllables)

<> 5e. Read this verse orally with that one line changed:

Oh, lady fair, I have yet a gem, (A) (9)

Which a purer luster flings, (B) (7)

Than the diamond flash of the jewel’d crown, (C) (10)

On the lofty brows of stately, royal, jubilant kings. (B) (14)

**Teacher Tip:** This poem is really all one stanza, as written in its original form. CQLA divided it as shown here to make the poetry study easier for students.



Do you see how awkward that sounds? In the changed version, the last line has fourteen syllables! Because the lines with rhyming words do not have the same, or nearly the same number of syllables as their “partner lines” (the lines with the same number of syllables), the poem does not have proper rhythm.

The rhyme scheme of a poem is determined, in part, by syllables of the “partner lines.” They should have the same or nearly the same number of syllables as each other.

Character Focus: Light slows down when something gets in its way. In the same way, if a Christian lets something block his outreach, the light is not as bright.

<> **5f.** In the first stanza of the passage poem, circle the ending punctuation marks with a highlighter.

Punctuation of poetry is highly subjective. Some poets use commas at the end of lines that are not complete sentences. Some use semicolons at the end of lines that are complete sentences but not the final line of the stanza--and then use a period at the end of the entire stanza.

In the passage, the author used commas at the end of each line--with a period at the end of the stanza, indicating that the end of the stanza was the end of a sentence (which is true).

You do not need to be concerned with getting the punctuation of your poem perfectly this week. After all you are the author! And you can use creative punctuation in your poetry. But try to follow these rules of thumb in punctuating your additions to the Waldensian’s poem:

1. Use a comma at the end of any line that is not a complete sentence (i.e. there’s a clause or describing line on the next line that goes with the previous one--like the first two lines of this week’s passage).
2. Use a period at the end of any line that is a complete sentence--and a new sentence is beginning in the next line.

Help Box for 5a.

Your highlighting should have looked like the following:

- |                 |              |
|-----------------|--------------|
| 1. flings—kings | 2. decay—way |
| 3. seen—between | 4. old—gold  |
| 5. book—took    | 6. thee—free |

Help Box for 5b.

- |              |               |                 |
|--------------|---------------|-----------------|
| 1. gem (A)   | 2. flings (B) | 3. crown (C)    |
| 4. kings (B) | 5. price (A)  | 6. decay (B)    |
| 7. thee (C)  | 8. way (B)    | 9. steel (A)    |
| 10. seen (B) | 11. waved (C) | 12. between (B) |

## 6. Vocabulary/Structural Analysis: Wacky Words

### Confusing Words: *affect* vs. *effect*

In that sentence, the word *affect* means “to influence.”

The words *affect* and *effect* are two commonly confused words that you should learn.

1. **Affect**

a. A **verb**

b. *affect* means “**to influence**”

2. **Effect**

a. Often a **noun**—*effect* means

b. “**consequences**” or “**results**”

Remember this trick:

**Remember**

**Affect**

**Verb**

**Effect**

**Noun**

**RAVEN!**

<> **6a.** Fill in each blank provided with the correct Wacky Word--*affect* or *effect*.

1. We can \_\_\_\_\_ the people around us by our actions.
2. The \_\_\_\_\_ of our behavior can be negative or positive.
3. Studying the Bible should \_\_\_\_\_ the way we live.
4. By reaching out with Christ's love, we can \_\_\_\_\_ people with the Gospel.
5. The destruction from the flood will \_\_\_\_\_ many lives.
6. Many people were devastated by the \_\_\_\_\_ of the flood.
7. We were able to \_\_\_\_\_ many people who lost everything.

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

<> **6b.** On the lines provided, write two sentences using **affect** and **effect**.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

<> **6c.** Fill in each blank provided with the correct Wacky Word--**further** or **farther**.

1. That store is \_\_\_\_\_ down the road.
2. If you go a little \_\_\_\_\_, you will be able to see it.
3. The \_\_\_\_\_ south we went, the warmer it got.
4. For \_\_\_\_\_ instructions, we need to call the company.
5. She is taking a Spanish class to \_\_\_\_\_ her understanding of the language.
6. The ball landed \_\_\_\_\_ away.
7. After we \_\_\_\_\_ discussed the situation, I was more sympathetic.

<> **6d.** Fill in each blank provided with the correct Wacky Word--**were** or **we're**.

1. \_\_\_\_\_ willing to help wherever we are needed.
2. They \_\_\_\_\_ at the mall all day.
3. Who \_\_\_\_\_ you with?
4. When they arrive, \_\_\_\_\_ leaving immediately.
5. \_\_\_\_\_ taking the train to Chicago.
6. The streets \_\_\_\_\_ very crowded.
7. How long \_\_\_\_\_ you there?

<> **6e.** Fill in each blank provided with the correct Wacky Word--*then* or *than*.

1. First finish your math, \_\_\_\_\_ you may have a snack.
2. \_\_\_\_\_ they came home.
3. The Bears won more games \_\_\_\_\_ the Colts.
4. Change your sheets, \_\_\_\_\_ fix your bed.
5. I like milk chocolate more \_\_\_\_\_ dark chocolate.
6. This shirt is cheaper \_\_\_\_\_ that one.
7. The rain \_\_\_\_\_ turned to snow.

Character Focus: Light is made of colors. When all of these colors come together, there is pure white light. When the church works together, the light the church gives its purest.

## Overview of Instructional Essay Writing Assignment

You will be writing an Instructional Essay in this assignment. An Instructional Essay is one in which the writer instructs his readers in how to do something. Instructional writing includes the writing of recipes, instruction booklets, game directions, geographical helps, and more. The ability to write instructional writings is an important skill to have when you are an adult, especially.

### I. TOPIC OF REPORT

Choose a topic that would be suitable for an Instructional Essay. This should be a topic that has several steps. You may use one listed below or choose a different one altogether:

- A. How to make an apple pie (or other type)
- B. How to prepare a cheese plate or other appetizer (with many items/steps)
- C. How to plant a garden
- D. How to look up a word in the concordance
- E. How to bathe and dress a baby
- F. How to clean a car's interior
- G. How to milk a cow
- H. How to take a baby's picture
- I. How to make a hot ham and cheese sandwich
- J. How to plan a nutritious meal

### II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT

- A. **Basic** students will write 5 paragraphs for the body.
- B. **Extension** students will write 6 paragraphs for the body.
- C. **Further Extension** students will write 7 paragraphs for the body.

### III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write 7-9 sentences per paragraph.
- B. **Extensions** students will write 8-10 sentences per paragraph.

### IV. OPENING PARAGRAPH

All students will write an **opening paragraph**.

### V. CLOSING PARAGRAPH

All students will write a **closing paragraph**.

### VI. SOURCES

You are generally not required to have sources in instructional writing. If you decide to use a quote or other material from a source, use the guidelines for citing sources from the Informative Report's instructions found in another lesson or from the *Teacher's Guide*.

### VII. QUOTATIONS IN YOUR REPORT

You are not required to have quotations in your instructional writing; however, you may add a quote (or more) if it helps you further your topic or will help your reader enjoy your report more. Use the guidelines for including quotes and citing your quote's source from the Informative Report's instructions in another lesson or from the *Teacher's Guide*.

### VIII. SOURCE CITATION WITHIN THE TEXT OF YOUR REPORT

You are not required to have citations in your instructional writing; however, you may cite paraphrased material or quoted material, if desired. Use the guidelines for including quotes or paraphrased material and citing your source from the Informative Report's instructions in another lesson or from the *Teacher's Guide*.

### IX. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. Transition sentence openers
- B. Brainstorming needed steps
- C. Creative opening introductory paragraph
- D. Enumeration in writing

**Teacher Tip:** For this week and next, you may choose to have your student do the instructional essay only; the poetry assignments only; or both the instructional essay and poetry assignments.

**Note:** This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lesson is assigned and detailed throughout the week(s).



**Teacher Tip:** Writing an outline for an original paragraph is more difficult for many students than writing a Key Word Outline. Walk your student through this process by having him say aloud the information he thinks he would like to have in his opening paragraph, and make a Key Word Outline from this information.

**Character Focus:** If Christians are hiding sin in their lives, their light will be blocked.

**Character Focus:** Light is brightest to those who are closest to it. In the same way Christians' light should be brightest to those nearest to them.

<> **7b.** “Work” in your Brainstorming box to help you with “preorganizing” of information following these steps:

- (1) Highlight anything in the box that seems to be a major step with one color.
- (2) Underline or highlight sub-steps in another color.
- (3) Add notes as you think of them.

When you do a Key Word Outline over material given to you, you just take a group of paragraph and write an outline using key words from each sentence of each paragraph. When you do instructional writing, you will take notes based on what you know.

<> **7c.** Consider the following as you take notes for your essay on the lines provided:

1. Use your “color-coded” information from your Brainstorming Box:
  - a. Decide if each “major step” is appropriate to each be its own paragraph, etc.
  - b. Add more information as needed.
  - c. Mark up your notes with colored ink in whatever way helps you “see” your paragraph breaks and SS (Support Sentence) information.
2. Outline each paragraph and each sentence for body of your essay.
  - a. Each line of notes will be one sentence within each paragraph.
  - b. Write information as you think of it for each paragraph; you may re-order and number later.
  - c. You may write more information than you need, but do not write less.
  - d. You may or may not use all of the sentence lines.
  - e. If a paragraph looks like it will be too lengthy while you are taking notes, consider breaking that paragraph up into two paragraphs.
  - f. If you need more paragraphs to adequately give the instructions for your task, consider choosing another topic or ask permission to write more than is assigned.
3. Since you **will** be writing an **opening paragraph** later, keep your mind open as you take notes for the body of your essay for clever or interesting opening ideas. Remember, your opening paragraph will contain your thesis statement/topic sentence, so plan to include that as well. If you think of something you would like to use for your opening paragraph while outlining the body of your essay, skip over to the opening paragraph notetaking section of this lesson, and jot your ideas down there now.
4. Since you **will** be writing a **closing paragraph** later, keep your mind open, as you take notes for the body of your essay, for clever or interesting closing ideas. Remember, your closing paragraph will contain your closing sentence, so plan to include that as well. If you think of something you would like to use for your closing paragraph while outlining the body of your essay, skip over to the closing paragraph notetaking section of this lesson, and jot your ideas down there.

**I. All--Paragraph One of Body**

Topic of Paragraph 2 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**Sentence 5** \_\_\_\_\_

**Sentence 6** \_\_\_\_\_

- Sentence 7 \_\_\_\_\_
- Sentence 8 \_\_\_\_\_
- Sentence 9 \_\_\_\_\_
- Sentence 10 \_\_\_\_\_
- Sentence 11 \_\_\_\_\_
- Sentence 12 \_\_\_\_\_

**II. All--Paragraph Two of Body**

Topic of Paragraph 2 \_\_\_\_\_

- Sentence 1 \_\_\_\_\_
- Sentence 2 \_\_\_\_\_
- Sentence 3 \_\_\_\_\_
- Sentence 4 \_\_\_\_\_
- Sentence 5 \_\_\_\_\_
- Sentence 6 \_\_\_\_\_
- Sentence 7 \_\_\_\_\_
- Sentence 8 \_\_\_\_\_
- Sentence 9 \_\_\_\_\_
- Sentence 10 \_\_\_\_\_
- Sentence 11 \_\_\_\_\_
- Sentence 12 \_\_\_\_\_

**III. All--Paragraph Three of Body**

Topic of Paragraph 3 \_\_\_\_\_

- Sentence 1 \_\_\_\_\_
- Sentence 2 \_\_\_\_\_
- Sentence 3 \_\_\_\_\_
- Sentence 4 \_\_\_\_\_
- Sentence 5 \_\_\_\_\_
- Sentence 6 \_\_\_\_\_



**Sample Notes**

**Bathroom cleaning example (partial notes given)**

Paragraph 1: Gather cleaning supplies

Sentence One: Keep supplies together

Sentence Two: Have correct supplies and tools on hand

Sentence Three: Mix any cleaners that need mixed

Sentence Four: Wear gloves as needed

Sentence Five: Put on apron with pockets

Paragraph 2: Empty bathroom

Sentence One: Knickknacks, trash cans, etc. all out of bathroom

Sentence Two: Nothing extra out

Sentence Three: Remove any thing you do not want to get damp (i.e.papers, magazines, books, etc)

Sentence Four: Remove soiled towels; place them in the dirty clothes or start a load of laundry

Paragraph 3: Spray things to soak

Sentence One: Spray inside/outside the shower

Sentence Two: Spray inside/outside the sink

Sentence Three: Spray inside/outside stool

Sentence Four: Use right cleaners for each task

Sentence 7 \_\_\_\_\_

Sentence 8 \_\_\_\_\_

Sentence 9 \_\_\_\_\_

Sentence 10 \_\_\_\_\_

Sentence 11 \_\_\_\_\_

Sentence 12 \_\_\_\_\_

**IV. All--Paragraph Four of Body**

Topic of Paragraph 4 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

Sentence 7 \_\_\_\_\_

Sentence 8 \_\_\_\_\_

Sentence 9 \_\_\_\_\_

Sentence 10 \_\_\_\_\_

Sentence 11 \_\_\_\_\_

Sentence 12 \_\_\_\_\_

**V. All--Paragraph Five of Body**

Topic of Paragraph 5 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

Sentence 7 \_\_\_\_\_  
 Sentence 8 \_\_\_\_\_  
 Sentence 9 \_\_\_\_\_  
 Sentence 10 \_\_\_\_\_  
 Sentence 11 \_\_\_\_\_  
 Sentence 12 \_\_\_\_\_

**VI. Extensions--Paragraph Six of Body**

Topic of Paragraph 6 \_\_\_\_\_

Sentence 1 \_\_\_\_\_  
 Sentence 2 \_\_\_\_\_  
 Sentence 3 \_\_\_\_\_  
 Sentence 4 \_\_\_\_\_  
 Sentence 5 \_\_\_\_\_  
 Sentence 6 \_\_\_\_\_  
 Sentence 7 \_\_\_\_\_  
 Sentence 8 \_\_\_\_\_  
 Sentence 9 \_\_\_\_\_  
 Sentence 10 \_\_\_\_\_  
 Sentence 11 \_\_\_\_\_  
 Sentence 12 \_\_\_\_\_

**VII. Further Extension--Paragraph Seven of Body**

Topic of Paragraph 7 \_\_\_\_\_

Sentence 1 \_\_\_\_\_  
 Sentence 2 \_\_\_\_\_  
 Sentence 3 \_\_\_\_\_  
 Sentence 4 \_\_\_\_\_  
 Sentence 5 \_\_\_\_\_  
 Sentence 6 \_\_\_\_\_

<b>Sample Notes</b>	
<b>Cleaning living room example (partial notes given)</b>	
Paragraph 1:	<u>Gather cleaning supplies, empty trash cans, feather dust ceilings and curtain rods</u>
Sentence One:	<u>Gather the proper cleaning supplies, including dusting spray, window cleaner, and room deodorizer</u>
Sentence Two:	<u>Gather proper tools, including feather duster, dust rags, and paper toweling</u>
Sentence Three:	<u>Feather dust ceilings and curtain rods</u>
Sentence Four:	<u>Always clean top down</u>
Paragraph 2:	<u>Wipe down walls and doors, dust lower surfaces, wipe knick knacks</u>
Sentence One:	<u>With dry cloth, wipe down walls, doors, and window sills</u>
Sentence Two:	<u>Use stronger cleaner on door, as needed</u>
Sentence Three:	<u>Use disinfectant on door handles; throw paper toweling away</u>
Sentence Four:	<u>Wipe knick knacks, frames, etc. with dry cloth</u>
Sentence Five:	<u>Dust all low surfaces with cleaning cloth and dusting spray</u>
Paragraph 3:	<u>Pick up small items on floor, vacuum floor, move items around to vacuum beneath them</u>
Sentence One:	<u>Pick up small items on floor; put where belong</u>
Sentence Two:	<u>Pick up items vac won't get</u>
Sentence Three:	<u>Vacuum floor</u>
Sentence Four:	<u>Move furniture as needed</u>
Sentence Five:	<u>Vacuum beneath items and in corners as needed</u>

- Sentence 7 \_\_\_\_\_
- Sentence 8 \_\_\_\_\_
- Sentence 9 \_\_\_\_\_
- Sentence 10 \_\_\_\_\_
- Sentence 11 \_\_\_\_\_
- Sentence 12 \_\_\_\_\_

## 8. Study Skills/Prewriting: Take Notes to Write an Original Poem

In the next assignment, you will be adding verses of your own to the inspiring poem about the Waldensians in our passage. In order to do this, you need to make notes that will help you write well. Since the poem is about the Waldensians, you will be “mapping” words about them.

- <> 8. In the boxes provided, fill in words that come to your mind when you think of the “topic word.” This will get you thinking about ideas to include in a stanza you will write later. The first one has been started for you. (Try to find between four and ten words according to your teacher’s wishes.)

<u>Peddlers</u>	<u>Peter Waldo</u>	<u>Word of God</u>
selling		
trinkets		
door-to-door		
shabby clothes		
offer more valuable		
secret		
poverty		
gold		
cloth		

Waldensians

Mistreatment

Other : \_\_\_\_\_

Bible

Families in France

Void of God's Word

## 9. Grammar: Understood Subject

<> **9a.** Highlight the main subject in the following sentence: *Write an instructional essay.*

Did you have difficulty finding the main subject of that sentence? The main subject of that sentence is you!

This sentence has an understood subject. It does not have the subject written in it.

**An understood subject is one that is not written, but you know who it is.** An understood subject is always the word *you*.

Usually, a **command sentence contains an understood subject. The subject is the reader—the one who is to complete the command.**

When a sentence contains an understood *you* as its subject, it is being written in the second person. You will write your instructional essay in the second person this week. That is, you will address the reader directly, often using the word *you*.

When you write your instructional essay this week, you will be using understood subjects throughout it. That is, you will tell the reader what to do without saying his name--and oftentimes without using the word *you* at all: *Get out the butter knife.*

**Optional Penmanship Practice**

And you, that were some-time alienated and enemies in your mind by wicked works, yet now hath he reconciled in the body of his flesh through death, to present you holy and unblameable and un-reproveable in his sight.

Colossians 1:21–22

**<> 9b.** Write instructional sentences using an understood subject.

**All**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

**Extensions**

6. \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_

\_\_\_\_\_

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## 10. Spelling Practice: Six “S” Spelling Secret

- <> **10a.** Take a spelling "pre-test" in your notebook.
- <> **10b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **10c.** 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. Creative Writing: Poetry

Now you are ready to write two new stanzas to go with the missionary-peddlers' poem. You will be using your notes from the idea-mapping exercise you completed earlier in the week to finish the stanzas started for you.

- <> **11a.** Follow these guidelines to continue the poetry started for you:
- (1) Stay with the theme of each line.
  - (2) Add more information to the same theme, using some of the ideas from your "mapping" exercise.
  - (3) Keep each line approximately the same number of syllables.
  - (4) Continue with the A-B-C-B rhyme scheme.
  - (5) If you have difficulty trying to make the lines rhyme, make a "rhyming words list" in the box provided above or choose a synonym that is easier to find a rhyming word for.

**Basic Level:** Complete two new stanzas.

**Extensions:** Complete three new stanzas.

Note: When it comes to the punctuation of additional stanzas, the exact punctuation that is in the original may be used.

### Stanza 1

The weary peddler's eyes all aglow, (A, 9 syllables)

He awaited the reply, (B, 7 syllables)

The lady of the house held the book (C, 9 syllables)

\_\_\_\_\_ (B, 7 syllables)

### Stanza 2

\_\_\_\_\_ (A, 9 syllables)

She whispered in somber tones, (B, 7 syllables)

"\_\_\_\_\_ (C, 9 syllables)

"You may have it for your own." (B, 7 syllables)

### Extensions: Stanza 3

She clutched the treasure close to her heart, (A, 9 syllables)

\_\_\_\_\_ (B, 7 syllables)

A greater treasure nowhere is found. (C, 9 syllables)

\_\_\_\_\_ (B, 7 syllables)

Character Focus: Christians are supposed to illuminate the truth for others to see.

<> **11b.** Read all three stanzas aloud together. Do you like how they sound?

Character Focus: If Christians do not take action against the things that are wrong, they are not being light. Light challenges the darkness.

Rhyming Word Box

reply

smile

care

book

\_\_\_\_\_ my \_\_\_\_\_

\_\_\_\_\_ sigh \_\_\_\_\_

\_\_\_\_\_ die \_\_\_\_\_

\_\_\_\_\_ try \_\_\_\_\_

\_\_\_\_\_ lie \_\_\_\_\_

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## 12. Write On: Sequencing and Enumerating

You will need to use sequencing words in your instructional essay.

There are several good ways to show a series of events or a sequencing of items:

Sequencing words to **show first things**:

- |                  |              |
|------------------|--------------|
| 1. First         | 2. Initially |
| 3. Originally    | 4. Primarily |
| 5. To begin with | 6. At first  |

Sequencing words to **show second or middle things**:

- |             |                   |
|-------------|-------------------|
| 1. Second   | 2. Next           |
| 3. Then     | 4. Progressing    |
| 5. Secondly | 6. Following that |

Sequencing words to **show third or final things**:

- |                 |            |
|-----------------|------------|
| 1. Eventually   | 2. Thirdly |
| 3. Ultimately   | 4. Finally |
| 5. Consequently | 6. Lastly  |
| 7. In the end   |            |

These sequencing words make excellent sentence openers when you are writing a series of things, as opposed to just starting each sentence with the subject. When you use these sequencing words, the reader can easily follow the series.

Most of the time, when a sentence begins with a sequencing word, a comma follows it. You will know a comma should follow a sequencing word or phrase when it follows all of the other comma rules you have learned in CQLA:

1. You hear a **definite pause where the comma is**.
2. You **can remove the opener and a complete sentence will still remain**.

You will be required to add sequencing words to your instructional essay.

<> **12a.** On the lines provide, write eight sentences using sequencing words about the passage and/or David.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_

Character Focus: Truthfulness is reporting all the facts so that judgments can be made.

Character Focus: In the Bible, sin and the world are compared to darkness, and God and His children are compared to light.

### 13. Composition/Creative Writing: Write an Original Instructional Essay (Rough Draft of Body)

- <> **13a.** Now you are ready to write an informative essay, following these steps:
- (1) Read the notes you made for the first paragraph of the body of your essay.
  - (2) Number these notes in the order you think they would sound best. Add more information that comes to mind as you are ordering your notes, and mark through anything you do not think you will want to use.
  - (3) Write the first paragraph of the body.
  - (4) Repeat these steps for the remainder of the body of your essay.
  - (5) Write your rough draft on every other line in your notebook.
- <> **13b.** Read the body of your essay aloud. Do you like the way it sounds?

Character Focus: When we act like we are better than others, we hinder the light from shining through our lives.

## 14. Composition/Creative Writing: Original Poetry

Now that you have practiced writing poetry with some of the lines written for you, it is time for you to learn to write poetry on your own.

You probably remember that this week's poem passage had an A-B-C-B rhyme scheme.

1. Lines one and three sounded right rhythmically together, but did not have rhyming words at the end of them. (They were not "partner lines" like two and four -- B-B)
2. Lines two and four were "partner lines" -- the final word in each line rhymed with each other.

Of course, there are many other rhyme schemes that you may choose to use in your original poem.

↔ **14a.** Study the following poems and their rhyme schemes to see the variety in rhyme schemes.

### **Couplet -- simplest rhyme scheme -- A-A-B-B**

The little puppy sat on his rug. (A)  
Oh, how he wanted and needed a hug. (A)  
But nobody cared for the puppy so blue, (B)  
He lay there and pouted and chewed on a shoe. (B)

### **Another example of A-B-C-B rhyme scheme like the Waldensian one:**

Mary had a little lamb, (A)  
Its fleece was white as snow. (B)  
And everywhere that Mary went, (C)  
The lamb was sure to go. (B)

### **Four rhyming lines -- A-A-A-A**

Boo-Boo was such a happy clown, (A)  
Seldom was Boo-Boo feeling down. (A)  
He spread his cheer and joy around, (A)  
Juggling and tumbling through the town. (A)

### **Four alternating rhyming lines -- A-B-A-B**

Peas porridge hot, (A)  
Peas porridge cold (B)  
Peas porridge in the pot (A)  
Nine days old. (B)

### **More elaborate scheme (in simple rhyme) -- A-A-B-C-C-B**

Jack and Jill (A)  
Went up a hill (A)  
To fetch a pail of water. (B)  
Jack fell down (C)  
And broke his crown (C)  
And Jill came tumbling after. (B)\*

\*This rhyme uses a similar sounding word as its rhyming word (*after* for *water*), not an exact rhyming word).

<> **14b.** To write this week's poem, follow these steps:

- (1) Choose a song, hymn, or poem that you would like to use as a pattern for your own poetry. (Choose a poem with at least four lines per stanza.)
- (2) Write a verse or two of that poem in your notebook. (**Extensions:** Write two)
- (3) Identify the poem's rhyme scheme and number of syllables.
- (4) Label the lines of your notebook directly following the poem with the number of syllables and rhyme scheme you will use to keep the poem going in the same pattern. (Label the original stanzas and the new ones you have written.)
- (5) Finish the poem with two more original stanzas. (Extensions: Write three more stanzas.)
- (6) The examples of the various rhyme schemes given in this lesson were silly, simple ones. This was to help you learn the rhyme schemes with familiar and easy rhymes. However, at your level and age, you should try to write for a specific purpose. These can include a children's rhyming story, a greeting card, a poem of praise, a poem of encouragement, etc.
- (7) Choose any poem to model after, but remember, you will be continuing that number of syllables and the specific rhyming lines, so choose a pattern that you desire to follow -- and that is at your level for poetry writing.

Character Focus: You might be the only light some people will ever see.

## 15. Spelling Practice: Write That Word!

<> **15a.** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

<> **15b.** Complete the following steps for one of the words you listed in 15a.

- (1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.
- (2) On the lines provided, write a sentence containing that word.

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<> **15c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 16. Grammar: Weekly Quizzes

<> **16a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

<> **16b.** Do the Weekly Review Quiz provided after this week's lesson.

## 17. Spelling: Spelling Test

<> **17a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **17b.** (T) Have your teacher check your Spelling Test.

<> **17c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 18. Dictation: Dictation Quiz

<> **18a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.

<> **18b.** (T) Review your dictation with your teacher.

<> **18c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## Optional: Extra Practice

- 1E. In your notebook, write twenty sentences with introductory material. Use information from a character book.
- 2E. In your notebook, take more notes for a paragraph(s) about the Waldensians.
- 3E. In your notebook, write a paragraph(s) about the Waldensians, using your notes from the Extra Practice assignment.
- 4E. Edit and revise your paragraph(s) using week two's Checklist Challenge.
- 5E. In your notebook, write thirty soft and hard *c* words.
- 6E. Find sentences with prepositional phrase openers in a character book and write them in your notebook.
- 7E. Make a minit-book containing your paragraph(s) from the Extra Practice assignment.
- 8E. Read a book about the Waldensians.
- 9E. Write a book report on the book you read about the Waldensians. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 10E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

# Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one aloud.</li> <li>Try to spell the word aloud without looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the 1. SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
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## Conjunctive Adverbs--FE

One Minute

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18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,



### Subordinators

Two Minutes or Three Minutes

1. \_\_\_\_\_
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30. \_\_\_\_\_

### Coordinating Conjunctions (FANBOYS)

Thirty Seconds

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### BHL Verbs

Two Minutes

Be a Helper, Link Verbs,

- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, & \_\_\_\_\_,
- \_\_\_\_\_, & \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_,
- \_\_\_\_\_, & \_\_\_\_\_, & \_\_\_\_\_,
- are ones.
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_ --- they are fun
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, \_\_\_\_\_, &
- \_\_\_\_\_
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- they are some as well,
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, & \_\_\_\_\_

### First Subordinators Learned in Rhyme

Thirty Seconds

- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Comprehension and Vocabulary

1. What is the definition of the word *luster*?

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2. Use the word *luster* in a sentence.

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3. What is something you would describe as having exceeding worth?

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4. Use the word *mirroring* in a sentence.

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## II. Spelling and Homophones

5. List two *c* words that say *s*.

(1) \_\_\_\_\_ (2) \_\_\_\_\_

6. List two *c* words that say *kuh*.

(1) \_\_\_\_\_ (2) \_\_\_\_\_

7. What word helps you remember the difference between *affect* and *effect*

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8. What does that word stand for?

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\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

9. Write one sentence using the word *affect*.

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10. Write one sentence using the word *effect*.

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11. List six sequencing words showing first things.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

12. List six sequencing words showing second or middle things.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

13. List six sequencing words showing third or final things.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

### III. Outlining and Write On

14. Why will a reader find your opening paragraph interesting?

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15. List three sequencing words you plan on using in your instructional essay

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

### IV. Grammar and Usage

16. **Extensions**--When do you use a comma with a coordinating conjunctions?

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17. List the seven coordinating conjunctions

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_  
(4) \_\_\_\_\_ (5) \_\_\_\_\_ (6) \_\_\_\_\_  
(7) \_\_\_\_\_

18. What acronym helps you remember coordinating conjunctions?

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**V. Editing and Revising**

19. What part of your instructions do you think will be the most confusing for your reader to understand?

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20. How do you plan on making this part clear?

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# Red 7-B: Week Four

Character Focus: Truthfulness

## Vocabulary Box

Characteristics of one who is truthful--*adjectives*

authentic	bona fide	candid
credible	ethical	genuine
honorable	reliable	reputable
scrupulous	trustworthy	unfeigned
veracious	veritable	virtuous
wholesome		

## Vocabulary Box

Characteristics of one who is not truthful--*adjectives*

ambiguous	clandestine	counterfeit
crafty	deceitful	delusive
devious	disingenuous	elusive
fallacious	fraudulent	mendacious
perfidious	pretentious	specious
spurious	underhanded	unreliable

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All	<p>The word <i>laser</i> is an acronym for the phrase Light Amplification by Stimulated Emission Radiation. These words describe how a laser produces light. A laser beam is a light beam that is amplified thousands of times. As it radiates in narrow beams, it can become incredibly powerful. This narrowed beam deviates only microscopically one way or the other. It may range in frequency from radio waves to x-rays.</p>
Extensions	<p>Ordinary light is made up of many different colors and spreads out in all directions. Laser light often has only one color. Light from a laser travels in a more specific direction, as opposed to spreading out in all directions.</p>
Further Extension	<p>Laser light also has one other distinctive quality: each bit of light is synchronized with every other bit of light. The entire beam moves in unison, like soldiers marching in step. Each stride is the same, and each foot falls in rhythm with every other foot.</p>

↔ 1a. Read this week's passage aloud.

Physical light, including lasers, has many similarities to spiritual truth. Physical light dispels physical darkness. Spiritual light dispels spiritual darkness. Spiritual light is the truth of the Gospel of Jesus Christ. It is what Christians are supposed to "spread."

1. Physical light dispels physical darkness by spreading out in all directions. Spiritual light dispels spiritual darkness by spreading out from the lives of Christians into the world.
2. Physical light can be felt even when it cannot be seen in the forms of X rays, violet light, infrared rays, and radio waves. Spiritual light in the lives of Christians can be felt even when it cannot be seen--through the presence of the Holy Spirit in the lives of believers.
3. Physical light produces energy and growth through the process of photosynthesis. Spiritual light in the lives of Christians should be energy-giving (add goodness and life to dismal situations) and growth producing (helping others grow in their faith).
4. Physical light reveals colors when light is reflected off particles in the atmosphere. Spiritual light, from the lives of Christians, brings color and brightness to colorless or dark lives.
5. Physical light clarifies details by the contrasts of light and darkness. Spiritual light, in the form of spiritual truth of Scripture, shows the contrast between light and darkness, right and wrong.
6. Physical light promotes health through the production of vitamin D in the skin. Spiritual light promotes health in the body of Christ by giving it the truth of God.

**Optional Penmanship Practice**

My son, keep thy father's commandment, and forsake not the law of thy mother . . . For the commandment is a lamp; and the law is light; and reproofs of instruction are the way of life.

Proverbs 6:20, 23

**<> 1b.** On the lines provided, write three sentences about Christians acting as lasers, and use three of the Vocabulary Words from the shaded Vocabulary Boxes.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**<> 1c.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

\_\_\_\_\_

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

\_\_\_\_\_

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

Further Study: Learn how plants use light to get energy.

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(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

Further Study: In the Bible, find at least six places that God's Word is called a light or a lamp.

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(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_

(9) Write a sentence using this DD word on the lines provided.

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↔ **1d. Extensions:** Write a sentence about the character quality for this month using this DD word.

Further Study: Study the lasers used in stores to read the price on items someone wants to buy.

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↔ **1e. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: As it radiates in narrow beams, it can become incredibly powerful.

Subordinate clause opener

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<> 1f. In your notebook, copy this week's passage at the level directed by your teacher.

<> 1g. (T) Review your copy with your teacher, and correct any errors.

## 2. Spelling/Structural Analysis: Silent e with Short *i* or Schwa Sound

**Examples: favorite, promise**

<> 2a. In the last copy box of the passage, highlight the word *distinctive*.

The word *promise* has the *ise*-combination at the end. Normally, when a syllable has an *e* at the end of it, the *e* makes the first vowel say its own name.

Of course, there are exceptions to every spelling pattern:

1. *Ice* at the end of words often says *is* (soft *is*-sss...).

Examples:

- a. precipice
- b. novice

2. *Ite* at the end of words often says *it*.

Examples:

- a. favorite
- b. granite

3. *Ive* at the end of words often says *iv*:

Examples:

- a. native
- b. motive

4. *Ine* at the end of words often says *in*.

Examples:

- a. famine
- b. medicine

5. *Ise* at the end of words often says *is* (soft *s*--sss...).

Examples:

- a. promise
- b. treatise

These are all examples of times that the silent *e* does not make the first vowel long! Sometimes this vowel sound is a definite short *i* sound, and sometimes it is more of a schwa sound-- like a fast *uh*.

**Teacher Tip:** Just when students understand that the silent *e* at the end makes the first vowel long, another rule is learned. When *v-c-e* comes at the end of a longer word, the sound of the vowel preceding the last syllable is usually a short sound (e.g., favorite) or schwa sound (e.g., fortunate).

### "Rule Breakers" With Silent e

<u>ice</u>	<u>ite</u>	<u>ive</u>	<u>ine</u>	<u>ise</u>
notice	favorite	motive	famine	promise
novice	granite	forgive	feminine	treatise
precipice		native	medicine	



Write any **Review Words** that your teacher gives you on the lines provided.

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<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 76 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write eight sentences using eight of the spelling words.

Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. lucrative*	lu-cra-tive	_____		_____
2. medicine*	med-i-cine	_____		_____
3. locomotive*	lo-co-mo-tive	_____		_____
4. novice	nov-ice	_____		_____
5. favorite	fa-vor-ite	_____		_____
6. creative	cre-a-tive	_____		_____
7. laxative*	lax-a-tive	_____		_____
8. gasoline	gas-o-line	_____		_____
9. submarine	sub-ma-rine	_____		_____
10. perceptive	per-cep-tive	_____		_____
11. solstice	sol-stice	_____		_____
12. pristine	pris-tine	_____		_____
13. persuasive	per-sua-sive	_____		_____
14. precipice	prec-i-pice	_____		_____

**\*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
<b>Extensions</b> --long i sounds				
15. iodine*	i-o-dine	_____		_____
16. mesmerize*	mes-mer-ize	_____		_____
17. juvenile*	ju-ve-nile	_____		_____
18. jeopardize*	jeop-ard-ize	_____		_____
<b>Further Extension</b>				
19. inquisitive*	in-quis-i-tive	_____		_____
20. insecticide*	in-sec-ti-cide	_____		_____
21. initiative*	in-i-ti-a-tive	_____		_____
<b>Optional</b>				
22. deceitful	de-ceil-ful	_____		_____
23. pretentious	pre-ten-tious	_____		_____
24. ambiguous	am-big-u-ous	_____		_____
25. underhanded	un-der-hand-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 Paragraph(s)

#### Introductory Material

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight the two sentence openers.

Your face reveal your inner attitudes your needs your joys your struggles and your victories. A cheerful countenance (face) provides a ministry of encouragement for others. Apart from your actual words your countenance can be the most effective means you have to express the love of the lord jesus Christ to others around you. In fact your face can actually cancel the effect of your words, so powerful are it's expressions

A smile brightens the countenance giving it a healthy glow. It causes the eyes to sparkle and the facial muscles to be relaxed a smile reveal a cheerful spirit and draws others to you

A sad countenance demonstrates a selfish spirit because it effects the emotions of others and causes them to wander what trouble is at the root of the frown observers tend to look away from a frown because it make him feel awkward. A smile attract attention because it says, "I care", "I have noticed you," or "I am experiencing the joy of the lord inside"

### 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |               |           |
|---------------|-----------|
| 1. lucrative  | lucrativ  |
| 2. medecine   | medicine  |
| 3. locomotive | locomotiv |
| 4. novice     | novise    |

5. faverite	favorite
6. creative	creativ
7. laxativ	laxative
8. gasoline	gasolene
9. submarene	submarine
10. perceptive	preceptive
11. solstice	soltice
12. pristene	pristine
13. persuasive	presuasive
14. precipice	percipice

↔ **4b.** Highlight the correct spelling of each **Extensions** word.

15. iodine	iodime
16. mesmerize	mezmerize
17. juvenile	juvenile
18. jeopardize	jepardize

↔ **4c.** Highlight the correct spelling of each **Further Extension** word.

19. inquicitive	inquisitive
20. insecticide	insectiside
21. initative	initiative

↔ **4d.** Highlight the correct spelling of each **Optional** word.

22. deceitful	deceetful
23. pretentous	pretentious
24. anbiguous	ambiguous
25. underhaned	underhanded

<> **4e.** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 5. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

<> **5a.** Now that you have written the body of your report, you are ready to write notes for an original opening paragraph. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
  - a. A Scripture: **Do everything as unto the Lord**
  - b. Song: **I Wanna Be a Helper**
  - c. Story of a **window washer or short order cook**
  - d. Definition: **Definition of a maid, a nanny, a dog groomer, etc.**
  - e. Example in Scripture: **Mary and Martha**
  - f. Quote: **“I don’t do windows.”**
  - g. Something you want to use to open and close your essay (a continuing poem, verse, story, etc.)
- (2) **In your notes, plan on what you will include in your thesis statement.\* (You may tweak your original thesis statement to fit in your opening paragraph however you see fit.)**
  - a. Remember, a thesis statement is a statement that **tells the “thesis” of your paper--what your entire paper is about.**
  - b. It should be a sentence or two in length and should introduce your reader to your topic.
  - c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
  - d. It should bridge the gap between your catchy opening paragraph and the body of your report.
- (3) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
- (4) You may just jot down some thoughts, references, etc., for your opening paragraph notes, or you may create a “sentence-by-sentence” outline like you did for the body of your report.



(3) Using each set of notes for one sentence in the following way:

- a. Read a line of notes.
- b. Consider what you want to say about those notes.
- c. Say aloud a sentence that you want to use.
- d. Write down that sentence.
- e. Repeat these steps for all of your notes.
- f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
- g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the report you just wrote.

### Optional Penmanship Practice

Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, Thou shalt love thy neighbour as thyself. On these two commandments hang all the law and the prophets.

Matthew 22:37-40

## 6. Grammar/Sentence Structure: Introductory Material

So far in Level B, you have learned about various sentence openers, such as the following:

1. Subordinate clause openers
2. Prepositional phrase openers
3. Adverb openers

<> **6a.** In the first paragraph of the passage, highlight the following phrase:

*As it radiates in narrow beams . . .*

Openers are also known as introductory material. **Introductory material is so named because it is material that introduces a sentence.**

Introductory material is set off from the rest of the sentence with commas since it can be removed from the sentence and still leave a complete sentence.

For this reason, sentence openers sometimes also called non-essential information. A sentence opener (or non-essential information) it is not needed to make the sentence complete.

Introductory material is also called many other things:

1. A subordinate clause opener: **When the spider's victims are in these challenging positions,** they are dinner for sure!
2. A prepositional phrase opener: **From these traps and snares,** their prey seldom escape.
3. An *ing* opener: **Acting via traps and snares,** they trap prey easily.
4. An *ed* opener: **Designed individually for each family of spider,** a web is truly a work of art.
5. A short PP that requires a comma: **From this,** the prey cannot get loose.
6. A transition word or phrase: **Next,** it designs a temporary spiral of non-sticky silk to act as basting.
7. An *ly* word (adverb): **Amazingly,** it produces silk threads from special glands in its abdomen.
8. An *ly* phrase or clause followed by a comma: **Slowly backtracking,** the spider creates a spiral of sticky silk.
9. A conjunctive adverb: **Henceforth,** it cannot escape.
10. An interjection: **Yes,** the spider is a stealthy creature.
11. Other non-essential material of your choice: **From there,** it has no way of escape.

Character Focus: Your eyes tell others what kind of person you are. If you have sad eyes, people think you are sad. If you have happy eyes people think you are happy.



## Grammar Card: Introductory Material

- A phrase, word, or clause at the beginning of a sentence that is not needed to make a sentence complete:

–Much later, they arrived at our door.

–Without further ado, he gave his speech.

- Read aloud and place a comma where you hear the pause

- A pause may occur following any introductory material that is non-essential:

conjunctive adverbs

longer PP's\*

two PP's in a row\*

ed openers

ly openers

verbal openers

infinitive openers

short PP's\*

others

interjections

sub clauses

\* PP's = prepositional phrases

These openers all have the same things in common.

1. They are **not needed to make a sentence complete**.
2. They are **set off with commas**.
3. They **can be taken out of the sentence and not affect the completeness of the sentence**. (It is still a complete sentence.)
4. They are **measures of advanced writers**.
5. They **add more information to your sentence**.

<> **6b.** Study the Grammar Card about introductory information.

<> **6c. Optional:** Make a Grammar Card about introductory information, or add new information to an existing card.

<> **6d.** In the sentences provided, highlight all of the introductory material.

1. In white light, the perfect combination of the three basic light colors (red, blue, and green) is found.
2. If one of these colors is deficient, white light cannot be produced.
3. When the world is spiritually dark, radiant Christians appear to be larger in number and brighter in witness.
4. Studying the travel of light, we see that light's speed is consistent.
5. Regardless of the person using the light, light functions in the same way for all people.
6. Just as physical light functions the same way for all people, God's light functions the same way for all people.
7. From one age to another, the characteristics of light do not change.
8. When the world was newly formed, the characteristics of light began operating.
9. Fortunately, light reveals hidden things and shows the way to those who otherwise would be in darkness.
10. When we obey the laws, Christians can enlighten government.
11. If Christians fail to be light, the people will stumble in darkness.
12. Making wise laws, Christians enlighten government, too.
13. Bringing together in unison the normally random nature of light waves, a single beam of a single wavelength has incredible power and usefulness.
14. In the acronym LASER, we find the definition "Light Amplification by Stimulated Emission of Radiation."
15. Illuminated on the Mount of Transfiguration, Christ's face shone as the sun.
16. After being in God's presence, Moses' face shone.
17. As we delight in Christ, our hearts should cause our faces to shine.
18. In Proverbs God tells us, "A merry heart maketh a cheerful countenance."
19. If we study the nature of God, we see the characteristics of light.
20. By understanding Satan's program to stop Christ, we will better understand the events of history.
21. In the various characteristics of light, the triune nature of God is paralleled.

Further Study: Read a book about how lasers are used in medical procedures.

Character Focus: Light gives everything else color. Without light, the world would be entirely black.

Further Study: Look up lamps in a Bible encyclopedia or dictionary.

### Optional Penmanship Practice

For the commandment is a lamp and the law is a light, and reproofs of instruction are the way of life.

Proverbs 6: 23

- 22. As a Christian dedicates his body to the Lord, he will demonstrate the functions of light to those around him.
- 23. Traveling trillions of miles, light from distant stars reaches the earth.
- 24. Crossing the paths of countless other rays of starlight, light still does not lose its identity or change its direction.

Further Study: Read a book about etiquette or dress and how it affects those around us.

<> **6e. Optional:** In your notebook, write eight sentences with various non-essential information openers (introductory material) followed by commas.

**Basic Level:** Write eight sentences.

**Extension:** Write ten sentences.

**Further Extension:** Write twelve sentences using information from a character book or other source.

Further Study: Learn what colors best compliment your skin tones, so poor coloring will not hinder your light from shining.

Further Study: Learn what the letters in "laser" stand for.

## 7. Spelling Practice: Six "S" Spelling Secret

<> **7a.** Take a spelling "pre-test" in your notebook.

<> **7b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pretest.

<> **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 8. Grammar: Subordinators

<> **8a.** In the first copy box of the passage, highlight the subordinator at the beginning of the sentence.

You probably remember that a subordinate clause is a group of words that begins with a word called a subordinator and contains a verb.

<> **8b.** Write as many subordinators as you can on the lines provided. (Check your answers with the Grammar Card about subordinators.)

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

Character Focus: A laser is a form of light that is very, very powerful. Christians are supposed to be powerful like lasers.

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

There is a Subordinator-Check Sentence that most subordinators fit into!

\_\_\_\_\_ **he was late for church,**

Do you see how easy that is?

1. **Because** he was late for church, . . .
2. **Since** he was late for church, . . .
3. **When** he was late for church, . . .
4. **Whenever** he was late for church, . . .
5. **If** he was late for church, . . .
6. **Though** he was late for church, . . .
7. **Inasmuch** as he was late for church, . . .
8. **While** he was late for church, . . .

### Optional Penmanship Practice

And let us consider one another to provoke unto love and good works.


Hebrews 10:24

<> **8c.** (T) Memorize and recite subordinators to your teacher.

**Basic Level:** Memorize fifteen subordinators.

**Extension:** Memorize eighteen subordinators.

**Further Extension:** Memorize twenty subordinators.

 **Who, whom, and that** are subordinators that are often used incorrectly. Use *who* or *whom* to refer to a person: The girl *who* wrote the story is here. Use *that* to refer to other objects (not people): The dog *that* bit her is usually gentle.

<> **8d.** Study the Grammar Card about subordinators provided in this lesson.

<> **8e.** Make a Grammar Card about subordinators or add new information to an existing card.

<> **8f.** Highlight the subordinators throughout the following sentences.

1. While Christians have a responsibility to be light to the world, parents have an obligation to give light to their children.
2. Since the light of the parents is the Biblical teaching and daily instruction they provide, this will direct sons and daughters in their early years and guide them during their later years.
3. Because Scripture is very precise in explaining how each parent is to function in the training process, specific responsibilities and limitations are given to each parent.
4. When these are understood and carefully followed, conflicting commands are avoided and proper instructions are reinforced.
5. Since the analogy of a lighted lamp gives a wealth of practical direction for the father and the mother as they give discipline to their sons and daughters, we should pay attention to it.
6. While the lamp in Proverbs 6:23 is a small clay container filled with oil, a wick was added to the lamp, which drew from the oil the resources to produce light when it was lit.

### Grammar Card: Subordinator

• Words that “leave you hanging” when you read the clauses that they introduce

• **Words that make a clause sound as though something is missing**

• Used to start subordinate clauses (also called dependent clauses)

• Most subordinators fit into the **Subordinator-Check Sentence**:  
\_\_\_\_\_ **he was late for church**

• The first subordinators learned in rhyme by Level A students:

**Since, When, Although  
Because, If, and Though**


• List of subordinators:

although	how	so that	whenever
as	if	than	where
as if	inasmuch	that	wherever
as though	in order that	though	whether
because	just as	unless	while
even	provided	until	which
eventhough	since	when	why

• Some subordinators are also prepositions:

during	after	inasmuch as	before
until	through	throughout	at
for	by	toward	by

• It is important to recognize subordinators quickly because they are words used to begin subordinate (dependent) clauses; these clauses cannot stand alone and require special punctuation and another sentence to use them.

 **Who, whom, and that** are subordinators that are often used incorrectly. Use *who* or *whom* to refer to a person: The girl *who* wrote the story is here. Use *that* to refer to other objects (not people): The dog *that* bit her is usually gentle.

7. Just as the lamp required continuous filling with oil, the father must be filled with the Holy Spirit.
8. When fragrance was added to the oil, the light projected a sweet savor throughout the house.
9. Just as the wick will not function without the lamp and the lamp will not function without the wick, the father and mother are to demonstrate oneness in their teaching and disciplining of their children.
10. As the lamp was placed on a higher plane, the outreach of its light was extended and more people were benefited by it.
11. As the father grows to spiritual maturity in his life, he is able to provide clearer commands for his wife to teach the children.
12. As the father must assume the greater responsibility in the marriage and in the family, the lamp was the foundation and support for the light.
13. Since a lamp was often made of clay and was subject to breakage, a wise father will avoid careless actions or foolish habits which will weaken or damage his body.
14. Because the darkest nights require the most light, it is especially vital that the father fulfill his responsibilities during situations that are difficult for the family.
15. Since the Scriptures tell us to love the Lord with all our heart, every command the father gives must be in harmony with this principle of Scripture.

Character Focus: What we wear tells others a lot about what we think about ourselves. If people think we don't like ourselves, they will not respond to our light.

Character Focus: When two Christians are together, they can be powerful just like when light is turned into a laser.

Help Box for 8a.

You should have highlighted the following subordinator:  
As (it radiates in narrow beams,)

Character Focus: We can shine God's light with just a smile.

## 9. Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

<> **9a.** Now that you have written the body and opening paragraph of your report, you are ready to write a closing paragraph.

- (1) **Your closing paragraph will include a "thesis statement reloaded."**
  - a. Remember, a "thesis statement reloaded" is a statement that "closes" your paper--sums up what your entire paper is about.
  - b. It should be a sentence or two in length and should close your report.
  - c. It may be at the very beginning of your closing paragraph or at the end of your closing paragraph.

Character Focus: God's commandments keep us from walking off the path.

- d. It should bridge the gap between your catchy closing paragraph and the body of your report.
- e. It should leave your reader with a feeling of satisfaction after reading your paper.
- f. It may repeat something catchy from your opening or may repeat the title of your report, if desired.
- g. Be sure your "thesis statement reloaded" is not identical to your thesis statement --it should be "reloaded" with the key words still in it.

(2) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.

(3) You may just jot down some thoughts, references, etc. for your closing paragraph notes, or you may create a "sentence-by-sentence" outline like you did for the body of your report.

**Note: If you are used to writing "thesis statements reloaded" and closing paragraphs, you may experiment with putting your "thesis statement reloaded" later in your closing paragraph--even at the very end of your closing paragraph, if desired. Sometimes this helps the flow of your closing paragraph when you are writing a story or other information in your closing paragraph that you want to keep all together--then follow this with the "thesis statement reloaded."**

**Teacher Tip:** You might want to tie your closing paragraph into your opening paragraph by continuing a quotation, making reference to something you wrote in the opening, or continuing a story. Strong closings tie the whole report together and leave the reader satisfied with his reading.

(4) You may plan to write your closing paragraph in a different "person" (first person, second person, etc.) if the contents warrants it. For example, if you are using a closing story, you may tell it in first person (if needed). If you are using an closing challenge, you may tell it in second person etc. Note that opening and closing paragraphs are times in informative writing when it is acceptable to write less formally and to change persons and/or tenses.

Notes for Closing Paragraph

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<> **9b. Follow these steps for writing your closing paragraph:**

- (1) **Write an opening sentence ("thesis statement reloaded") at the beginning of your closing paragraph that tells what your report was about. (Or plan to put your "thesis statement reloaded" later, if desired.)**

- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Using each set of notes for one sentence:
  - a. Read a line of notes.
  - b. Think about what you want to say about those notes.
  - c. Say a sentence aloud that you want to use.
  - d. Write that sentence down.
  - e. Repeat these steps for all of your notes.
  - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
  - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced), after the report you just wrote.

## 10. Sentence Structure: Subordinate Clause Openers

Subordinators are special words that come at the beginning of a subordinate clause.

A clause is a group of words that contains a subject and a verb. A subordinate (or dependent) clause is different than a sentence because it does not make sense all by itself.

Thus, a subordinate clause is a group of words that begins with a subordinator and contains a subject and a verb—but it is not a sentence.

Subordinate clauses are helpful in writing because they add variety to your sentences and give additional information.

**<> 10a.** Read aloud the pairs of sentences provided. Because the first sentence in each pair has no subordinate clause and the second sentence has one, you can see the difference and observe how much a subordinate clause adds to a sentence.


1. Parents have an obligation to give light to their children.
  2. **Just as Christians have a responsibility to be light to the world,** parents have an obligation to give light to their children.
1. The outreach of its light was extended and more people were benefited from it.
  2. **As the lamp was placed on a higher plane,** the outreach of its light was extended and more people were benefited from it.
1. The father and mother are to demonstrate oneness in their teaching and disciplining of their children.

### Grammar Card: Subordinate Clause in the Middle of a Sentence

• A pair of commas should set off a subordinate clause when it is in the middle of a sentence:

–When it could be taken out of a sentence and a complete sentence remains: Jesus, **since he was the meekest person,** teaches us meekness.

–When it is nonessential information: In marriage, **because we are told to be one,** we should yield our rights.

 You will know that you should separate a subordinate clause in the middle of a sentence with commas if (1) you hear a definite pause when reading the sentence aloud and (2) you can remove the subordinate clause and a complete sentence remains (and makes sense). Do not place commas around a subordinate clause in the middle of a sentence when that subordinate clause is needed in order to understand the sentence.

### Grammar Card: Subordinate Clause Opener


• A comma should follow a subordinate clause opener at:

–The end of the subordinate clause: Because Jesus was the meekest person to ever **live,** we can learn from Him.

–The beginning of the complete sentence: While the world says not to be meek, **God's** Word tells us to be meek.

• Memorize subordinate clause opener rhyme:

**When you start a sentence with a subordinate clause,  
Put a comma in where you hear the pause!**

 Listen for your voice inflection when reading a sentence that begins with a subordinate clause opener. You will hear when the subordinate clause ends and when the “real” sentence (complete sentence) begins. Remember this rhyme: “When you start a sentence with a subordinate clause, put a comma in where you hear the pause.”

2. **As the wick will not function without the lamp nor the lamp without the wick**, the father and mother are to demonstrate oneness in their teaching and disciplining of their children.
1. He is able to provide clearer commands for his wife to teach the children.
2. **As the father grows to spiritual maturity in his life**, he is able to provide clearer commands for his wife to teach the children.

Subordinate clauses can be placed anywhere in a sentence:

1. At the beginning of a sentence: **Within the analogy of a lighted lamp**, there is a wealth of practical direction for the father and the mother as they give discipline to their sons and daughters.
2. At the end of a sentence: There is a wealth of practical direction for the father and the mother as they give discipline to their sons and daughters, **within the analogy of a lighted lamp**.
3. In the middle of a sentence: There is a wealth of practical direction, **within the analogy of a lighted lamp**, for the father and the mother as they give discipline to their sons and daughters.

When you use a **subordinate clause at the beginning of a sentence**, you should **follow the subordinate clause with a comma**.

1. **Place the comma where you hear the subordinate clause end.**
2. **Place the comma just before you hear the complete sentence begin.**

↔ **10b.** Highlight the comma in the sentence with the subordinate clause that you read aloud in 10a.

Do you see how simple it is to hear where the commas would go when you write with subordinate openers?

When you have a subordinator, but not a subordinate clause (no group of words containing a subject and a verb following the subordinator), a comma may or may not be needed, depending on whether or not you hear a pause. Consider these examples:

1. **As the Light Christ** came.
2. **While living** we must illuminate our world for God's glory.
3. **Though drawn to the radiance of our lives**, others should soon see that it is the brilliance of Christ that we reflect.

Commas in these sentences are optional and at the writer's discretion.

🔑 A subordinate clause begins with a word called a subordinator. A subordinator is a word that makes the part of the sentence it is in be less -- or subordinate to the rest of the sentence. A subordinate clause cannot stand alone but needs a complete sentence (independent clause) to be put with it in order to be used. A subordinate clause is sometimes called a dependent clause because it is dependent on other words (a complete sentence) in order to be used. In that way, clauses that cannot stand alone (that begin with a subordinator, for instance) are called dependent clauses, and clause that can stand alone (complete sentences) are called independent clauses.

↔ **10c.** Study the Grammar Card about subordinate clauses provided in this lesson.

↔ **10d. Optional:** Make a Grammar Card about subordinate clauses, or add new information to an existing card.

### Grammar Card: Subordinate Clause (Dependent Clause)

- **A group of words but not a complete sentence**
- **Sounds as though something is missing**
- **Contains a subject and a verb but begins with a subordinator**
- May be placed anywhere in a sentence:
  - Since Jesus was meek**, He invites us to come to Him to learn meekness.
  - Jesus, **since He was meek**, invites us to come to Him to learn meekness.
  - Jesus invites us to come to Him to learn meekness **since He was meek**.
- You can tell the difference between a subordinate clause and a prepositional phrase:
  - Phrases **do not** have a subject *and* a verb.
  - Clauses **do** have a subject and a verb.

🔑 A subordinate clause begins with a word called a subordinator. A subordinator is a word that makes the part of the sentence it is in be less -- or subordinate to the rest of the sentence. A subordinate clause cannot stand alone but needs a complete sentence (independent clause) to be put with it in order to be used. A subordinate clause is sometimes called a dependent clause because it is dependent on other words (a complete sentence) in order to be used. In that way, clauses that cannot stand alone (that begin with a subordinator, for instance) are called dependent clauses, and clause that can stand alone (complete sentences) are called independent clauses.

<> **10e.** (T) Be sure you can still recite twelve subordinators to your teacher before moving on with this lesson.

<> **10f.** In the sentences provided, complete the following steps:

- (1) Underline each subordinate clause opener.
  - (2) Highlight the subordinator at the beginning of each subordinate clause opener.
  - (3) With another color, highlight the comma following each subordinate clause opener.
1. Since the light of a lamp is fragile, it can be blown out by a sudden gust of wind or extinguished by those around it.
  2. As God's Law is an expression of His love, the law of the mother confirms her love for her husband and her children.
  3. Whenever the Lord's commandments have been violated, reproofs of instruction are the consequences that come from the Lord.
  4. If a child disobeys the commandment of the father or the law of the mother, he will be in line for both the corrective discipline of the parents and the reproofs of God.
  5. If the children fail to receive proper leadership within the home, they will often react to authority outside the home in an attempt to find leadership that will set limits for them.
  6. When a command violates God's Word, it should never be carried out by the wife or by the children.
  7. Whenever a command violates Scripture, the one receiving it should first evaluate his or her own life to see if the command was given as a reaction to rebellion, laziness, ungratefulness, or some other destructive attitude.
  8. Once initial attitudes are evaluated, the basic intention of the command should be determined.
  9. If the objective of the command is right but the way of achieving it is wrong, a creative alternative should be suggested.
  10. As the father welcomes and respects his wife's counsel, he affirms both her and God's work through her.
  11. Since the marriage is strengthened through this, true spiritual light is given to the children.
  12. When God designed his structure of authority, He actually gave the potential of greater power to those who are under authority than to those who are in authority.
  13. Because those under authority have the power of influence, they can be tremendously helpful in guiding those in authority.
  14. Since many husbands have acknowledged that their motivation for spiritual pursuits can be quickly destroyed by negative attitudes or lack of enthusiasm from their wives, the wife's role is very important.
  15. When a husband gives a command to his family and the wife fails to work out the proper procedures to carry it out, many consequences may occur.
  16. When the wife does not fulfill her function in the family, she will feel inadequate and inferior.
  17. Though the father and mother have different responsibilities in family training, there is a constant need for them to communicate with each other in order to gain proper perspective.

**Teacher Tip:** If your Level B student has trouble hearing where the comma goes in sentences with subordinate clause openers, help him to hear and see where they go by covering the subordinate clause openers and showing the student that what he has left is a complete sentence. Help him hear where the part he covered (the subordinate clause) ends and the complete sentence begins.

Commas With  
Subordinate Clause  
Openers Rhyme

**When you start a sentence with a subordinate clause,  
Put a comma in where you hear the pause.**



18. When laws are misunderstood, further instruction should be given.
19. When laws are purposely disobeyed, Scriptural correction should be administered.
20. Whether instruction is needed or correction is required, the father must confirm the position of the mother as lawgiver and be ready to support her in whatever way is necessary as she enforces his commands.

↔ **10g. Optional:** In your notebook, write sentences using subordinate clause openers.

**Basic Level:** Write twelve sentences.

**Extension:** Write fifteen sentences.

**Further Extension:** Write fifteen sentences containing information about the Biblical roles of the husband and the wife.

## 11. Composition and Editing: Edit and Revise Using the Checklist Challenge

↔ **11.** Use the Checklist Challenge located after this week's lesson to edit your report.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

**Optional:** In place of the week's Checklist Challenge you and your teacher may desire to complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

## 12. Spelling Practice: Write That Word!

↔ **12a.** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

↔ **12b.** Complete the following steps for one of the words you listed in 12a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

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<> **12c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 13. Grammar: Weekly Quizzes

<> **13a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

<> **13b.** Do the Weekly Review Quiz provided after this week's lesson.

## 14. Spelling: Spelling Test

<> **14a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **14b.** (T) Have your teacher check your Spelling Test.

<> **14c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 15. Dictation: Dictation Quiz

- ↔ 15a. (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- ↔ 15b. (T) Review your dictation with your teacher.
- ↔ 15c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 16. Composition: Final Copy Original Instructional Essay

- ↔ 16a. Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- ↔ 16b. Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

## Optional: Extra Practice

- 1E. In your notebook, write fifteen sentences with subordinate clause openers. Use information from a character book.
- 2E. In your notebook, take notes for a paragraph(s) about lasers.
- 3E. In your notebook, write your paragraph(s) about lasers.
- 4E. Use the Checklist Challenge from week two to edit and revise your paragraph(s) about lasers.
- 5E. In your notebook, write twenty *ite*, *ice*, *ive*, *ine*, and *ise* words.
- 6E. Read a book about lasers.
- 7E. In a character book find ten sentences with subordinate clauses in various places, and write them in your notebook.
- 8E. Write a book report on the a book you read about lasers. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 9E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

# Checklist Challenge Red 7-B: Weeks Three & Four

Character Focus: Truthfulness

**Complete the Checklist Challenge by using these guides:**

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

All **All Levels**

E's **Extensions**

B **Basic Level only**

,FE **Further Extension only**

E **Extension only**

**Note:** You will not complete one task per paragraph since some of your paragraphs will be short with dialogue, etc. Just complete each CC item the number of times it is assigned via the check boxes.

## To Be Completed During Week Four

All  All  All  All  
 All  All  All  E's  
 FE

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

☞ **Focus on content errors at this time.**

All  All  All  All  
 All  All  All  E's  
 FE

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All  All  All  All  
 All  All  All  E's  
 FE

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All All  
All All All E's  
FE

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

☞ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All All All All  
All All All E's  
FE

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher. (or place a check mark in each one that represents a paragraph with no Banned Words).

**Banned Word List:**

very	big	really	good	great
fine	say	bad	little	want
see	look	ask	lot	find

like (Only when used as a verb; not a Banned Word as a preposition.)

☞ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All All E's

Place **adverbs** in **different positions**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- At the beginning of the sentence: **Sneakily**, they act via traps and snares.
- At the end of the sentence: They act via traps and snares **sneakily**.
- Just before the word it modifies: They **sneakily** act via traps and snares.
- Just after the word it modifies: They act **sneakily**.

☞ **Not all adverb placement positions sound correct. Be sure the position you choose for your adverb is optimal. Do not place an adverb in a spot that makes your writing sound stilted.**

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: **"I Don't Do Windows"**
- Something comical: **Ya Missed a Spot!**
- Something bold: **Scrub!**
- A song title or line: **"Rubber Ducky, You're the One"**
- A Scripture: **Do All Unto the Glory of God**
- Something biblical: **Be a Helper**
- Something about character: **Diligence**
- Something informative: **Need a Job?**
- Other: **Shiny!**
- Other: **Two All Beef Patties, Special Sauce, Lettuce, Cheese ...**

☞ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the “**thesis statement reloaded**” and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.

B

Add a **transition sentence** to the beginning of the second paragraph or at end of the first paragraph. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **First**, they set snares and traps for their victims.
- **After that**, there is no way for the creature to get loose.

☞ Be sure your transition sentence takes the reader smoothly from the first paragraph to the body of your paper.

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **They display extraordinary stealth.**
- **Then, they are trapped!**
- **And soon it happened.**

All

All

All

All

All

All

All

E's

FE

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree  
kind  
grass

Use:

maple  
compassionate  
blades

Instead of:

deep  
turn  
loud

Use:

bottomless  
swerve  
obnoxious

☞ This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All

All

All

All

All

All

All

E's

FE

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ Do not change insignificant words such as *was*, *it*, *and*, etc.

All

Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (or more than one time, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Punctuate appropriately:

- Follow it with a comma: **Yes**, that “hunter” has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.

☞ **Interjections include words from the following rhyme:**

**My, well, oh**  
**Wow, yes, no**

All

Start one or more of your sentences with an **adverb** (ly word or other) (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims**, courageous predators attack and eat.

☞ **The comma may be directly after the adverb or shortly after it, depending on where you “hear” it.**

All

Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **When a spider creates its web**, it uses an original design.
- **Because a web must capture many types of prey**, it is durable and adhesive.
- **While a spider is designing its web**, it constructs a frame and spins spokes that span out from the center.
- **Since a web needs to be durable and adhesive**, it is made of silk threads.

☞ **Subordinators are words that come at the beginning of subordinate clause openers. They include words in this rhyme (plus many more):**

**Since, when, though**  
**Because, if, although**

All

All

All

All

All

All

All

E's

FE

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher

Examples:

- A subordinate clause opener: **When the spider’s victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

☞ **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

E's  E's

Use one set of **sequencing words** (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:

- **First things:** First, initially, originally, at first, primarily, to begin with, in the beginning
- **Second or middle things:** Second, next, then, secondarily, progressing, progressively, following that
- **Third and final things:** Eventually, thirdly, ultimately, finally, consequently, lastly, in the end
- **General:** Then, next, later, after, sometime, etc.

All  All  All  All  
 All  All  All  E's  
 FE

**Edit each paragraph** with your teacher, and correct any **usage or spelling errors**.



# Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one aloud.</li> <li>Try to spell the word aloud without looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the 1. SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
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49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs--FE

One Minute

1. \_\_\_\_\_
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3. \_\_\_\_\_
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7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
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12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

### Subordinators

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
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29. \_\_\_\_\_
30. \_\_\_\_\_

### Coordinating Conjunctions

(FANBOYS)

Thirty Seconds

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### BHL Verbs

Two Minutes

Be a Helper, Link Verbs,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_, & \_\_\_\_\_,  
 are ones.  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_ -- they are fun  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, &  
 \_\_\_\_\_  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 -- they are some as well,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, & \_\_\_\_\_

### First Subordinators Learned

in Rhyme

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Comprehension and Vocabulary

1. What DD trick did you use this week? \_\_\_\_\_  
\_\_\_\_\_

2. What word did you study in the DD this week? \_\_\_\_\_

3. What does your DD word mean (in your own words)? \_\_\_\_\_  
\_\_\_\_\_

## II. Spelling and Homophones

4. Write four words where *i\_e* is used in to say short *i*.

(1) \_\_\_\_\_ (2) \_\_\_\_\_

(3) \_\_\_\_\_ (4) \_\_\_\_\_

5. **Extensions**--Write four words where *i\_e* is used in to say long *i*.

(1) \_\_\_\_\_ (2) \_\_\_\_\_

(3) \_\_\_\_\_ (4) \_\_\_\_\_

## III. Outlining and Write On

6. Write one SSS5x3 that you could use in this week's essay.

\_\_\_\_\_  
\_\_\_\_\_

7. What three transition words did you need to use to show a chronology in your essay?

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

## IV. Grammar and Usage

8. Write three sentences from your paper in which you used introductory material.

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_

9. What do you generally need to follow your introductory material with?

\_\_\_\_\_

10. Write the Subordinator-Check Sentence:

\_\_\_\_\_

11. **Extensions:** When is a preposition considered a subordinator, not a preposition?

\_\_\_\_\_

\_\_\_\_\_

12. List twenty (**Extensions:** thirty) subordinators:

- |            |            |            |
|------------|------------|------------|
| (1) _____  | (2) _____  | (3) _____  |
| (4) _____  | (5) _____  | (6) _____  |
| (7) _____  | (8) _____  | (9) _____  |
| (10) _____ | (11) _____ | (12) _____ |
| (13) _____ | (14) _____ | (15) _____ |
| (16) _____ | (17) _____ | (18) _____ |
| (19) _____ | (20) _____ | (21) _____ |
| (22) _____ | (23) _____ | (24) _____ |
| (25) _____ | (26) _____ | (37) _____ |
| (28) _____ | (29) _____ | (30) _____ |

13. Fill in the blanks about subordinate clauses:

a. A clause is \_\_\_\_\_ that contains a \_\_\_\_\_ and a \_\_\_\_\_.

b. A subordinate clause is a \_\_\_\_\_ that begins with a \_\_\_\_\_ and contains a \_\_\_\_\_ and a \_\_\_\_\_, but is not a sentence by itself.

14. Fill in the blank:

When you start a sentence with a subordinate clause,

\_\_\_\_\_.

## V. Editing and Revising

15. List two words (**Extensions:** four) from the Vocabulary Boxes that you could have used in this week's essay.

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_ d. \_\_\_\_\_

16 List another title you could have used.

\_\_\_\_\_

17. Write two sentences (**Extensions:** Write three) containing subordinate clauses at the beginning of them.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

18. What is the most interesting adjective you used in your essay this week? \_\_\_\_\_

19. What is the most interesting adverb you used in your essay this week? \_\_\_\_\_

20. What is the strongest verb you used in your essay this week? \_\_\_\_\_

21. How many different types of sentence openers did you use in this week's essay? \_\_\_\_\_

# Teacher's Helps

## Red 7-B

### Character Focus: Truthfulness

Lesson Plans and Answer Keys

# Lesson Plans

## Red 7-B: Week One

For a Five-Day Week

### Character Focus: Truthfulness

Day One																																					
<p><b>Vocabulary Box</b></p> <p>Characteristics of one who is truthful--<i>adjectives</i></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">authentic</td> <td style="padding: 2px;">bona fide</td> <td style="padding: 2px;">candid</td> </tr> <tr> <td style="padding: 2px;">credible</td> <td style="padding: 2px;">ethical</td> <td style="padding: 2px;">genuine</td> </tr> <tr> <td style="padding: 2px;">honorable</td> <td style="padding: 2px;">reliable</td> <td style="padding: 2px;">reputable</td> </tr> <tr> <td style="padding: 2px;">scrupulous</td> <td style="padding: 2px;">trustworthy</td> <td style="padding: 2px;">unfeigned</td> </tr> <tr> <td style="padding: 2px;">veracious</td> <td style="padding: 2px;">veritable</td> <td style="padding: 2px;">virtuous</td> </tr> <tr> <td style="padding: 2px;">wholesome</td> <td></td> <td></td> </tr> </table>	authentic	bona fide	candid	credible	ethical	genuine	honorable	reliable	reputable	scrupulous	trustworthy	unfeigned	veracious	veritable	virtuous	wholesome			<p><b>Vocabulary Box</b></p> <p>Characteristics of one who is not truthful--<i>adjectives</i></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">ambiguous</td> <td style="padding: 2px;">clandestine</td> <td style="padding: 2px;">counterfeit</td> </tr> <tr> <td style="padding: 2px;">crafty</td> <td style="padding: 2px;">deceitful</td> <td style="padding: 2px;">delusive</td> </tr> <tr> <td style="padding: 2px;">devious</td> <td style="padding: 2px;">disingenuous</td> <td style="padding: 2px;">elusive</td> </tr> <tr> <td style="padding: 2px;">fallacious</td> <td style="padding: 2px;">fraudulent</td> <td style="padding: 2px;">mendacious</td> </tr> <tr> <td style="padding: 2px;">perfidious</td> <td style="padding: 2px;">pretentious</td> <td style="padding: 2px;">specious</td> </tr> <tr> <td style="padding: 2px;">spurious</td> <td style="padding: 2px;">underhanded</td> <td style="padding: 2px;">unreliable</td> </tr> </table>	ambiguous	clandestine	counterfeit	crafty	deceitful	delusive	devious	disingenuous	elusive	fallacious	fraudulent	mendacious	perfidious	pretentious	specious	spurious	underhanded	unreliable
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**1. Copying and Comprehension: Passage and Vocabulary**

**All**

The red squirrel identifies a relatively small area in the woods for its territory. Normally, this area is 200 to 250 yards in diameter. It knows every inch of its domain, memorizing the paths through the trees and branches, as well as on the forest floor. With this information, the red squirrel can dart from place to place in order to carry out its work as the "watchman of the woods."

Red squirrels have discernibly keen eyesight, and from perches high in the trees, they can spot enemies while they are still a long way off. To determine how far away an intruder is, the squirrel nods its head up and down in order to compare the angle of sight from two positions. By this method, it is able to pinpoint the exact distance of the enemy.

**Extensions**

As soon as the red squirrel spots an unwelcome intruder, it releases a vocal outburst and stamps its feet. Then it jerks its tail. Its warning can be heard from over a quarter of a mile away. If the intruder proceeds, it is scolded mercilessly with sharp "tcherrrs" and explosive "chucks." Other animals in the forest monitor these valuable warning signals, especially moose, elk, and deer.

**Further Extension**

While other creatures hibernate during the winter months, the red squirrel continues to be busy about its work. It can be seen darting around on the most bitter cold days of the year. Its tireless vigil does take a toll on its life. In the wild, a squirrel lives up to seven years. If it is in captivity with a less rigorous routine, its lifespan increases by up to thirty percent.

**2. Spelling/Structural Analysis: Adding Suffixes to Words**

Examples: clouded, sinned

**All**

1. precise	2. precisely	3. depend
4. depending	5. persuade	6. persuaded
7. equal	8. equality	9. regret
10. regretted	11. legal	12. legality
13. illuminate	14. illuminate	15. persuade
16. persuasive	17. negotiate	18. negotiated
19. navigate	20. navigated	

<b>Extensions</b>	21. generally	22. heresy	23. heretic
	24. hygiene	25. hygienic	
<b>Further Extension</b>			
26. identify	27. identification	28. implement	
29. implementation			
<b>Optional Words</b>			
30. bona fide	31. ethical	32. trustworthy	
33. credible			
<b>3. Editor Duty: Correct Given Paragraph(s)</b>			
<b>Homophones</b>			
<b>4. Spelling Practice: Choose the Correct Spelling</b>			

Day Two
<p><b>5. Study Skills/Prewriting: Key Word Outline</b></p> <p><b>All</b>--Paragraph One of Body: 4 Sentences</p> <p><b>All</b>--Paragraph Two of Body: 3 Sentences</p> <p><b>All</b>--Paragraph Three of Body: 5 Sentences</p> <p><b>All</b>--Paragraph Four of Body: 5 Sentences</p> <p><b>6. Grammar: Helping Verbs and Verb Phrases</b></p> <p><b>7. Spelling Practice: Six "S" Spelling Secret</b></p>

Day Three
<p><b>8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline</b></p> <p><b>9. Vocabulary/Structural Analysis: Wacky Words</b></p> <p><b>Homophones: were vs. we're</b></p> <p><b>10. Vocabulary/Structural Analysis: Wacky Words</b></p> <p><b>Homophones: then vs. than</b></p>

Day Four
<p><b>11. Composition and Editing: Edit and Revise Using the Checklist Challenge</b></p> <p><b>12. Grammar/Sentence Structure: Quotation Rules</b></p> <p><b>13. Spelling Practice: Write That Word!</b></p>

Day Five
<p><b>14. Grammar: Weekly Quizzes</b></p> <p><b>15. Spelling: Spelling Test</b></p> <p><b>16. Dictation: Dictation Quiz</b></p> <p><b>17. Composition: Final Copy Informative Essay From Given Material</b></p> <p><b>Optional: Extra Practice</b></p>



# Lesson Plans

## Red 7-B: Week One

For a Four-Day Week

### Character Focus: Truthfulness

#### Day One

##### Vocabulary Box

Characteristics of one who is truth-  
ful--*adjectives*

authentic	bona fide	candid
credible	ethical	genuine
honorable	reliable	reputable
scrupulous	trustworthy	unfeigned
veracious	veritable	virtuous
wholesome		

##### Vocabulary Box

Characteristics of one who is not truth-  
ful--*adjectives*

ambiguous	clandestine	counterfeit
crafty	deceitful	delusive
devious	disingenuous	elusive
fallacious	fraudulent	mendacious
perfidious	pretentious	specious
spurious	underhanded	unreliable

### 1. Copying and Comprehension: Passage and Vocabulary

#### All

The red squirrel identifies a relatively small area in the woods for its territory. Normally, this area is 200 to 250 yards in diameter. It knows every inch of its domain, memorizing the paths through the trees and branches, as well as on the forest floor. With this information, the red squirrel can dart from place to place in order to carry out its work as the "watchman of the woods."

Red squirrels have discernibly keen eyesight, and from perches high in the trees, they can spot enemies while they are still a long way off. To determine how far away an intruder is, the squirrel nods its head up and down in order to compare the angle of sight from two positions. By this method, it is able to pinpoint the exact distance of the enemy.

#### Extensions

As soon as the red squirrel spots an unwelcome intruder, it releases a vocal outburst and stamps its feet. Then it jerks its tail. Its warning can be heard from over a quarter of a mile away. If the intruder proceeds, it is scolded mercilessly with sharp "tcherrrs" and explosive "chucks." Other animals in the forest monitor these valuable warning signals, especially moose, elk, and deer.

#### Further Extension

While other creatures hibernate during the winter months, the red squirrel continues to be busy about its work. It can be seen darting around on the most bitter cold days of the year. Its tireless vigil does take a toll on its life. In the wild, a squirrel lives up to seven years. If it is in captivity with a less rigorous routine, its lifespan increases by up to thirty percent.

### 2. Spelling/Structural Analysis: Adding Suffixes to Words

Examples: clouded, sinned

#### All

- |                |                 |                |
|----------------|-----------------|----------------|
| 1. precise     | 2. precisely    | 3. depend      |
| 4. depending   | 5. persuade     | 6. persuaded   |
| 7. equal       | 8. equality     | 9. regret      |
| 10. regretted  | 11. legal       | 12. legality   |
| 13. illuminate | 14. illuminated | 15. persuade   |
| 16. persuasive | 17. negotiate   | 18. negotiated |
| 19. navigate   | 20. navigated   |                |

#### Extensions

- |               |              |             |
|---------------|--------------|-------------|
| 21. generally | 22. heresy   | 23. heretic |
| 24. hygiene   | 25. hygienic |             |

#### Further Extension

- |                    |                    |               |
|--------------------|--------------------|---------------|
| 26. identify       | 27. identification | 28. implement |
| 29. implementation |                    |               |

#### Optional Words

- |               |             |                 |
|---------------|-------------|-----------------|
| 30. bona fide | 31. ethical | 32. trustworthy |
| 33. credible  |             |                 |

### 3. Editor Duty: Correct Given Paragraph(s)

#### Homophones

### 4. Spelling Practice: Choose the Correct Spelling

#### Day Two

### 5. Study Skills/Prewriting: Key Word Outline

All--Paragraph One of Body: 4 Sentences

All--Paragraph Two of Body: 3 Sentences

All--Paragraph Three of Body: 5 Sentences

All--Paragraph Four of Body: 5 Sentences

### 6. Grammar: Helping Verbs and Verb Phrases

### 7. Spelling Practice: Six "S" Spelling Secret

### 8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

#### Day Three

### 9. Vocabulary/Structural Analysis: Wacky Words

Homophones: were vs. we're

### 10. Vocabulary/Structural Analysis: Wacky Words

Homophones: then vs. than

### 11. Composition and Editing: Edit and Revise Using the Checklist Challenge

### 12. Grammar/Sentence Structure: Quotation Rules

#### Day Four

### 13. Spelling Practice: Write That Word!

### 14. Grammar: Weekly Quizzes

### 15. Spelling: Spelling Test

### 16. Dictation: Dictation Quiz

### 17. Composition: Final Copy Informative Essay From Given Material

### Optional: Extra Practice

# Answer Keys Red 7-B: Week One

## 3. Editor Duty: Correct Given Paragraph(s)

### Homophones

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) Throughout all the paragraphs, find and correct five homophone errors. Highlight the corrections.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

Through gloomy gateways, weary travelers entered the narrow streets of the city of Lyon. Richly ornamented carvings decorated the dignified row houses. Their overhanging roofs almost touched as the projecting peak cast deep shadows on the cobblestones below.

Lyon had long been famous for its trade and commerce. For more than five hundred years, this French city had been the center of the European silk industry. The clicking sound of looms could be heard in almost every house. Trees had been planted outside the old, gray walls where silkworm cocoons produced the city's main source of wealth.

One particular evening a wealthy merchant family was preparing supper when they heard a knock on the door. A cheerful greeting met them as they opened it to find two poorly dressed but sincere young men who desired to sell assorted pieces of jewelry. Normally, the head of the household would have quickly turned the young men away due to the lateness of the hour, yet this time he invited them to show their wares.

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. precise                      presise
2. precisely                  presisely
3. depend                      depend

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

4. deepending	depending
5. persuade	perswade
6. persuaded	perswaded
7. equall	equal
8. equality	equality
9. regrett	regret
10. regretted	regreted
11. legall	legal
12. legallity	legality
13. illuminate	illuminate
14. illuminated	illuminated
15. persuade	perswade
16. persuasive	perswasive
17. negotiate	negoshiate
18. negotiated	negoshiated
19. navigate	naviggate
20. navigated	naviggated

<> **4b.** Highlight the correct spelling of each **Extensions** word.

21. generally	genneraly
22. haiesy	heresy
23. hairitic	heretic
24. hygiene	higiene
25. higienic	hygienic

<> 4c. Highlight the correct spelling of each **Further Extension** word.

- |                     |                 |
|---------------------|-----------------|
| 26. identify        | identify        |
| 27. indentification | indentification |
| 28. implement       | implament       |
| 29. implamentation  | implementation  |

<> 4d. Highlight the correct spelling of each **Optional** word.

- |                 |             |
|-----------------|-------------|
| 30. bona fide   | bonna fide  |
| 31. ethical     | ethikal     |
| 32. trustworthy | trustworthy |
| 33. credable    | credible    |

## 6. Grammar: Helping Verbs and Verb Phrases

<> 6e. In the sentences provided, complete the following steps:

- (1) Highlight all of the action verbs in one color.
- (2) Highlight the Be, a Helper, Link verbs (alone or before the base verbs) in another color.

**Note: Remember, a sentence can have multiple verbs—in the various phrases, subordinate clauses (dependent clauses), and independent clauses within the sentence.**

Note: Highlight infinitives as either BHL (e.g., to be) or action verbs (e.g., to run), depending on whether the verb in the infinitive is a BHL verb or an action verb.

Example: We **should** **keep** our hearts on God.

1. God **is** light.
2. He **is** the brilliance of all.
3. One of the functions of light **is to produce** growth.
4. Light **is** also able **to dispel** darkness.
5. Light **will provide** warmth and **reveal** colors.
6. Light **can** also **retard** disease.
7. Light **is** so vital that it **is** the first thing God **created** after He **made** the heavens and the earth.

8. Christians **are to be** the light of the world.
9. Without them, there **would be** no light in this present world.
10. Christians **are to be** visible in the world.
11. God often **places** people like Joseph and Daniel in positions of influence.
12. They **turned** the course of history and **brought** glory to God.
13. We **must illuminate** the Gospel so that others **can understand** it clearly.
14. I **need to be** a walking illumination of truth.
15. The illuminative words that I **speak can turn** hearts to the truth.
16. The truthful words of Scripture **need to be lifted** by Christians.
17. Truthfulness **is** necessary in **illuminating** God's Word.
18. We **are to reflect** God's truth as a mirror **reflects** light.
19. Our lives as Christians **must mirror** the glory of the Lord who **lives** within us.
20. The law of God **is** a mirror **to show** us the perfection of Christ's holiness.
21. The image of a mirror **must be** precise.
22. Precise words **reveal** the truth with clarity.
23. God **made** us in His image so that we **can reflect** the glory of the Lord.
24. Christians **are to provide** a pattern of good works.
25. A true example of Godliness **is** always a dependable source of encouragement.
26. Christians **need** to faithfully **withstand** temptation.
27. The Christian **is to activate** leaders.
28. **To activate** means "to set in motion."
29. When Christians **fail to take** action against evil, they **allow** it **to spread**.
30. The most persuasive Christian **is** one in whom the Holy Spirit **has** full control.

## 9. Vocabulary/Structural Analysis: Wacky Words

### Homophones: were vs. we're

<> 9a. Fill in each blank provided with the correct Wacky Word--*were* or *we're*.

1. The red squirrels were high in the trees keeping watch.
2. The intruders were quickly spotted by them.
3. As we enter the forest, we're able to hear the squirrel's "chucks."

4. The other animals in the forest were monitoring these warning signals.
5. These warnings were heard a quarter mile away..
6. We're able to see the red squirrel stay busy even on cold winter days.
7. When we go to the zoo, we're hoping to see a red squirrel.

## 10. Vocabulary/Structural Analysis: Wacky Words

### Homophones: then vs. than

<> 10c. Fill in each blank provided with the correct Wacky Word--*then* or *than*.

1. With this information, then the red squirrel can dart from place to place.
2. The red squirrels eyesight is keener than other animals.
3. Once he spots an intruder, he then nods his head up and down.
4. This will then allow him to pinpoint the exact distance of the enemy.
5. The loud noises the red squirrel makes will then warn the other animals of an intruder.
6. The red squirrel is busier than other animals on cold winter days.
7. A squirrel in captivity will live longer than one in the wild.

## 12. Grammar/Sentence Structure:

### Quotation Rules

<> 12d. Punctuate the sentences provided, according to the quotation rules learned in this week's lesson.

1. One of the men politely asked, "Sir, would you be pleased to buy any rings or trinkets?"
2. The wife asked, "Have you anything more?"

3. The man replied, “Oh yes!” (or “Oh yes.”)
4. “I have commodities far more valuable than these,” he said.
5. “I will give you one if you will keep my presence a secret,” he continued.
6. The man said, “This inestimable jewel is the Word of God, by which He communicates His mind to men.”
7. “I have a pearl of great price,” he said.
8. Peter Waldo asked, “What if death should overtake me in like manner?”
9. “Would my soul be ready for the journey?” he continued.
10. Father said, “Even though Peter Waldo was rich, he could not buy the Word of God.”
11. Mother interjected, “Finally, he was able to get a copy, and he found out the truth.”
12. “Peter Waldo gave away his material possessions to minister among the poor,” read Kayla.
13. Peter Waldo said, “I am not out of my mind, but I am avenging myself of those who were oppressing me in making me a lover of money more than a lover of God.”
14. The Waldensians replied, “Whether it be right in the sight of God to hearken unto you more than unto God, judge ye.”

## Weekly Review Quiz Answer Key

### I. Comprehension and Vocabulary

1. Write a sentence describing the environment of the the red squirrel.

**Answers will vary.**

2. Write two synonyms for the word you did the Definition Dissection on.

**Answers will vary.**

### II. Spelling and Homophones

3. List eight examples of root words that do not change when a suffix is added to each one.

- |                      |                          |                      |
|----------------------|--------------------------|----------------------|
| (1) <i>prayed</i>    | (2) <i>forgiveness</i>   | (3) <i>years</i>     |
| (4) <i>filled</i>    | (5) <i>washed</i>        | (6) <i>relenting</i> |
| (7) <i>repayable</i> | (8) <i>courteousness</i> |                      |

**Answers will vary.**

4. List three words that contain the root word *truth*.

(1) truthful                      (2) truthfully                      (3) untruthful

**Answers will vary.**

5. List three words that contain the root word *welcome*.

(1) welcomed                      (2) welcoming                      (3) unwelcomed

**Answers will vary.**

6. List three words that contain the root word *honest*.

(1) honesty                      (2) dishonest                      (3) honestly

**Answers will vary.**

7. List three words that contain the root word *deceit*.

(1) deceitful                      (2) deceiving                      (3) deceitfully

**Answers will vary.**

8. List three words that contain the root word *inform*.

(1) informant                      (2) informative                      (3) uninformed

**Answers will vary.**

9. What spelling word was the most difficult to learn this week?

**Answers will vary.**

10. Which word is a BHL verb?

were

we're

11. Which word is a contraction meaning we are?

were

we're

12. What punctuation mark tells you that a word is a contraction? apostrophe

13. Write a sentence using the word *were*.

**Answers will vary.**

14. Write a sentence using the word *we're*.

**Answers will vary.**

### III. Editing and Revising

15. What word did you use the most synonyms for in this week's essay?

**Answers will vary.**

16. Write four sentences (**Extensions:** Write six) from your essay in which you used sentence openers and change them using another type of sentence opener with sentence opener

**Answers will vary.**



17. What two Banned Words did your report contain this week, and what did you substitute for them?

**Answers will vary.**

18. What is the most interesting adjective you used in your essay this week?

**Answers will vary.**

19. What is the most interesting adverb you used in your essay this week?

**Answers will vary.**

20. What is the strongest verb you used in your essay this week?

**Answers will vary.**

21. How many different types of sentence openers did you use in this week's essay?

**Answers will vary.**

# Lesson Plans

## Red 7-B: Week Two

For a Five-Day Week

### Character Focus: Truthfulness

Day One																																					
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<p style="text-align: center;"><b>Optional</b></p> <p>22. authentic      23. scrupulous      24. virtuous</p> <p>25. reputable</p> <p><b>3. Editor Duty: Correct Given Paragraph(s)</b> Helping Verbs, Homophone</p> <p><b>4. Spelling Practice: Choose the Correct Spelling</b></p>
Day Two
<p><b>5. Study Skills/Prewriting: Key Word Outline</b></p> <p><b>All</b>--Paragraph One of Body: 3 Sentences</p> <p><b>All</b>--Paragraph Two of Body: 1 Sentence</p> <p><b>All</b>--Paragraph Three of Body: 2 Sentences</p> <p><b>All</b>--Paragraph Four of Body: 3 Sentences</p> <p><b>Extensions</b>--Paragraph Five of Body: 1 Sentence</p> <p><b>6. Grammar/Punctuation: Capitalization Rules</b></p> <p><b>7. Spelling Practice: Six "S" Spelling Secret</b></p> <p><b>8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline</b></p>
Day Three
<p><b>9. Vocabulary/Structural Analysis: Wacky Words</b> Confusing Words: further vs. farther</p> <p><b>10. Punctuation: Capitalizing References to People</b></p> <p><b>11. Write On: Sentence Openers</b></p> <p><b>12. Composition and Editing: Edit and Revise Using the Checklist Challenge</b></p>
Day Four
<p><b>13. Grammar: Coordinating Conjunctions</b></p> <p><b>14. Spelling Practice: Write That Word!</b></p> <p><b>15. Sentence Structure/Punctuation: Comma Usage with Coordinating Conjunctions</b></p> <p><b>16. Grammar: Weekly Quizzes</b></p>
Day Five
<p><b>17. Spelling: Spelling Test</b></p> <p><b>18. Dictation: Dictation Quiz</b></p> <p><b>19. Composition: Final Copy Retelling Essay From Given Material</b></p> <p><b>Optional: Extra Practice</b></p>

# Lesson Plans

## Red 7-B: Week Two

For a Four-Day Week

### Character Focus: Truthfulness

#### Day One

##### Vocabulary Box

Characteristics of one who is truthful--*adjectives*

authentic	bona fide	candid
credible	ethical	genuine
honorable	reliable	reputable
scrupulous	trustworthy	unfeigned
veracious	veritable	virtuous
wholesome		

##### Vocabulary Box

Characteristics of one who is not truthful--*adjectives*

ambiguous	clandestine	counterfeit
crafty	deceitful	delusive
devious	disingenuous	elusive
fallacious	fraudulent	mendacious
perfidious	pretentious	specious
spurious	underhanded	unreliable

### 1. Copying and Comprehension: Passage and Vocabulary

#### All

One of the men politely asked, "Sir, would you be pleased to buy any rings, or seals, or trinkets? Madame, will you look at some handkerchiefs or pieces of needlework for veils? They are of good price."

Not finding anything that caught her eye, the wife asked, "Have you anything more?"

Immediately, the other peddler eagerly responded in an unusual and puzzling way. "Oh yes, I have commodities far more valuable than these, and I will make you a gift of them if you will keep my presence a secret."

#### Extensions

With their curiosity further aroused, the family hesitantly agreed. To their surprise the young man instantaneously lifted a book out of a concealed compartment. With carefully measured words he explained: "This inestimable jewel is the Word of God, by which He communicates His mind to men."

#### Further Extension

For the first time in their lives, the family actually understood the Word of God when they read about the Father's redeeming love in Jesus Christ--in their own language from the Gospel of John.

### 2. Spelling/Structural Analysis: Long a/Silent e and Schwa with Silent e

Examples: irate, immediate

#### All

- |                |                   |                 |
|----------------|-------------------|-----------------|
| 1. activate    | 2. migrate        | 3. hesitate     |
| 4. innate      | 5. illuminate     | 6. equate       |
| 7. hibernate   | 8. manage         | 9. accurate     |
| 10. furnace    | 11. separate      | 12. desperate   |
| 13. confiscate | 14. compassionate | 15. impersonate |

#### Extensions

- |               |              |
|---------------|--------------|
| 16. liquidate | 17. literate |
|---------------|--------------|

#### Further Extension

- |                 |             |              |
|-----------------|-------------|--------------|
| 18. legitimate  | 19. mediate | 20. mitigate |
| 21. necessitate |             |              |

#### Optional

- |               |                |              |
|---------------|----------------|--------------|
| 22. authentic | 23. scrupulous | 24. virtuous |
| 25. reputable |                |              |

### 3. Editor Duty: Correct Given Paragraph(s)

Helping Verbs, Homophone

### 4. Spelling Practice: Choose the Correct Spelling

### 5. Study Skills/Prewriting: Key Word Outline

All--Paragraph One of Body: 3 Sentences

All--Paragraph Two of Body: 1 Sentence

All--Paragraph Three of Body: 2 Sentences

All--Paragraph Four of Body: 3 Sentences

Extensions--Paragraph Five of Body: 1 Sentence

#### Day Two

### 6. Grammar/Punctuation: Capitalization Rules

### 7. Spelling Practice: Six "S" Spelling Secret

### 8. Composition/Creative Writing: Write

a Rough Draft From a Key Word Outline

### 9. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: further vs. farther

#### Day Three

### 10. Punctuation: Capitalizing References to People

### 11. Write On: Sentence Openers

### 12. Composition and Editing: Edit and Revise Using the Checklist Challenge

### 13. Grammar: Coordinating Conjunctions

### 14. Spelling Practice: Write That Word!

#### Day Four

### 15. Sentence Structure/Punctuation: Comma Usage with Coordinating Conjunctions

### 16. Grammar: Weekly Quizzes

### 17. Spelling: Spelling Test

### 18. Dictation: Dictation Quiz

### 19. Composition: Final Copy Retelling Essay From Given Material

### Optional: Extra Practice

# Answer Keys Red 7-B: Week Two

## 3. Editor Duty: Correct Given Paragraph(s)

### Helping Verbs, Homophones

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first two paragraphs, highlight all of the BHL verbs.

(3) **Extensions:** In the third paragraph, highlight all of the four misused homophones, and correct them if you have not already done so.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Peter Waldo lived in the bustling, medieval city of Lyon. His success and reputation as a merchant were well-known. In the midst of his prosperity, the following tragedy led to the salvation of his soul.

After a festive banquet, Peter Waldo and his friends were engaged in pleasant conversation. Suddenly, a fellow merchant was taken in a seizure and died. From that moment, the merchant of Lyon became a diligent seeker of spiritual truth.

The Bible could have answered every one of his questions. But as rich as he was, Peter Waldo did not have access to the greatest of all treasures—the Word of God. The few copies that existed in France lay tucked away on the shelves of monastic libraries in a language the common people could not understand.

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- |              |            |
|--------------|------------|
| 1. activate  | activaite  |
| 2. migrate   | migraite   |
| 3. hessitate | hesitate   |
| 4. innate    | inate      |
| 5. iluminate | illuminate |
| 6. equaite   | equate     |
| 7. hybernate | hibernate  |

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

8. manage	mannage
9. accurate	accurrate
10. fernace	furnace
11. seperate	separate
12. desparate	desperate
13. confiscate	confistcate
14. compassionate	compasionate
15. impersonate	inpersonate

<> 4b. Highlight the correct spelling of each **Extensions** word.

16. liquidate	likwidate
17. literate	literit

<> 4c. Highlight the correct spelling of each **Further Extension** word.

18. lejitimate	legitimate
19. mediate	medeate
20. mittigate	mitigate
21. necessiate	neccesiate

<> 4d. Highlight the correct spelling of each **Optional** word.

22. authentic	authentick
23. scrupulous	scroopulous
24. vertuous	virtuous
25. reputable	reputible

## 6. Grammar/Punctuation: Capitalization Rules

<> 6d. In the sentences provided, correct the capitalization errors (for proper nouns or the first word in the sentence).

1. The city of Lyon had long been famous for its trade and commerce.
2. This French city had been the center of the European silk industry.
3. They read in their own language from the Gospel of John about God's redeeming love in Jesus Christ. (**Capatalizing Gospel, Word, and godly are optional.**)
4. The Waldensian missionaries revealed a "pearl of great price" to French families.

5. They were the disciples of Peter Waldo.
6. They lived during a time when the medieval Roman Catholic Church was a powerful force. (Your student may not know that *Roman Catholic Church* should be capitalized.)
7. During the Dark Ages, popes went forth as conquering princes extending their control by the sword. (Your student may not know that *Dark Ages* should be capitalized.)
8. The greatest conquests were realized during the leadership of Innocent III.
9. The darkness of religious frenzy swept the people into the Crusades to rid Palestine of Moslem influence and “liberate” the city. (Crusades may or may not be capitalized.)
10. During the First Crusade, Jerusalem was captured. (Your student may not know to capitalize *First Crusades*.)
11. The Third Crusade won an agreement with the Turks to allow Christians to visit Jerusalem.
12. At the end of this time, the Turkish forces were as entrenched in the Holy Land as ever before. (Capitalizing *Holy Land* is optional.)
13. Peter Waldo lived in the bustling, medieval city of Lyon.
14. He became aware of a guilty conscience that could not be satisfied by the vain ceremonies and false doctrines of the Roman Catholic Church.
15. Waldo gave all of his wealth away and determined that the Gospel that had given him new life must be made available in the language of his people that were seeking it.
16. The light of God’s Word broke through to the people of France by the determined hand of Peter Waldo .
17. Long before any complete versions of the Bible existed in German, English, or Spanish, Peter Waldo had his New Testament ready for circulation.
18. The Waldensians were forced to flee to the safety of the impenetrable French and Italian Alps where their missionary activities continued.

## 9. Vocabulary/Structural Analysis: Wacky Words

### Confusing Words: further vs. farther

<> 9b. Fill in each blank provided with the correct Wacky Word--*further* or *farther*.

1. As they traveled *farther* down the road, they found a merchant.
2. The wife questioned the merchant *further* .
3. Another peddler *farther* away responded to her question.
4. The merchant hoped to *further* their understanding of God.
5. The merchant’s statement aroused their curiosity *further* .
6. He removed a Bible from a concealed compartment that was *farther* away.
7. The couple now had a *further* comprehension of God’s love.

<> 9d. Fill in each blank provided with the correct Wacky Word--*than* or *then*.

1. Then they saw the merchant.
2. He had something better than jewels.
3. He then pulled out a Bible.
4. The couple then took the Bible and read it.
5. They had a greater understanding of God's love than they ever had before.

<> 9e. Fill in each blank provided with the correct Wacky Word--*were* or *we're*.

1. Where were you today?
2. we're staying home all day.
3. Michael and Daniel were outside playing.
4. When Mother gets home, we're eating lunch.
5. After lunch, we're playing a board game.

## 10. Punctuation: Capitalizing References to People

<> 10c. Complete the following steps:

- (1) Highlight the words referring to someone that may or may not need to be capitalized (e.g., Mother, Father, Grandma, Grandfather, etc.).
- (2) Write correct (or C) on the lines following the sentences that are correctly capitalized (according to this week's capitalization rules).
- (3) Write incorrect (or X) on the lines following the sentences that are incorrectly capitalized.

**Note: The corrections will be based on only the capitalization rules for referring to people as taught this week—not any of the many other capitalization rules.**

1. My **Father** told us that we should agree with our adversary quickly. **incorrect (X)**
2. After breakfast, **mother** read Matthew chapter five to us. **incorrect (X)**
3. At church, **pastor smith** preached about the importance of being humble when you agree with your adversary. **incorrect (X)**
4. My **Dad** asked us to share how we can be more approachable. **incorrect (X)**
5. In school today, **mother** told us that agreeing with an adversary results in humility, which God rewards with grace. **incorrect (X)**
6. **aunt tami** told us that courtesy means to treat someone like royalty or to make them feel special. **incorrect (X)**

7. Our **father** explained that the very spirit of cooperation is a sense of teamwork in which you willingly sacrifice for the benefit of God's higher purposes. **correct (C)**
8. My **mom** told us to read about the courtroom proceedings that require exactness, thoroughness, seriousness, and objectivity. **correct (C)**
9. After Bible study, **grandpa don** is coming for a visit. **incorrect (X)**
10. Before that, **Dad** wants us to clean the garage. **correct (X)**

## 11. Write On: Sentence Openers

- <> 11. On the lines provided, write sentences using introductory material or non-essential information at the beginning of each sentence and followed by a comma. You may choose from those given below or experiment with your own.

**No Answer Key needed. Answers will vary.**

## 13. Grammar: Coordinating Conjunctions

- <> 13c. In the sentences provided, highlight the cc's.

**Note: The word for is also a preposition. For now, just highlight it below as a FANBOYS (cc).**

1. Ships on a dark **and** troubled sea set their courses by the bright signals of a lighthouse.
2. The people of the world receive warning **and** direction from radiant Christians in the same way.
3. The lighthouse has a continual responsibility, regardless of whether **or** not its message is heeded by the sailors.
4. Lights on a hill are seen from farther distances than the same light on a lower level, **and** they communicate a message of life, provision, **and** protection.
5. They are observable from many directions, **for** they are not obscured by surface obstructions.
6. God is light, **and** He is the brilliance of all that is properly related to Him.
7. Ye were sometimes in darkness, **but** now are ye light in the Lord.
8. Ye are light in the Lord, **so** walk as children of light.
9. Christians are not just a light in the world, **but** they are the light in the world.
10. Without them, there would be no light in this present world, **and** without Christ they could not shine.
11. Christians are to be visible in the world, **but** not to be of the world.



12. Before Christ, Satan's program was to stop Christ from being born, **so** he worked through rulers and nations to attempt to destroy the godly seed.
13. Now Satan's goal is to destroy the light of the Gospel, **so** he does it by discouraging **and** persecuting Christians.
14. Without understanding this perspective, the study of history becomes a meaningless string of names, places, **and** dates.
15. The final event of history will be the brilliant return of Christ **and** the long-awaited wedding feast.
16. The Crusades lasted from 1096 to the 1300s, **and** they were organized to reconquer lands seized by the Moslems.
17. Feudal lords were gathering armies to recapture Jerusalem, **but** the Waldensians were the true light bearers.
18. The Waldensians were carrying the torch of the Gospel throughout Europe, **for** the people during this time did not have God's Word.
19. Peter Waldo believed that every man should have a Bible in his own tongue **and** that it should be the final authority in all of life.
20. The Waldensians were named after Peter Waldo **and** carried on his work of furthering the Gospel.

## 15. Sentence Structure/Punctuation: Comma Usage with Coordinating Conjunctions

◁> **15d.** In the sentences provided, complete the following steps:

- (1) Highlight all of the cc's.
- (2) Insert commas where needed, according to the rules about compound sentences you learned in this lesson.

Example: For the first time in their lives, the family actually understood the Word of God **and** had a copy of their own.

1. The word laser is an acronym, **and** it stands for the phrase Light Amplification by Stimulated Emission of Radiation.
2. A laser is a light beam that is amplified thousands of times, **and** it can become incredibly powerful as it radiates in narrow beams.
3. Some lasers are visible, **but** other lasers are not.
4. A laser is a form of light, **yet** it is very different than ordinary light.
5. Ordinary light is made up of many different colors, **and** it spreads out in all directions.
6. Laser light often has only one color, **and** it travels in a more specific direction.
7. Laser light has another distinctive quality, **for** each bit of light is synchronized with every other bit of light.
8. The entire beam moves in unison **and** can be likened to soldiers marching in step.
9. Each stride is the same, **and** each foot falls in rhythm with every other foot.

10. Because the waves travel in unison, each wave of light amplifies every other wave, **and** this effect gives the laser its tremendous power.
11. The light of a flashlight spreads out in many directions, **and** that is why it loses intensity so quickly.
12. The beam of a laser is narrow **and** remains bright for a much longer distance, **so** it is obviously light in a more concentrated form.
13. Today we have lasers that are very powerful **and** can serve many useful purposes.
14. They come in all shapes **and** sizes.
15. Lasers can punch a tiny hole through a single red blood cell, **or** they can be used to create pulses of energy powerful enough to set off nuclear reactions.
16. Sometimes lasers treat eye disorders welding the delicate retina of the eye, **yet** lasers are also used to cut through steel plates **and** weld them together.
17. Lasers are useful for many other things including the clothes industry, the diamond industry, communications systems, **and** businesses.
18. The power of united believers was demonstrated in the early Church **and** is a potential for believers today as well.
19. The early believers did not lack unity, **nor** did they allow persecution to diminish their effectiveness.
20. A few believers in a community may not be noticed as individuals, **but** if they are united in heart and life, they will be a powerful witness for Christ.

## Weekly Review Quiz Answer Key

### I. Comprehension and Vocabulary

1. What is a Waldensian as described in the passage? *A light-bearer in a significantly dark time and place*
2. What does the word *inestimable* mean? *valuable beyond measure, priceless*
3. Use the word *inestimable* in a sentence.  
**Answers will vary.**
4. Write a sentence about one of the steps in reconciliation.  
**Answers will vary.**

### II. Spelling and Homophones

5. Write two *ate* words that say long a.  
(1) *activate* (2) *hesitate*  
**Answers will vary.**
6. Write two *ate* words that say the schwa sound (*ut*)  
**Answers will vary.**
7. Fill in the rest of the Wacky Word tip.  
Farther is for *area* (*physical distance*).  
Further is for *understanding* (*ideas and thoughts*).

8. Use the word *farther* in a sentence.

**Answers will vary.**

9. Use the word *further* in a sentence.

**Answers will vary.**

10. Fill in the rest of the Wacky Word tip.

Than is for than = compare.

Then is for then = next.

11. Use the word *than* in a sentence.

**Answers will vary.**

12. Use the word *then* in a sentence.

**Answers will vary.**

13. Fill in the rest of the Wacky Word tip.

Were is for say we are instead of were.

We're is for say we are instead of we're.

14. Use the word *were* in a sentence.

**Answers will vary.**

15. Use the word *we're* in a sentence.

**Answers will vary.**

### III. Outlining and Write On

16. What two symbols did you use in this week's outline

**Answers will vary.**

17. List three words (**Extensions:** List four) that you wanted to be sure to include in your KWO this week (for spelling or technical reasons).

**Answers will vary.**

### IV. Editing and Revising

18. List two words (**Extensions:** four) from the Vocabulary Boxes that you could have used in this week's report.

**Answers will vary.**

19. List another title you could have used.

**Answers will vary.**

20. What is the most interesting adjective you used in your essay this week?

**Answers will vary.**

21. What is the most interesting adverb you used in your essay this week?

**Answers will vary.**

22. What is the strongest verb you used in your essay this week?

**Answers will vary.**

23. How many different types of sentence openers did you use in this week's essay?

**Answers will vary.**

# Lesson Plans

## Red 7-B: Week Three

For a Five-Day Week

### Character Focus: Truthfulness

Day One																																						
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**1. Copying and Comprehension: Passage and Vocabulary**

**All**

Oh, lady fair, I have yet a gem,  
Which a purer luster flings,  
Than the diamond flash of the jewel'd crown,  
On the lofty brows of kings.

A wonderful pearl of the greatest price,  
Whose virtue shall not decay:  
Whose light shall be as a guide to thee,  
And a blessing on thy way.

The lady glanced at the mirroring steel,  
Where her form of grace was seen,  
Where her eyes shone clear, and her dark locks waved;  
Their clasping pearls between:

**Extensions**

Bring forth thy pearl of exceeding worth,  
Thou traveler gray and old;  
And name the price of thy precious gem,  
And my pages shall count thy gold.

The cloud went from the pilgrim's brow,  
As a small and meager book,  
Unchased with gold or diamond gem,  
From his folding robe he took;

**Further Extension**

Here, lady fair, is the pearl of price,  
May it prove as such to thee!  
Nay, keep the gold—I ask it not,  
For the Word of God is free.

**2. Spelling/Structural Analysis: Soft and Hard c**  
Examples: cat, cent

**All**

1. activate	2. precise	3. cancel
4. perceive	5. exceed	6. clasping
7. customer	8. crusades	9. Christians
10. clarify	11. perceptive	12. precisely
13. compassion	14. influence	

**Extensions**

15. sincere	16. scrutinize	17. recession
18. recommend		

**Further Extension**

19. scrumptious	20. prescience	21. perseverance
-----------------	----------------	------------------

**Optional**

22. devious	23. elusive	24. unreliable
25. fraudulent		

**3. Editor Duty: Correct Given Paragraph(s)**  
Coordinating Conjunctions, BHL Verbs

**4. Spelling Practice: Choose the Correct Spelling**

Day Two
---------

**5. Study Skills/Poetry: Rhyme Scheme in Poetry**

**6. Vocabulary/Structural Analysis: Wacky Words**  
Confusing Words: affect vs. effect

**7. Study Skills/Prewriting: Outline Original Paragraphs for an Instructional Essay (Body of Essay)**  
**Basic:** 5 Paragraphs of Body; 7-9 sentences  
**Extension:** 6 Paragraphs of Body; 8-10 sentences  
**Further Extension:** 7 Paragraphs of Body; 8-10 sentences

**8. Study Skills/Prewriting: Take Notes to Write an Original Poem**

Day Three
-----------

**9. Grammar: Understood Subject**

**10. Spelling Practice: Six "S" Spelling Secret**

**11. Creative: Poetry**

Day Four
----------

**12. Write On: Sequencing and Enumerating**

**13. Composition/Creative Writing: Write an Original Instructional Essay (Rough Draft of Body)**

**14. Composition/Creative Writing: Original Poetry**

Day Five
----------

**15. Spelling Practice: Write That Word!**

**16. Grammar: Weekly Quizzes**

**17. Spelling: Spelling Test**

**18. Dictation: Dictation Quiz**

**Optional: Extra Practice**

# Lesson Plans

## Red 7-B: Week Three

For a Four-Day Week

### Character Focus: Truthfulness

#### Day One

Vocabulary Box	Vocabulary Box
Characteristics of one who is truthful— <i>adjectives</i>  authentic    bona fide    candid credible    ethical    genuine honorable    reliable    reputable scrupulous    trustworthy    unfeigned veracious    veritable    virtuous wholesome	Characteristics of one who is not truthful— <i>adjectives</i>  ambiguous    clandestine    counterfeit crafty    deceitful    delusive devious    disingenuous    elusive fallacious    fraudulent    mendacious perfidious    pretentious    specious spurious    underhanded    unreliable

#### 1. Copying and Comprehension: Passage and Vocabulary

##### All

Oh, lady fair, I have yet a gem,  
Which a purer luster flings,  
Than the diamond flash of the jewel'd crown,  
On the lofty brows of kings.

A wonderful pearl of the greatest price,  
Whose virtue shall not decay:  
Whose light shall be as a guide to thee,  
And a blessing on thy way.

The lady glanced at the mirroring steel,  
Where her form of grace was seen,  
Where her eyes shone clear, and her dark locks waved;  
Their clasping pearls between:

##### Extensions

Bring forth thy pearl of exceeding worth,  
Thou traveler gray and old;  
And name the price of thy precious gem,  
And my pages shall count thy gold.

The cloud went from the pilgrim's brow,  
As a small and meager book,  
Unchased with gold or diamond gem,  
From his folding robe he took;

##### Further Extension

Here, lady fair, is the pearl of price,  
May it prove as such to thee!  
Nay, keep the gold—I ask it not,  
For the Word of God is free.

#### 2. Spelling/Structural Analysis: Soft and Hard c

Examples: cat, cent

##### All

- |                |                |               |
|----------------|----------------|---------------|
| 1. activate    | 2. precise     | 3. cancel     |
| 4. perceive    | 5. exceed      | 6. clasping   |
| 7. customer    | 8. crusades    | 9. Christians |
| 10. clarify    | 11. perceptive | 12. precisely |
| 13. compassion | 14. influence  |               |

##### Extensions

- |               |                |               |
|---------------|----------------|---------------|
| 15. sincere   | 16. scrutinize | 17. recession |
| 18. recommend |                |               |

##### Further Extension

- |                 |                |                  |
|-----------------|----------------|------------------|
| 19. scrumptious | 20. prescience | 21. perseverance |
|-----------------|----------------|------------------|

##### Optional

- |                |             |                |
|----------------|-------------|----------------|
| 22. devious    | 23. elusive | 24. unreliable |
| 25. fraudulent |             |                |

#### 3. Editor Duty: Correct Given Paragraph(s) Coordinating Conjunctions, BHL Verbs

#### 4. Spelling Practice: Choose the Correct Spelling

#### 5. Study Skills/Poetry: Rhyme Scheme in Poetry

#### Day Two

#### 6. Vocabulary/Structural Analysis: Wacky Words Confusing Words: affect vs. effect

#### 7. Study Skills/Prewriting: Outline Original Paragraphs for an Instructional Essay (Body of Essay)

**Basic:** 5 Paragraphs of Body; 7-9 sentences

**Extension:** 6 Paragraphs of Body; 8-10 sentences

**Further Extension:** 7 Paragraphs of Body; 8-10 sentences

#### 8. Study Skills/Prewriting: Take Notes to Write an Original Poem

#### 9. Grammar: Understood Subject

#### Day Three

#### 10. Spelling Practice: Six "S" Spelling Secret

#### 11. Creative: Poetry

#### 12. Write On: Sequencing and Enumerating

#### 13. Composition/Creative Writing: Write an Original Instructional Essay (Rough Draft of Body)

#### 14. Composition/Creative Writing: Original Poetry

#### Day Four

#### 15. Spelling Practice: Write That Word!

#### 16. Grammar: Weekly Quizzes

#### 17. Spelling: Spelling Test

#### 18. Dictation: Dictation Quiz

#### Optional: Extra Practice

# Answer Keys Red 7-B: Week Three

## 3. Editor Duty: Correct Given Paragraph(s)

### Coordinating Conjunctions, BHL Verbs

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first and second paragraph, highlight all of the cc's with one color.

(3) In all of the paragraphs, highlight the BHL verbs with another color.

**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.

Darkness **is** dispelled by light, **and** light illuminates most when it **is** able **to** reach the **farthest**. Normally, light spreads out in all directions without slowing down **or** changing **its** course. It continues faithfully until it **is** reflected, refracted, **or** absorbed by an object that blocks its path. (**Farther/farthest** speaks of physical space; **further/furthest** pertains to ideas or thoughts.)

Light from distant stars **has** traveled many miles in order to reach the earth. **It has** crossed the paths of countless other rays of starlight without **losing** its identity changing **its** direction. **Yet**, light from the same star **has** traveled in countless other directions, **and** each ray travels independently of the others.

The **farther** light reaches out, the greater area it illuminates. For example, a lamp **placed** on the floor **might** illuminate only a relatively small area, but when a lamp **is** placed on a lampstand, it **can** illuminate a whole room. **The** greater the light, the less darkness **there is** --- just like in the spiritual world.

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. activaite                      **activate**
2. **precise**                      percise
3. **cancel**                      cancell
4. preceive                      **perceive**
5. **exceed**                      excede

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

6. claxping	clasping
7. customer	custumer
8. crusades	crewsades
9. Christains	Christians
10. clairify	clarify
11. preceptive	perceptive
12. precisely	percisely
13. compasion	compassion
14. influence	influnse

<> **4b.** Highlight the correct spelling of each **Extensions** word.

15. sincere	sinsere
16. scrutinize	scruttinize
17. recesion	recession
18. recomend	recommend

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

19. scrumptous	scrumptious
20. prescience	presciense
21. perseverance	perseverence

<> **4d.** Highlight the correct spelling of each **Optional** word.

22. deveous	devious
23. elusive	elussive
24. unrelible	unreliable
25. fraudulent	fradulent

## 6. Vocabulary/Structural Analysis: Wacky Words

### Confusing Words: **affect** vs. **effect**

<> **6a.** Fill in each blank provided with the correct Wacky Word--**affect** or **effect**.

1. We can affect the people around us by our actions.
2. The effects of our behavior can be negative or positive.
3. Studying the Bible should affect the way we live.
4. By reaching out with Christ's love, we can affect people with the Gospel.
5. The destruction from the flood will affect many lives.
6. Many people were devastated by the effects of the flood.
7. We were able to affect many people who lost everything.

<> **6c.** Fill in each blank provided with the correct Wacky Word--**further** or **farther**.

1. That store is farther down the road.
2. If you go a little farther, you will be able to see it.
3. The farther south we went, the warmer it got.
4. For further instructions, we need to call the company.
5. She is taking a Spanish class to further her understanding of the language.
6. The ball landed farther away.
7. After we further discussed the situation, I was more sympathetic.

<> **6d.** Fill in each blank provided with the correct Wacky Word--**were** or **we're**.

1. we're willing to help wherever we are needed.
2. They were at the mall all day.
3. Who were you with?
4. When they arrive, we're leaving immediately.
5. we're taking the train to Chicago.
6. The streets were very crowded.
7. How long were you there?



<> 6e. Fill in each blank provided with the correct Wacky Word--*then* or *than*.

1. First finish your math, then you may have a snack.
2. Then they came home.
3. The Bears won more games than the Colts.
4. Change your sheets, then fix your bed.
5. I like milk chocolate more than dark chocolate.
6. This shirt is cheaper than that one.
7. The rain then turned to snow.

## 12. Write On: Sequencing and Enumerating

<> 12b. On the lines provide, write eight sentences using sequencing words about the passage and/or David.

**No Answer Key needed. Answers will vary.**

## Weekly Review Quiz Answer Key

### I. Comprehension and Vocabulary

1. What is the definition of the word *luster*?

Glitter, sparkle, reflecting light

2. Use the word *luster* in a sentence.

**Answers will vary.**

3. What is something you would describe as having exceeding worth?

**Answers will vary.**

4. Use the word *mirroring* in a sentence.

**Answers will vary.**

## II. Spelling and Homophones

5. List two c words that say s.

(1) precise                      (2) exceed

**Answers will vary.**

6. List two c words that say kuh.

(1) customer                      (2) clarify

**Answers will vary.**

7. What word helps you remember the difference between *affect* and *effect*?

RAVEN

8. What does that word stand for?

Remember

Affect

verb

Effect

Noun

9. Write one sentence using the word *affect*.

**Answers will vary.**

10. Write one sentence using the word *effect*.

**Answers will vary.**

11. List six sequencing words showing first things.

1. First                              2. Initially                              3. Originally  
4. Primarily                              5. To begin with                              6. At first

**Answers will vary.**

12. List six sequencing words showing second or middle things.

1. Second                              2. Next                              3. Then  
4. Progressing                              5. Secondarily                              6. Following that

**Answers will vary.**

13. List six sequencing words showing third or final things.

1. Eventually                              2. Thirdly                              3. Finally  
4. Lastly                              5. Ultimately                              6. In the end

**Answers will vary.**

### III. Outlining and Write On

14. Why will a reader find your opening paragraph interesting?

**Answers will vary.**

15. List three sequencing words you plan on using in your instructional essay.

**Answers will vary.**

### IV. Grammar and Usage

16. **Extensions**--When do you use a comma with a coordinating conjunctions?

*When there is a complete sentence on both sides of the coordinating conjunction*

17. List the seven coordinating conjunctions

(1) *For*            (2) *And*            (3) *Nor*  
(4) *But*            (5) *Or*              (6) *Yet*  
(7) *So*

18. What acronym helps you remember coordinating conjunctions?

*FANBOYS*

### V. Editing and Revising

19. What part of your instructions do you think will be the most confusing for your reader to understand?

**Answers will vary.**

20. How do you plan on making this part clear?

**Answers will vary.**

# Lesson Plans

## Red 7-B: Week Four

For a Five-Day Week

### Character Focus: Truthfulness

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<p><b>1. Copying and Comprehension: Passage and Vocabulary</b></p> <p style="text-align: center;"><b>All</b></p> <p>The word <i>laser</i> is an acronym for the phrase Light Amplification by Stimulated Emission Radiation. These words describe how a laser produces light. A laser beam is a light beam that is amplified thousands of times. As it radiates in narrow beams, it can become incredibly powerful. This narrowed beam deviates only microscopically one way for the other. It may range in frequency from radio waves to x-rays.</p> <p><b>Extensions</b></p> <p>Ordinary light is made up of many different colors and spreads out in all directions. Laser light often has only one color. Light from a laser travels in a more specific direction, as opposed to spreading out in all directions.</p> <p><b>Further Extension</b></p> <p>Laser light also has one other distinctive quality: each bit of light is synchronized with every other bit of light. The entire beam moves in unison, like soldiers marching in step. Each stride is the same, and each foot falls in rhythm with every other foot.</p>																																					
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<p><b>3. Editor Duty: Correct Given Paragraph(s)</b> introductory Material</p> <p><b>4. Spelling Practice: Choose the Correct Spelling</b></p>
Day Two
<p><b>5. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph</b></p> <p><b>6. Grammar/Sentence Structure: Introductory Material</b></p> <p><b>7. Spelling Practice: Six "S" Spelling Secret</b></p>
Day Three
<p><b>8. Grammar: Subordinators</b></p> <p><b>9. Prewriting/Composition: Take Notes and Write an Original Closing Paragraph</b></p> <p><b>10. Sentence Structure: Subordinate Clause Openers</b></p>
Day Four
<p><b>11. Composition and Editing: Edit and Revise Using the Checklist Challenge</b></p> <p><b>12. Spelling Practice: Write That Word!</b></p> <p><b>13. Grammar: Weekly Quizzes</b></p>
Day Five
<p><b>14. Spelling: Spelling Test</b></p> <p><b>15. Dictation: Dictation Quiz</b></p> <p><b>16. Composition: Final Copy Original Instructional Essay</b></p> <p><b>Optional: Extra Practice</b></p>

# Lesson Plans

## Red 7-B: Week Four

For a Four-Day Week

**Character Focus: Truthfulness**

Day One																																					
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<p><b>1. Copying and Comprehension: Passage and Vocabulary</b></p> <p style="margin-left: 20px;"><b>All</b></p> <p>The word <i>laser</i> is an acronym for the phrase Light Amplification by Stimulated Emission Radiation. These words describe how a laser produces light. A laser beam is a light beam that is amplified thousands of times. As it radiates in narrow beams, it can become incredibly powerful. This narrowed beam deviates only microscopically one way for the other. It may range in frequency from radio waves to x-rays.</p> <p><b>Extensions</b></p> <p>Ordinary light is made up of many different colors and spreads out in all directions. Laser light often has only one color. Light from a laser travels in a more specific direction, as opposed to spreading out in all directions.</p> <p><b>Further Extension</b></p> <p>Laser light also has one other distinctive quality: each bit of light is synchronized with every other bit of light. The entire beam moves in unison, like soldiers marching in step. Each stride is the same, and each foot falls in rhythm with every other foot.</p> <p><b>2. Spelling/Structural Analysis: Silent e with Short i or Schwa Sound</b></p> <p><b>Examples: favorite, promise</b></p> <p><b>All</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">1. lucrative</td> <td style="padding: 2px;">2. medicine</td> <td style="padding: 2px;">3. locomotive</td> </tr> <tr> <td style="padding: 2px;">4. novice</td> <td style="padding: 2px;">5. favorite</td> <td style="padding: 2px;">6. creative</td> </tr> <tr> <td style="padding: 2px;">7. laxative</td> <td style="padding: 2px;">8. gasoline</td> <td style="padding: 2px;">9. submarine</td> </tr> <tr> <td style="padding: 2px;">10. perceptive</td> <td style="padding: 2px;">11. solstice</td> <td style="padding: 2px;">12. pristine</td> </tr> <tr> <td style="padding: 2px;">13. persuasive</td> <td style="padding: 2px;">14. precipice</td> <td></td> </tr> </table> <p><b>Extensions</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">15. iodine</td> <td style="padding: 2px;">16. mesmerize</td> <td style="padding: 2px;">17. juvenile</td> </tr> <tr> <td style="padding: 2px;">18. jeopardize</td> <td></td> <td></td> </tr> </table> <p><b>Further Extension</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">19. inquisitive</td> <td style="padding: 2px;">20. insecticide</td> <td style="padding: 2px;">21. initiative</td> </tr> </table> <p><b>Optional</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">22. deceitful</td> <td style="padding: 2px;">23. pretentious</td> <td style="padding: 2px;">24. ambiguous</td> </tr> <tr> <td style="padding: 2px;">25. underhanded</td> <td></td> <td></td> </tr> </table>		1. lucrative	2. medicine	3. locomotive	4. novice	5. favorite	6. creative	7. laxative	8. gasoline	9. submarine	10. perceptive	11. solstice	12. pristine	13. persuasive	14. precipice		15. iodine	16. mesmerize	17. juvenile	18. jeopardize			19. inquisitive	20. insecticide	21. initiative	22. deceitful	23. pretentious	24. ambiguous	25. underhanded								
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<p><b>3. Editor Duty:</b> Correct Given Paragraph(s) <i>introductory Material</i></p> <p><b>4. Spelling Practice:</b> Choose the Correct Spelling</p>
Day Two
<p><b>5. Study Skills/Prewriting/Composition:</b> Take Notes and Write an Original Opening Paragraph</p> <p><b>6. Grammar/Sentence Structure:</b> Introductory Material</p> <p><b>7. Spelling Practice:</b> Six "S" Spelling Secret</p> <p><b>8. Grammar:</b> Subordinators</p>
Day Three
<p><b>9. Prewriting/Composition:</b> Take Notes and Write an Original Closing Paragraph</p> <p><b>10. Sentence Structure:</b> Subordinate Clause Openers</p> <p><b>11. Composition and Editing:</b> Edit and Revise Using the Checklist Challenge</p> <p><b>12. Spelling Practice:</b> Write That Word!</p>
Day Four
<p><b>13. Grammar:</b> Weekly Quizzes</p> <p><b>14. Spelling:</b> Spelling Test</p> <p><b>15. Dictation:</b> Dictation Quiz</p> <p><b>16. Composition:</b> Final Copy Original Instructional Essay</p> <p><b>Optional:</b> Extra Practice</p>

# Answer Keys Red 7-B: Week Four

## 3. Editor Duty: Correct Given Paragraph(s)

### Introductory Material

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight the two sentence openers.

**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.

Your face reveals your inner attitudes, your needs, your joys, your struggles, and your victories. A cheerful countenance (face) provides a ministry of encouragement for others. **Apart from your actual words**, your countenance can be the most effective means you have to express the love of the Lord Jesus Christ to others around you. **In fact**, your face can actually cancel the effect of your words, so powerful are **its** expressions.

A smile brightens the countenance, giving it a healthy glow. It causes the eyes to sparkle and the facial muscles to be relaxed. **A** smile reveals a cheerful spirit and draws others to you.

A sad countenance demonstrates a selfish spirit because it **affects** the emotions of others and causes them to **wonder** what trouble is at the root of the frown. **O**bservers tend to look away from a frown because it **makes them** feel awkward. A smile attracts attention because it says, "I care," "I have noticed you," or "I am experiencing the joy of the Lord inside."

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. **lucrative**                      lucrativ
2. medecine                      **medicine**
3. **locomotive**                      locomotiv
4. **novice**                      novise

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma-cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

- |                |            |
|----------------|------------|
| 5. faverite    | favorite   |
| 6. creative    | creativ    |
| 7. laxativ     | laxative   |
| 8. gasoline    | gasolene   |
| 9. submarene   | submarine  |
| 10. perceptive | preceptive |
| 11. solstice   | soltice    |
| 12. pristene   | pristine   |
| 13. persuasive | presuasive |
| 14. precipice  | percipice  |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- |                |           |
|----------------|-----------|
| 15. iodine     | iodime    |
| 16. mesmerize  | mezmerize |
| 17. juvenile   | juvenile  |
| 18. jeopardize | jepardize |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- |                 |             |
|-----------------|-------------|
| 19. inquicitive | inquisitive |
| 20. insecticide | insectiside |
| 21. initative   | initiative  |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- |                |             |
|----------------|-------------|
| 22. deceitful  | deceetful   |
| 23. pretentous | pretentious |
| 24. ambiguous  | ambigulous  |
| 25. underhaned | underhanded |

## 6. Grammar/Sentence Structure: Introductory Material

<> 6d. In the sentences provided, highlight all of the introductory material.

1. **In white light** , the perfect combination of the three basic light colors (red, blue, and green) is found.
2. **If one of these colors is deficient** , white light cannot be produced.
3. **When the world is spiritually dark** , radiant Christians appear to be larger in number and brighter in witness.
4. **Studying the travel of light** , we see that light's speed is consistent.
5. **Regardless of the person using the light** , light functions in the same way for all people.
6. **Just as physical light functions the same way for all people** , God's light functions the same way for all people.
7. **From one age to another** , the characteristics of light do not change.
8. **When the world was newly formed** , the characteristics of light began operating.
9. **Fortunately** , light reveals hidden things and shows the way to those who otherwise would be in darkness.
10. **When we obey the laws** , Christians can enlighten government.
11. **If Christians fail to be light** , the people will stumble in darkness.
12. **Making wise laws** , Christians enlighten government, too.
13. **Bringing together in unison the normally random nature of light waves** , a single beam of a single wavelength has incredible power and usefulness.
14. **In the acronym LASER** , we find the definition "Light Amplification by Stimulated Emission of Radiation."
15. **Illuminated on the Mount of Transfiguration** , Christ's face shone as the sun.
16. **After being in God's presence** , Moses' face shone.
17. **As we delight in Christ** , our hearts should cause our faces to shine.
18. **In Proverbs** God tells us, "A merry heart maketh a cheerful countenance."
19. **If we study the nature of God** , we see the characteristics of light.
20. **By understanding Satan's program to stop Christ** , we will better understand the events of history.
21. **In the various characteristics of light** , the triune nature of God is paralleled.
22. **As a Christian dedicates his body to the Lord** , he will demonstrate the functions of light to those around him.
23. **Traveling trillions of miles** , light from distant stars reaches the earth.
24. **Crossing the paths of countless other rays of starlight** , light still does not lose its identity or change its direction.



## 8. Grammar: Subordinators

<> 8f. Highlight the subordinators throughout the following sentences.

1. **While** Christians have a responsibility to be light to the world, parents have an obligation to give light to their children.
2. **Since** the light of the parents is the Biblical teaching and daily instruction they provide, this will direct sons and daughters in their early years and guide them during their later years.
3. **Because** Scripture is very precise in explaining **how** each parent is to function in the training process, specific responsibilities and limitations are given to each parent.
4. **When** these are understood and carefully followed, conflicting commands are avoided and proper instructions are reinforced.
5. **Since** the analogy of a lighted lamp gives a wealth of practical direction for the father and the mother **as** they give discipline to their sons and daughters, we should pay attention to it.
6. **While** the lamp in Proverbs 6:23 is a small clay container filled with oil, a wick was added to the lamp, **which** drew from the oil the resources to produce light **when** it was lit.
7. **Just as** the lamp required continuous filling with oil, the father must be filled with the Holy Spirit.
8. **When** fragrance was added to the oil, the light projected a sweet savor throughout the house.
9. **Just as** the wick will not function without the lamp and the lamp will not function without the wick, the father and mother are to demonstrate oneness in their teaching and disciplining of their children.
10. **As** the lamp was placed on a higher plane, the outreach of its light was extended and more people were benefited by it.
11. **As** the father grows to spiritual maturity in his life, he is able to provide clearer commands for his wife to teach the children.
12. **As** the father must assume the greater responsibility in the marriage and in the family, the lamp was the foundation and support for the light.
13. **Since** a lamp was often made of clay and was subject to breakage, a wise father will avoid careless actions or foolish habits **which** will weaken or damage his body.
14. **Because** the darkest nights require the most light, it is especially vital that the father fulfill his responsibilities during situations **that** are difficult for the family.
15. **Since** the Scriptures tell us to love the Lord with all our heart, every command the father gives must be in harmony with this principle of Scripture.

## 10. Sentence Structure: Subordinate Clause Openers

<> 10f. In the sentences provided, complete the following steps:

- (1) Underline each subordinate clause opener.
- (2) Highlight the subordinator at the beginning of each subordinate clause opener.

(3) With another color, highlight the comma following each subordinate clause opener.

1. **Since** the light of a lamp is fragile, it can be blown out by a sudden gust of wind or extinguished by those around it.
2. **As** God's Law is an expression of His love, the law of the mother confirms her love for her husband and her children.
3. **Whenever** the Lord's commandments have been violated, reproofs of instruction are the consequences that come from the Lord.
4. **If** a child disobeys the commandment of the father or the law of the mother, he will be in line for both the corrective discipline of the parents and the reproofs of God.
5. **If** the children fail to receive proper leadership within the home, they will often react to authority outside the home in an attempt to find leadership that will set limits for them.
6. **When** a command violates God's Word, it should never be carried out by the wife or by the children.
7. **Whenever** a command violates Scripture, the one receiving it should first evaluate his or her own life to see if the command was given as a reaction to rebellion, laziness, ungratefulness, or some other destructive attitude.
8. **Once** initial attitudes are evaluated, the basic intention of the command should be determined.
9. **If** the objective of the command is right but the way of achieving it is wrong, a creative alternative should be suggested.
10. **As** the father welcomes and respects his wife's counsel, he affirms both her and God's work through her.
11. **Since** the marriage is strengthened through this, true spiritual light is given to the children.
12. **When** God designed His structure of authority, He actually gave the potential of greater power to those who are under authority than to those who are in authority.
13. **Because** those under authority have the power of influence, they can be tremendously helpful in guiding those in authority.
14. **Since** many husbands have acknowledged that their motivation for spiritual pursuits can be quickly destroyed by negative attitudes or lack of enthusiasm from their wives, the wife's role is very important.
15. **When** a husband gives a command to his family and the wife fails to work out the proper procedures to carry it out, many consequences may occur.
16. **When** the wife does not fulfill her function in the family, she will feel inadequate and inferior.
17. **Though** the father and mother have different responsibilities in family training, there is a constant need for them to communicate with each other in order to gain a proper perspective.
18. **When** laws are misunderstood, further instruction should be given.
19. **When** laws are purposely disobeyed, Scriptural correction should be administered.
20. **Whether** instruction is needed or correction is required, the father must confirm the position of the mother as lawgiver and be ready to support her in whatever way is necessary as she enforces his commands.

# Weekly Review Quiz Answer Key

## I. Comprehension and Vocabulary

1. What DD trick did you use this week?  
**Answers will vary.**
2. What word did you study in the DD this week?  
**Answers will vary.**
3. What does your DD word mean (in your own words)?  
**Answers will vary.**

## II. Spelling and Homophones

4. Write four words where *i\_e* is used in to say short *i*.  
(1) *lucrative*                      (2) *medicine*  
(3) *locomotive*                    (4) *favorite*  
**Answers will vary.**
5. **Extensions**--Write four words where *i\_e* is used in to say long *i*.  
(1) *iodine*                            (2) *mesmerize*  
(3) *juvenile*                        (4) *jeopardize*  
**Answers will vary.**

## III. Outlining and Write On

6. Write one SSS5x3 that you could use in this week's essay.  
**Answers will vary.**
7. What three transition words did you need to use to show a chronology in your essay?  
**Answers will vary.**

## IV. Grammar and Usage

8. Write three sentences from your paper in which you used introductory material.  
**Answers will vary.**
9. What do you generally need to follow your introductory material with? *A comma*
10. Write the Subordinator-Check Sentence: "\_\_\_\_\_ *he was late for church.*"

11. **Extensions:** When is a preposition considered a subordinator, not a preposition?

When the phrase or clause contains a subject and a verb

12. List twenty (**Extensions:** thirty) subordinators:

**Answers will vary.**

13. Fill in the blanks about subordinate clauses:

a. A clause is a group of words that contains a subject and a verb.

b. A subordinate clause is a group of words that begins with a subordinator and contains a subject and a verb, but is not a sentence by itself.

14. Fill in the blank:

When you start a sentence with a subordinate clause,

Put a comma in where you hear the pause..

## V. Editing and Revising

15. List two words (**Extensions:** four) from the Vocabulary Boxes that you could have used in this week's essay.

**Answers will vary.**

16. List another title you could have used.

**Answers will vary.**

17. Write two sentences (**Extensions:** Write three) containing subordinate clauses at the beginning of them.

**Answers will vary.**

18. What is the most interesting adjective you used in your essay this week?

**Answers will vary.**

19. What is the most interesting adverb you used in your essay this week?

**Answers will vary.**

20. What is the strongest verb you used in your essay this week?

**Answers will vary.**

21. How many different types of sentence openers did you use in this week's essay?

**Answers will vary.**





# Red 8-B: Week One

Character Focus: Compassion

## Vocabulary Box

Characteristics of **one who is compassionate**--*adjectives*

altruistic	conscientious	considerate
commiserative	empathetic	genuine
kindhearted	merciful	responsive
sensitive	sympathetic	tenderhearted
thoughtful	understanding	unselfish

## Vocabulary Box

Characteristics of **one who is not compassionate**--*adjectives*

aloof	apathetic	callous
disinterested	heartless	impassive
impervious	indifferent	insensitive
languid	merciless	oblivious
phlegmatic	self-centered	unaffected
unconcerned	unmoved	

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

Extensions

The African people to whom Mary ministered practiced many evil customs. Some of the most powerful people in the villages were the witch doctors, evil men who said that they could talk to the dead and heal people who were infirmed. They couldn't do any of this, but they claimed they could. If someone got sick or died, the witch doctor would say that a person cursed the ill one. If the witch doctor discovered the person who "cursed" the deceased one, he would have the "curser" killed.

All

Mary despised these customs. If she heard about an instance in which people were going to be unjustly killed, she would run through the jungle at night to stop it. One time she learned of a woman who was going to be burned to death in a nearby village. She went there and told the chief and the village witch doctor that they could not do this. The chief let the doomed woman live. Because of her unique bravery and compassion, Mary was respected by the surrounding village leaders.

One of the worst customs in this part of Africa concerned twin babies. The village people thought that twins were evil, so they killed them. Mary wouldn't let this happen. Soon twins and other orphans came to live with her. They and all of the villagers called Mary "Ma Slessor."

Adapted From Cloud of Witnesses

↔ **1a.** Read this week's passage aloud.

**Note the passage copy boxes' order this week.**

Mary Slessor is an honored missionary who lived during the late 1800s and sailed from Scotland. Her work in and around Nigeria was that of compassion and purpose. She was truly the type of woman who saw a need and met it. Period.

In addition to caring for twin babies and orphans, saving the lives of those who "cursed" someone to death, and leading people to Christ, Mary also did incredible works for women's rights in Africa. She worked against the slave trade and other unthinkable acts that were done to women in the name of "religion," "sacrifice," and rituals.

<> **1b.** In the passage, highlight the following words:

1. infirmed

2. deceased

3. despised

<> **1c.** Look up these words in the dictionary. On the lines provided, write their definitions in your own words.

Definition of *infirmed*

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Definition of *deceased*

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---

---

Definition of *despised*

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<> **1d.** From the shaded Vocabulary Box, choose four characteristics of one who is compassionate, and write them on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

<> **1e.** On the lines provided, write three sentences about how we can brighten others' lives. In your sentences, use three of the Vocabulary Words you listed.

1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_  
3. \_\_\_\_\_  
\_\_\_\_\_

<> **1f.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

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**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 for 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:** When Christians are light, they must be able to give others wise counsel.



**Teacher Tip: The Definition Dissection (DD) text used in each week's vocabulary lessons is provided in the CQLA Teacher's Guide and at the TFT Website (www.tfths.com). It is entitled the "Vocabulary Packet."**

**The DD box in the "Vocabulary Packet" contains six different techniques** that your student needs to learn in order to unlock the meanings of unfamiliar words. You may desire to go through the DD box with him, one technique per week, until he feels confident doing the DD assignments by himself. (Of course, you may work with him on the DD techniques longer than six weeks, if needed.)

Have your student put the "Vocabulary Packet" at the beginning of each weekly lesson when he moves onto a new lesson. It should be inserted right into his three-ring binder since he will be using it on the first day of each weekly lesson.

**Optional Penmanship Practice**

I will behave myself wisely in a perfect way. O when wilt thou come unto me? I will walk within my house with a perfect heart.

Psalm 101:2

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

\_\_\_\_\_

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

\_\_\_\_\_

\_\_\_\_\_

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

\_\_\_\_\_

\_\_\_\_\_

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

(9) Write a sentence using this DD word on the lines provided.

\_\_\_\_\_

\_\_\_\_\_

**<> 1g. Extensions:** Write a sentence about the character quality for this month using this DD word.

\_\_\_\_\_

\_\_\_\_\_

**<> 1h. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: In fact, soon twins and other orphans came to live with her.

Conjunctive adverb opener

- 
- 
- 
- <> **1i.** In your notebook, copy this week’s passage at the level directed by your teacher.
- <> **1j.** (T) Review your copy with your teacher, and correct any errors.

## 2. Spelling/Structural Analysis: *U* Affects the Sounds of *g* and *q*

**Examples: vague, unique**

- <> **2a.** In the second passage, highlight the word *unique*.

The letter *g* or *q* rarely end a word. (Note: The main exception to this is when a word ends with one of the *ng* families: *ang, eng, ing, ong, ung.*)

Although words rarely end with a *g* or *q* only, there are many words that end in the three letter combinations of *gue* or *que*.

- |          |             |
|----------|-------------|
| 1. rogue | 2. unique   |
| 3. vague | 4. critique |

You have probably already learned that the letter *q* rarely makes a sound without the letter *u* following it. This, of course, is also true at the end of words such as *unique, critique, boutique, and antique*.

- <> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

- <> **2c.** Add this week’s new words (minus the **Optional Words**) to page 64 of your *Spelling Notebook*.

- <> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

- <> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

- <> **2f. Optional:** In your notebook, write six sentences using six of the spelling words.

**Teacher Tip:** Q does not make a sound unless it is followed by the letter *u*. Many *g* words that would be spelled *ge*, need a *u* following the *g* in order to make the *g* say *g* instead of *j*.

**Further Study:** Learn what subpoena is and how a court issues one.

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. unique	u-nique			
2. vague*	vague			
3. vogue*	vogue			
4. rogue	rogue			
5. antique	an-tique			
6. guitar	gui-tar			
7. league	league			
8. fatigue	fa-tigue			
9. segue*	se-gue			
10. critique	cri-tique			
11. opaque	o-paque			
12. intrigue	in-trigue			
13. tongue*	tongue			
14. uniquely	u-nique-ly			
15. catalog	cat-a-log		exception--no u	

**\*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
<b>Extensions</b>				
16. boutique*	bou-tique	_____		_____
17. synagogue*	syn-a-gogue	_____		_____
18. quagmire*	quag-mire	_____		_____
<b>Further Extension</b>				
19. subsequent*	sub-se-quent	_____		_____
20. soliloquy*	so-lil-o-quy	_____		_____
21. quintuple*	quin-tu-ple	_____		_____
<b>Optional</b>				
22. sympathetic	sym-pa-thet-ic	_____		_____
23. altruistic	al-tru-is-tic	_____		_____
24. commiserative	com-mis-er-a-tive	_____		_____
25. sensitive	sen-si-tive	_____		_____

**\*Commonly Misspelled**

**\*\*Note: You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.**

### 3. Editor Duty: Correct Given Paragraph(s)

#### Homophones

↔ 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the last two paragraphs, highlight all of the homophone errors, and correct them if you have not already done so.

The light that shine the furthest must shines the brightest at home. However radiating the light of Christ are actually most difficult between those who know us better perhaps david had this thought in mind when he resolved, "I will behave myself wisely in a perfect way. O when wilt thou come unto me? I will walk within my house with a perfect heart.

after we learn too demonstrate christianity in hour own family, gods' next priority is four us to provide warmth and light to fellow believers. god emphasize this priority by instructing us: "As we have therefore opportunity, let us do good unto all men, especially unto them who are of the household of faith.

"To brighten the life of another" are moar then just a expression. It is the responsibility and privilege of every believer. This ministry are possible only because Christ who is the Light of the world live in hour heart; thus, as Christians, we are lights

### 4. Spelling Practice: Choose the Correct Spelling

↔ 4a. Highlight the correct spelling of each **All** word.

- |           |         |
|-----------|---------|
| 1. uneeek | unique  |
| 2. vague  | vage    |
| 3. voge   | vogue   |
| 4. roge   | rogue   |
| 5. anteek | antique |
| 6. guitar | gitar   |

- |              |          |
|--------------|----------|
| 7. leage     | league   |
| 8. fatigue   | fateeg   |
| 9. seque     | sequay   |
| 10. criteek  | critique |
| 11. opeck    | opaque   |
| 12. intrigue | intreeg  |
| 13. tunge    | tongue   |
| 14. uniquely | uneekly  |
| 15. catalog  | cataloge |

Further Study: Learn about the rules governing a legal witness.

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- |               |          |
|---------------|----------|
| 16. boutique  | bouteek  |
| 17. synagogue | synagoge |
| 18. quagmare  | quagmire |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- |                |            |
|----------------|------------|
| 19. subsecuent | subsequent |
| 20. solilquy   | soliloquy  |
| 21. quintuple  | quintupple |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- |                   |                 |
|-------------------|-----------------|
| 22. sympathetic   | symputhetic     |
| 23. altruistick   | altruistic      |
| 24. commiserative | commisservative |
| 25. sensitiv      | sensitive       |

Character Focus: A Christian is sometimes asked questions that force him to be a witness. He must be ready for these times.

<> **4e.** On the lines provided, write your two (**Extensions**: Write four) most challenging spelling words.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

### KWO Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author’s words (since symbols usually represent general ideas, not specific words):

+ can mean up, more, above, increase, better, important

= can mean the result of, the same as, equal to, means, like, occurred

# can mean number, pound, or numeral

Numbers can mean to (2), for (4), dates, and periods of time

→ can mean the result of, caused, said, showed, back, forward, front, to, like

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

“ ” can mean spoken words or special words

<> can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

### Alternative Writing for Red 8-B: Week One

- Read a book about a godly person who radiated the light of truth, and write a book report using the Book Report Guide provided in the Appendix of the *Teacher’s Guide*.
- Write two paragraphs about an individual you know whose light shines forth the truth. In your paragraphs, use words from the shaded Vocabulary Boxes.
- Write a two-paragraph explanation of Galatians 6:10 or Psalm 101:2.

## 5. Study Skills/Prewriting: Write Key Word Outline for Informative Essay

◁▷ 5. Follow these steps to write a Key Word Outline (KWO) for this week’s passage:

- (1) Read the first paragraph to yourself.
  - a. Determine the topic of the entire paragraph.
  - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
  - b. Write those **3–5 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

**Optional: In place of all of this week’s writing assignments, you and your teacher may desire to complete the “How to Create and Write From a Key Word Outline” information from the CQLA Teacher’s Guide.**

### All--Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Further Study: Learn the three things required for fire to burn.

## All--Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

## All--Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Further Study: Make a list of questions you could be asked about your faith and possible answers you can give.

### Sample KWO Paragraph

#### Paragraph 1

Topic of paragraph 1: The African people believed the evil practices of the witch doctors

Sentence 1: African people practiced evil customs

Sentence 2: +++ powerful = witch doctors talk 2 dead & heal

Sentence 3: ~~heat/talk~~ claimed could

Sentence 4: sick/die W.D. → person cursed

Sentence 5: "curser" = discovered = killed

Character Focus: *Compassion* is investing whatever is necessary to heal the hurts of others.

### Sample Paragraph from KWO

#### Paragraph 1

Mary discovered that the African community she served engaged in many wicked practices. Witch doctors, harmful men who claimed they could communicate with the dead and cure the ill, were extremely influential in the villages. They were actually powerless, but the villagers didn't know that. A witch doctor would propose that a person's illness or death was caused by another native's curse. If the "curser" who caused the death was found, the witch doctor would have him eradicated.



## Optional Penmanship Practice

And our hope of you is steadfast, knowing, that as ye are partakers of the sufferings, so shall ye be also of the consolation.

II Corinthians 1:7

**Character Focus:** A witness must tell what he has seen and he must tell the truth. A Christian must tell about what God has done in his life.

# 6. Grammar: Appositives

<> **6a.** In the first paragraph of the passage, highlight the phrase *evil men who said that they could talk to the dead and heal people who were infirmed*.

In the passage, the phrase *evil men who said that they could talk to the dead and heal people who were infirmed* is known as an appositive. An appositive is a simple writing tool that is used to rename or restate the subject of the sentence.

You can use an appositive to give more information about a subject without writing another whole sentence. Examples:

1. You do not have to write two sentences: Jesus is dependable. He is our Savior. This can be written as one sentence: Jesus, **our Savior**, is dependable.
2. You do not have to write two sentences: Mother teaches us God's Word. She is a very dedicated mother. This can be written as one sentence: Mother, **a dedicated mother**, teaches us God's Word.

See how appositives make writing more clear and concise? Appositives can appear in any part of a sentence. Examples:

1. Jesus, **our Savior**, is dependable.
2. Dependability characterizes our Savior, **Jesus Christ**.

In order to find an appositive in a sentence, follow these steps:

1. Find the subject of the sentence or clause.
2. Look at the word or words directly following the subject (which may be set off by commas). This is usually the appositive.

Sometimes, an appositive follows the object of the sentence—at the end of a sentence, such as in the following sentences:

1. Dependability characterizes our Savior, **Jesus Christ**.
2. The purpose of a candle is to give light, just as the purpose of a Christian is to radiate the light of Christ, **the King of Kings**.

In rare instances, an appositive follows the verb and renames it, such as in the following sentences:

1. It is illogical to hide, **or cover**, our witness.
2. Hiding our witness will grieve, **or sadden**, the Holy Spirit.

An appositive is usually set apart with commas when it comes in the middle of a sentence and is more than just a one-word name. For example: Jesus, **our Savior**, is dependable.

An appositive that comes at the end of a sentence and is more than a one-word name has a comma before it and the sentence's end mark after it. For example: Dependability characterizes our Savior, **Jesus Christ**.

<> **6b. Optional:** Make a Grammar Card about appositives, or add new information to an existing card.

<> **6c.** In the sentences provided, highlight the appositives.

1. The purpose of a Christian, a believer in Christ, is to radiate God's truth.

## Grammar Card:

### Appositive (Abbreviated: APP)

- Follows the subject and **renames/restates the subject**
- Is nonessential information or introductory material that **can be removed from a sentence and a complete sentence remains**
- Punctuation:
  - One-word appositives usually do not need commas: His brother John came early.
  - Two-word-or-longer appositives are set off with commas:** His brother, John Smith, came early.
  - No comma follows an appositive if it comes at the end of a sentence; in this case use an end mark: Leading the way was John the Baptist, the voice in the wilderness.
- Various types of clauses and phrases may function as appositives:
  - Subordinate clause:  
John the Baptist, who was the voice in the wilderness, . . .
  - Ly clause:  
John the Baptist, simply the voice in the wilderness, . . .
  - Prepositional phrase:  
John the Baptist, for a voice in the wilderness, . . .
  - Other:  
John the Baptist, speaking as the voice in the wilderness, . . .
- Phrases and clauses following subject that describe rather than rename are usually called interrupters or non-essential phrases or clauses (though they are still punctuated the same).
- Some call words that restate or rename the verb or object appositives too: He gave his all, his very best.

**An appositive should usually be set off with commas, and it can trade places with the word or phrase it renames.**

2. It is just as illogical to hide our witness as it is to put a bushel, or cover, over a candle.
3. Hiding our witness will grieve, or sadden, the Holy Spirit.
4. The fear of man, one reason that many believers hide the light of their Christian witness, can be conquered by applying the truths of Scripture and remembering the love and acceptance of God.
5. During the time of Christ, the lamp often used was an oil lamp, a clay dish with a small wick at one end.
6. Believers, those set apart by God, are to separate themselves from the world but not to withdraw from the world.
7. Without light, Europe went into the Dark Ages, that period of history when people could not read the Scriptures for themselves.
8. During the Dark Ages, gross corruption and apostasy resulted in the world as well as in the monasteries, those religious orders.
9. Using a concordance, one of many Biblical study references, can illuminate God's Word for the diligent believer.
10. A lexicon, a Greek-to-English dictionary, provides enlightening insights.
11. Because the role of a truthful witness is vital, it may be required by subpoena, a formal document ordering a witness to give his testimony in court.
12. Christians, God's witnesses before the world, are required by Him to give testimony about Him.
13. A candela, the basic unit of light in scientific studies, is the intensity of light from a piece of platinum wire heated to 1772 degrees Celsius.
14. Another way of expressing light, the lumen, measures the amount of light given off per unit area.
15. Just as the effectiveness of light increases with intensity and unity, the fervency of each Christian creates a powerful light when combined as one with that of other believers, the unified Body of Christ.

Appositive Placement  
Appositives can appear in any part of a sentence:

1. Dependability characterizes our Savior, **Jesus Christ**.
2. The purpose of a candle is to give light, just as the purpose of a Christian is to radiate the light of Christ, **the King of kings**.
3. It is illogical to hide, **or cover**, our witness.
4. Hiding our witness will grieve, **or sadden**, the Holy Spirit.

<> **6d. Optional:** In your notebook, write sentences with appositives.

**Basic Level:** Write twelve sentences.

**Extension:** Write fifteen sentences.

**Further Extension:** Write fifteen sentences containing information from a character book.

Further Study: Look up verses in the Bible that talk about compassion.

## 7. Composition/Creative Writing: Write Rough Draft Informative Report From Key Word Outline

<> **7a.** Follow these steps for writing your rough draft report from your Key Word Outline:

- (1) Re-read the entire passage to recall its content.
- (2) Read your first line of notes and consider what you want your sentence to say.

Character Focus: In the Bible, sin and the world are compared to darkness, and God and His children are compared to light.

- (3) Practice saying your sentence aloud to get it just the way you want it.
- (4) Write your first sentence in your notebook, or key your report on the computer.
- (5) Be sure to double space your report to make inputting the Checklist Challenge revisions easier.
- (6) Indent the beginning of each paragraph five spaces.
- (7) Repeat these steps for each line of notes, writing on every other line.

**Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA Teacher's Guide.**

↔ **7b.** Read your report aloud. Do you like the way it sounds?

## 8. Spelling Practice: Six "S" Spelling Secret

↔ **8a.** Take a spelling "pre-test" in your notebook.

↔ **8b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

↔ **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 9. Grammar: Subjective and Objective Cases of Pronouns

↔ **9a.** In the second copy box of the passage, highlight the following words:

- |                         |                         |
|-------------------------|-------------------------|
| 1. <b>she</b> (heard)   | 2. <b>she</b> (would)   |
| 3. <b>she</b> (learned) | 4. <b>She</b> (went)    |
| 5. <b>they</b> (could)  | 6. <b>this</b>          |
| 7. <b>her</b> (unique)  | 8. <b>they</b> (killed) |
| 9. <b>her</b>           | 10. <b>They</b> (and)   |

Each word you highlighted is a pronoun of some kind. You should remember that a pronoun is a word that takes the place of a noun. A pronoun is written in the objective case or the subjective case, depending on whether it is found at the beginning or the end of a sentence or clause.

A word in the subjective case has the following characteristics:

1. It is written in subject form.
2. It is used at the beginning of the sentence or clause—as a subject. Write the subjective case of the pronoun when using it as the subject of the sentence.
  - a. Correct: **He** wrote a song.  
Incorrect: **Him** wrote a song.
  - b. Correct: **They** are coming.  
Incorrect: **Them** are coming.
  - c. Correct: **We** got here late.  
Incorrect: **Us** got here late.

A word in the objective case has the following characteristics:

1. It is written in object form.
2. It is used at the end of the sentence (or clause)—as the object. Use the objective case of the pronoun when using it as any type of object: object of a prepositional phrase (OP), direct object (DO), or indirect object (IO).
  - a. Correct: Joshua wrote to **her**.  
Incorrect: Joshua wrote to **she**.
  - b. Correct: Joshua and Kayla gave **her** a book.  
Incorrect: Joshua and Kayla gave **she** a book.

These rules are clear when a single pronoun is at the end of the sentence or clause, such as the following:

1. Cami cheered **him**. (not Cami cheered **he**)
2. Kara gave it to **him**. (not Kara gave it to **he**)

Confusion arises when there are multiple pronouns at the end of a sentence or clause.

1. Two pronouns: Jonathan gave **her** and **me** each a book. (correct)  
Jonathan gave **her** and **I** each a book. (incorrect)
2. A pronoun and a noun: Josiah gave Jacob and **me** each a book. (correct)  
Josiah gave Jacob and **I** each a book. (incorrect)

When writing with pronouns as objects—direct objects, indirect objects, or objects of prepositional phrases—you must use the objective cases of the pronouns.

A tip to make sure you write or speak with the proper case of pronouns as objects is as follows: When you have a compound object and one or both is a pronoun, read the sentence with only one of the objects to see if it sounds correct.

1. Joshua called Kayla and her. (Say, “Joshua called **her**,” and “Joshua called **she**.” Which one sounds correct alone? **Her** sounds correct.)
2. Cami wrote to them and us. (Say, “Cami wrote to **them**,” and “Cami wrote to **they**.” “Cami wrote to **us**,” and “Cami wrote to **we**.” Which words sound correct alone? **Them** sounds correct. **Us** sounds correct.)

Two rules for objective pronouns at the end of clauses and sentences are as follows:

1. Most of the time, use the objective case at the end of a sentence or clause.
  - a. Kara gave it to **him**.
  - b. Jonathan sang for **them**.
  - c. Josiah spoke to **her**.
2. Occasionally, the verb preceding a pronoun is a Be, a Helper, Link verb. This requires the


#### Pronoun

Remember-- *pro* means *for*. So a pronoun is for a noun. It takes the place of a noun

## Grammar Card:


### Objective vs. Subjective Case

- Subjective case of pronouns: I, he, she, they, we, who, you
- Objective case of pronouns: me, him, her, them, us, whom, you
- Use **subjective case when written in subject form**: I, he, she, they, we, who, you
- Use **objective case writing in object form**—at the end of a sentence: me, him, her, them, us, whom, you
- If it follows a Be, a Helper, Link verb, use subjective case:  
–This is she. (Not: This is her.)

 **Ninety-nine percent of all pronouns at the end of words are in the objective case. Unless the pronoun follows a BHL verb (it is she) or the word *than* (taller than she), use the objective cases of pronouns at the ends of words: He called her (not he called she).**

subjective case—as you would use at the beginning of a sentence or clause. These are called predicate nominatives. This is correct, even if it sounds funny!

- a. The man was **he**.
- b. This is **she**.

 **Ninety-nine percent of all pronouns at the end of words are in the objective case. Unless the pronoun follows a BHL verb (it is she) or the word *than* (taller than she), use the objective cases of pronouns at the ends of words: He called her (not he called she).**

**<> 9b.** Study the Grammar Card about objective vs. subjective case pronouns.

**<> 9c. Optional:** Make a Grammar Card about objective vs. subjective case pronouns, or add new information to an existing card.

**<> 9d.** In the sentences provided, fill in the blanks with pronouns in either the subjective or the objective case according to what was taught in this lesson. You may use pronouns such as *he, him, they, we, us, it, himself, themselves, and ourselves* (or others that fit).

1. When a person refuses to provide important testimony in a trial,  
\_\_\_\_\_ is charged with contempt of court.
2. A person who disobeys a subpoena can also be liable for any damages that result  
from \_\_\_\_\_ failure to testify.
3. A witness must tell only what \_\_\_\_\_ has personally seen  
and heard.
4. A witness must be prepared to answer and document questions asked of  
\_\_\_\_\_.
5. Because we are all members of the Body of Christ, one member's problems affect  
\_\_\_\_\_ all.
6. By sharing the counsel that God gives \_\_\_\_\_ when we  
experience trouble, we are able to give light to others as they pass through similar tri-  
als.
7. The purpose of a candle is to give light and have the light radiate from  
\_\_\_\_\_.
8. The purpose of a Christian is to radiate light from \_\_\_\_\_ to others.
9. Instead of comparing believers to a bonfire, Jesus compared  
\_\_\_\_\_ to a lamp.

10. God's way for us to show love is for us to speak the truth so those around \_\_\_\_\_ can avoid stumbling in darkness.
11. Though Christ was not of sinners, \_\_\_\_\_ was among them.
12. Fear of rejection will cause \_\_\_\_\_ not to defend the truth when it is being mocked.
13. We need to give light to \_\_\_\_\_ .
14. Light should radiate from us to the world; it should go out from \_\_\_\_\_ .
15. We should all call on Jesus, and show others how to call on \_\_\_\_\_ .

<> **9e. Optional:** In your notebook, write sentences with pronouns in their subjective and objective case. Underline the pronouns and write above each one which case of pronoun is being used.

**Basic Level:** Write twelve sentences.

**Extension:** Write fifteen sentences.

**Further Extension:** Write fifteen sentences containing information from a character book.

## 10. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

<> **10a.** Now that you have written the body of your report, you are ready to write notes for an original opening paragraph. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
  - a. A Scripture
  - b. Song
  - c. Story
  - d. Definition
  - e. Something you want to use to open and close your essay (a continuing poem, verse, story, etc.).
  
- (2) **In your notes, plan on what you will include in your thesis statement.\* (You may tweak your original thesis statement to fit in your opening paragraph however you see fit.)**
  - a. Remember, a thesis statement is a statement that **tells the "thesis" of your paper--what your entire paper is about.**
  - b. It should be a sentence or two in length and should introduce your reader to your topic.

- c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
  - d. It should bridge the gap between your catchy opening paragraph and the body of your report.
- (3) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
  - (4) You may just jot down some thoughts, references, etc., for your opening paragraph notes, or you may create a “sentence-by-sentence” outline like you did for the body of your report.

**\*Note: If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph--even at the very end of your opening paragraph, if desired. Sometimes this helps the flow of your opening paragraph when you are using a story or other information in your opening paragraph that you want to keep all together--then follow all of this with the thesis statement.**

- (5) You may plan to write your opening paragraph in a different “person” (first person, second person, etc.) if the contents warrants it. For example, if you are using an opening story, you may tell it in first person (if needed). If you are using an opening challenge, you may tell it in second person etc. Note that opening and closing paragraphs are times in informative writing when it is acceptable to write less formally and to change persons and/or tenses.

**Notes for Opening Paragraph**

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<> **10b.** Follow these steps for writing your opening paragraph:

- (1) **Write your thesis statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your thesis statement later, if desired.)**
- (2) **Number your notes in the order you want them, and add any information you may have forgotten.**
- (3) Using each set of notes for one sentence in the following way:
  - a. Read a line of notes.
  - b. Consider what you want to say about those notes.
  - c. Say aloud a sentence that you want to use.
  - d. Write down that sentence.
  - e. Repeat these steps for all of your notes.
  - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
  - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the report you just wrote.

## 11. Grammar: Direct Objects

<> **11a.** In the first paragraph of the passage, highlight the following action verbs and words following the action verbs:

1. heal . . . people
2. do . . . any
3. cursed . . . the ill one
4. discovered . . . the person
5. "cursed" . . . the deceased one

The words you highlighted following the action verbs are called direct objects. Direct objects are objects following action verbs. You probably remember that the **subject of the sentence tells who or what did the action.**

**The direct object tells what the verb is acting upon.** For example, in the first sentence you highlighted in the passage, the animals have a spinal cord.

**Note: The second verb that you highlighted is a BHL verb used as an action verb. This can be confusing -- but remember this one tip: If a BHL verb is used in a sentence in a way that could be replaced by an action verb, it is not being used as a BHL -- but is being used as an action verb instead.**

In the passage, *do* is being used as an action verb in that it could be replaced by an action verb: do--perform.

1. do any of this
2. perform any of this



Note: You may highlight the one-word direct object (fellowship) or the describer, articles, and pronouns along with the direct object (an open and transparent fellowship) as the direct object.

A direct object has the following characteristics:

1. It is an **object**.
2. It **follows an action verb only**—not a BHL verb. It may follow a one-word action verb (e.g., *run*) or infinitive with an action verb (e.g., *to run*).
3. It **answers one of the following two questions**:
  - a. “\_\_\_\_\_ what?”
  - b. “\_\_\_\_\_ who?” (fill in the blank with the verb)

So, in the sentences you highlighted above, you can ask the following questions:

1. Heal what? **people**
2. Do what? **any of this**
3. Cured what? **the ill one**
4. Discover what? **the person**
5. Cursed what? **the deceased one**

It is okay to consider just the noun (some) as the DO or to consider a describer, article, pronouns before, or prepositional phrase after the noun as part of the DO (some of the most intricate nervous systems).

You probably remember learning about prepositions and prepositional phrases earlier. Prepositional phrases can look like direct objects in some sentences.

- She will write **to the leaders**.
- He will submit **under his authority**.

Since prepositional phrases sometimes look like direct objects and even sometimes answer the question “Verb what?” or “Verb whom?”—you **should isolate them (by placing parentheses around them) when trying to determine the direct object**.

Prepositional phrases add a lot to writing, but they can be real “distracters” when trying to locate parts of speech. It is easier to find the subject, verb, and direct object if you first mentally remove any PP’s—by placing parentheses around them.

**It is important to learn what direct objects are because if a direct object is a pronoun (e.g., They will catch him), you should use the objective form of the pronoun (him)—not the subjective form (he).**

🔑 **99% of all pronouns at the end of words are in the objective case. Unless the pronoun follows a BHL verb (it is she) or the word *than* (taller than she), use the objective case of the pronouns at the ends of words: He called her (not he called she).**

↔ **11b.** Study the Grammar Card about direct objects provided in this lesson.

↔ **11c. Optional:** Make a Grammar Card about direct objects or add new information to an existing card.

↔ **11d.** In the sentences provided, complete the following steps:

- (1) Isolate the prepositional phrases by placing parentheses around them. (Remember, the direct object is not in a prepositional phrase.)
- (2) Highlight the verbs.
- (3) Highlight the direct objects in another color.

## Grammar Card:

### Direct Object (Abbreviated: DO)

- Usually a naming word **following an action verb** (not following a Be, a Helper, Link verb):
  - Noun: He called **the boy**.
  - A group of words: He called **the largest group ever**.
  - A pronoun: She introduced **him**.
- Answers the questions:
  - To whom? (but only when there is **not** an indirect object telling to whom)
  - To what?
  - Where?
- Tells **to what or to whom the verb did its action**:
  - He wrote the letter. (He wrote what?)
  - She stopped the flood. (She stopped what?)
  - They wrote him. (They wrote whom?)
- Direct objects are not found in prepositional phrases, nor are they prepositional phrases: She went to her Savior. (To her Savior is a prepositional phrase.)
- When a pronoun is used for a DO, it must be written in the objective case: He wrote **her**. (Not: He wrote she.)

🔑 **99% of all pronouns at the end of words are in the objective case. Unless the pronoun follows a BHL verb (it is she) or the word *than* (taller than she), use the objective case of the pronouns at the ends of words: He called her (not he called she).**

**Note: Do not isolate “to+verb” as a prepositional phrase. “To+verb” is a special verb called an infinitive. It should be highlighted as a verb.**

Note: Some sentences contain more than one direct object.

**Remember: Direct objects can only follow action verbs—this includes action verbs alone and infinitives with action verbs in them (to run). It also includes a BHL verb used as an action verb.**

**Example: We should perform good works (for the Lord).**

1. Radiating the light of Christ is actually most difficult among friends.
2. Once we learn to demonstrate Christianity in our own family, God’s next priority is for us to provide warmth and light to fellow believers.
3. God emphasizes this priority.
4. “To brighten the life of another” is more than just an expression.
5. Roland, the hero of Charlemagne’s army, inspired the Frankish Empire in A.D. 778.
6. He showed courage and sacrifice.
7. Daniel is one of the few prominent men in Scripture of whom God does not record failure.
8. From his youth, he built disciplines into his life that produced Godly convictions and outstanding success.
9. He endured the most difficult challenges imaginable.
10. He inspired his friends, the entire empire, and even the king himself.
11. He offered prayers three times daily.
12. As his friends saw his courage to stand alone, they followed his example.
13. Job experienced devastating events.
14. His situation demonstrates the reality of conflicts happening in different realms at the same time.
15. He experienced the effects of a wrong response from his wife toward God.
16. George Washington gave comfort to his downtrodden troops.
17. Job’s friends spent hours trying to get him to acknowledge sins he did not commit.
18. God reproved them in the end.
19. He humbled them before the one whom they had falsely judged.
20. God designed the local church to be far more than simply a once-a-week gathering.
21. Paul’s message was to give the counsel God had given him in similar troubles.

22. It involves the compassion of sharing with others how God ministered to us during a similar trial.

<> **11e. Optional:** In your notebook, write sentences with direct objects and highlight the action verb in one color and the direct object with another color. (Be sure to isolate all of the PP's first!)

**Basic Level:** Write fifteen sentences.

**Extension:** Write twenty sentences.

**Further Extension:** Write twenty sentences using information from a character book or other source.

## 12. Grammar/Sentence Structure: Five Things in a Paragraph (OCCTI)

A proper paragraph must follow these rules:

1. **O**pening: A paragraph must have an **opening sentence**.
  - a. The opening sentence **tells what the entire paragraph will be about**.
  - b. It does this by **creatively introducing the topic**.
  - c. For example:
    - 1) If your paragraph is about showing character in math, your opening sentence could be: "There are many character qualities needed when you are doing math."
    - 2) If your paragraph is about how a plow works, you could open your paragraph with: "There are many steps involved in working a plow."
  - d. The opening sentence is **sometimes called the topic sentence**.
2. **C**losing: A paragraph must have a **closing sentence**.
  - a. The closing sentence **sums up the paragraph**.
  - b. It **brings the topic to a close**.
  - c. For example:
    - 1) If your paragraph was about how a plow works, you could close your essay with: "There are many important steps in how a plow works."
    - 2) If your paragraph was about how we need to plow our hearts, your closing sentence could be: "As shown in the steps above, we need to plow up the hard soil of our hearts."
3. **C**ontains: A paragraph must contain all of the **same topic**.
  - a. If your paragraph is about character in math, you should not have a sentence about plowing our hearts.
  - b. **Your whole paragraph must be about whatever the opening sentence is about**.
4. **T**hree: A paragraph must have **three or more sentences**.
  - a. The exception to this rule is when you are writing with dialogue.
  - b. Good paragraphs **usually contain at least three sentences**.
5. **I**ndented: A paragraph must be **indented** in writing.
  - a. On the first line of the paragraph, you should **move in a few spaces before you start writing**.
  - b. An indentation is **two or three finger spaces**.

- c. This lets the reader know **a new paragraph has started**.
- d. In typing, you may have two line spaces between each paragraph and make the paragraphs “block” format instead of indenting.

There is an acronym to help you remember this: OCCTI

- O** pening sentence
- C** losing sentence
- C** ontent all the same
- T** hree or more sentences
- I** ndented

<> **12a.** Memorize the acronym for the five things a paragraph contains, and recite it to your teacher.

<> **12b.** Highlight and label the five parts of a paragraph in the paragraph below.

George Mueller experienced amazing answers to prayer primarily because of his singleness of purpose. Through his fervent prayers, he received over five million dollars for the care of thousands of orphans in Bristol, England. Mr. Mueller’s singleness of purpose and consequent success in prayer came from his continual cleansing of his heart and checking of his motives though the Word of God.

**Topic:** \_\_\_\_\_

**Number of Sentences:** \_\_\_\_\_

## 13. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> **13.** Use the Checklist Challenge located after this week’s lesson to edit your report.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher’s Guide* or as directed by your teacher.
- (4) Check off (or code) each item’s check box on the Checklist Challenge for this week.

**Optional:** In place of the week’s Checklist Challenge you and your teacher may desire to Complete the “How to Complete the Checklist Challenge” information from the *CQLA Teacher’s Guide*.

## 14. Spelling Practice: Write That Word!

<> **14a.** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

<> **14b.** Complete the following steps for one of the words you listed in 14a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

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<> **14c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 15. Grammar: Weekly Quizzes

<> **15a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

<> **15b.** Do the Weekly Review Quiz provided after this week's lesson.

## 16. Spelling: Spelling Test

- <> **16a.** (T) Take a spelling test on this week’s words and any **Review Words**.
- <> **16b.** (T) Check your words with your teacher.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

## 17. Dictation: Dictation Quiz

- <> **17a.** (T) In your notebook, take dictation from this week’s passage.
- <> **17b.** (T) Review your dictation with your teacher.
- <> **17c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

## 18. Composition/Creative Writing: Write Final

### Copy Informative Report From Key Word Outline

- <> **18a.** Write the final copy of your report in your notebook (using every line), or type it on the computer.
- <> **18b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report after completing the Checklist Challenge?

**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.)

## Optional: Extra Practice

- 1E. In your notebook, write fifteen sentences with appositives. Use information from a character book.
- 2E. In your notebook, take more notes about dependability from a character book.
- 3E. In your notebook, write your paragraph about dependability from the Extra Practice assignments.
- 4E. Edit and revise your paragraph from the Extra Practice assignments, using this week’s Checklist Challenge.

**Teacher Tip:** Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying “pause” when your student should put a comma in and “stop” when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read—as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

**Note:** In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

- 5E. In your notebook, write twenty words ending in *gue* or *que*.
- 6E. Read five Biblical passages about *compassion*.
- 7E. In a character book find ten sentences with the word *compassion* (or some form of it), and copy them into your notebook.
- 8E. Write sentences using all of the vocabulary words from both of the shaded Vocabulary Boxes.
- 9E. In your notebook, write ten sentences about how you can be more dependable.
- 10E. Read a book about an individual who was dependable.
- 11E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 12E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.





# Checklist Challenge Red 8-B: Week One

Character Focus: Compassion

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

All **All Levels**

B **Basic Level only**

E **Extension only**

E's **Extensions**

FE **Further Extension only**

All  All  All  
 All

Read your report to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

☞ **Focus on content errors at this time.**

All  All  All  
 All

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All  All  All  
 All

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All  All  All  
 All

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow

fully      thoughtfully      interestingly      apparently      cautiously      repeatedly

⇒ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All All All  
All

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

⇒ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All All All  
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.**

FE FE FE  
FE

Highlight one weak existing adverb in each paragraph. Remove each of these adverbs and change the word each one modifies to a **stronger word** so that the adverb you have highlighted is no longer needed. If you do not have any unnecessary adverbs, just highlight the check box(es) as directed by your teacher.

Examples:

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
softly spoke	whispered	stood tall	straightened
joyfully said	exclaimed	surprisingly found	discovered
very fast	rapidly	looked closely	peered
studied deeply	investigated	very nice	gentle
sat back	reclined	walked slowly	sauntered

⇒ **Some professional writers consider adverbs to be “inefficient tools of the weak mind.” Adverbs can be useful, especially those telling *how* or *when* something is done. However, strong verbs are even more helpful than adverbs. Careful writers eliminate much adverb use--and give their writing more forward motion--as strong verbs are utilized.**

All

Add a sentence to the beginning of your report that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

☞ **Tips:**

- Write a sentence that describes your report without telling the reader exactly what it is about.
- Do not say: *In this report you will learn about . . .*
- Be sure this thesis statement is truly representative of the content of your *entire* report.
- Your thesis statement is your commitment to write about that topic. It should cleverly introduce your report's subject.

All Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the “**thesis statement reloaded**” and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.

All 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: **Ma Mary**
- Something bold: **Village Victor**
- A song title or line: **Make Me a Blessing**
- A Scripture: **Do Good Unto All Men**
- Something Biblical: **Care for the Helpless**
- Something about character: **Compassion**
- Other: **Compassion Conquers Curses**

☞ Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).

All Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- They display extraordinary stealth.
- Then, they are trapped!
- And soon it happened.

All  All  All  
 All Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

☞ This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All  All  All  
 All Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.

- If *answered* is redundant, substitute *retorted* the next time.

☞ **Do not change insignificant words such as *was, it, and,* etc.**

All

Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (or more than one time, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Punctuate appropriately:

- Follow it with a comma: **Yes**, that “hunter” has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.

☞ **Interjections include words from the following rhyme:**

**My, well, oh  
Wow, yes, no**

B

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

☞ **Follow the opener with a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause.**

All

All

All

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

All

Examples:

- A subordinate clause opener: **When the spider’s victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

☞ **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

FE

Include one **simile or metaphor** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Simile--Comparison *using* like or as: The Venus' fly trap is as insidious **as the steel jaws of a hunter's snare.**
- Metaphor--Comparison *without* using like or as: The Venus' fly trap **is a hinged prison.**

FE

Add one **parenthetical statement** (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:

- In the middle of a sentence:
  - The Venus' flytrap (**an actual plant**) eats bugs and flies.
  - The Venus' fly trap (**a bug eating plant**) provides another example of entrapment.
- As a sentence of its own before or after a sentence:
  - The Venus' flytrap catches and eats bugs and flies. (**The Venus' flytrap is actually a plant, however.**)

☞ **A parenthesis is used to include non-essential information that you want to *de-emphasize*.**

All FE

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 the check box(es) as directed by your teacher.

All FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **A word you have never used in writing might be one you use in speaking but not in your report. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

All All All

All

Combine two sentences (or one sentence and one [or more] phrase/clause) into one complete sentence using the **conciseness technique** of your choice. If you have already done these, highlight the check box(es) as directed by your teacher.

Examples:

• **Appositive:**

Two sentences: A spider's web is an intricate trap. It seldom releases its victims.

One sentence: A spider's web, **an intricate trap**, seldom releases its victims.

• **Compound verbs:**

Two sentences: It traps its victims. It ensnares its victims.

One sentence: It **traps and ensnares** its victims.

• **Subordinate clause placement:**

Two sentences: The spider secures the center of the bridge with a vertical silk strand.

Then it constructs a frame.

One sentence: **Once the spider secures the center of the bridge with a vertical strand,** it constructs a frame.

• **Another non-essential opener:**

Two sentences: They are far more subtle in their methods. They act via traps and snares to put their victims in challenging positions.

One sentence: **Subtle in their methods,** they act via traps and snares to put their victims in challenging positions.

• **Prepositional phrase placement:**

Two sentences: Orb webs are the ones seen by people most often. They are created by two families of spiders.

One sentence: Orb webs, **which people see most often**, are created by two families of spiders.

• **Conjunctive adverb:**

Two sentences: A spider sits patiently in the center of the web. It waits for its victim.

One sentence: A spider waits for its victim; **moreover**, it sits patiently in the center of its web.

• **Dash preceding clause or phrase:**

Two sentences: Some predators do not catch their prey by assailing them directly. They are far more subtle in their methods.

One sentence: Some predators do not catch their prey by assailing them directly--**they are far more subtle in their methods.**

• **Coordinating conjunction between two complete sentences:**

Two sentences: Each of the twenty-five families of spiders has its own design for a web. Orb webs are the ones most often seen by people.

One sentence: Each of the twenty-five families of spiders has its own design for a web, **but** orb webs are the ones most often seen by people.

• **Semicolon between two complete sentences:**

Two sentences: Spiders create intricate webs. Victims seldom escape from them.

One sentence: Spiders create intricate webs; **victims seldom escape from them.**

• **Colon usage:**

Two sentences: There are two crafty predators. These include the spider and the Venus' fly trap.

One sentence: There are two crafty predators: **the spider and the Venus' fly trap.**

🔑 **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

All All All

All

**Edit each paragraph** with your teacher, and correct any **usage or spelling errors**.

## Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one loud.</li> <li>Try to spell the word aloud with out looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
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30. \_\_\_\_\_
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36. \_\_\_\_\_
37. \_\_\_\_\_
38. \_\_\_\_\_
39. \_\_\_\_\_
40. \_\_\_\_\_

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,



Think Fast (con't)

**Subordinators**

Two Minute or Three Minutes

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_
- 25. \_\_\_\_\_
- 26. \_\_\_\_\_
- 27. \_\_\_\_\_
- 28. \_\_\_\_\_
- 29. \_\_\_\_\_
- 30. \_\_\_\_\_

**Coordinating Conjunctions**

One Minute

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**BHL Verbs**

Two Minutes

**Be, a Helper, Link Verbs,**

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, **&** \_\_\_\_\_,

\_\_\_\_\_, **&** \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_,

\_\_\_\_\_, **&** \_\_\_\_\_, **&** \_\_\_\_\_,

**are ones.**

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_ **--- they are fun**

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_, **&**

\_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

**--- they are some as well,**

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, **&** \_\_\_\_\_

**First Subordinators Learned**

**in Rhyme**

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Comprehension and Vocabulary

1. List two characteristics of Mary Slessor.

a. \_\_\_\_\_ b. \_\_\_\_\_

2. List things Mary Slessor accomplished according to the passage.

a. \_\_\_\_\_

b. \_\_\_\_\_

## II. Outlining and Write On

3. What abbreviations did you use in this week's Key Word Outline?

\_\_\_\_\_

4. A paragraph is a \_\_\_\_\_.

5. How do you know when to switch to a new paragraph when you are writing? \_\_\_\_\_

\_\_\_\_\_

## III. Grammar and Usage

6. **Extensions:** List the three main types of verbs that you have worked on in CQLA.

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_

7. **Extensions:** What is an infinitive? \_\_\_\_\_

8. **Extensions:** How does an infinitive that begins with the word *to* differ from a prepositional phrase that begins with the word *to*? \_\_\_\_\_

\_\_\_\_\_

9. Fill in the blanks for the characteristics of a direct object.

a. It is an \_\_\_\_\_.

b. It follows an \_\_\_\_\_ only.

c. It answers one of the following two questions:

i. Verb \_\_\_\_\_?

ii. Verb \_\_\_\_\_?

10. **Extensions:** If a direct object is a pronoun, do you use the objective form or the subjective form of it? \_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

11. Highlight the direct objects in the sentences given below.
- a. A person is often told to possess a backbone.
  - b. Backbones protect the spinal cord.
  - c. Animals without backbones are called invertebrates.
  - d. Vertebrates possess unique nervous systems.
  - e. Birds sport feathers.

12. Write the acronym for the five parts of a paragraph:

**O** \_\_\_\_\_  
**C** \_\_\_\_\_  
**C** \_\_\_\_\_  
**T** \_\_\_\_\_  
**I** \_\_\_\_\_

#### IV. Editing and Revising

13. List two other potential titles for this week's report that you did not use.

a. \_\_\_\_\_  
b. \_\_\_\_\_

14. What three words did you have to focus on in order to reduce redundancy?

a. \_\_\_\_\_ b. \_\_\_\_\_  
c. \_\_\_\_\_

15. List three transition sentences from your report this week.

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Red 8-B: Week Two

Character Focus: Compassion

## Vocabulary Box

Characteristics of **one who is compassionate**--*adjectives*

altruistic	conscientious	considerate
commiserative	empathetic	genuine
kindhearted	merciful	responsive
sensitive	sympathetic	tenderhearted
thoughtful	understanding	unselfish

## Vocabulary Box

Characteristics of **one who is not compassionate**--*adjectives*

aloof	apathetic	callous
disinterested	heartless	impassive
impervious	indifferent	insensitive
languid	merciless	oblivious
phlegmatic	self-centered	unaffected
unconcerned	unmoved	

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

<b>All</b>	<p>The echo of breaking pottery punctured the night air and frightened the small herd of sheep outside the cave in the Qumran Valley. As a young Bedouin shepherd swept the dusty bits of clay aside, his boyish curiosity led him to the most significant manuscript discovery of modern times---the Dead Sea Scrolls. These ancient leather and papyrus scrolls shed new archaeological light on the Old Testament and intertestamental periods. The biblical material included fragments of all of the Old Testament books except Esther. Why did the knowledge of the Dead Sea Scrolls lie hidden in the desert for nearly two thousand years?</p>
<b>Extensions</b>	<p>This riddle was solved by the archaeologist's spade. Further excavations in the Qumran Valley revealed an ancient Essene monastery whose members had copied and preserved the manuscripts and hidden them in nearby caves. Because the Jewish sect believed in ascetic isolation from the world as a way of life, the Word of God was not revealed.</p>
<b>Further Extension</b>	<p>The Dead Sea Scrolls are the oldest existing manuscripts of the Bible in any language. The light of these documents was hidden in desert caves for nearly two thousand years because of the Essenes' monastic emphasis on the importance of isolation from the world. The Essenes disappeared from history after the destruction of Jerusalem in A.D. 70, but their philosophy reappeared in the confidential, cloistered lifestyle of medieval monasteries.</p>

↔ **1a.** Read this week's passage aloud.

The discovery referred to in the passage took place in 1951.

↔ **1b.** In the passage, highlight the following words:

1. Qumaran

2. Bedouin

3. intertestamental

<> 1c. Look up these words in the dictionary. On the lines provided, write their definitions in your own words.

Definition of *Qumran*

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Definition of *Bedouin*

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Definition of *intertestamental*

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<> 1d. Based on the definition of the vocabulary words, rewrite the second paragraph of the passage using easier synonyms for the words you looked up in the dictionary.

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**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 for that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

**The levels for the Key Word Outlines are not the same as the copying levels.** The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

Further Study: Learn the song "Jesus Bids Us Shine."

**Optional Penmanship Practice**  
 Neither do men light a candle, and put it under a bushel, but on a candlestick: and it giveth light unto all that are in the house.  
 Matthew 5:15

↔ **1e.** Now read your rewritten paragraph, followed by the original.

↔ **1f.** From the shaded Vocabulary Box, choose four words that are characteristics of one who shows compassion, and write them on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

↔ **1g.** On the lines provided, write three sentences about the passage. In your sentences, use three of the Vocabulary Words you listed.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

**Optional Penmanship Practice**

Be ready always to give an answer to every man that asketh you a reason of the hope that is in you with meekness and fear.

I Peter 3:15

↔ **1h.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

\_\_\_\_\_

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

\_\_\_\_\_

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

\_\_\_\_\_

\_\_\_\_\_

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

**Further Study:** Study the book of Daniel and explain how Daniel and his friends were lights in a dark empire.

(7) Write a shortened dictionary definition for your word on the lines provided.

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(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

(9) Write a sentence using this DD word on the lines provided.

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<> **1i. Extensions:** Write a sentence about the character quality for this month using this DD word.

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<> **1j. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: In fact, the Dead Sea Scrolls are the oldest existing manuscripts of the Bible in any language.

Conjunctive adverb opener

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<> **1k.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1l.** (T) Review your copy with your teacher, and correct any errors.

<> **1m. Optional:** Make a minit-book containing the passage.

Character Focus: Light does not effect just the surface of things. Christians must not worry about just what appears to be the problem but what is the deeper cause of the problem.

Further Study: Read when Jesus counseled the woman at the well in John 4.



**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 up of a *y*, one vowel, or a vowel combination (e.g., *by*, *joy*, *read*, *beau*). Syllables that end in a consonant are “closed” syllables. When a two-syllable word has a short vowel sound at the beginning, that syllable is called a “closed” syllable because it ends with a consonant. In the case of two-consonants-in-the-middle, one consonant goes with the first syllable and the second consonant goes with the second syllable (e.g., *hap/py*).

**Further Study:** Decide what you would do if someone asks you for advice on a certain subject.

## 2. Spelling/Structural Analysis: *Ch* Sound Spelled in Unusual Ways Near the End of Words

**Examples:** *potential*, *feature*

<> **2a.** In the first paragraph of the passage, highlight the word *punctured*.

The combination of the letters *ti* usually says the hard sound of *ch*. *Ti* usually says *ch* as in *chug*.

There are many instances in which the *ti* spelling combination says *ch*, especially in longer words, such as the following words:

1. *potential*
2. *Christians*
3. *confidential*

*Tu* also says *ch* at times, such as the following words:

1. *effectual*
2. *feature*

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week’s new words (minus the **Optional Words**) to page 71 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write six sentences using six of the spelling words.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. feature	fea-ture			
2. creature	crea-ture			
3. furniture	fur-ni-ture			
4. Christian	Chris-tian			
5. fracture	frac-ture			
6. puncture	punc-ture			
7. intention	in-ten-tion			
8. vulture	vul-ture			
9. denture	den-ture			
10. fortunate	for-tu-nate			
11. mutual	mu-tu-al			
12. posture	pos-ture			
13. celestial	ce-les-tial			
14. potential	po-ten-tial			

**\*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
<b>Extensions</b>				
15. pretentious*	pre-ten-tious	_____		_____
16. effectual*	ef-fec-tu-al	_____		_____
17. confidential*	con-fi-den-tial	_____		_____
<b>Further Extension</b>				
18. preferential*	prefer-en-tial	_____		_____
19. nomenclature*	no-men-cla-ture	_____		_____
<b>Optional</b>				
20. empathetic	em-pa-thet-ic	_____		_____
21. conscientious	con-sci-en-tious	_____		_____
22. tenderhearted	ten-der-heart-ed	_____		_____
23. genuine	gen-u-ine	_____		_____

**\*Commonly Misspelled**

**\*\*Note: You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.**

### 3. Editor Duty: Correct Given Paragraph(s)

#### Appositives, Noun Markers, Pronouns

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first two paragraphs of the passage, highlight the appositives with one color.

(3) In the first paragraph of the passage, highlight the noun markers (articles) with another color.

(4) In the last paragraph, highlight the pronouns.

#### Optional Penmanship Practice

"Jesus Bids Us Shine"

Jesus bids us shine, with a clear, pure light,

Like a little candle burning in the night;

In this world of darkness we must shine,

You in your small corner, and I in mine.

daniel a believer in a strange land is one of the few famous man in scripture who has no record of failure from the time he was a young man he builded disciplines into his life that produced godly character and spiritual success. He endured the most difficult challenges yet he remained consistent and faithful he inspired his friends the whole empire and the king himself

Daniels personal disciplines, his habits of seeking the Lord, were based upon his refusal to be corrupted by the wicked world around him and upon his practice of stopping three times each day for prayer As his close friends saw his boldness to stand alone they soon followed Daniel's excellent example

Other people are more inspired by our walk than they are by our talk. they want to see disciplines in our lives that god rewards and that they can begin implementing in there own lives. god promises to openly reward spiritual disciplines such as early rising scripture reading memorizing and meditating on God's Word, giving fasting praying, witnessing and other godly habits.

Further Study: Read Acts 8, and see what kind of counseling Peter gave to Simon.

### 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. feature                      feature

2. creature                    creeture

Further Study: Learn the story behind the song "Jesus Bids Us Shine."

Further Study: Read the opening chapters of Job, and identify how Job's friends and his wife were not lights to Job when he was going through hard times.

3. ferniture	furniture
4. Christian	Christin
5. fracture	frakture
6. punkture	puncture
7. intentin	intention
8. vulture	vuhlture
9. dentture	denture
10. fortunit	fortunate
11. muttual	mutual
12. posture	postture
13. selestial	celestial
14. pottential	potential

<> **4b.** Highlight the correct spelling of each **Extensions** word.

15. pretentious	pretentous
16. effectual	affectual
17. confidental	confidential

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

18. preferential	perferential
19. nomenclature	nomunclature

<> **4d.** Highlight the correct spelling of each **Optional** word.

20. empathetic	enpathetic
21. conscientous	conscientious
22. tenderhearted	tenderharted
23. jenuine	genuine

<> 4e. On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

**Character Connection:**  
When a Christian counsels someone, he must not draw the person to himself because they are not the source of light. He must draw him to the Lord because He is the true light.

### Alternative Writing for Red 8-B: Week Two

- Read a book about George Washington and how he inspired the soldiers he led. Write a book report using the Book Report Guide provided in the Appendix in the *Teacher's Guide*.
- Write three paragraphs about the character needed to brighten the lives of others. In each paragraph, use one of the words from the shaded Vocabulary Boxes. Add an opening paragraph about the importance of character in brightening others' lives.
- Write two paragraphs about how David brightened the lives of others with his music.

## 5. Study Skills/Prewriting: Write Key Word Outline

<> 5. Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
  - a. Determine the topic of the entire paragraph.
  - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
  - b. Write those **3–5 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

**Further Study:** Read a book about counseling.

**Optional:** In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

### All--Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

(You may use up to seven words for Sentence Two.)

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.

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

### **All--Paragraph Two of Body**

Topic of Paragraph 2 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

### **All--Paragraph Three of Body**

Topic of Paragraph 3 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

(You may use up to seven words for Sentence Two.)

Sentence 3 \_\_\_\_\_

(You may use up to seven words for Sentence Three.)

#### **Sample KWO Paragraph**

##### Paragraph 3

Topic of Paragraph 3: The Essenes believed the Dead Sea Scrolls should be concealed from the world so they hid them in caves.

Sentence 1: D.S.S oldest manuscript → Bible

Sentence 2: document hidden → caves → 2000 years Essene's + + + isolation → world

Sentence 3: Essenes disappeared → destruction → Jerusalem A.D. 70 philosophy → medieval monasteries

### Sample Paragraph from KWO

#### Paragraph 3

*The earliest documents of the Bible are in fact the Dead Sea Scrolls. Since the Essenes' monastic believed they should live a secluded life, they concealed the manuscripts in desert caves. After the demolition of Jerusalem in 70 A.D., the Essenes vanished from history, although their ideologies were visible in the behavior of medieval monasteries.*

## 6. Structural Analysis: Lie/lay

<> **6a.** In the first paragraph of the passage, highlight the words *lie hidden*.

This phrase contains the present-tense verb (action that happened earlier) *lay*. The verb *lie* in the passage is a form of the verb *lay*. The verbs *lay* and *lie* are confusing verbs to students (and adults!).

Many people use the wrong *lay/lie* when speaking. To understand these two confusing verbs you have to know their regular tenses first—and which one is which.

### 1. Lie

- a. Verb meaning **to recline** (It is also a verb meaning to tell an untruth—but that is not the one we are learning in this lesson.)
- b. Verb that is **done by the subject to himself**
  - 1) He will **lie** down to sleep.
  - 2) We sleep in peace when we **lie** down.
- c. There is no object following the verb *lie* (Though there might be an adverb following it, such as *down, later, carefully, etc.*)

### 2. Lay

- a. Verb meaning **to set something down**
- b. Verb that is **done to something else by the subject**
  - 1) She **lay** the book on the table.
  - 2) They **lay** the animals in their graves.
- c. Usually has an object following it (book, animals, etc.).

There is a simple little trick to remember which verb means which in its regular tense. It goes like this:

**People lie.**

**Things get laid down.**

Now, obviously, that is not always true—our passage has Chicago lying, but if you think like this, you will speak and write correctly with *lie* and *lay*:

1. People lie
  - a. Or **things that can do it to themselves**
  - b. People lie, Chicago lies, the dog lies, etc.
2. **Things lay** (or things get laid down)
  - a. Or **anything that is done to something else**
  - b. Lay the **book**, lay the **animal**, lay the **clothes** out, etc.

### Optional Penmanship Practice

And whether we be afflicted, it is for your consolation and salvation, which is effectual in the enduring of the same sufferings which we also suffer: or whether we be comforted, it is for your consolation and salvation.

II Corinthians 1:6



Now, learning what *lay* and *lie* mean is only half of the grammar problem; the other half lies in the fact (it lies all by itself!) that many people do not know which past tense verbs go with which word.

1. Lie: to recline
  - a. Past: lay--The past tense of lie is the same as the regular tense of lay—to lay something down—very confusing!
    - 1) Yesterday, he **lay** sleeping soundly.
    - 2) She just **lay** down and wept when she heard the news.
  - b. Present: lies/lie
    - 1) He **lies** down.
    - 2) They **lie** down.
  - c. Continuing: lying
    - 1) He is **lying** down.
    - 2) They are **lying** down.
  - d. Past participle: (have) lain
    - 1) He has **lain** down.
    - 2) They have **lain** down.
2. Lay: to set something down
  - a. Past: laid
    - 1) He **laid** the book down.
    - 2) They **laid** the book down.
  - b. Present: lays/lay--same as past for lie, which makes it very confusing
    - 1) She **lays** the clothes out beforehand.
    - 2) They **lay** the clothes out beforehand.
  - c. Continuing: laying
    - 1) She will be **laying** the clothes out beforehand.
    - 2) They will be **laying** the clothes out beforehand.
  - d. Past participle: have (laid) (same as past for lay)
    - 1) She has **laid** the clothes out beforehand.
    - 2) They **laid** the dog to rest.

Further Study: Read a book about an effective counselor.

Character Focus: Christians are not the source of light, only the channel.

In summary, the tenses of *lay* and *lie* look like this:

1. Lie—recline
  - a. Past: lay
  - b. Present: lie/lies
  - c. Continuing: lying
  - d. Past participle: (has) lain
2. Lay—to set something down
  - a. Past: laid
  - b. Present: lays/lay
  - c. Continuing: laying
  - d. Past Participle: (has) laid

 Remember this rhyme:

**L**ie and **r**ise have I, and **s**it does too.  
**T**hese are all words that I alone can do.  
**L**ay, **s**et, and **r**aise are words that you choose  
**W**hen each has an object at the end to use.

<> **6b.** Memorize the rhyme above and recite it to your teacher.

<> 6c. Study the Grammar Card about *lie* and *lay* provided in this lesson.

<> 6d. **Optional:** Make a Grammar Card about *lay/lie* or add new information to an existing card.

<> 6e. Fill in the blanks below with the correct form of the verbs *lie* and *lay*.

1. Yesterday, he \_\_\_\_\_ sleeping soundly.
2. They are \_\_\_\_\_ down.
3. She \_\_\_\_\_ the clothes out beforehand.
4. They \_\_\_\_\_ the dog to rest.
5. People \_\_\_\_\_.
6. They \_\_\_\_\_ down.
7. He \_\_\_\_\_ the book down.
8. They will be \_\_\_\_\_ the clothes out beforehand.
9. She \_\_\_\_\_ the book on the table.
10. She just \_\_\_\_\_ down and wept when she heard the news.
11. He has \_\_\_\_\_ down.
12. They \_\_\_\_\_ the clothes out beforehand.
13. He will \_\_\_\_\_ down to sleep.
14. Things get \_\_\_\_\_ down.
15. He is \_\_\_\_\_ down.
16. They \_\_\_\_\_ the book down.
17. She has \_\_\_\_\_ the clothes out beforehand.
18. Yesterday, they \_\_\_\_\_ the animals in their graves.
19. He \_\_\_\_\_ down.
20. They have \_\_\_\_\_ down.
21. She will be \_\_\_\_\_ the clothes out beforehand.
22. We sleep in peace when we \_\_\_\_\_ down.

<> 6f. Fill in the blanks for the rhyme:

Remember this rhyme:

\_\_\_\_\_ and \_\_\_\_\_ have \_\_\_\_\_ and \_\_\_\_\_ does too.

These are all words that **l** alone can do.

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are words that you choose

When each has an \_\_\_\_\_ at the end to use.

### Grammar Card: **Lie/Lay**

• **Lie is used when the subject does the action to itself** and no object follows it—I am going to **lie** down to take a nap. (*Down* is an adverb, not an object.)

• Forms of lie: **lie, lay, lain, lying**

• **Lay is used when the action is done to something** and that object follows it -- **Lay** the *book* on the table. (The object (the book) that answers "Lay what?" follows the verb.)

• Forms of lay: **lay, laid, laid, laying**



**Remember this rhyme:**

**Lie and rise have l, and sit does too.**

**These are all words that l alone can do.**

**Lay, set, and raise are words that you choose**

**When each has an object at the end to use.**

↔ **6g.** In your notebook, write sentences with the various tenses of *lie* and *lay*.

**Basic Level:** Write ten sentences.

**Extension:** Write twelve sentences.

**Further Extension:** Write fifteen sentences.

## 7. Composition/Creative Writing: Write a Rough Draft Informative Essay From Key Word Outline

↔ **7a.** Follow these steps for writing your rough draft essay from your Key Word Outline:

- (1) Re-read the entire passage to recall its content.
- (2) Read your first line of notes and consider what you want your sentence to say.
- (3) Practice saying your sentence aloud to get it just the way you want it.
- (4) Write your first sentence in your notebook, or key your essay on the computer.
- (5) Be sure to double space your report to make inputting the Checklist Challenge revisions easier.
- (6) Indent the beginning of each paragraph five spaces.
- (7) Repeat these steps for each line of notes, writing on every other line.

**Optional:** In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

↔ **7b.** Read your essay aloud. Do you like the way it sounds?

## 8. Spelling Practice: Six "S" Spelling Secret

↔ **8a.** Take a spelling "pre-test" in your notebook.

↔ **8b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

↔ **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

# 9. Grammar: Common Nouns

<> **9a.** In the second paragraph of the passage, highlight all of the common nouns—people, places, things, and ideas. Do not highlight proper nouns (specific names for nouns).

All of the words you highlighted are nouns. A noun is a group of words that is one of the following:

- 1. person
- 2. place
- 3. thing
- 4. idea

You write with nouns all of the time! Sometimes you put nouns at the beginning of your sentences as the subjects.

Examples:

- 1. The **boy** rode.
- 2. The **girl** sang.

Sometimes you put nouns at the end of your sentences as the objects.

Examples:

- 1. The boy rode his **bike**.
- 2. The girl sang the **song**.

Nouns pop up everywhere! Nouns can be either common or proper.

Common nouns are just the regular names of things.

Examples:

- 1. boy
- 2. street
- 3. girl
- 4. box
- 5. town
- 6. love

Proper nouns are the proper names of things.

Examples:

- 1. Jonathan
- 2. Knoxville
- 3. Kara
- 4. Oak Street

Nouns themselves are rather simple. The problem you will encounter in identifying them in sentences is that the basic parts of speech (nouns, pronouns, adjectives, adverbs, verbs, articles, and prepositions) often act like something other than what they are!

Nouns are often used as other parts of speech, as well.

Examples:

- 1. **Rule**
  - a. As a noun: This is the **rule**.
  - b. As a verb: He will **rule** the kingdom.
- 2. **Elderly**
  - a. As a noun: Give gifts to the **elderly**.
  - b. As an adjective: The **elderly** man walked down the street.

Thus, not only do you have to ask yourself if that type of word could be a noun, but you must also ask if it is being used as a noun in that instance. Then, you should learn what functions nouns can have in a sentence. One noun (and its variations) is used as different parts of speech in the following sentences:

- 1. As a subject: The **rule** of the king is final.
- 2. As a verb: The king will **rule** the kingdom.
- 3. As an adjective: The **ruling** king will come today. (a form of the word)
- 4. As an object of the preposition: He is the final voice of the **rule**.
- 5. As a direct object: The king will take **rule**.

Nouns
Common Nouns
1. boy
2. girl
3. baby
4. town
5. street
6. ocean
Proper Nouns
1. Jonathan
2. Kara
3. Jacob
4. Craigville
5. Oak Street
6. Indian Ocean

That may seem confusing, but do not worry. In this assignment, you will only be finding the common and proper nouns—not trying to determine how each one is being used!

Proper nouns are another type of noun. They are the proper—or more specific words for common nouns. They are capitalized all of the time. Some examples of proper nouns include God, Moses, Israel, Amalek, etc.

↔ **9b.** In the sentences provided, highlight the nouns (proper and common nouns).

**Note: Do not highlight the pronouns—words that take the place of a noun—like him, her, they, their, anybody, etc.**

Note: Most sentences have more than one noun.

1. Use prayer and the remembrance of God's faithfulness to uplift.
2. As we seek to encourage one another to strive for Godliness, we must ourselves rise to the standards which God has established.
3. Holy living is a prerequisite to a ministry of prayer.
4. The nation of Israel fought against the wicked and immoral nation of Amalek.
5. Moses stood on the top of a hill overlooking the warfare and lifted up his rod.
6. As long as he lifted up the rod in his hand over the battle, Israel gained the advantage.
7. If he let down his hand, the evil Amalekites prevailed.
8. Just as Moses lifted up his rod, so we need to lift up precise Scripture when interceding for another person.
9. God promises that if we ask anything according to His will, He hears us, and His will is revealed in His Word.
10. We need to learn to communicate cheer.
11. A merry heart does good like a medicine.
12. George Washington gave cheer to his weary troops.
13. The winter at Valley Forge was one of the darkest chapters of the Revolutionary War for the Continental Army.
14. The soldiers suffered in the bitter cold with lack of food, clothing, and military supplies.
15. The remarkable ability of George Washington to give cheer to his weary men held his troops together.
16. Those that wait on the Lord are renewed as eagles.
17. David was given the job that nobody wanted.
18. He had to tend sheep.
19. The task required him to spend many hours alone with the sheep in the countryside.
20. He not only learned how to play skillfully on the harp, but he played in such a way that people who heard him were rejuvenated.
21. Weary travelers who heard his music echoing through the valleys remembered what they had heard.
22. When King Saul was plagued with an evil spirit, his servants told him about the young man whose music could renew the spirit of the king.
23. The first step in speaking to ourselves with hymns and songs is to know the words and messages of various songs.

24. As we engraft Scriptures in our souls, we are given a hope that revives and strengthens.

25. We begin to see people and circumstances from God's perspective.

<> **9c. Optional:** Make a Grammar Card about common nouns, or add new information to an existing card.

 **Common nouns** are the "common" names of people, places, things, or ideas.

<> **9d.** Study the Grammar Card about common nouns provided in this lesson.

<> **9e. Optional:** In your notebook, write sentences of your own with nouns, and highlight the nouns.

**Basic Level:** Write fifteen sentences.

**Extension:** Write twenty sentences.


**Further Extension:** Write twenty sentences containing information from a character book.

### Grammar Card: Noun—Common

• Common nouns include the following:

- **Person:** girl, boy, baby
- **Place:** city, playground, yard
- **Thing:** box, ball, book
- **Idea:** love, joy, hope

• Often the subject of a sentence; may also be the direct or indirect object of a sentence

 **Common nouns** are the "common" names of people, places, things, or ideas.

#### Help Box for 9a.

You should have highlighted the following words:

- |                |                                      |
|----------------|--------------------------------------|
| 1. riddle      | 2. archaeologist's (possessive noun) |
| 3. spade       | 4. excavations                       |
| 5. monastery   | 6. members                           |
| 7. manuscripts | 8. caves                             |
| 9. sect        | 10. isolation                        |
| 11. world      | 12. way                              |
| 13. life       |                                      |


## 10. Grammar: Negative Words/Double Negatives

You probably remember that a negative word is a word that says no or not in some form. Some negative words for you to learn include:

1. no
2. not (including the contraction n't: don't, won't, wasn't)
3. none
4. never
5. hardly
6. seldom
7. nothing

## Grammar Card: Negative Words

- Say *no* or *not* in some way
- Include: no, not, none, never, hardly, seldom, nothing, nobody, nowhere, no one, nor, neither
- **Do not use two negative words in one sentence**—this is called a double negative:
  - Correct: I do not have any.
  - Incorrect: I do not have none.
- You may use a negative word in both parts of a compound sentence since each part is a complete sentence: He did not have any, and she did not have any either.
- You may use two negative words when they are correlative conjunctions: Neither she nor he knew the answer.

 **Do not use two negative words in the same independent clause (main sentence or complete sentence); this is called a double negative.**

**<> 10a.** In the second paragraph of the passage, highlight the negative word *not*.

It is important for you to memorize negative words because there is a very vital rule involving them that you should learn: **Do not write or speak with double negatives!**

In other words, do not write or speak with two negative words in the same sentence. For example:

1. **Correct:** **hardly** ever
2. **Incorrect:** **hardly never**
3. **Correct:** I **don't** want any.
4. **Incorrect:** I **don't** want **none**.
5. **Correct:** I **seldom** hear anything.
6. **Incorrect:** I **seldom** hear **nothing**.
7. **Correct:** I **didn't** say anything.
8. **Incorrect:** I **didn't** say **nothing**.

### Correct and Incorrect Usage of Negative Words

Do not write or speak with two negative words in the same sentence.


Correct Usage  
I **don't** want any.  
I **seldom** hear anything.  
I **didn't** say anything.

Incorrect Usage  
I **don't** want **none**.  
I **seldom** hear **nothing**.  
I **didn't** say **nothing**.

This sounds like such a simple rule, but if you listen closely to conversations, you will be surprised how often people do not follow this rule in speaking.

When you have a compound sentence (two sentences joined with a coordinating conjunction—cc) or two sentences joined into one with a semicolon, you may use a negative word in both parts of the sentence—since each part is really a complete sentence (CS).

1. He did **not** have any, and she did **not** have any either.
2. She said **hardly** a thing, and he did **not** speak either.
3. They did **not** want any; the new people wanted **none** as well.

 **Do not use two negative words in the same independent clause (main sentence or complete sentence); this is called a double negative.**

**<> 10b.** Study Grammar Card about negative words provided in this lesson.

**<> 10c. Optional:** Make a Grammar Card about negative words or add new information to an existing card.

**<> 10d.** In the sentences provided, highlight all of the negative words.

Example: We should **not** be weary in showing sincerity.

1. It is true that no man has seen God at any time.
2. If we do not continue in fellowship with Christ, our hearts will become unpure.
3. The disciples did not have the urgency and singleness of purpose necessary to practice the disciplines of prayer.
4. Prayer is not just words; it is an attitude of worship expressed in reverence, praise, and commitment.
5. Some do not understand what God meant when He told us to pray without ceasing.
6. The prophets are not our intercessors—Jesus is the only true intercessor for us.

7. When Moses did not hold up his hand, Amalek prevailed.
8. When some people pray, they do not give thanks.
9. Paul tells us not to be concerned over anything.
10. Most farmers today do not winnow their grain as it was done in New Testament days.
11. Some asked George Mueller if the almshouses were not good enough for the ragged orphans.
12. Some thought the orphans did not need the people's help.
13. Others told Mr. Mueller that they hired him to preach, not to house "all the brats in town."
14. George Mueller did not understand the people in his church.
15. When George Mueller was young, he hardly followed the Lord.
16. Unless the poor children worked, their families were not able to afford even basic necessities, such as food and shelter.
17. For the many children who had no parents and families, a job was essential in order for them to keep alive.
18. George Mueller knew that he could not start the Scriptural Knowledge Institute by himself.
19. George had never told people about the needs he had in starting an orphanage—or even that he was going to start one.
20. George Mueller knew the children did not have the basic needs of life.

**<> 10e. Optional:** In your notebook, write sentences showing the proper use of negative words containing information from a character book.

**Basic Level:** Write eight sentences.

**Extensions:** Write ten sentences with at least three of them being compound sentences or sentences with semicolons.

A Compound Sentence Can Have a Negative Word in Both Parts:

CS, cc CS

He *didn't* have any, and she *didn't* have any either.

She said *hardly* a thing, and he *didn't* speak either.

They *didn't* want any, and the others wanted *none* as well.

CS; CS

He *didn't* have any; she *didn't* have any either.

She said *hardly* a thing; he *didn't* speak either.

They *didn't* want any; the others wanted *none* also.



## 11. Composition and Editing: Edit and Revise Using the Checklist Challenge

- <> 11. Use the Checklist Challenge located after this week's lesson to edit your essay.
- (1) Complete each revision for each paragraph, as indicated.
  - (2) Insert revisions with pen or pencil into your rough draft paper.
  - (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
  - (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

**Optional:** In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

## 12. Spelling Practice: Write That Word!

- <> 12a. On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

- <> 12b. Complete the following steps for one of the words you listed in 12a.

- (1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.
- (2) On the lines provided, write a sentence containing that word.

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- <> 12c. Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 13. Grammar: Weekly Quizzes

- <> **13a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.
- <> **13b.** Do the Weekly Review Quiz provided after this week's lesson.

## 14. Spelling: Spelling Test

- <> **14a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **14b.** (T) Have your teacher check your Spelling Test.
- <> **14c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 15. Dictation: Dictation Quiz

- <> **15a.** (T) In your notebook, take dictation from this week's passage.
- <> **15b.** (T) Review your dictation with your teacher.
- <> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 16. Composition: Write Final Copy Informative Essay From Key Word Outline

- <> **16a.** Write the final copy of your essay in your notebook (using every line), or type it on the computer.
- <> **16b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay after completing the Checklist Challenge?

**Teacher Tip** If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week's **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

**Teacher Tip:** Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying “pause” when your student should put a comma in and “stop” when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read—as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

**Note:** In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

## Optional: Extra Practice

- 1E. In your notebook, write twenty sentences with common and proper nouns. Use information from a character book.
- 2E. In your notebook, take more notes about praying for others or cheering others. Use information from a character book.
- 3E. In your notebook, write your paragraph from the Extra Practice assignments.
- 4E. Edit and revise your paragraph using this week's Checklist Challenge.
- 5E. In your notebook, write ten words with *ti* or *tu* saying the ch sound.
- 6E. Read ten Biblical passages about music.
- 7E. In a character book find ten sentences with direct objects, and copy them into your notebook.
- 8E. Write sentences using all of the vocabulary words from the shaded Vocabulary Boxes.
- 9E. In your notebook, write ten sentences containing direct objects.
- 10E. Read the book *Seasons of Praise*, which contains songs and commentaries about the messages of the songs.
- 11E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 12E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

# Checklist Challenge Red 8-B: Week Two

Character Focus: Compassion

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

All **All Levels**

B **Basic Level only**

E **Extension only**

E's **Extensions**

FE **Further Extension only**

All  All  All

Read your essay to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

☞ **Focus on content errors at this time.**

All

Check to make sure one paragraph (or more, according to the check boxes) contains all five parts of a paragraph--**OCCTI**:

- Opening sentence
- Closing sentence
- Content is all the same
- Three or more sentences
- Indented

All  All  All

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All  All  All

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent.***

All All All

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	
presumptuous					

☞ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind.* You should add descriptive adjectives--those that tell *what kind.***

All All All

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
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 All

Place **adverbs** in **different positions**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- At the beginning of the sentence: **Sneakily**, they act via traps and snares.
- At the end of the sentence: They act via traps and snares **sneakily**.
- Just before the word it modifies: They **sneakily** act via traps and snares.
- Just after the word it modifies: They act **sneakily**.

☞ **Not all adverb placement positions sound correct. Be sure the position you choose for your adverb is optimal. Do not place an adverb in a spot that makes your writing sound stilted.**

All

Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Essay 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?

- Essay about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

☞ **Tips:**

- **Write a sentence that describes your essay without telling the reader exactly what it is about.**
- **Do not say: *In this essay you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* essay.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay’s subject.**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the “**thesis statement reloaded**” and should conclude your essay. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your essay 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: **Bedouin Boys**
- Something comical: **Punctured Pottery and Secret Scrolls**
- Something bold: **Uncovered!**
- A song title or line: **This Little Light**
- A Scripture: **Let Your Light So Shine**
- Something Biblical: **God’s Word Will Not Return Void**
- Something about character: **Isolation Instead of Compassion**
- Other: **Found Fragments**

☞ **Center your title at the top of the first page of your essay. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add 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

FE

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

☞ **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.**

All All E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ **Do not change insignificant words such as was, it, and, etc.**

B,E 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**

B,E E

Start one or more of your sentences with an **adverb** (ly word or other) (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims**, courageous predators attack and eat.

☞ **The comma may be directly after the adverb or shortly after it, depending on where you “hear” it.**

B,E 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.**

FE FE FE

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider’s victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.

- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

⇒ **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

B

**Combine two complete, related sentences** with a semicolon. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly; these sneaky ones use far more subtle methods.
- They act via traps and snares; they put their victims in challenging positions.

All

Add a **double or triple adjective**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Double: The **intricate, amazing** web does its job well.
- Triple: The **creative, awesome, and sneaky** spider is quite the predator.

⇒ **Separate items in a series with commas, placing the final comma before the *and*.**

⇒ **Double and triple adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct.**

All FE

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 box(es) as directed by your teacher.

All FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

⇒ **A word you have never used in writing might be one you use in speaking but not in your 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 All All

Combine two sentences (or one sentence and one [or more] phrase/clause) into one complete sentence using the **conciseness technique** of your choice. If you have already done these, highlight the check box(es) as directed by your teacher.

Examples:

• **Appositive:**

Two sentences: A spider's web is an intricate trap. It seldom releases its victims.  
One sentence: A spider's web, **an intricate trap**, seldom releases its victims.

• **Compound verbs:**

Two sentences: It traps its victims. It ensnares its victims.  
One sentence: It **traps and ensnares** its victims.

• **Subordinate clause placement:**

Two sentences: The spider secures the center of the bridge with a vertical silk strand.  
Then it constructs a frame.



One sentence: **Once the spider secures the center of the bridge with a vertical strand**, it constructs a frame.

• **Another non-essential opener:**

Two sentences: They are far more subtle in their methods. They act via traps and snares to put their victims in challenging positions.

One sentence: **Subtle in their methods**, they act via traps and snares to put their victims in challenging positions.

• **Prepositional phrase placement:**

Two sentences: Orb webs are the ones seen by people most often. They are created by two families of spiders.

One sentence: Orb webs, **which people see most often**, are created by two families of spiders.

• **Conjunctive adverb:**

Two sentences: A spider sits patiently in the center of the web. It waits for its victim.

One sentence: A spider waits for its victim; **moreover**, it sits patiently in the center of its web.

• **Dash preceding clause or phrase:**

Two sentences: Some predators do not catch their prey by assailing them directly. They are far more subtle in their methods.

One sentence: Some predators do not catch their prey by assailing them directly--**they are far more subtle in their methods**.

• **Coordinating conjunction between two complete sentences:**

Two sentences: Each of the twenty-five families of spiders has its own design for a web. Orb webs are the ones most often seen by people.

One sentence: Each of the twenty-five families of spiders has its own design for a web, **but** orb webs are the ones most often seen by people.

• **Semicolon between two complete sentences:**

Two sentences: Spiders create intricate webs. Victims seldom escape from them.

One sentence: Spiders create intricate webs; **victims seldom escape from them**.

• **Colon usage:**

Two sentences: There are two crafty predators. These include the spider and the Venus' fly trap.

One sentence: There are two crafty predators: **the spider and the Venus' fly trap**.

☞ **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

E's

Include one **simile or metaphor** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Simile--Comparison *using* like or as: The Venus' fly trap is as insidious **as the steel jaws of a hunter's snare**.
- Metaphor--Comparison *without* using like or as: The Venus' fly trap **is a hinged prison**.

All

Add one **quotation or a partial quotation** (or more than one, according to your level) if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- The teacher said, "It designs a temporary spiral of non-sticky silk to act as basting."
- "This basting holds the framework in position as it finishes the web," said Mr. Reish.

🔑 Remember, a comma or period at the end of the quotation or special words quoted *always* goes inside the ending quotation mark.

All All All

**Edit each paragraph** with your teacher, and correct any **usage or spelling errors**.

## Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one loud.</li> <li>Try to spell the word aloud with out looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
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46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
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8. \_\_\_\_\_
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13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

Think Fast (con't)

**Subordinators**

Two or Three Minutes

1. \_\_\_\_\_
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30. \_\_\_\_\_

**Coordinating Conjunctions**

One Minute

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**BHL Verbs**

Two Minutes

**Be, a Helper, Link Verbs,**

- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, & \_\_\_\_\_,
- \_\_\_\_\_, & \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_,
- \_\_\_\_\_, & \_\_\_\_\_, & \_\_\_\_\_,
- are ones.**
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_ --- they are fun
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, \_\_\_\_\_, &
- \_\_\_\_\_
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- they are some as well,**
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, & \_\_\_\_\_

**First Subordinators Learned  
in Rhyme**

Thirty Seconds

- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Comprehension and Vocabulary

1. What year did the Essenes disappear from history? \_\_\_\_\_
2. What was the result of the medieval monasteries? \_\_\_\_\_
3. Write two sentences about the Essenes using two Vocabulary Words from this unit.
  - a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_
4. Write two sentences about the young Bedouin shepherd using two Vocabulary Words from this unit.
  - a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_

## II. Spelling and Homophones

5. Write two *ti* words.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
6. Write two *tu* words.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

## III. Outlining and Write On

7. List four critical pieces of information that you needed to include in your Key Word Outline this week.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

#### IV. Grammar and Usage

8. Fill in the simple *lie/lay* trick:

- a. \_\_\_\_\_ lie
- b. \_\_\_\_\_ lay

9. *Lie* is a verb that things do themselves or have done to them. (circle one).

10. *Lay* is a verb that things do themselves or have done to them (circle one).

11. Fill in the *sit, lie, rise* rhyme:

\_\_\_\_\_ and \_\_\_\_\_ have \_\_\_\_\_, and \_\_\_\_\_ does too.

These are all words that \_\_\_\_\_ alone can do. \_\_\_\_\_, \_\_\_\_\_, and

\_\_\_\_\_ are words that you choose. When each has an object at the \_\_\_\_\_ to use.

12. List six negative words.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

13. What is the rule for using negative words in a sentence?

\_\_\_\_\_

#### V. Editing and Revising

14. List six Banned Words.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

15. List synonyms that you could use for the words listed below from the passage.

- (1) shed - \_\_\_\_\_
- (2) ioncluded - \_\_\_\_\_
- (3) lie - \_\_\_\_\_
- (4) revealed - \_\_\_\_\_
- (5) preserved - \_\_\_\_\_
- (6) hidden - \_\_\_\_\_
- (7) reappeared - \_\_\_\_\_





# Red 8-B: Week Three

Character Focus: Compassion

## Vocabulary Box

Characteristics of **one who is compassionate**—*adjectives*

altruistic	conscientious	considerate
commiserative	empathetic	genuine
kindhearted	merciful	responsive
sensitive	sympathetic	tenderhearted
thoughtful	understanding	unselfish

## Vocabulary Box

Characteristics of **one who is not compassionate**—*adjectives*

aloof	apathetic	callous
disinterested	heartless	impassive
impervious	indifferent	insensitive
languid	merciless	oblivious
phlegmatic	self-centered	unaffected
unconcerned	unmoved	

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

Whether a problem becomes a “classroom” or a “prison” is usually determined by whether we accept it from God’s point of view or from our own. Yes, human authorities can and sometimes do make unwise decisions. Thinking of these authorities as independent agents over whom God has no control, we will not only reject them as individuals, but we will also miss the sub-conscious lessons that God is trying to teach us through them.

Extensions

When any authority gives a command contrary to the Biblical convictions that God has made clear to us, that command cannot be obeyed. There must be a wise and respectful appeal. This appeal, however, requires godly character that is born out of humility and proper fear of the Lord. Quite routinely, the authority will not hear this appeal until past offenses against him have been made right by the one sitting under authority, thus, restoring proper relationships.

↔ **1a.** Read this week’s passage aloud.

↔ **1b.** From the shaded Vocabulary Box, choose three words that are characteristics of one who is compassionate, and write the words on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

↔ **1c.** On the lines provided, write two sentences about someone who can make a proper appeal, using two of the Vocabulary Words you listed.

1. \_\_\_\_\_

\_\_\_\_\_

## Optional Penmanship Practice

How then shall they call on him in whom they have not believed? And how shall they believe in him of whom they have not heard? and how shall they hear without a preacher?

Romans 10:14

2. \_\_\_\_\_  
\_\_\_\_\_

Character Focus: Candles cannot burn on their own. In the same way, Christians need God's help to burn for Him.

↔ **1d.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

\_\_\_\_\_

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

\_\_\_\_\_

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

\_\_\_\_\_

\_\_\_\_\_

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

micro + scope = microscope

\_\_\_\_\_

micro + nutrients = micronutrients

\_\_\_\_\_

micro + manage = micromanage

\_\_\_\_\_

Character Focus: When light is hidden, it goes out because it needs air to exist. If Christians do not shine their lights, they are in danger of going out.

(7) Write a shortened dictionary definition for your word on the lines provided.

---

---

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

Further Study: Read the story of the ten virgins in Matthew 25, and explain why the five virgins' lamps went out.

(9) Write a sentence using this DD word on the lines provided.

---

---

↔ **1e. Extensions:** Write a sentence about the character quality for this month using this DD word.

---

---

↔ **1f. Further Extension:** Write a sentence about this week's passage using this DD word.

•Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: When any authority gives a command contrary to the Biblical convictions that God has made clear to us, that command cannot be obeyed.  
Subordinate clause opener

---

---

↔ **1g.** In your notebook, copy this week's passage at the level directed by your teacher.

↔ **1h.** (T) Review your copy with your teacher, and correct any errors.

### 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

## 2. Spelling/Structural Analysis: Unusual Consonant Clusters Not at the Beginning of Words

Examples: ditch, hedge

<> **2a.** In the first paragraph of the passage, highlight the word that has *ch* at the end of it.

*Ch* is a normal spelling pattern for the *ch* sound; however, *tch* is another, less common spelling for the *ch* sound.

The two spelling combinations *tch* and *dge* are often found at or near the ends of words. They are not considered true consonant blends, but their letters do blend to form a sound. They are called consonant clusters.

In *dge*, the *e* is at the end of the group of letters to make the *g* say its soft sound: *juh*. Do you remember that a *g* must have a letter following it to determine which sound it makes—its soft sound (*j*) or its hard sound (*g*)?

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 55 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write six sentences using six of the spelling words.

Character Focus: The light inside of us can be shown on our faces.

**Teacher Tip:** A *diphthong* is a combination of vowels that does not make the short vowel sound nor the long vowel sound. The *oi* and *oy* vowel diphthongs make the sound of the vowels in *joy*. The *oy* combination is seldom in the middle of a word, but is often found at the end of words. The *oi* combination is exactly opposite.

Help Box for 2a.  
You should have highlighted the word *teach*.

Character Focus: When a Christian's light goes out, the root problem must be found and Scripturally dealt with.

Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. scratch	scratch	_____		_____
2. grudge	grudge	_____		_____
3. hatchet	hat-chet	_____		_____
4. sketch	sketch	_____		_____
5. edged	edged	_____		_____
6. badger	bad-ger	_____		_____
7. malignant*	ma-lig-nant	_____		_____
8. sledge	sledge	_____		_____
9. dislodge	dis-lodge	_____		_____
10. gadget	gad-get	_____		_____
11. etching	et-ching	_____		_____
12. begrudge	be-grudge	_____		_____
13. satchel	sat-chel	_____		_____
14. crotchety*	crotch-et-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
<b>Extensions</b>				
15. meringue*	me-ringue	_____		_____
16. poignant*	poign-ant	_____		_____
<b>Further Extension</b>				
17. knowledgeable*	knowl-edge-a-ble	_____		_____
18. harangue*	ha-rangue	_____		_____
<b>Optional</b>				
19. callous	cal-lous	_____		_____
20. apathetic	ap-a-thet-ic	_____		_____
21. impervious	im-per-vi-ous	_____		_____
22. languid	lan-guid	_____		_____

**\*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: What a Christian says shines a little, but what a Christian does shines brightest of all.

### 3. Editor Duty: Correct Given Paragraph(s) Nouns, Direct Objects

↔ 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight all of the common nouns.

(3) In the second paragraph, highlight all of the proper nouns with a different color.

(4) In the third paragraph, highlight all of the direct objects with another color.

as a young man, david was given the job that his older brothers did not appreciate—tending the sheep. this job required that he spend many hours alone with the sheep in the countryside during this time david learned to play music rather than wishing he could have a more adventuresome job david made the best use of his time. not only did he learn how to play skillfully on the harp for the lord but he played in such a way that all who heard him were revived tired travelers who heard his music echoing though the valleys noted what they had heard. when king saul was plagued with an evil spirit those under him told him about this young man named david who played music that could renew the spirit

we are all instructed in scripture to learn the ministry of renewing each other with song. Ephesians instructs us: “Speaking to yourselves in psalms and hymns and spiritual songs, singing and making melody in your heart to the Lord”. The initial step in carrying out this instruction is to learn the words and messages of songs. We need to recognize songs that meet the needs of others so that we can rejuvenate their spirits

### 4. Spelling Practice: Choose the Correct Spelling

↔ 4a. Highlight the correct spelling of each **All** word.

- |             |         |
|-------------|---------|
| 1. skcratch | scratch |
| 2. grudg    | grudge  |
| 3. hatchet  | hatchit |
| 4. sketch   | scetch  |

- |               |           |
|---------------|-----------|
| 5. edged      | edjed     |
| 6. badger     | badjer    |
| 7. malignant  | malignent |
| 8. sledje     | sledge    |
| 9. dislodge   | dislodje  |
| 10. gadjit    | gadget    |
| 11. etching   | eching    |
| 12. begrudg   | begrudge  |
| 13. sachel    | satchel   |
| 14. crotchete | crotchety |

**Optional Penmanship Practice**

For as the sufferings of Christ abound in us, so our consolation also aboundeth by Christ.

II Corinthians 1:5

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- |              |          |
|--------------|----------|
| 15. merangue | meringue |
| 16. poignant | poignant |

Character Focus: Light can be turned into energy that can be used to power things.

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- |                   |               |
|-------------------|---------------|
| 17. knowledgeable | knowledgeible |
| 18. hurangue      | harangue      |

Further Study: Read a book about solar power or how to get solar power.

<> **4d.** Highlight the correct spelling of each **Optional** word.

- |                |            |
|----------------|------------|
| 19. callus     | callous    |
| 20. apathetic  | apathetick |
| 21. imperveous | impervious |
| 22. langid     | languid    |

<> **4e.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |



## Overview of Biographical Research Report

(Overview Box\*\*--Read Only)

You will be writing a biographical research report over the next two weeks. **A biographical report is a report that informs a reader about a person's life.** It has factual information in it about a person. It basically teaches a reader about a person.

To write a biographical report, you will need to research to get information. Remember, you are going to inform your reader, **so you want to find information from a book or online source to put in your report.** At this level, you will learn how to **use multiple sources, make outlining cards, divide material with sections, cite quotations, cite paraphrased information, create a list of Works Cited at the end** (that tells the reader the sources from which you got the information for your report), **and create a formal outline.**

### I. TOPIC OF REPORT

You will be writing a biographical report **about a person who lived a life of compassion, that is, he or she was in a compassionate ministry or job.**

- |                    |                              |
|--------------------|------------------------------|
| A. Mother Teresa   | B. Florence Nightingale      |
| C. David Wilkerson | D. John Newton               |
| E. Levi Coffin     | F. St. Francis of Assisi     |
| G. Harriet Tubman  | H. Clara Barton              |
| I. Amy Carmichael  | J. Lillian Trasher           |
| K. Henry Dunant    | L. William & Catherine Booth |

**Note:** You may choose from the topics listed or choose a different one according to your teacher's instructions. You may choose someone who yielded his or her rights for religious reasons or for humanitarian/benevolent reasons.

### II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT

- A. **Basic** students will write **8 paragraphs** for the body (P'soB).  
B. **Extensions** students will write **10 paragraphs** for the body (P'soB).

**\*Note:** All students will have **four sections** with two or three paragraphs in each section. **Each section will be a period of the person's life.**

### III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write **5-7 sentences\*** per paragraph.  
B. **Extensions** students will write **6-9 sentences\*** per paragraph.

**\*Note:** You may always choose to write fewer sentences per paragraph but more total paragraphs in any TFT writing assignment, with your teacher's permission.

### IV. OPENING PARAGRAPH

**All** students **will** write an **opening paragraph.**

### V. CLOSING PARAGRAPH

**All** students **will** write a **closing paragraph.**

**\*Note:** This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lesson is assigned and detailed throughout the week(s).

**\*\*If this project seems too overwhelming for you, ask your teacher's permission to do fewer paragraphs and use fewer sources.**

### VI. SOURCES

- A. **Basic** students will use **3 sources.** You will be told in the writing instructions what types of sources to use.  
B. **Extensions** students will use **4 sources.** You will be told in the writing instructions what types of sources to use.

### VII. QUOTATIONS IN YOUR REPORT

**All** students **will** include **2 direct quotations.** You will be given instructions on how to do this within the writing lesson this week and next week.

### VIII. SOURCE CITATION AT THE END OF YOUR REPORT (LIST OF WORKS CITED)

**All** students **will** cite sources at the end of your report (i.e. create a list of **Works Cited**).

### IX. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. **Chronological Writing**
- B. **Section-Paragraph-Sentence** approach
- C. **Advanced Multi-Source Research**
- D. **MLA-Type Quotation Citation**
- E. **MLA-Type Paraphrased Citation**
- F. **Opening Sentence vs. Transition Sentence for Paragraph Introduction**
- G. **Third, First, and Second Person Writing**
- H. **Redundancy**
- I. **Color-Coded Research**

## 5. Research and Study Skills: Choose Your Topic and Overview Sources

You have been given a list of topics from which to choose for your report. The first step in writing a report is to choose the topic you will be writing about.

<> **5a.** Think about these aspects of topic choosing:

(1) You will be breaking your informative report down into sections and then paragraphs. Consider this when you choose your topic too.

- a. You will make each “portion” of the person’s life a “section” of your report (a Roman numeral in your outlining cards).
- b. Then you will make each aspect about that portion of that person’s life into a paragraph (a capital letter in your outlining cards).
- c. **Sentence lines will still be numbers.**
- d. For example
  - I. Birth, Family, Education
    - A. Birth and Family
      1. Sentence
      2. Sentence (etc.)
    - B. Education
      1. Sentence
      2. Sentence (etc.)

(2) **In the section-then-paragraph approach, it is like each section of your report is its own mini-report.**

**Note: If you get into the habit of thinking of each section of longer reports as its own smaller report, you will have no trouble advancing to even ten to thirty page research reports.**

For example, when you divide your person’s life into sections and write two to three paragraphs per section, it is easy to think about writing four two to four paragraph reports:

- Section I: Birth, Family, Education  
(One report with two paragraphs)
- Section II: Young Adulthood  
(One report with three paragraphs)
- Section III: Later Years  
(One report with three paragraphs)
- Section IV: Writings, Death, and Posthumous  
(One report with three paragraphs)

Character Focus: The purpose of a lamp is to give light, so people can see things. One of the primary purposes of believers is to give light, so non-believers can see Christ.

Character Focus: Lamps in the New Testament had to be refilled with new oil or they could not burn. Christians have to be fueled with the Holy Spirit.

Character Focus: God's power is never exhausted. Christians can cut themselves off from the power though.

- (3) You will want to choose a topic from the list that is most interesting to you. You will be reading and researching about the person in detail, so you want to be sure you enjoy learning about it.
- (4) You want to choose a person that you know you can find information about easily. For example, if you know you have a non-fiction book entitled *Presidents of the 20th Century* with twenty pages devoted to each president, and you have enjoyed reading it and learning from it, you might consider a fairly recent president.

↔ **5b.** Write the topic you have chosen on the topic line below. (If you are not ready to commit to your exact topic yet, you may skip this now and come back to it later.)

Topic: \_\_\_\_\_

↔ **5c.** Study the “Choosing Sources” box provided below.

### Choosing Sources

Specifically, you might like a source book that contains any or all of the following:

1. **Sidebars** with further explanations of the material
2. **Section headings** that indicate what the next section is about
3. **Pictures, graphs, and drawings** that help to explain difficult information
4. **Short chapters**, but more chapters, that begin anew with each aspect of your topic
5. **Vocabulary words or other challenging/technical terms in bold font or italics and defined somewhere**--either directly in the text, in a sidebar, or in a glossary (list of terms and their definitions located in the back of the book)
6. Detailed **Table of Contents** that not only lists the chapter titles but also the section headings, if possible
7. **Index** in the back of the book that tells you specifically on what page each minor topic can be found
8. **Summaries** at the ends of the chapters that briefly tell you what the chapters contain

↔ **5d.** Study the Looking Ahead at the “Section-Paragraph-Sentence” Method box.

### Looking Ahead...at the “Section-Paragraph-Sentence” Method

(Read Only Box)

You will be learning a more advanced outlining method in this report--one that is especially useful for lengthy reports. An overview of this will be explained in this section so that when you start your research and find information, you will know where to plug in each piece. Detailed steps will follow during the outlining assignment. (This box is for reading only.)

1. This method is **just like the paragraph-by-paragraph/sentence-by-sentence method that you have been using in TFT writing books except it will add one other element: the section of report.**
  - a. You will think of the **major topics of your report as “sections.”** These sections will be noted in your outlining by Roman numerals (I., II., III. etc.). In biographical writing, it helps to divide the material into periods of time--with each Roman numeral (section) representing one time period.)

- b. **Beneath these “sections,” you will put your paragraphs** (just like your earlier paragraph method) that will be noted by capital letters. Each paragraph of a section will be about an aspect of your character during that time period.)
  - c. **Beneath those paragraphs (A, B, C, etc.), you will put your sentence information** (again, just like you have previously done).
2. The reason for this “section-paragraph-sentence” method is that you are writing more and more paragraphs--and each paragraph will no longer just be one simple topic (i.e. one animal or one agriculture product). **Now, each section will be one part of your character’s life**--and each paragraph beneath each section will be about an aspect of that part of his life.
3. Thus, in this report, your breakdown will be:
- a. **A section will be one aspect of your character’s life** (I. Birth and Childhood; II. Education and Young Adult Years; III. Early Ministry; IV. Later Ministry).
  - b. **Each aspect of your character’s life will have at least two paragraphs beneath it** (three for Extensions), though you may have more (A, B, C, etc.).
  - c. Each paragraph will have sentences (support sentences, etc.) beneath it.
4. This is the beginning of “formal outlining” and will ease you into this practice in a pain-free, organized manner (honest!).

<> **5e.** Study the “Looking Ahead at the Overview Source Method” box provided.

**Looking Ahead...at the “Overview Source Method” With Sections and Paragraphs**  
(Read Only Box)

In the “**Overview Source Method**” of writing, you will find one source (the “Overview Source”) in the beginning **that helps you learn about your topic in a concise way**--and that will help you divide up information in your report more easily. Once you find this source, **you will use this source to decide what all you will put in your report, how you will break down the information, etc.** Then when you add other sources to the writing process, you will know where to plug in the information from that source(s) easily.

In a nutshell, you will do the following steps with your Overview Source.\* **Detailed steps will follow during the outlining assignment.** This box is for reading only--before you get into each step.

(1) Find a source based on the criteria given--the “Overview Source.”

**Example: *Lives of Great Missionaries***

(2) Read that source (or section about your person in that source) thoroughly.

(3) As you read through your Overview source, decide how you will divide up the information into sections paragraphs for your report and begin by writing the section topics on the Topic of Section of Body lines provided in your work text:

Example:

Section I: Birth and Childhood

Section II: Youth and Education

Section III: Early Adult (or Early Ministry Years)

Section IV: Later Adult (or Later Ministry Years)

- (4) Highlight the Overview Source With “Color-Coded Research” (highlighters, pens, pencils, or sticky notes) for possible section information--**one color per section.**<sup>†</sup> The detailed instructions for this will be given in the lesson test.

Example: Four different aspects for four sections--**Section I: Birth and Childhood; Section II: Youth and Education; Section III: Early Adult (or Early Ministry Years); Section IV: Later Adult (or Later Ministry Years)**--use one color per section.

**All students will have three or four sections. Basic students are assigned at least two paragraphs per section; Extensions students are assigned at least three paragraphs per section.**

- (5) Highlight each of the Topic of Section lines in your work text with the same color that you used in your Overview Source for each section of information. (Thus, if the Birth and Childhood information in your Overview Source is highlighted in pink, the Section I: Birth and Childhood line in this work text will also be highlighted in pink.)
- (6) Mark directly on the Overview Source that contains the color-coded highlighting of the sections to show possible paragraph breaks and information. For example, for Section I (pink) in your Overview Source:
- i. Underline possible PoB-A information with a pen
  - ii. Circle the PoB-B information with a pen (of that information that is highlighted in pink.)
- (7) Continue using your Overview Source to find paragraph information, mark this information and write the Paragraph Topics on the space provided, coding those lines too (i.e. underline PoB-A line, circle PoB-B line, etc.).

Section I: Birth and Childhood (Example: Pink highlighter)

PoB-A: Parents & birth (Example: pink highlighted information underlined)

PoB-B: Early days (Example: pink highlighted information circled)

PoB-C: School days (Example: pink highlighted information with box around it)

- (8) Choose **other sources that contain information specifically about your paragraph topics, as assigned.**

**Examples: (1) *Mueller, the Man*; (2) *Heroes of the Faith*; and (3) *George Mueller, Keeper of the Children***

- (9) Color-code sections and mark paragraph information in your additional sources like you did in your Overview Source.

(10) Write information from your other source(s)\* beneath your paragraph note headers (i.e. for the sentences of your report) on the Outlining Cards provided.

Section I: Mueller's Birth & Childhood

PoB-A: Birth & Family Members

Opening/Transition Sentence: \_\_\_\_\_

Support Sentence (SS) 1: \_\_\_\_\_

SS 2: \_\_\_\_\_

PoB-B: Childhood & Early Education

Opening/Transition Sentence: \_\_\_\_\_

SS 1: \_\_\_\_\_

SS 2: \_\_\_\_\_

+You may use whatever you desire for your color coding—highlighters, colored pencils or pens, crayons, etc. (though some implements will not be seen through, so you must underline, circle, box, etc., your information if you use these). If your source is not one that may be marked on, you may use various colors of sticky notes that you label.

**\*Note: Your Overview Source will help you determine what your Section and Paragraph of Body Topics will be. All of your sources will be used to get the content for your outline and report.**

<> 5f. Choose an "Overview Source" to help you become familiar with your topic.

You will be helped greatly in the researching, outlining, and writing process for research-based reports if you use what Training for Triumph calls the "Overview Source" when you first begin a writing project.

Consider how this source will be used when choosing your "Overview Source" for this writing project:

- (1) You want to choose an **"Overview Source" for this that contains information about all aspects of your topic.** For example, if you are writing about George Mueller, your "Overview Source" needs to contain information about all aspects of his life.
- (2) You want this source (or at least your sections of that source) to be **one that you can read in one sitting**--not a lengthy book about the topic.
- (3) You want your section of your first **source to be short enough that you can write the length** of report assigned using that as your first source, but not so short that the portions of it about your topic are shorter than your report will be.

**Note: A good rule of thumb for your Overview Source is that it be at least four times as long as your assigned text. Thus, if you are assigned ten total paragraphs, you do not want your Overview Source to be shorter than forty paragraphs--though it may be longer.**

Character Focus: Christians are supposed to be light to everyone around them, especially other Christians.

(4) You want your source to be long enough that you can find enough information for your topic, but not so long that wading through it is too laborious--and determining what information you want to use or do not want to use is too hard. For example, if you had one book of three hundred pages about Ronald Reagan, you would be wading through way too much information to see his life at a glance and plan your sections and paragraphs.

(5) Generally speaking, online encyclopedias, books with long chapters that are each about a different person or topic, etc. are good "Overview Sources."

↔ 5g. Study the Sample "Sections-Paragraphs-Sentences" Box

**Sample  
"Sections-Paragraphs-Sentences"**

You will choose one period of your character's life for each section. Each section will contain 2 to 3 paragraphs (depending on your level)--or more, if desired. Each paragraph will be 6-10 sentences in length. You will only be able to include part of your topic in that short space---not like writing an entire book! Consider this:

\*One topic--Example: George W. Bush

\***Four to six major aspects of this topic (i.e. section):**

**I. Birth, Childhood, and Education (first section)**

**II. College and Early Career (second section)**

**III. Middle Career (fourth section)**

**IV. Becoming President (fourth section)**

\*2-3 paragraphs per section:

IV. Becoming President

A. Background/prerequisites of Bush (1st paragraph of Section IV)

B. Next Steps (2nd paragraph of Section IV)

C. The Election (3rd paragraph of Section IV)

\*5-10 *sentences* per paragraph:

IV. **Becoming President**

A. Background/prerequisites of Bush

1. *Started in smaller office* (1st sentence of paragraph A of Section I)

2. *Became governor of Texas in 1994* (2nd sentence of paragraph A of Section I)

3. *Brother governor of FL, father former president* (3rd sentence of paragraph A of Section I)

4. *Bush won 53% of vote* (4th sentence of paragraph A of Section I)

5. *Next election for governor 1998* (5th sentence of paragraph A of Section I)

6. *Bush won with record 69% of vote* (6th sentence of paragraph A of Section I)

**Alternative Writing for Red 8-B: Week Three**

- Write an essay of five to six paragraphs about the corruption of monasteries. Use Scriptures in your opening.
- Write an essay of five to six paragraphs about light vs. darkness.
- Write an essay of five to six paragraphs about candlelight.

## 6. Structural Analysis: Sit/Set

Last week you learned about the verbs *lie/lay*. Do you remember the little trick for *lie* and *lay*?

- People lie
- Things lay

This week we will continue that confusing verb study with another pair of verbs: *sit/set*.

<> **6a.** In the second paragraph of the passage, highlight the word *sitting*.

*Sit* and *set* are a lot like *lie* and *lay*.

- **People sit.**
- **Things get set.**

In the case of the passage, the virus sits all by itself. That is, it is not being “put” or “set” down but rather sits on its own.

One thing that might help you know the difference between all of these confusing verbs (the two you have learned this month and another tricky one) is the following:

**The ones that people do (or things do to themselves) all have i’s:**

1. *lie*—to recline
2. *sit*—to recline
3. *rise*—to “climb”

**The other ones are done to something else:**

1. lay—to put down-- lay the book down--lay the clay
2. set—to put down-- set the table--set the pet
3. raise—to lift up-- raise the banner--raise the trap

Now, are you “sitting” down? Let’s move on with *sit* and *set*.

- **People sit**
- **Things get set**

Now, obviously, that is not always true, but if you think like this:

- People **sit**. . . .
  1. Or **things that can do it to themselves**
  2. People **sit**, Chicago **sits**, the dog **sits**
- Things **set**. . . .
  1. Or anything that is **done to something else**
  2. **Set** the book, **set** the animal, **set** the clothes out, etc.

Now, learning what *sit* and *set* mean is only half of the grammar problem; the other half *lies* (does it all by itself) in the fact that many people do not know which past tense verbs go with which word:

1. Sit: to recline
  - a. Past: sat
    - 1) Yesterday, he **sat** down to rest.

### Grammar Card: Sit/Set

- **Sit is a verb meaning to be in a sitting position**—People **sit**:
  - Is done by the subject to himself: He **sits** in the chair.
  - Does not have an object: I **sit** on the sofa. (Because *on the sofa* is a prepositional phrase, sofa is an object of the preposition, not a direct object.)
- The forms of sit include sit, sat, (have) sat, sitting
- **Set is a verb meaning to place**—Things are set:
  - Is done to something else: She set the **plates** on the table.
  - Has an object: He set the **book** on the chair.
- The forms of set include set, set, (have) set, setting



**Remember this rhyme:**

**Lie and rise have I, and sit does too.**

**These are all words that I alone can do.**

**Lay, set, and raise are words that you choose**

**When each has an object at the end to use.**

Further Study: Make a poster with the saying "Your talk talks, and your walk talks, but your walk talks louder than your talk talks." Add a Bible verse to support this quote.



- 2) She just **sat** down and wept when she heard the news.
  - b. Present: sit/sits
    - 1) He **sits** down.
    - 2) They **sit** down.
  - c. Continuing: sitting
    - 1) He is **sitting** down.
    - 2) They are **sitting** down.
  - d. Past participle: (have) sat
    - 1) He has **sat** down.
    - 2) They have **sat** down.
2. Set: to set something down
- a. Past: set
    - 1) He **set** the book down.
    - 2) They **set** the book down.
  - b. Present: set/sets
    - 1) She **sets** the clothes out beforehand.
    - 2) They **set** the clothes out beforehand.
  - c. Continuing: setting
    - 1) She will be **setting** the clothes out beforehand.
    - 2) They will be **setting** the clothes out beforehand.
  - d. Past participle: (have) set (same as past for set)
    - 1) She has **set** the clothes out beforehand.
    - 2) They have **set** the clothes out beforehand.

In summary, the tenses of *sit* and *set* look like this:

- 1. Sit—recline
  - a. Past: sat
  - b. Present: sit/sits
  - c. Continuing: sitting
  - d. Past participle: (has) sat
- 2. Set—to set something down
  - a. Past: set
  - b. Present: set/sets
  - c. Continuing: setting
  - d. Past participle: (has) set

Remember the confusing verb rhyme:

**Lie, sit rise...things that you do.**

**Lay, set, raise....things done for you.**

 Remember this rhyme:

**Lie and rise have I, and sit does too.**

**These are all words that I alone can do.**

**Lay, set, and raise are words that you choose**

**When each has an object at the end to use.**

↔ **6b.** Memorize the rhyme above and recite it to your teacher.

It might also help you to remember *sit* and *set*, if you remember that all forms of *set* have an *e*:

1. He **set** the pet on the vet's table.
2. He is **setting** the pet.
3. He will **set** the pet
4. Yesterday he **set** the pet.

<> **6c.** Study the Grammar Card about *sit* and *set* provided in this lesson.

<> **6d. Optional:** Make a Grammar Card about *sit/set* or add new information to an existing card.

<> **6e.** Fill in the blanks below with the correct form of the verbs ***sit*** and ***set***.

1. He is \_\_\_\_\_ down.
2. They \_\_\_\_\_ the book down.
3. She has \_\_\_\_\_ the clothes out beforehand.
4. They \_\_\_\_\_ down.
5. He \_\_\_\_\_ the book down.
6. They will be \_\_\_\_\_ the clothes out beforehand.
7. He \_\_\_\_\_ down.
8. They have \_\_\_\_\_ down.
9. She will be \_\_\_\_\_ the clothes out beforehand.
10. She just \_\_\_\_\_ down and wept when she heard the news.
11. He has \_\_\_\_\_ down.
12. They \_\_\_\_\_ the clothes out beforehand.
13. Yesterday, he \_\_\_\_\_ down to rest.
14. They are \_\_\_\_\_ down.
15. She \_\_\_\_\_ the clothes out beforehand.
16. They have \_\_\_\_\_ the clothes out beforehand.

<> **6f.** In your notebook, write sentences with the various tenses of *sit* and *set*.

**Basic Level:** Write eight sentences.

**Extension:** Write ten sentences.

**Further Extension:** Write fifteen sentences.

**Teacher Tip:** If your student has not had much experience with outlining, you may have to walk him through the writing of the outline. One of the best ways to do this is to ask him questions so that he is the major contributor to the outline. During the various stages of making his outline, you may ask him any of the following questions to prompt him in his outlining:

1. Which years of this person's life do you think you should focus on to show how he became single-minded or purposeful for the Lord?
2. Let's make this paragraph all about his salvation experience. What all do you want to say about that?
3. Now you are getting into his writing years. Do you think that should be in the paragraph about his salvation experience or should you begin a whole new paragraph?
4. How do you think you should close your essay that shows how this person was single-minded or purposeful for the Lord? Do you think you should include some of his writings or sermons here?

## 7. Research and Study Skills: Write Your Working Thesis Statement, Begin Gathering Information From Overview Source, and Choose Additional Sources

By now you should have your sources found, your "Overview Source" read, and your topic chosen. Since you are writing a research-based report, you need to be sure that you take notes on your topic in an organized way--and that you do not include anything in your notes that you will not need for your report or leave out information you will need in order to write a strong report.

One way that you can be helped in this process is to write what is known as a **thesis statement--a statement declaring what your entire paper is going to be about**. This is similar to when you learned how to write the opening sentence of a paragraph--a sentence that tells what your entire paragraph is about. Only **in the case of a thesis statement, you will not write just what one paragraph is about--but you will write what the entire report is going to be about**.

For instance, if you were writing an opening sentence about **one** of the paragraphs in your report about Jim Elliot, you might write, *Jim Elliot was born on October 8, 1927*. This would tell your reader that your **paragraph is going to be about Jim Elliot's birth**.

However, you cannot use that sentence for the thesis statement for your **entire report** because it only tells what that one section is about--the section about his birth. **The thesis statement must tell what the entire report is about**.

A thesis statement is a commitment of sorts. You are committing to the topic(s) you are going to write about. Of course, you may always change your mind and start back at Step One in any writing project, but your "working" thesis statement gets you moving immediately.

Your thesis statement for a report about Amy Carmichael might be, *Amy Carmichael, founder of Dohnavur Fellowship, was a woman who served God and others from her youth and from her death bed*.

Since you have read your first source, you will probably be ready to come up with a "working" thesis statement--one that you may tweak later when you write your opening paragraph.

↔ **7a.** Follow these tips to write the "working" thesis statement for your report.\*

- (1) Write one sentence that tells the reader what your report is about.
- (2) Be sure it includes all aspects of your report.
- (3) Tell your reader what you plan to include in your report (to a small extent).

(4) Do not say, *In this report, you will read about...*

**\*Note: If you do not feel prepared to write your “Working” Thesis Statement at this time, you may skip this assignment and come back to it after you complete assignment 7b.**

### Examples of Thesis Statements

*• Amy Carmichael, founder of Dohnavur Fellowship, was a woman who served God and others from her youth and from her death bed.*

*• Jim Elliot was a missionary to Ecuador whose life and death continues to inspire Christians for many years.*

**\*Note: If your report will be about a certain number of items, list these in your thesis statement in the same order you will include them in your report.**

### Your “Working” Thesis Statement

**My “Working” Thesis Statement for this report:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**<> 7b.** Read and mark through your Overview Source for possible aspects that you want to include in your report.

- (1) Read the sections of your Overview source that pertains to your topic.
- (2) Skim through the text of your source to get an idea of the various aspects of the topic.
  - (a) As you skim through your source, consider that you will write about eight to ten paragraphs total about —and your book or source contains many paragraphs!
  - (b) You will need to decide which parts of your topic from your Overview Source that you want to include in your report (since you cannot include all of the information from your source in just a short report).
- (3) Once you have determined what your Section Topics are (i.e. four time periods of your character’s life), list them (in the order that you think you would like to include them in your report—the same order in which you listed them in your Working Thesis Statement) on the lines provided.

**Note: These should be the same as what you have listed in your Working Thesis Statement above. If they are not, tweak one place or the other.**

## Topic of Sections Box

Topic of Section I: \_\_\_\_\_  
Topic of Section II: \_\_\_\_\_  
Topic of Section III: \_\_\_\_\_  
Topic of Section IV: \_\_\_\_\_

(4) Now begin the “Color-Coded Research” process as follows:

- a. Choose **four or five different colors of highlighters<sup>+</sup>**--one color for each section that you will write about in your report.
- b. Highlight the first Topic of Section line (Section I) in your box above with one color of highlighter.
- c. Go through your Overview Source\* and highlight information that will fit in that Section (Section I) with the same color of highlighter that you highlighted the Section I line above.

**For example, after you highlight the Topic of Section I line (about the Birth, Childhood, and Education for example) with a pink highlighter, highlight all of the Birth, Childhood, and Education information in your Overview Source (that you think you might want to use) with that same pink highlighter.**

- d. Continue in this manner, using the “Color-Coded Research” approach to highlight your Section Topic lines in this work text (above) and your Overview Source until you have color coded all of your Section Topic lines and the information in your Overview Source that you think you might use.

**<sup>+</sup>You may use whatever you desire for your color coding—highlighters, colored pencils or pens, crayons, etc. (though some implements will not be seen through, so you must underline, circle, box, etc., your information if you use these). If your source is not one that may be marked on, you may use various colors of sticky notes (on that source’s pages) that you label.**

\*Only use information from your Overview Source that you feel is especially strong (and not exceeding 50% of your paper’s total content—see note below). Remember, you will get at least 50% of your information from your other source(s). (See <> 7 c.)

**Note: You may not get more than 50% of the information for your report from this “Overview Source” (or all of your “Overview Sources” combined if each aspect has its own). The purpose of the “Overview Source**

**Method” is to help the student see how to break the information for his report down into paragraphs. Since each paragraph in this report is about a different aspect, that breakdown is relatively easy. However, you will still need to get in the habit of using one source (the “Overview Source”) to get the “big picture” (and a few details), then using your other source(s) to get most of the details.**

**<> 7c.** Determine and mark your PoB Topics following these steps:

- (1) Now skim your Overview Source again to determine Paragraph Topics for each section.
- (2) As you skim through your source, consider that you are writing two or three short paragraphs about each stage of your person’s life—and your book or source contains many paragraphs! You will need to decide which parts of your topic you want to include in your report (since you cannot include all of the information from your source in just a short report).
- (3) After doing this skimming, you will see various aspects of each life phase emerge. These sub-aspects will be paragraphs. Consider which of these aspects you want to include in your report, following these tips:
  - a. Choose two (or three if you desire to do three paragraphs per section) aspects of each life phase that you see you can find a lot of information about—and that would interest your readers.
  - b. Write all of your Section Topics and Paragraph Topics on the lines provided below. (Use the Section Topic information you wrote earlier in 7b.)
  - c. Color-code the Topic of Section lines given below in the same way you did for those lines in the Topic of Sections Box earlier.

<b>Topic of Section and Topic of Paragraph Box</b>
<p><b>All—Topic of Section I:</b> _____</p> <p><b>Topic of PoB A:</b> _____</p> <p><b>Topic of PoB B:</b> _____</p> <p><b>Extensions—Topic of PoB C:</b> _____</p>
<p><b>All—Topic of Section II:</b> _____</p> <p><b>Topic of PoB A:</b> _____</p> <p><b>Topic of PoB B:</b> _____</p> <p><b>Extensions—Topic of PoB C:</b> _____</p>
<p><b>All—Topic of Section III:</b> _____</p> <p><b>Topic of PoB A:</b> _____</p> <p><b>Topic of PoB B:</b> _____</p>

**Extensions—Topic of PoB C:** \_\_\_\_\_

**All—Topic of Section IV:** \_\_\_\_\_

**Topic of PoB A:** \_\_\_\_\_

**Topic of PoB B:** \_\_\_\_\_

**Extensions—Topic of PoB C:** \_\_\_\_\_

**All—Topic of Section V:** \_\_\_\_\_

**Topic of PoB A:** \_\_\_\_\_

**Topic of PoB B:** \_\_\_\_\_

**Extensions—Topic of PoB C:** \_\_\_\_\_

↔ **7d.** Mark your paragraph information in your Overview Source and your Section, Topics, and Paragraph Topics Box you listed following these steps:

- (1) Start marking your source for possible paragraph breaks. For example, in your Pink Police information in your source, underline all aspects about your person's birth (or whatever the information is about) that you will put in PoB-A.
- (2) As you mark your Paragraph Information in your Overview Source, also mark up the Paragraph Topics that you listed above.
- (3) Your PoB lines will be marked in the same way as your source is—thus, the information in your source for PoB A will be coded with the same mark as the PoB-A line above and so in.
  - a. If I. Birth, Childhood, and Education information in your source is all highlighted in pink, all of your information for that section will be highlighted in pink.
  - b. Then you will choose how to differentiate the two or three paragraphs within that pink information. For example:
    - i. All A. Birth and Family information underlined.
    - ii. All B. Education circled.
    - iii. All College boxed.
  - c. This will help you later when you create your Outlining Cards.

**\*\*Only use information from your Overview Source that you feel is especially strong (and not exceeding 50% of your paper's total content—see note below). Remember, you will get at least 50% of your information from your other source(s). (See ↔ 7c.)**

↔ **7e.** Choose two or three other sources (based on your assigned number of sources) that contain information about your topic and that you think will help you write your report—and continue with the “Color Coded Research”:

- (1) You will need to secure three or four total sources for your report (including your Overview Source), depending on your level and your teacher's wishes
- (2) Your Overview Source should have helped you determine your Section and Paragraph of Body Topics clearly. Now you will continue marking/coding information in your other sources following these tips:

- i. Continue with the same method—if the Birth is all highlighted in Pink for Section I in your Overview Source, use that same color for Section I in your additional sources.
- ii. If PoB-A for Birth is highlighted in pink then underlined in pen, continue that same coding in your additional sources.

## 8. Sentence Structure: *Ing*-Openers

<> **8a.** In the first paragraph of the passage, highlight the *ing*-opener *Thinking of these authorities as independent agents over whom God has no control,*

In many writing courses this opening is called an *ing*-opener since it is a sentence opener (comes at the beginning of a sentence) that starts with an *ing* word.

Most *ing*-openers are verbs—which should be right up your alley by now!

There are two ways to use *ing*-openers to start sentences.

1. An ***ing*-word followed by a comma:**

- a. More of a verb used as an adjective
- b. Usually describes the subject:
  - 1) **Trusting**, he never lost hope (verbal used to describe he).
  - 2) **Hoping**, she continued in her pursuit (verbal used to describe she).
- c. Used as nonessential information

2. An ***ing*-clause followed by a comma**

- a. An *ing* verb followed by a group of words
- b. Used as nonessential information (can be taken out of the sentence and a complete sentence remains)
- c. **Followed by a comma when you hear a pause:**
  - 1) **Trusting in the Savior**, he never lost hope.
  - 2) **Hoping to find her**, she continued in her pursuit.

Some grammar programs call *ing*-openers gerunds. We will just call them *ing*-openers and hope you learn how to write well with them!

<> **8b.** In your notebook, write sentences with *ing*-openers.

**Basic Level:** Write ten sentences.

**Extension and Further Extension:** Write fifteen sentences using information from the *Character Sketches* about single-mindedness.

**Note:** You may use either one-word *ing* openers followed by a comma or *ing* clauses followed by a comma.



## 9. Study Skills/Research: Create Bibliography Cards

<> 9a. Study the "Major Works/Minor Works" Box provided in this lesson, if needed.

### Rule # 16 - Part I: Create List of Works Cited

Minor works are found within major works. The article is the minor work; the magazine title is the major work. The chapter title is the minor work; the book title is the major work. The song title is the minor work; the cd title is the major work, etc. If you always think of the minor being within the major, you will grasp these concepts better.

#### Major Works/Minor Works

##### Major Works/Minor Works Overview

- **Major works** are the **names of big works**, like books, magazines, movies, CD's, etc.
- **Minor works** are the **sub-works within major works**
- **Words of three letters or fewer** not found at the beginning or end of the title and not a verb are **not capitalized** if they are not important to the title. Example:  
"Home **on the** Range" but "Climb, Climb **Up** Sunshine Mountain"
- Usually **when a preposition is used as an adverb** (up, down, etc.) in a title, **it is capitalized** even if is small ("Climb, Climb **Up** Sunshine Mountain")
- **Major works** are names of any of the following and are **italicized** when keyed and **underlined** when written by hand:
  - Books:** *The Well-Trained Heart*
  - Magazines:** *Taste of Home*
  - Encyclopedias:** *World Book*
  - Movie titles:** *Treasures in the Snow*
  - Music collection titles\*:** *America, the Beautiful*
- \* **Music collection titles may be the names of CD's, cassettes, DVD's, song books, instrumental music books, hymnals, etc.**
- **Minor works** are names of any of the following and are written **surrounded by quotation marks**:
  - Chapters of books:** "Overcoming Anger"
  - Magazine articles:** "Speech and Debate in Indiana"
  - Encyclopedia entries:** "Mammals"
  - Song titles:** "My Country Tis of Thee"

<> 9b. Fill out a Bibliography Card (provided at the end of this week's lesson) for each source you used when you outlined this week's writing assignment. (You may or may not use all of the Bibliography Cards provided.)

## 10. Spelling Practice: Six “S” Spelling Secret

- <> **10a.** Take a spelling "pre-test" in your notebook.
- <> **10b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pretest.
- <> **10c.** 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. Study Skills/Research: Create Outlining Cards for Biographical Research Report

- <> **11.** Create Outlining Cards (notes) that you can write your report from using the source(s) that you have chosen and marked, following these steps:
- (1) Turn to the Outlining Cards following this entire writing lesson.
  - (2) Start with the first Paragraph of the Body of your report (PoB A) that you listed in Step 7, and complete the following steps on the Outlining Cards:
    - a. **Write the topic of that paragraph on the Topic of Paragraph line.**
    - b. Open your “Overview Source,” and find the information you highlighted or marked with sticky notes for that topic.
    - c. **Fill in the sentence lines with the information about that aspect from your “Overview Source.”**
    - d. **Begin writing down sentence information** (sentence numbers, just like always) until you have some information for some of the sentences (but not more than 25% of the sentence lines filled in). These will be your Support Sentences (SS)-- the sentences that tell about what you introduced in your opening sentence.
    - e. If you know the opening or transition sentence **you want to use, you may outline that sentence for each paragraph too.**
    - f. Be sure to **use information from at least two sources for each section of your person's life (i.e. each time period).**

- (3) Fill in the rest of the sentence lines with notes about that authority using your other source(s).\*

**\*Note: When using multiple sources for report writing, always begin with the sources that will help you choose your major sections (i.e. your Overview Source), then move on to the source that contains the next greatest amount of information you will need. Continue in this manner, using the sources that contain the most information first, then moving onto the ones with less usable information.**

- (4) **You may cut out the cards or leave them all on the pages.** If you cut the cards out, paper clip or rubber band each of your paragraphs that go in a section together (i.e. all of the Section I cards together; all of the Section II cards together, etc.).

- (5) Keep these tips in mind:

**a. A paragraph is a unit of thought.**

- i. Each section should only contain information about one period of the person's life.
- ii. Do not put information about the childhood and the college education on the same paragraph space. **Each of your aspects will be a separate paragraph.**
- iii. If you would like to write more than the assigned paragraphs and your teacher agrees, you may create some additional note taking cards and do extra paragraphs. For example, you may do more paragraphs--with more periods of his or her life, if desired.

**b. Just write down key words for each sentence line, but be sure to include any details that are hard to spell or difficult to remember.**

- c. You will be using the "Sentence-by-Sentence" (S-by-S) approach to notetaking for this report. That means that **you will write key words on each "sentence" line that you will later use to create a complete sentence when you write your report.**

- d. Outline the number of paragraphs assigned for each section at your level--or more. Do not do less than what is assigned for you. (You may or may not use all of the outlining pages, cards, or lines.)

- e. Be sure to include anything that is detailed, technical in nature, or difficult to spell. **Remember, you want to be able to write your report directly from your outline without looking back in your sources.**

- f. **Be sure to include a quotation or a citation for paraphrased information in each paragraph (as shown in the forthcoming instructions).**

- (6) **Do not create cards until you have studied and understand the information about how to include quotations in your outline** (next step).

## Outlining Format Sample

### I. Birth, Childhood, and Education

#### Paragraph of Body (PoB) A: Birth and Birth Family

Opening/Transition Sentence: \_\_\_\_\_

SS 1: \_\_\_\_\_

SS 2: \_\_\_\_\_

#### PoB B: Childhood and Education

Opening/Transition Sentence: \_\_\_\_\_

SS 1: \_\_\_\_\_

SS 2: \_\_\_\_\_

## 12. Vocabulary/Structural Analysis: Wacky Words

### Confusing Words: *conscious*, *conscience*

<> 12a. In the third paragraph of the passage, underline the word *conscious*, which you have already highlighted.

This week's Wacky Word pair is *conscious* and *conscience*, and it is a tough pair to master!

The first problem lies in using one of these words correctly in speaking. A person often says, "He was not conscience" (con-shence)---with an *n* in the word he is saying. Of course, this use actually calls for the word *conscious* (con-shuss---with no *n* sound).

The second problem lies in writing these words. They are tough words to spell! And, combine not knowing which one you really need to use with not being able to spell either one--and you have a very wacky situation!

Take one of these words at a time and study each one's usage and spelling:

#### 1. **Conscious**

- a. Pronounced **con--shuss**
- b. Means to be **alert or awake**
- c. Can also mean to be **aware as in self-conscious**; someone is self-aware (or shy about self)
- d. Spelling tip
  - i. *Con* is easy enough
  - ii. The *scious* is part of a common spelling family---cious
  - iii. It might be easier to think of *cons* and then *cious* (as in spacious) in order to spell this word.

#### 2. **Conscience**

- a. Pronounced **con--shence or con-shince**
- b. Means the **part of you that feels guilt or remorse** (He has a guilty *conscience*.)
- c. Spelling tip: Spell it like the words *con* and *science* (as in *science*, the school subject); then it becomes easy to spell.
- d. Remember this trick: The boy's conscience bothered him because he had tried to **con** the sci-ence teacher.

<> **12b.** Fill in each blank provided with the correct Wacky Word--*conscious* or *conscience*.

1. After Rachel apologized, her \_\_\_\_\_ felt better.
2. Alicia was not \_\_\_\_\_ that she stepped on Emily's toes.
3. After Jeremy's wisdom teeth were pulled, he was barely \_\_\_\_\_.
4. When Marcus realized he had taken the last piece of pie, his \_\_\_\_\_ bothered him.
5. Elizabeth was so absorbed in her book that she was not \_\_\_\_\_ that she had missed her appointment.
6. His \_\_\_\_\_ would not allow him to cheat on the test.
7. We went to the hospital to see him, but he was not \_\_\_\_\_ of our presence.

<> **12c.** Write one sentence using *conscious* and one sentence using *conscience* on the lines provided.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

## 13. Study Skills/Research: Quotation Inclusion

<> **13a.** Learn how to include quotations in your outline following these tips:

- (1) You will learn how to include quotations in the outline of your report in this section. **You are assigned the addition of either a quote or cited paraphrased information in each paragraph.** (You will learn how to include paraphrased information in the next assignment.)
- (2) As you read your sources, if you find something that sounds interesting or clever that you would like to put in your report word-for-word (a quotation), **record that quote on the lines provided in the Outlining Card** for the paragraph that will contain that quote.

**\*Note: Your quotes may be either of the following:**

- (1) **Quoted words--words that were already quoted in your source--a quote that a person said, such as words spoken by a famous chef or home and garden expert, etc., that you got from a source that quoted it.**
  - (2) **Lifted text--words that you lift from your source and include word-for-word with a speech tag that indicates the book, encyclopedia, or article from which you obtained the information (According to Tomatoes and Their Cousins...).**
- (3) At this level, it is recommended that you include your quotation word-for-word in your notes. If you do this, you will not have to look up the quote while you are writing your report. (If your teacher gives you permission to do it differently, you may do so.)
- (4) **You will be writing an opening paragraph and closing paragraph and may choose to put quotes in those paragraphs as well.**
- a. Opening and closing paragraphs are good places to include interesting, attention-grabbing quotes.
  - b. If you find a good quote for your opening or closing paragraph while you are researching for the body of your report, **flip over to the opening or closing paragraph assignments and write it there.**
  - c. Each PoB must have one citation. (Putting quotes or paraphrased citations in your opening and closing paragraphs is optional.)
- (5) Follow these steps to record your quote in your outline (which will be similar to the steps you will use to include your quote within your report):
- (a) **Write your quote neatly on the outlining lines for the place in your paragraph in which it will be added--word-for-word as it appears in your source.**
  - (b) Be sure you **use the exact wording, punctuation, and spelling of the original quote.** (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
  - (c) **You will put quotation marks around your quote**, with the first one coming before the first word of the quote and the last one coming after the last word of your quote.
  - (d) You will **put the name of the book or the person who said it on the parenthetical line beneath the quote** (like the example given below).
  - (e) **Additionally, put the author of the source (or title of the source if no author is given) and the page number** from which the information came directly following the quote. (The remainder of vital information will be on your bibliography cards.)
  - (f) See examples below.

### **Quoting a Person or Book in Your Outline**

When you include a quotation in your writing, you may write the entire quote in your outline so that when you are ready to write, you will not have to look it up. Or you may include a note on your outlining lines that tells you to look up your quote later when you are writing.

Unless your teacher tells you to do otherwise, you should **write the entire quote in your outline** for now so that you are ready to include your quote when you are writing your paper.

Follow these tips for putting your quote in your outline:

1. Write your quote neatly on the lines provided word-for-word as it appears in your source.
2. Be sure you use the exact wording, punctuation, and spelling of the original quote. (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
3. Put quotation marks around your quote, with the first one coming before the first word of the quote and the last one coming.
4. Just like you do any time you create an outline that contains details, be sure you include anything that you will need for that sentence--the correct spelling of the person who said it, a date or place, etc. You do not want to have to look up information later.
5. Regardless of what "extra citation" information you might want to include in your outline, be sure you include the first word of your Works Cited for that source (first word from that bibliography card) and the page number from which you obtained the quote (if your source has a page number).
6. "People" quotes--words that were already quoted in your source:
  - a. If your quote is by a person, you must include that person's name, as well as the source from which you got the quote.

**Example on Outlining Lines:**

**Sentence: "Peace, like charity, begins at home." Franklin D. Roosevelt**  
(Franklin D. Roosevelt--World Book R p. 89)

- b. If your quote is by a person, but you want to have other information to tell the reader more about the person who said the quote, be sure to indicate that in your outline.

**Example on Outlining Lines:**

**Sentence: "I will prepare and some day my chance will come." Abraham Lincoln**  
(Abraham Lincoln, sixteenth U. S. President--Smith--Lincoln the Man p. 16)

**Note: You will create Bibliography Cards for each source with detailed citation information. You need information on your outlining cards in parentheses beneath the quote for you--the source, page number, and person--to use in your speech tag as desired.**

7. Lifted text quotes--citation example for "book" quotes in outline (or newspapers, magazines, etc.--any quote in which you lift words from a source and make them into a quote.\*

When you quote a book, you will just lift words from a book and put them in your essay or report, along with quotation marks and the name of the source. (Again, put as much information as you can, so you will have it when you write your report. You may or may not use the title and the author, but if you include them both in your outline, you will be ready.)

### Example on Outlining Lines:

**“Wolves are related to dogs. Their scientific classification is Canis Lupus.”**

(Wolf Pack by John Smith p. 89)

**\*Note: These words (“lifted text”) were not necessarily quoted in your source, but anytime you use words word-for-word, they must be quoted with quotation marks since they belong to someone else.)**

**Note: These samples are for the outline. In your text, you will use the author’s name in the speech tag. This process is described in detail in the In-Text Citation information following. These samples also show major works with underlines since you are not able to italicize if you hand-write your notes.**

- <> **13b.** Follow the steps given in the examples below to learn how to include quotes in your report. (You will do this later when you write your report, but the instructions are given here with the “includes quote in outline” section.)

### Mandatory Information for In-Text Citations of Quotes

When citing sources for paraphrased or quoted material, there are **two mandatory pieces of information that must be included in an in-text citation** (in the body of your report) according to the Modern Language Association (MLA) documentation style:

1. **The first word of the Works Cited entry that correlates with your source.**
  - a. If the source from which you obtained the quote or paraphrased material is a book or journal article, the citation will usually have the author’s last name listed first in your Works Cited. This **last name is the first piece of mandatory information for an in-text citation**.
  - b. **If your source does not have an author** (i.e. it is an encyclopedia or web page with no author given), you will still use the first word of your Works Cited entry; however, this **will usually be the first word of the book or article’s title or the web page’s first word** (excluding *a*, *an*, and *the*). Again, this necessary piece of information is the first word from your Bibliography Card. If you fill the Bibliography Cards out carefully, your Works Cited will be correct--and your in-text citation will be correct.
  - c. Thus, the first piece of mandatory information needed for an MLA citation is the first word of the Works Cited entry that represents that source.
- Note: If you follow the instructions on the Bibliography cards and in the works Cited section when creating your Works Cited, your parenthetical in-text citations will be accurate.**
2. **The second piece of “mandatory” information is only mandatory if it is available.**
  - a. **It is the page number** from which you got the quote or information.
  - b. If you are citing a book, you will usually have a page number. Other sources may also have page numbers.
  - c. **If you have a page number, it should be included in your in-text citation** as well (usually in parentheses) as it is one of the two pieces of mandatory citation information.
3. In a nutshell, your MLA citation in your text (your in-text citations) contains the first word from your Work Cited entry from which you obtained that information. Thus, **your reader can find the entire citation easily by just looking at the first word of the entry in your Works Cited document.**



## Tips:

1. A direct quote is one in which the words are taken directly from the source, word for word. It may or may not be quoted already in the text; however, you must **include it in your text as a quote in order to use the wording as it is given in the source.**
  - a. If your quote is lifted text from your source, you will just write it word for word, include quotation marks around it, and cite according to rules presented here.
  - b. If your quote is a **quote within the source's text** (i.e. you are including a quote from a source—quoted material that the author of your source had quoted in his writing), you will need to **include the abbreviation qtd. in within the parenthetical citation** to indicate that you are quoting a quote. (See example below for this.)
2. In the MLA format, you must give the **first word that is found in your Works Cited** and the page number from which you got the information you are citing (if your source contains page numbers). This will **direct your reader to the complete citation provided in your Works Cited.** If he or she desires to find or read more from that source, the full citation is available in the Works Cited.
3. In the MLA format, **the first word in your Works Cited will either be the book author's last name or the article author's last name--or the first word of an article title or web site title** excluding *a*, *an*, or *the* (the latter is only when no author is available).
4. When you include a parenthetical citation following your quote, the **period for the entire sentence goes after the ending parenthesis.** No punctuation is put inside the ending quotation mark unless the quote contains an exclamation mark or question mark. In that instance, your quote will end with its punctuation (exclamation or question mark), and the entire sentence will end with a period following the parenthetical citation: "Try, try again!" says the famous saying (qtd. in Smith).
5. Besides the first word of your Works Cited entry and the page number from which your information came (when page numbers are given), **you may desire to put other citation information in your sentence.** This is optional and will be based on many factors:
  - a. If the **author is an impressive or prestigious person** or it makes a difference in the "evidence" or "impact" of the quoted material to know the author's name, include that in your speech tag.
  - b. If the **title is impressive or prestigious** or it makes a difference in the "evidence" or "impact" of the quoted material to know the book's title (or the journal's title), include that in your speech tag.
  - c. If the **"speaker" of the quote is different than the author of the book** from which you got the quote, include the "speaker's" name.
  - d. If the **article's title is impressive or important**, include that in your speech tag.
  - e. If the date of the article is needed in the text in order to help the reader determine chronology, include that somewhere in your sentence (for example, in your speech tag).
6. Remember, in MLA, **you only have to have the first word of your Works Cited entry and the page number** of the material (if one is given). Thus, if you have these two pieces of information anywhere in your sentence, you do not need to repeat those two pieces of information in your parenthetical citation.
  - a. If you include your book's author in your speech tag, you may just put the page number from which you obtained the information in your parenthetical citation.
  - b. If you include the page number and the author in your speech tag (not recommended as the page number within the text can make your sentence sound stilted and busy), you do not need a parenthetical citation at all.
  - c. If you include the title of the encyclopedia entry or journal article in your speech tag and you do not have a page number, you do not need a parenthetical citation at all.
7. **If you desire to include any additional information (besides the two mandatory pieces), that information should be elsewhere in your sentence--not in your parenthetical citation.** (For example, you might include who said the quote or the source's author's credentials in the speech tag introducing your quote. See examples below.)

**Note: While you should not abbreviate dates and places in a formal paper, it is acceptable (and even recommended) in parenthetical citations and Works Cited entries. The goal is to keep citations as succinct as possible while still providing the reader with needed information.**

8. In citing sources, a writer will often become technical-driven rather than content-driven (in an effort to create correct attributions in all citations). To ensure that the citation you use is both technically-correct and content-filled, you must focus on both aspects of writing during any citations:
- Content—regardless of whether you use the formal parenthetical citation or not, you must be sure that you have the “content” information. This “content” information includes anything that your reader might need in order to fully comprehend (and enjoy) your writing, such as author of quote, dates and places where quoted words were spoken, additional information about the author of the source, etc. While these pieces of information might not be “mandatory” for MLA citations, they are needed for strong content.
  - Formal citation—the MLA method of citing enough information (usually in a parenthetical citation) for your reader to be able to find the complete entry in your Works Cited.

**Note: While you should not abbreviate dates and places in a formal paper, it is acceptable (and even recommended) in parenthetical citations and Works Cited entries. The goal is to keep citations as succinct as possible while still providing the reader with needed information.**

- ↔ **13c.** Study the Quotation Citation Examples provided. Pay close attention to how the sample report text (in first white box within each shaded box) takes a reader back to the correlating Sample Works Cited entry (second white box).

## Quote Citation Examples

### a. Citation With No Author But Page Numbers Given in MLA Format

According to *Webster's New Collegiate Dictionary*, “to knit is to form by interlacing yarn or thread in a series of connected loops with needles” (87).

#### Details of Citation for a:

- Webster’s is the first word of the entry in the Works Cited.** This and the page number are all that are absolutely required.
- The page number is in parenthesis following the quoted material. No p. or pg. is given; just the number.
- The period follows the entire sentence. **The quote and the page number are all part of the sentence, so they are both inside the period.**
- No period is placed after the word *needles* because you may only have one period per sentence—and you need the period for the entire sentence.

#### Work Cited entry for this source would look like this:

*Webster's New Collegiate Dictionary*. Springfield, IL: G & C Merriam Company, 1973. Print.

### b. Direct Quote Inclusion From Journal or Magazine in MLA Format

On July 21, 1940, *Time* magazine said, "The men hardly have time to grab their guns before their wives and sweethearts grab their needles and yarns" (Jones 92).

#### Details of Citation for b:

1. Since this work has an author, the author's name will appear first in the Works Cited. **Thus, the author's name is one of the two pieces of information that are potentially mandatory in the citation.**
2. The last name is given first, followed by the page number. **No punctuation is placed between the two pieces of citation.**
3. No p. or pg. is given; just the number.
4. It is optional to put the date and publication title. However, to add credence to the citation, it is suggested when an author is unknown to the reader, especially if the journal name is noteworthy or the date is helpful in understanding the material.
5. The period follows the entire sentence. The quote and the author's last name are all part of the sentence, so they are both inside the period.
6. No period is placed after the word *yarns* because you may only have one period per sentence—and **you need the period for the entire sentence.**

#### Works Cited entry for this source would look like this:

Jones, John. "The Women Who Helped." *Time* Nov. 2006. Print.

### c. Direct Quote Inclusion From a Book With an Author in MLA Format

"The name *sweater* is not a nice one, and the garment is not used to induce perspiration" (Macdonald 259).

#### Details of Citation for c:

1. Since this source is a book with an author, **the author's last name will be the first word to appear in the Works Cited.** Thus, it is a mandatory piece of information for the citation.
2. Since this source is a book with page numbers, **the page number from which the information is quoted must be included in the citation** as well (the other mandatory piece of citation information in MLA format).
3. Since no speech tag is used, the author's last name and the book's page number are given in the parenthetical citation.
4. The last name is given first, followed by the page number. **No punctuation is placed between the two pieces of citation.**
5. No p. or pg. is given; just the number.
6. The period follows the entire sentence. The quote and the citation are all part of the sentence, so they are both inside the period.
7. No period is placed after the word *perspiration* because you may only have one period per sentence—and you need the period for the entire sentence.
8. This citation has limited "content" information because the source was already cited earlier—and a complete citation-plus was given there.

**Works Cited entry for this source would look like this:**

MacDonald, Anne L. *No Idle Hands: The Social History of American Knitting*. New York: Oxford UP, 2001. Print.

**Note:** If an entry continues onto a second (or third) line (like the example above), continue with the double spacing of your entire paper -- and indent the second (and third) line of the entry over five spaces to indicate it is not a new entry but a continuation of the previous one.

**d. Direct Quote Inclusion From a Book With an Author Who Is Not the Person Being Quoted**

Lincoln echoed these **sentiments**: “With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds; to care for him shall have borne the battle, and for his widow, and his orphan — to do all which may achieve and cherish a just and lasting peace, among ourselves, and with all **nations**” (qtd. in Smith 43 ).\*

**Details of Citation for d:**

- **sentiments**: --Only use a colon to introduce a quote if your “speech tag” (words before the quote) is a complete sentence that could stand all by itself (otherwise use a comma following the speech tag).
- “With”--Most of the time a quote begins with a capital letter.
- **nations**” --Since you will have a simple source citation in parentheses following your quote, do not put a period at the end of your quote (your period will follow your source citation and will be an end mark for your entire sentence).
- (qtd. in Smith 43 ).---Since you will have a list of Works Cited at the end of your paper that your reader can refer to, just use this simple citation of the words qtd. in then the author’s last name then page number on which your quote is found. Put a period following the ending parenthesis (not inside the ending parenthesis).

\*Note: If your sentence is a quote from somebody other than your source’s author, put the abbreviation **qtd. in**, then the author’s last name (and page number). If your quote is simply text lifted from a source, just include the first word of your Works Cited entry -- not qtd. in.

**Works Cited entry for this source would look like this:**

Smith, John. *Lincoln*. New York: Holt Books, 2000. Print.

**e. Quote Inclusion With No Parenthetical Citation (All Citation Information Is Within Text)**

Becker said this about the knitters in “Knitters for Victory”: The men hardly have time to grab their guns before their wives and sweethearts grab their needles and yarns.”

**Details of Citation for e:**

1. Since this source does **not have page numbers** (online article), **the only citation needed is the author’s last name** (since it is the first word of the Works Cited entry).
2. Since **the author’s last name is part of the speech tag, no parenthetical citation is required.** (Only one mandatory item is needed with a source that does not contain page numbers. That is the first word of the entry.)

**Works Cited entry for this source would look like this:**

Becker, Paula “Knitting for Victory -- World War II.” *History Line*. 28 Oct. 2006. Web 20 Sept. 2008.

**f. Quote Inclusion With Many Pages of Information Given**

As poet Richard Beamish wrote in “The Sinking of the Titanic,” “And most who drowned were men” (qtd. in Eaton 8).

**Details of Citation for f:**

1. Since this work has an author, **the author’s name will appear first in the Works Cited.** Thus, the author’s name is one of the pieces of information that are mandatory in the parenthetical citation (along with the page number on which the poem can be found).
2. Notice how the writer included the poem’s author’s name in the speech tag to further clarify that the book’s author (of the book in which the poem was found) did *not* write the poem.
3. The writer could not just include the poem’s author and/or poem’s title because that information would not take the reader back to the book in which the poem is found in the writer’s Works Cited.

**Works Cited entry for this source would look like this:**

Eaton, John P. *Titanic: Women and Children First*. New York: W.W. Norton and Company, Inc. 1998. 8-9. Print.

# 14. Study Skills/Research: Create a List of Works Cited

<> 14a. Create a list of Works Cited following these steps:

- (1) Gather the Bibliography Cards that you created earlier and number them in alphabetical order by the author's last names (for books and articles) or by the title's first word--- excluding a, an, or the (for encyclopedias and sources with no author). **In a nutshell, the order of the entries in your Works Cited will be based on the author's last name (if your source has an author) or the first word of the article title or book's title (if your source does not have an author).**
- (2) Create a list of **Works Cited like the one written in the sample box provided**, using the information as it appeared on your Bibliography Card(s) earlier. This will be a page of its own (not just at the bottom of your report).
- (3) In your list of Works Cited, **put your sources in alphabetical order according to the last name of the author (if the author's name is given) or according to the title (if no author is given).**
  - a. Either way it will be in alphabetical order according to the first word of each entry (the first word of each bibliography card). (That is, the first word after ignoring the article *a, an, or the.*)
  - b. Punctuate and capitalize according to the sample provided.
  - c. Also, capitalize in the same way the words are capitalized in the front of your book or on the footers of your online source.
- (4) Follow these steps for punctuating each entry:
  - a. Think of each source in three main aspects:
    1. Author information
    2. Title information
    3. Publisher information (publisher, city of publication, date of publication and date you accessed the information [in the case of a web site]).
  - b. Place a period between each major aspect.
  - c. Place commas and periods within each aspect as shown in the samples.
  - d. Place a period following each entry.
- (5) Notice how **each source listed below is broken down into three "parts."** Note that **internal punctuation is included** as given in the source *and* a period is included between each of the three "parts."

Becker, Paula. "Knitting for Victory--World War II." *History Link*. 28 Oct. 2006. Web. 20 Sept. 2008.

Soanes, Catherine. *The Oxford Dictionary of Current English*. New York: Oxford UP, 2001. Print.

Theaker, Julie. "Easy Knitting Patterns and Yarn Discount." *Knitting.com*. n.d. Web. 10 Oct. 2008.

- (6) Online sources will often have an additional aspect or two (including two dates--the date the site was updated and the date you accessed it). **Continue to place periods between aspects and following each abbreviation.** (See samples in Works Cited box and the notes at the bottom of the bibliography cards.)

**Note: It is acceptable to write major works in italics or underlined. It looks nicer to italicize than it does to underline, so when keying your outline on the computer, italicize major works.**

- (7) Double space the entire Works Cited page.
- a. The beginning of each entry should be left justified (i.e. start all the way to the left).
  - b. If an entry continues down for a second or third line, indent the continuing line five spaces to show that it is not a new entry. (However, you should continue to double space throughout.)
- (8) **Follow the notes at the bottom of the Bibliography Cards** for additional help as you write your Works Cited.

<> **14b. Later:** If you write opening and closing paragraphs and you use a new source(s) for these, you will make a bibliography card for that source(s) as well. Then you will add that (or those) source to your Works Cited in alphabetical order too.

#### Works Cited

Becker, Paula. "Knitting for Victory--World War II." *History Link*. 28 Oct. 2006. Web. 20 Sept. 2008.

Cornell, Kari A. *For the Love of Knitting: A Celebration of the Knitter's Art*. Stillwater, MN: Voyager, 2004. Print.

Franklin, Benjamin. Quote. Brainy Quote. n.d. Web. 25 April 2011.

"History of Knitting." *World Book Encyclopedia*. 2nd ed. Vol. K. 2004. Print.

*The Holy Bible: King James Version*. Iowa Falls, Iowa: World Publishers, 1991. Print.

MacDonald, Anne L. *No Idle Hands: the Social History of American Knitting*. New York: Random House, 1988. Print.

*The New Jerusalem Bible*. Susan Jones, gen. ed. New York: Doubleday, 1985.

Soanes, Catherine. *The Oxford Dictionary of Current English*. New York: Oxford UP, 2001. Print.

Strawn, Susan M. *Knitting America: A Glorious Heritage From Warm Socks to High Art*. St Paul, MN: MBI Publishing Company LLC, 2007. Print.

Theaker, Julie. "Easy Knitting Patterns and Yarn Discount." *Knitting.com*. n.d. Web. 10 Oct. 2008.

*Webster's New Collegiate Dictionary*. Springfield, IL. G & C Merriam Company, 1973. Print.

Witchel, Leigh. "A Knitting Timeline." *Knit 1*: 20-22. n.d. Web. 5 Oct. 2008.

Zimmermann, Elizabeth. *Knitting Without Tears; Basic Techniques and Easy-to-Follow Directions for Garments to Fit All Sizes*. New York: Fireside, 1971. Print.

Zonn, Meredith. "Knitting Without Tears." *Woman's Day* May 2001: 70-71. Print.

**\*Note: If any aspect of your entry already contains a punctuation mark (i.e. dash, colon, period, comma, etc.), keep that punctuation mark in your entry as well.**

## 15. Composition: Write Rough Draft of Biographical Report

↔ **15a.** Before you begin writing your rough draft, study the details in the "Opening Sentence or Transition Sentence?" box provided.

### Opening Sentence or Transition Sentence?

Well-formulated writing has clear paragraph breaks—**each paragraph supports the topic of the overall paper**. Each paragraph is a unit of thought that further develops the paper's topic. Eighty percent of opening sentences/phrases (sometimes called topic sentences when learning paragraph writing) are found within the first two sentences of a paragraph. Keep this in mind when you are completing standardized testing in which you are asked to find the main idea, etc. For our purposes here, this means that it is advantageous to write the topic of your entire paragraph right off the bat—within the first two sentences of your paragraph.

Now, **each paragraph of your paper should either have an opening sentence or a transition sentence**. Sometimes, you will write an opening sentence that tells what that entire paragraph is going to be about. This is especially true when you are writing one paragraph only, or when you are writing an opening paragraph or a closing paragraph.

Oftentimes, however, you will not just have an "opening sentence" that tells what that entire paragraph is going to be about. **You will find many times in which you want to move from one paragraph to another in an organized, seamless manner**--and connect paragraphs that are about the same topics. This is where the transition sentence comes in.

There are many times in which you might use a transition sentence. Two of those times are when you are writing multi-paragraph reports and essays. You will probably want to use a transition sentence in the following two instances:

1. **When you are moving from one topic to another**---like when you go from one section (aspect) of your report to another. For example:



- a. When you leave the section of a biographical report that tells about your character's early life and move into his adult life: *After being plunged into financial insecurity due to the death of her wealthy father, Amy was influenced greatly by the Keswick Convention sweeping Europe and was moved when she heard the need for missionaries.*
- b. When you leave one section (aspect) of your topic in an informative report and move into another: *In addition to potted tomato plants, many small-spaced gardeners enjoy growing pole beans.*

**2. When you are moving from one paragraph to another within a section/aspect.** For example:

- a. When you are still discussing the person's childhood in a biography, but your previous paragraph was about his baby years, and the next one will be about his elementary school years: *The contented baby soon found himself in elementary school learning his ABC's and numbers right along with his older siblings.*
- b. When you are still describing the same section (aspect/item) of your report, but to continue in the same paragraph would be too laborious—or you want to give more information about that item.

So...when you have a continuing thought that goes into the next paragraph, do not use an opening sentence, so to speak, but rather **use a transition sentence—a sentence that takes the reader from the previous paragraph into the next one and links the two paragraphs together** (or the few paragraphs together, in the case of many paragraphs about the same aspect/topic).

Even within paragraphs, you might need transition words and sentences. Anytime you want to show time, order, addition, subtraction, space, direction, examples, contrasts, comparisons, similarities exceptions, summaries, illustrations, challenges and/or consequences, transition words and phrases may be employed.

↔ **15b.** Read through the Transition Words and Phrases box provided to help you write with logical, seamless transitions based on your report's needs.

### Transition Words and Phrases

**For transition sentences, you will often use transition words.** Consider the following words and phrases for introducing continuing paragraphs--as well as for showing chronology, comparisons, contrasts, cause/effect, and more in sentences within a paragraph.

#### To Indicate Time or Order

- |                  |                      |                  |               |                    |
|------------------|----------------------|------------------|---------------|--------------------|
| • after          | • afterward          | • before         | • then        | • once             |
| • next           | • last               | • at last        | • at length   | • first            |
| • second, etc.,  | • at first           | • formerly       | • rarely      | • usually          |
| • another        | • finally            | • soon           | • meanwhile   | • at the same time |
| • for a minute   | • during the morning | • most important | • later       | • ordinarily       |
| • to begin with  | • afterwards         | • generally      | • in order to | • subsequently     |
| • previously     | • in the meantime    | • immediately    | • eventually  | • concurrently     |
| • simultaneously |                      |                  |               |                    |

**To Show Addition or More**

- and
- than
- equally important
- last
- next
- consequently
- thus
- in addition to
- too
- first
- finally
- likewise
- in the same way
- therefore
- furthermore
- also
- second, etc.,
- not only-but also
- similarly
- for example
- otherwise
- moreover
- both-and
- again
- as well as
- in fact
- for instance
- besides
- another
- further
- in the second place
- as a result
- however

**To Indicate Space or Directions**

- at the left
- on top
- above
- surrounding
- beside
- beyond
- across
- at the right
- below
- over
- opposite
- behind
- in the forefront
- under
- in the center
- beneath
- straight ahead
- at the rear
- next to
- in the foreground
- nearer
- on the side
- under
- at the top
- at the front
- nearby
- within sight
- adjacent
- along the edge
- around
- at the bottom
- in front of
- in the distance
- out of sight
- in the background

**To Introduce an Illustration or Example**

- thus
- in other words
- for example
- in particular
- for instance
- specifically
- namely
- such as
- to illustrate

**To Contrast**

- on the contrary
- nevertheless
- on the other hand
- at the same time
- contrarily
- in spite of
- rather
- while this may be true
- notwithstanding
- in contrast
- or
- but
- yet
- nor
- however
- on one hand
- conversely

**To Compare or Show Similarities**

- similarly
- likewise
- in like fashion
- in like manner
- analogous to

**To Show Concession or Exceptions**

- although
- even though
- at any rate
- granted that
- at least
- while it may be true
- still
- in spite of
- thought
- of course

**To Emphasize**

- above all
- surely
- also
- indeed
- in fact
- furthermore
- truly
- in truth
- in addition
- of course
- again
- certainly
- besides

**To Give an Example or Illustration**

- for example
- as an illustration
- for instance
- in particular
- to illustrate
- thus
- in other words

### To Give Details or Specific Example(s)

- specifically
- to enumerate
- especially
- in detail
- in particular
- namely
- to explain
- including
- to list

### To Summarize

- therefore
- in conclusion
- finally
- in brief
- consequently
- as a result
- thus
- accordingly
- in short

### To Give Suggestions or Challenges

- for this purpose
- therefore
- to this end
- with this in mind
- with this purpose in mind

### To Show the Results of or Consequences of Something

- so that
- accordingly
- since
- with the result that
- for this reason
- due to
- thus
- therefore
- as a result
- consequently
- so
- in other words
- hence
- because
- then

<> **15c.** Before you begin writing your rough draft, study the details in the “Third, First, and Second Person Writing” box provided below. Be sure the body of your paper is written in the third person with a formal tone.

### Third Person vs First Person and Second Person Writing

When you write a formal report, you need to write in the third person.

**Third person** writing has the following characteristics:

1. It is writing that is **done by an outsider of the report** (you, as the writer, will not be part of the report or in the report).
2. It is writing that **uses the pronouns *he, she, and they***.
3. It is writing that **does not use the pronoun *I*** (which is first person and is reserved for personal writing).\*
4. It is writing that **does not use the pronoun *you*** (which is second person and is reserved for instructions and commands).\*\*
5. It is writing that **uses words like *the person, the individual, the man, the woman, the officer, people***, etc.
6. It is **fairly formal** writing.

**\*Note about *I* in formal reports:** In the body of your report, you will not use the word *I*. However, if you have an **opening and/or closing paragraph** in which you include a story that happened to you, **you may use the word *I***. This would be an interesting way to open your report. For example, you might open and close your report about the country of France with a journal entry of you first arriving in France and first leaving France. You might write, *I knew France would be beautiful, but what I viewed from the window of my plane as we descended into that country nearly took my breath away.*

Then, the body of your report would be formal writing and use the third person tense. This switching of tenses is acceptable when it is purposeful.

**\*\*Note about you in formal reports:** In the body of your report, you will not use the word *you*. However, if you have an opening and/or closing paragraph in which you include a challenge or series of steps that you hope your reader will take as a result of reading your report, you may use the word *you*. For example, in a persuasive report about second hand smoke, you might open your report with questions directed to the reader to make him or her pause and think: *Do you ever find yourself gasping for breath in a public building? Do your eyes ever burn as you wait in line at a baseball game's concession stand?* Then you might close that same report with a challenge, also using the pronoun *you*: *You do not have to be the victim of second hand smoke. States all over this grand country are making laws against smoking in public places. You can be a vehicle for change in your state by writing or phone your congressmen and women.*

#### Tips for Third Person Writing in the Formal Report

1. **Throughout the body of your report, stay in third person**, using the pronouns *he*, *she*, and *they* and the terms *one*, *individual*, *person*, *the man*, etc.
2. **Do not change persons within the body of your report.** For example, do not write about the duties of a police man in the third person (*the policeman*, *an officer*, *he*, *she*, *the person*, etc.). Then change to second person when describing how to become a police officer: *If **you** want to be a police officer, you first have to.* Instead, write the following: *In order to become a police officer, **a person** must....*
3. **Try to think of synonyms** to use in third person writing, so your writing does not become redundant: *he*, *she*, *they*, *the man*, *the woman*, *the policeman*, *the officer*, *the candidate*, *the trainee*, *the recruit*, etc.

**\*Note:** This rule may be broken in various scenarios, such as when using a personal opening and closing with an informative report and other situations in which you will be instructed.

↔ **15d.** Before you begin writing your rough draft, study the Redundancy Box provided below to learn some tips about writing about one topic without being redundant.

#### Redundancy Box

Redundancy occurs when a report, essay, or story uses the same word or phrase too many times. It might be that this word or phrase is used two times in a row, like in the case of **Abraham Lincoln** was the sixteenth president. **Abraham Lincoln** was a loved president. Or it might be that this word or phrase is used too many times over a period of a few paragraphs (i.e. the words **Abraham Lincoln** many times throughout the report).

The problem that you will likely encounter in trying to reduce redundancy is that it can be difficult to find words that are good substitutes for certain words. For example, in the case of the words *Abraham Lincoln*, how many ways can you say *Abraham Lincoln* without saying *Abraham Lincoln*? How many words are true synonyms for the words *Abraham Lincoln*?

It is in these times that you must become creative! Maybe there will not be the perfect synonym for the words *Abraham*

*Lincoln* (or other word you are using). Here are some ideas for reducing redundancy:

1. **Use pronouns expertly.** You may use the pronoun *he* for the *Abraham Lincoln*.
  - a. Do not use *he* if the previous sentence contained *Abraham Lincoln* and *his father*. Who is *he* in this case?
  - b. Do not use *he* if you just used *he* several times (then *he* will become redundant!).
  - c. Do not use *he* if you have not recently used the noun that *he* replaces.
2. **Use obvious synonyms.** *Mr. President*, *the sixteenth president*, etc. might be obvious substitutions for the Abraham Lincoln.
3. **Use less-than-obvious synonyms:** *Honest Abe*, *the woodsman-turned-president*, etc
4. **Use extra-creative synonyms:** These words would not actually be considered synonyms, but would definitely help with the redundancy issue (and make your report more creative and friendly sounding):
  - a. the white house father
  - b. this American hero
  - c. emancipator of the slaves
  - d. commander in chief
  - e. savior of the Union
  - f. distinguished lawyer

<> **15e.** Follow these steps to write your report.

- (1) Read your original thesis statement to remind yourself of what your report is about.
- (2) Read the topic of your first paragraph of the body and the sentence notes beneath it.
- (3) Add any notes to this paragraph that you desire, or mark through things you do not want, or re-number the sentence lines if you want your information in a different order.

**Note about the thesis statement:** Since you are going to be writing an opening and a closing paragraph later, you do not need to include your thesis statement in your report yet. You will tweak the rough thesis statement you wrote earlier and include it in the opening paragraph of your report (at the time of that writing). For now, you will just write the 6-8 Paragraphs of the Body (P'soB) of your report.

- (4) Write the first paragraph of the body of your report (PoB A from Section I) in your note book (on every other line) or key it on the computer (double spaced).
- (5) Insert any quotations you have indicated in your outline word-for-word and with the proper citation as directed in this week's outlining instructions.
- (6) Continue the steps above for the rest of your report.

# 16. Grammar: Infinitives; Action Verbs; and Be, a Helper, Link Verbs


↔ **16a.** In the first paragraph of the passage, highlight the infinitive to *teach*.

You have learned three categories of verbs taught in this curriculum.

1. An action verb has the following characteristics:
  - a. It shows the action of the sentence.
  - b. It tells what the subject did or does.
2. A Be, a Helper, Link verb has the following characteristics:
  - a. It sometimes shows a state of being: is, am, are, was, were, etc.
  - b. It sometimes comes before another verb to tell when the action or state of being occurred: shall, should, has, had, have, etc.
  - c. It is sometimes a linking verb that does not show action but rather tells about the senses: taste, feel, smell, seem.
3. An infinitive has the following characteristics:
  - a. It is made up of to + verb.
  - b. It can be action or BHL. Examples:
    - 1) to **jump**
    - 2) to **have**
  - c. You need to be able to recognize infinitives easily and differentiate between these two grammar items:
    - 1) Infinitive—to + verb:
      - a) to **run**
      - b) to **jump**
    - 2) Prepositional phrase—to + object(s)—used with an object of the preposition in a prepositional phrase:
      - a) to **the store**
      - b) to **my mom**

↔ **16b.** (T) Study the Be, a Helper, Link verb song found in the Grammar Card provided, and recite the song to your teacher.

↔ **16c. Optional:** Make Grammar Cards about action verbs; infinitives; and Be, a Helper, Link verbs or add new information to existing cards.

 Any time you have the word **to** with a verb following it (whether it is a BHL verb or an action verb), it is an infinitive—not a prepositional phrase.

↔ **16d.** Study all of the Grammar Cards about verbs.

↔ **16e.** Complete the following steps:


- (1) In the sentences provided, highlight all of the verbs—including the helpers (not just the main verb of each sentence).

## Grammar Card: Verb—Be, a Helper, Link Verb (Abbreviated: BHL)

- Memorize the Be, a Helper, Link verbs song (to the tune of the Alphabet Song):  
ABCDEFG  
**Be, a Helper, Link verbs,**  
HIJKLMNPO  
**Is, Are, Am, Was, & Were.**  
QRSTU  
**Be, & Being, Been, Become,**  
WXYZ  
**Has, & Had, & Have are ones.**  
Now I said my ABC's  
**Can, Could, Shall, Should—they are fun**  
Next time won't you sing with me?  
**Will, Would, Do, Did, Does, & Done**  
ABCDEFG  
**May, Might, Must—they are some as well,**  
HIJKLMNPO  
**Appear, Look, Seem, Remain, Taste, Feel, & Smell**
- Not action verbs, rather, a state of being verb
- They may be isolated or located in front of an action verb, infinitive, or another Be, a Helper, Link verb:
  - He seemed sad.
  - He was sad.
  - He had bought the book.
  - He is to be here at noon.
- Usually found in the predicate part of a sentence
- When located in front of another verb, these are often called helping verbs
- “Sense” verbs are often called linking verbs

## Grammar Card: Verb—Infinitive (Abbreviated: INF)

- A verb form made of **to + verb**: to help, to write
- Infinitives can have:
  - to + an action verb**: to jump
  - to + a Be, a Helper, Link verb**: to be
- Infinitives do not need to agree with the subject in tense or number:
  - They *were* going to jump.
  - He *was* going to jump.

 Any time you have the word **to** with a verb following it (whether it is a BHL verb or an action verb), it is an infinitive—not a prepositional phrase.

## Grammar Card: Verb—Action Verb

- A word that shows the action of a sentence
- Tells **what the subject did**
- Usually found in the the second half of the sentence (predicate)

### Verb Phrases

A verb phrase consists of:

1. The main verb plus any other helping verbs with it.
2. Examples:
  - a. She has gone to town.
  - b. He has written a letter.
  - c. They were going to town.

### Helping Verbs

In order to be a helping verb, a verb must:

1. Be one of the Be, a Helper, Link verbs.
2. Be written before the main verb.

### Helping Verb Usage

Helping verbs (BHL verbs in front of another verb) tell when the verb happened:

1. Is filled (is filled right now)
2. Was filled (was filled earlier)
3. Will be filled (will be filled later)

### Infinitives vs.

#### Prepositional Phrases

1. Infinitive (to + verb): to go, to be, to run, to jump, to speak
2. Prepositional phrases (to + object): to Mom, to the store, to the elder

(2) Write above each verb which type it is. (If it is an infinitive, write INF—ACT or INF—BHL, depending on which type of base verb it contains.)

- a. ACT—action verb
- b. BHL—Be, a Helper, Link verb
- c. INF—infinitive

**Note: Do not highlight the adverbs in the middle of the verb phrases.**

ACT

ACT

Example: The noise from the people **breaking** the pottery **frightened** the small herd of sheep outside the cave in the Qumran Valley.

1. A young Bedouin shepherd swept aside the dusty bits of clay.
2. His boyish curiosity led to the greatest manuscript discovery of modern times—the Dead Sea Scrolls.
3. These ancient leather and papyrus scrolls shed new archaeological light on the Old Testament and intertestamental periods.
4. The Biblical material included fragments from nearly all of the Old Testament books.
5. Why did the knowledge of the Dead Sea Scrolls lie hidden in the desert for nearly two thousand years?
6. The mysterious riddle was solved by the archaeologist's spade in 1951.
7. Further excavations in the Qumran Valley revealed an ancient Essene monastery whose members had copied the manuscripts.
8. They had hidden them in nearby caves.
9. The Dead Sea Scrolls are the oldest existing manuscripts of the Bible in any language.
10. The light of these documents was hidden in desert caves for nearly two thousand years.
11. The Essenes disappeared from history after the destruction of Jerusalem in A.D. 70.
12. Monastic communities created two types of darkness during the Dark Ages.
13. First, by copying the Scriptures exclusively in Latin, the monks purposely kept the common people of Europe in a state of spiritual darkness.
14. Second, spiritual pride and unbridled sin created darkness within the walls of the monastery.
15. Their obsession with self-abasement and seclusion caused the monks to lose sight of the finished work of Christ.

16. The most significant cause of the rapid growth of monasteries was the medieval emphasis on works as a necessary part of salvation.
17. Monks hid the light and truth of the Bible.
18. They twisted the concept of good works and glorified themselves rather than God.
19. Monasteries became havens of protection from the civil disorder and violence that characterized the Western world after the fall of Rome in A.D. 476.
20. The first coenobite community was organized by Pachomius in A.D. 320.
21. In A.D. 530, Benedict of Nursia developed a set of organizational guidelines for his monastery near Monte Casino.
22. His emphasis on hard manual labor and a simple diet became a standard throughout the continent.
23. The monastic day began at 2:00 a.m. and ended at 6:30 p.m.
24. The Benedictine order dominated European monasticism for the next four hundred years.
25. Wealth, sensuality, and rebellion brought the monasteries to scorn among the general population.
26. Abbeys and monasteries were soon occupied by “drunkards, roysters, turbulent warriors, and passionate hunters.”
27. They had no desire to fulfill their sacred calling.
28. St. Theresa did not hesitate to describe life in the convent as a “shortcut to hell.”
29. Between A.D. 900 and 1300, the rise of the various orders marked the reform movements.
30. When such men as John Wycliffe in England and John Hus in Bohemia questioned the practice of monasticism, they were labeled heretics and suffered severe persecution.



## 17. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

<> 17a. Now that you have written the body of your report, you are ready to **write notes for an original opening paragraph**. Follow these steps:

(1) Read the body of your report aloud to yourself, and consider these options for opening your report.

- a. **Scripture** passage about **selflessness or doing good to others or putting others above yourself**
- b. **Song** about **giving up for others or for God**
- c. **Story about your person** (especially one with him serving others, such as Amy Carmichael saving her first baby)
- d. **Definition of *selflessness, servanthood, public service, missionary***, etc.
- e. **Statistic** about the **number of children your** character helped, the number of people brought to Christ as a result of your character's ministry; **the number of votes** the president you are writing about received, **the amount of money raised** to feed the hungry, etc.
- f. **Quote that you want to include in your report--about your person or by your person**
- g. Something you want to use to open and close your report (a continuing poem, verse, story, etc.)

**Note: Be sure that the opening you choose has a link or transition from it to the body of your paper. Do not just write a quote or verse without linking it.**

(2) **In your notes, plan on what you will include in your thesis statement.\*** (You may tweak your "working" thesis statement to go in your opening paragraph however you see fit.)

- a. Remember, a thesis statement is a statement that **tells the "thesis" of your paper-- what your entire paper is about.**
- b. It should be a sentence or two in length and should introduce your reader to your topic.
- c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
- d. It should bridge the gap between your catchy opening paragraph and the body of your report.

(3) Write enough notes for **6-10 sentences** on the lines provided, again not worrying about the order, having too much information, etc.

(4) You may just jot down some thoughts, references, etc. for your opening paragraph notes, or you may create a "Sentence-by-Sentence" (S-by-S) outline like you did for the body of your report.



(2) **Number your notes in the order you want them, and add any information you may have forgotten.**

(3) Using each set of notes for one sentence in the following way:

- a. Read a line of notes.
- b. Consider what you want to say about those notes.
- c. Say aloud a sentence that you want to use.
- d. Write down that sentence.
- e. Repeat these steps for all of your notes.
- f. It may repeat something catchy from your opening or may repeat the title of your report, if desired.
- g. Write this paragraph in your notebook on every other line or key it on the computer, just before the report you just wrote.

## 18. Spelling Practice: Write That Word!

<> **18a.** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

<> **18b.** Complete the following steps for one of the words you listed in 18a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

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<> **18c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

## 19. Grammar: Weekly Quizzes

- <> **19a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.
- <> **19b.** Do the Weekly Review Quiz provided after this week's lesson.

## 20. Spelling: Spelling Test

- <> **20a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **20b.** (T) Have your teacher check your Spelling Test.
- <> **20c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 21. Dictation: Dictation Quiz

- <> **21a.** (T) In your notebook, take dictation from this week's passage, at the level directed by your teacher.
- <> **21b.** (T) Review your dictation with your teacher.
- <> **21c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## Optional: Extra Practice

- 1E. In your notebook, write fifteen sentences with infinitives. Use information from a character book.
- 2E. In your notebook, take more notes about light for another report.
- 3E. In your notebook, write an essay using your notes from this lesson.
- 4E. Edit and revise your essay for this lesson, using this week's Checklist Challenge.
- 5E. In your notebook, write ten words with *tch* or *dge* at the end of them.

- 6E. Read ten Biblical passages about light.
- 7E. In a character book, find ten sentences with infinitives, and copy them into your notebook.
- 8E. In your notebook, write sentences using the vocabulary words from the colored Vocabulary Boxes.
- 9E. In your notebook, write ten sentences with the word light. Use information from a character book.
- 10E. Read the book *Paint the Prison Brighter* about Corrie ten Boom.
- 11E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 12E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.



## Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one loud.</li> <li>Try to spell the word aloud with out looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
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38. \_\_\_\_\_
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40. \_\_\_\_\_

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
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12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,



Think Fast (con't)

**Subordinators**

Two or Three Minutes

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_
- 25. \_\_\_\_\_
- 26. \_\_\_\_\_
- 27. \_\_\_\_\_
- 28. \_\_\_\_\_
- 29. \_\_\_\_\_
- 30. \_\_\_\_\_

**Coordinating Conjunctions**

One Minute

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**BHL Verbs**

Two Minutes

**Be, a Helper, Link Verbs,**

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, & \_\_\_\_\_,

\_\_\_\_\_, & \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_

\_\_\_\_\_, & \_\_\_\_\_, & \_\_\_\_\_,

**are ones.**

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_ -- they are fun

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_, &

\_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

**-- they are some as well,**

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, & \_\_\_\_\_

**First Subordinators Learned  
in Rhyme**

Thirty Seconds

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Comprehension and Vocabulary

1. Write and define two more "micro" words.

a. \_\_\_\_\_ b. \_\_\_\_\_

## II. Spelling and Homophones

2. List three *tch* words and three *dge* words from this week's spelling list.

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_ d. \_\_\_\_\_

e. \_\_\_\_\_ f. \_\_\_\_\_

3. List the meanings for the words *conscience* and *conscious*.

conscience - \_\_\_\_\_

conscious - \_\_\_\_\_

4. List a tip that will help you remember the difference between *conscience* and *conscious*.

\_\_\_\_\_  
\_\_\_\_\_

## III. Outlining and Write On

5. What were the major sections of your biography?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

6. What were the paragraphs of your biography?

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

(5) \_\_\_\_\_

(6) \_\_\_\_\_

(7) \_\_\_\_\_

(8) \_\_\_\_\_

(9) \_\_\_\_\_

(10) \_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

7. How did you know that you needed to begin a new paragraph? \_\_\_\_\_

\_\_\_\_\_

8. **Extensions:** What is the difference between a major work and a minor work? \_\_\_\_\_

\_\_\_\_\_

#### IV. Grammar and Usage

9. Fill in the blank for the *sit/set* tip:

\_\_\_\_\_ sit

\_\_\_\_\_ get set

10. Finish the rhyme:

\_\_\_\_\_ and \_\_\_\_\_ have \_\_\_\_\_, and \_\_\_\_\_ does too.

These are words \_\_\_\_\_ alone can do. \_\_\_\_\_, \_\_\_\_\_, and

\_\_\_\_\_ are words that you choose. When each has an object at the end to use.

11. How do you know where to put a comma in a sentence that contains an *ing* opener?

\_\_\_\_\_

#### V. Editing and Revising

12. What four words will pose redundancy problems for you in your biography?

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_ d. \_\_\_\_\_

13. **Extensions:** When is it okay to use the word *he* or *she* in your report? \_\_\_\_\_

\_\_\_\_\_

14. Where did you get the quote that you put in your report? \_\_\_\_\_

\_\_\_\_\_

Section I: Outlining Cards

**Section I:** \_\_\_\_\_  
**PoB-A:** \_\_\_\_\_  
**Opening/Transition Sentence:** \_\_\_\_\_  
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**SS1:** \_\_\_\_\_  
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**SS10:** \_\_\_\_\_  
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**Section I:** \_\_\_\_\_  
**PoB-B:** \_\_\_\_\_  
**Opening/Transition Sentence:** \_\_\_\_\_  
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**SS1:** \_\_\_\_\_  
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Section I: \_\_\_\_\_  
 PoB-C--Extensions: \_\_\_\_\_  
 Opening/Transition Sentence: \_\_\_\_\_

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 SS1: \_\_\_\_\_  
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Section II: Outlining Cards

**Section II:** \_\_\_\_\_  
**PoB-A:** \_\_\_\_\_  
**Opening/Transition Sentence:** \_\_\_\_\_  
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**SS1:** \_\_\_\_\_  
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**Section II:** \_\_\_\_\_  
**PoB-B:** \_\_\_\_\_  
**Opening/Transition Sentence:** \_\_\_\_\_  
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**SS1:** \_\_\_\_\_  
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**Section II:** \_\_\_\_\_

**PoB-C--Extensions:** \_\_\_\_\_

**Opening/Transition Sentence:** \_\_\_\_\_

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**SS1:** \_\_\_\_\_

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Section III: Outlining Cards

**Section III:** \_\_\_\_\_  
**PoB-A:** \_\_\_\_\_  
**Opening/Transition Sentence:** \_\_\_\_\_  
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**SS1:** \_\_\_\_\_  
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**Section III:** \_\_\_\_\_  
**PoB-B:** \_\_\_\_\_  
**Opening/Transition Sentence:** \_\_\_\_\_  
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**SS1:** \_\_\_\_\_  
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Section III: \_\_\_\_\_  
 PoB-C--Extensions: \_\_\_\_\_  
 Opening/Transition Sentence: \_\_\_\_\_

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Section IV: Extra Outlining Cards

**Section IV:** \_\_\_\_\_  
**PoB-A:** \_\_\_\_\_  
**Opening/Transition Sentence:** \_\_\_\_\_  
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**SS1:** \_\_\_\_\_  
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**Section IV:** \_\_\_\_\_  
**PoB-B:** \_\_\_\_\_  
**Opening/Transition Sentence:** \_\_\_\_\_  
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**SS1:** \_\_\_\_\_  
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Section IV: \_\_\_\_\_  
 PoB-C--Extensions: \_\_\_\_\_  
 Opening/Transition Sentence: \_\_\_\_\_

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 SS1: \_\_\_\_\_

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Extra/Optional Outlining Cards--Section V: Outlining Cards

**Section V:** \_\_\_\_\_  
**PoB-A:** \_\_\_\_\_  
**Opening/Transition Sentence:** \_\_\_\_\_  
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**SS1:** \_\_\_\_\_  
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**Section V:** \_\_\_\_\_  
**PoB-B:** \_\_\_\_\_  
**Opening/Transition Sentence:** \_\_\_\_\_  
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**SS1:** \_\_\_\_\_  
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Section V: \_\_\_\_\_  
 PoB-C--Extensions: \_\_\_\_\_  
 Opening/Transition Sentence: \_\_\_\_\_

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 SS1: \_\_\_\_\_

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## Bibliography Cards

### Book

[Author] \_\_\_\_\_ \* , \_\_\_\_\_ .  
[last name] [first name (and middle, if given)]  
[Full title of book (underlined since it is a major work; you will italicize when you type this information)]  
\_\_\_\_\_.\*\*  
[City of publication<sup>†</sup>] \_\_\_\_\_ :  
[Publisher] \_\_\_\_\_ , [Year of publication] \_\_\_\_\_ . **Print** .

### Encyclopedia

[Title of Article (in quotation marks since it is a minor work)] “ \_\_\_\_\_ ” \*\*  
[Name of encyclopedia (underlined since it is a major work; you will italicize if you type this information)]  
\_\_\_\_\_.  
[Edition] \_\_\_\_\_ . [Volume (letter or number)] \_\_\_\_\_ . [Year] \_\_\_\_\_ . **Print** .

### Magazine Article

[Author] \_\_\_\_\_ \* , \_\_\_\_\_ .  
[last name] [first name (and middle initial, if given)]  
[Title of Article (in quotation marks since it is a minor work)] “ \_\_\_\_\_ ” \*\*  
[Name of magazine or periodical (underline since it is a major work; you will italicize when you type this information on the computer)]  
\_\_\_\_\_.  
[Date of Volume (month and year)] \_\_\_\_\_ : [Pages of article (if pages are given)] \_\_\_\_\_ . **Print** .

### Online Source

[Author of Article (if given)] \_\_\_\_\_ \* , \_\_\_\_\_ .  
[last name] [first name (and middle initial, if given)]  
[Title of Article (in quotation marks since it is a minor work)] “ \_\_\_\_\_ ” \*\*  
[Name of site (underlined since it is a major work; you will italicize if you type this information)]  
\_\_\_\_\_.  
[Publisher or sponsor of site (if given)] \_\_\_\_\_ ,  
[Date article or item was uplinked (if given; or **n.d.** if not)] \_\_\_\_\_ . **Web** .  
[Date accessed] \_\_\_\_\_ .

\*Alphabetize by last name of this line in your Works Cited (if your source has this line).

\*\*Alphabetize by first word of this line in your Works Cited (excluding *the*, *a*, or *an*) if your source does **not** have an author. (If source does have an author, his or her name comes first in entry [last name, first name, middle initial].)

\*\*\*Note: If your source is none of the above, write the entry for that source on the back of this page, or fit it onto the card it most resembles. (For example, for cd-rom encyclopedia put it on encyclopedia but replace the word Print with the word Video.)

<sup>†</sup> Include city and state of publisher if city is not widely known (Stillwater, MN: Voyager, 2004.).

<sup>††</sup> n.d. is used when no uploaded date is given for a web site. If a date is given, do not use n.d.

-Bold fonted punctuation and words (Print/Web) as well as abbreviations (n.d.) on these cards are to be included in your Works Cited entry.

-While bold font indicate that those words or punctuation marks **do** go in your Works Cited, the brackets ([ ]) indicate what information you need in that spot--but those bracketed words do not go in your Works Cited.





# Red 8-B: Week Four

Character Focus: Compassion

## Vocabulary Box

Characteristics of **one who is compassionate**--*adjectives*

altruistic	conscientious	considerate
commiserative	empathetic	genuine
kindhearted	merciful	responsive
sensitive	sympathetic	tenderhearted
thoughtful	understanding	unselfish

## Vocabulary Box

Characteristics of **one who is not compassionate**--*adjectives*

aloof	apathetic	callous
disinterested	heartless	impassive
impervious	indifferent	insensitive
languid	merciless	oblivious
phlegmatic	self-centered	unaffected
unconcerned	unmoved	

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

*Luminous intensity* and *illumination* are terms that describe two different properties of light. Luminous intensity is the intensity of a light source. It is measured in candelas. The amount of light given off is measured in lumens.

Illumination is the amount of light striking a surface. It is measured in units of foot-candles or lux. Brightness is the appearance of light coming from an illuminated surface.

Extensions

Many factors contribute to the illumination of a surface area once light leaves its source. One factor affecting illumination is the distance between a light source and the surface area it is illuminating. If a surface area is more distant from a consistent light source, its illumination will be less.

Further Extension

The brightness of a surface area depends on its illumination. A surface area with a decreased illumination gives off less light, which makes it appear dimmer. Yes, even a bright light seen from a great distance appears to be dim. This is because the illumination of the retina of the eye by a distant light is also subject to the inverse square law.

↔ **1a.** Read this week's passage aloud.

↔ **1b.** In the passage, highlight the word *illumination*.

↔ **1c.** Look up this word in the dictionary. On the lines provided, write the definition in your own words.

Definition of *illumination*

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Further Study: Read a story about a monk or nun who tried to take the light of God into the world. You might enjoy a book about Mother Teresa or Telimachus.

<> 1d. Based on the definition, use this word in a sentence on the lines provided.

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<> 1e. On the lines provided, write two sentences comparing light to a Christian who *brightens lives*, as described in this week's passage.

1. \_\_\_\_\_

---

2. \_\_\_\_\_

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Optional Penmanship Practice  
Thy word is a lamp unto my feet, and a light unto my path.  
Psalm 119: 105

<> 1f. From the shaded Vocabulary Box, choose three words that are characteristics of those who show compassion and write them on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

<> 1g. In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

---

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Character Focus: By hiding the light, the monks allowed themselves to be controlled by darkness.

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

---

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

Optional Penmanship Practice

And let us consider one another to provoke unto love and to good works.

Hebrews 10:24

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

(9) Write a sentence using this DD word on the lines provided.

<> 1h. Extensions: Write a sentence about the character quality for this month using this DD word.

Optional Penmanship Practice

But they that wait upon the Lord shall renew their strength; they shall mount up with wings as eagles; they shall run, and not be weary; and they shall walk, and not faint.

Isaiah 40:31

<> 1i. Further Extension: Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Therefore, even a bright light seen from a great distance appears to be dim.

Conjunctive adverb opener

<> 1j. In your notebook, copy this week's passage at the level directed by your teacher.

<> 1k. (T) Review your copy with your teacher, and correct any errors.

## 2. Spelling/Structural Analysis: Spellings for the *zhun* Sound at the End of Words

Examples: **vision, erosion**

<> **2a.** In the passage, underline the word *illumination* one time.

Words that end in the letters *sion* can make either one of the following two sounds at the end of them:

1. *zhun* as in **vision**
2. *shun* as in **vacation**

This week we will focus on the words that say *zhun*. There are many of these words, such as the following words:

1. **vision**
2. **erosion**
3. **abrasion**

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 69 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write six sentences using six of the spelling words.

Further Study: Read about the Dead Sea Scrolls and how they were made.

**Teacher Tip:** Any time your student has "less common" spelling rules, encourage him to group the words according to common families. It is much easier to remember how to spell a word if he learns how to spell a group of words all spelled the same way instead of isolated spelling words.

**Teacher Tip:** Sometimes these combinations sound like a short u (e.g., *mountain*), and sometimes they sound more like a *schwa* sound (e.g., *mountainous*). Either way, they are known as spellings for *uh*.

### Optional Penmanship Practice

Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.

II Timothy 2:15



Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. vision	vi-sion	_____		_____
2. erosion	e-ro-sion	_____		_____
3. lesion	le-sion	_____		_____
4. fusion	fu-sion	_____		_____
5. division	di-vi-sion	_____		_____
6. confusion	con-fu-sion	_____		_____
7. version	ver-sion	_____		_____
8. invasion	in-va-sion	_____		_____
9. television	tel-e-vi-sion	_____		_____
10. explosion	ex-plo-sion	_____		_____
11. corrosion*	cor-ro-sion	_____		_____
12. decision	de-ci-sion	_____		_____

**\*Commonly Misspelled**

**\*\*Note: You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.**

Words	Syllabication	Write it**	Tip	Your Tip
<b>Extensions</b>				
13. concision*	con-ci-sion	_____		_____
14. collusion*	col-lu-sion	_____		_____
<b>Further Extension</b>				
15. allusion*	al-lu-sion	_____	indirect reference; from to "allude" to	_____
16. illusion*	il-lu-sion	_____	misleading image; think illustrate (picture)	_____
<b>Optional</b>				
17. oblivious	ob-li-vi-ous	_____		_____
18. phlegmatic	phleg-mat-ic	_____		_____
19. aloof	a-loof	_____		_____
20. self-centered	self-cen-tered	_____		_____

**\*Commonly Misspelled**

**\*\*Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

### 3. Editor Duty: Correct Given Paragraph(s)

#### Verbs

↔ 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph of the passage, highlight the action verbs.

(3) In the second paragraph of the passage, highlight the BHL verbs.

(4) In the third paragraph of the passage, highlight the infinitive.

A young Bedouin shepherd swept aside the dusty bits of clay His boyish curiosity led to the greatest manuscript discovery of modern times—the dead sea Scrolls. These ancient leather and papyrus scrolls shed new archaeological light on the old testament and intertestamental periods the Biblical material included fragments of all of the old testament books except esther.

Why did the knowledge of the Dead Sea Scrolls lay hidden in the desert for nearly 2,000 years. the mysterious riddle was solved by the archaeologists spades in 1951 further excavations in the Qumran Valley revealed an ancient essene monastery who's members had copied the manuscripts and had hidden them in nearby caves

the essenes disappeared from history after the destruction of Jerusalem in A.D. 70 monastic communities created two types of darkness during the Dark Ages. first, by copying the Scriptures exclusively in latin, the monks purposely kept the common people of europe in a state of spiritual darkness. Second spiritual pride and unbridled sin created darkness within the walls of the monastery. There obsession with self-abasement and seclusion caused the monks to lose sight of the finished work of Christ.

Character Focus: When the light is hidden, the people who are hiding it easily fall into sin.

### 4. Spelling Practice: Choose the Correct Spelling

↔ 4a. Highlight the correct spelling of each **All** word.

1. vission

vision

2. erosion

irosion

3. lesion	leesion
4. fussion	fusion
5. division	devision
6. confusion	cunfusion
7. version	vursion
8. invazion	invasion
9. television	tellevison
10. explozion	explosion
11. corosion	corrosion
12. desision	decision

Further Study: Read a book about the monks or monasteries.

Character Focus: Because the Bible is God's Word, it can light our path.

<> **4b.** Highlight the correct spelling of each **Extensions** word.

13. consision	concision
14. colluzion	collusion

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

15. allusion	alusion
16. illusion	ilusion

<> **4d.** Highlight the correct spelling of each **Optional** word.

17. oblivious	obliveous
18. phlegmatic	flegmatic
19. aloof	alloof
20. self-centerd	self-centered

<> **4e.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Character Focus: Throughout history people have tried to protect the light of the Bible by hiding it. That has never worked.

## 5. Wacky Word: Are vs. Our

↔ 5a. In the first paragraph of this week's passage, highlight the word *are*.

The word *are* seems like a simple word to learn about. You may even wonder why you need to learn about it at all. You would be surprised how many people confuse these two words:

- our
- are

The word **are** has the following characteristics:

1. It is a **being or helping verb** (a Be, a Helper, Link verb)
2. It shows a **state of being** with a plural subject.
  - a. They **are** coming.
  - b. We **are** going.
  - c. Joshua and Jonathan **are** here.

The word **our** has the following characteristics:

1. It is a **possessive pronoun**.
  - a. It is a **pronoun** (replaces a noun).
  - b. It **shows possession**.
2. It is used to show that **people own something**.
  - a. **our** book
  - b. **our** family

↔ 5b. In the sentences provided, highlight the words *our* and *are* and write above each one whether it is:

- BHL (Be, a Helper, Link verb)
- Pro (Pronoun)

1. About ninety percent of all bodily impurities are eliminated through the kidneys.
2. Another six percent are removed through our bowels.
3. Further impurities are taken out by our skin and lungs.
4. If these means are unable to remove impurities, we begin to experience headaches, colds, flu, and other symptoms.
5. We are able to see God working in and through our lives.
6. We must maintain purity of our heart.
7. Impure motives will quickly slip into our hearts.
8. We need to start our prayers and end our prayers with praise.
9. Nine-tenths of the difficulties are overcome when our hearts are ready to do God's will, whatever it may be.
10. Christ is still making intercession for us before our heavenly Father.

<> 5c. Fill in each blank provided with the correct Wacky Word--*are* or *our*.

1. Where \_\_\_\_\_ you going?
2. \_\_\_\_\_ house is around the corner.
3. We \_\_\_\_\_ going on a hike.
4. When we get to the park, we \_\_\_\_\_ eating lunch.
5. I hope \_\_\_\_\_ ice cream doesn't melt.
6. I think we \_\_\_\_\_ lost.
7. Did you bring \_\_\_\_\_ map?

Optional Penmanship Practice

Let them alone: they be the blind leaders of the blind. And if the blind lead the blind, both shall fall into the ditch.

Matthew 15: 14

<> 5d. On the lines provided, write two sentences using *are* and *our*.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

Further Study: Read an encyclopedia entry about a famous monk.

<> 5e. Fill in each blank provided with the correct Wacky Word--*lie* or *lay*.

1. Where did you \_\_\_\_\_ my keys?
2. Our dog likes to \_\_\_\_\_ in the sun.
3. If you \_\_\_\_\_ down, your head may feel better.
4. You may \_\_\_\_\_ your coat on the bed.
5. Will they \_\_\_\_\_ the carpet today?

Character Focus: During the Middle Ages, monks hid the light of the Bible in monasteries.

<> 5f. Fill in each blank provided with the correct Wacky Word--*sit* or *set*.

1. Please \_\_\_\_\_ the glasses on the table.
2. When you are finished with the tape, please \_\_\_\_\_ it on the desk.
3. You may \_\_\_\_\_ wherever you like.
4. Shall we \_\_\_\_\_ in the living room?
5. Who \_\_\_\_\_ table?

↔ 5g. Fill in each blank provided with the correct Wacky Word--*raise* or *rise*.

1. We need to \_\_\_\_\_ early tomorrow morning.
2. If we \_\_\_\_\_ late, we will miss the bus.
3. Please \_\_\_\_\_ your hand when I call your name.
4. We watched them \_\_\_\_\_ the roof.
5. The sun will \_\_\_\_\_ in the east.

↔ 5h. Fill in each blank provided with the correct Wacky Word--*conscious* or *conscience*.

1. When we arrived at the hospital, he was \_\_\_\_\_.
2. He was in such a deep sleep that he was not \_\_\_\_\_ of the tornado siren.
3. She had planned on skipping class, but her \_\_\_\_\_ bothered her so much that she couldn't.
4. The house was so quiet, we were all \_\_\_\_\_ of his snoring.
5. When he admitted what he had done, his \_\_\_\_\_ felt lighter.

↔ 5i. In your notebook, write sentences using *are* and *our* containing information found in a character book or other source.

**Basic Level:** Write ten sentences.

**Extension** and **Further Extension:** Write fifteen sentences.

## 6. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph

↔ 6a. Now that you have written the body and opening paragraph of your report, you are ready to write a closing paragraph.

(1) **Your closing paragraph will include a “thesis statement reloaded.”**

- a. Remember, a “thesis statement reloaded” is a statement that “closes” your paper--sums up what your entire paper is about.

- b. It should be a sentence or two in length and should close your report.
- c. It may be at the very beginning of your closing paragraph or at the end of your closing paragraph.
- d. It should bridge the gap between the body of your report and your catchy closing paragraph.
- e. It should leave your reader with a feeling of satisfaction after reading your paper.
- f. It may **repeat something catchy from your opening or may repeat the title** of your report, if desired.
- g. Be sure your **“thesis statement reloaded” is not identical to your thesis statement**--it may be “reloaded” with the thesis statement’s key words still in it--but not identical to it.

**Optional Penmanship Practice**

Compassion: Investing whatever is necessary to heal the hurts of others.

**(2) Your closing paragraph may be about how God used your character, what your character thought of giving his life for others, what someone else said about your character, a continuation of your opening (especially if it was a story), or any other wrap up that you can do in six to ten sentences.**

(3) Write enough notes for **6-10 sentences** on the lines provided, again not worrying about the order, having too much information, etc.

(4) You may just jot down some thoughts, references, etc. for your closing paragraph notes, or you may create a “Sentence-by-Sentence” (S by S) outline like you did for the body of your report.

(5) **You may plan to write your closing paragraph in a different “person”** (first person, second person, etc.) **if the content warrants it.** For example, if you are using a closing story, you may tell it in first person (if needed). If you are using a closing challenge, you may tell it in second person etc. Note that opening and closing paragraphs are the times during informative writing when it is acceptable to write less formally and to change persons and/or tenses as the type of closing paragraph you are writing determines.

**Note: If you are used to writing “thesis statements reloaded” and closing paragraphs, you may experiment with putting your “reworded thesis statement” later in your closing paragraph--even at the very end of your closing paragraph, if desired. Sometimes this helps the flow of your closing paragraph when you are writing a story or other information in your closing paragraph that you want to keep all together--then follow this with the “thesis statement reloaded.”**

Further Study: Make a chart comparing the monks of the Middle Ages to the Pharisees of Jesus' time.

**Notes for Closing Paragraph**

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↔ **6b.** Follow these steps for writing your closing paragraph:

- (1) **Write an opening sentence (“thesis statement reloaded”) at the beginning of your closing paragraph** that tells what your paragraph was about. (Or plan to put your “thesis statement reloaded” later, if desired.)
- (2) **Number your notes in the order you want them, and add any information you may have forgotten.**
- (3) Using each set of notes for one sentence:
  - a. Read a line of notes.
  - b. Think about what you want to say about those notes.
  - c. Say a sentence aloud that you want to use.
  - d. Write that sentence down.
  - e. Repeat these steps for all of your notes.
  - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
  - g. Write this paragraph in your notebook (writing on every other line) or key it on the computer, after the report you just wrote.

## 7. Structural Analysis: Rise vs. Raise

Earlier in the month you learned about two confusing sets of words:

- sit/set
- lie/lay

There is another set of confusing words you should learn: rise and raise.

*Rise* and *raise* are very similar to *lie/lay* and *sit/set*.

- People rise.
- Things get raised.

One thing that might help you know the difference between all of these confusing verbs (the two you have learned earlier this month and *rise/raise*) is that:

1. **The ones that people do (or things do to themselves) all have *i*'s:**
  - a. Lie—to recline
  - b. Sit—to recline
  - c. Rise—to go up
2. **The other ones are done to something else:**
  - a. Lay—to put something down--lay the clay
  - b. Set—to put something down--set the pet
  - c. Raise—to lift something up--raise the trays

Now, are you “**sitting**” down? Are you “**lying**” in wait for the next lesson? Are you “**rising**” to the task? Then let us move on with *rise* and *raise*:

- **People rise**
- **Things get raised**

Now, obviously, that is not always true, but if you think like this:

- **People rise**
  1. Or **things that can do it to themselves**
  2. People **rise**, Chicago **rises**, the dog **rises**
- **Things get raised**
  1. Or anything that is **done to something else**
  2. **Raise** the book, **raise** the animal, **raise** the clothes line

Character Focus: Without light, no one can see anything. Christians show others the way to Christ.
--

Now, learning what *rise* and *raise* mean is only half of the grammar problem; the other half lies (lies all by itself) in the fact that many people do not know which past tense verbs go with which word.

There are many questions raised (raised by someone) about these two words. We will set (something set by someone) those rules before you now.

1. **Rise: To get up**
  - a. Past: rose
    - 1) Yesterday, he **rose** early.
    - 2) She just **rose** up and did the work.
  - b. Present: rises, rise
    - 1) He **rises** early.
    - 2) They **rise** late.
  - c. Continuing: rising
    - 1) He is **rising** early.
    - 2) They are **rising** late.
  - d. Past participle: (have) risen
    - 1) He **has risen**.
    - 2) They **have risen**.
2. **Raise: To lift something up**
  - a. Past: raised
    - 1) He **raised** his hand.
    - 2) They **raised** the flag.
  - b. Present: raise/raises

- 1) She **raises** her children well.
- 2) They **raise** vegetables in their garden.
- c. Continuing: raising
  - 1) She **will be raising** the flag at sun up.
  - 2) They **will be raising** vegetables next year.
- d. Past participle: (have) raised (same as past for “raise”)
  - 1) She **has raised** vegetables before.
  - 2) They **have raised** the flag already.

In summary, the tenses of *rise* and *raise* look like this:

1. Rise—to get up
  - a. Past: rose
  - b. Present: rise/raises
  - c. Continuing: rising
  - d. Past participle: (has) risen
2. Raise—to lift something up
  - a. Past: raised
  - b. Present: raise/raises
  - c. Continuing: raising
  - d. Past participle: (has) raised

### Grammar Card: Rise/Raise

- **Rise is a verb *without* an object following it:**
  - Done by the subject of the sentence: The sun raises in the east.
  - Means to *ascend, go upward, or increase*
  - Forms of rise include: **rise, rose, risen, rising**
- **Raise is a verb *with* an object following it:**
  - The subject raises an object: The boy raised his hand.
  - Means to *lift up or cause to go up*
  - Forms of raise include: **raise, raised, raised, raising**



**Remember this rhyme:**

Lie and rise have I, and sit does too.  
 These are all words that I alone can do.  
 Lay, set, and raise are words that you choose  
 When each has an object at the end to use.



**Remember this rhyme:**

Lie and rise have I, and sit does too.  
 These are all words that I alone can do.  
 Lay, set, and raise are words that you choose  
 When each has an object at the end to use.

- ↔ **7a.** Study the Grammar Card about rise/raise provided in this lesson.
- ↔ **7b. Optional:** Make a Grammar Card about rise/raise or add new information to an existing card.
- ↔ **7c.** Fill in the blanks below with the correct form of the verbs *rise* and *raise*.

1. He is \_\_\_\_\_ early.
2. They \_\_\_\_\_ the flag.
3. She has \_\_\_\_\_ vegetables before.
4. They \_\_\_\_\_ late.
5. He \_\_\_\_\_ his hand.
6. They will be \_\_\_\_\_ vegetables next year.
7. He \_\_\_\_\_ early.
8. They have \_\_\_\_\_.
9. She will be \_\_\_\_\_ the flag at sun up.
10. She just \_\_\_\_\_ up and did the work.
11. He has \_\_\_\_\_.
12. They \_\_\_\_\_ vegetables in their garden.

13. Yesterday, he \_\_\_\_\_ early.
14. They are \_\_\_\_\_ late.
15. She \_\_\_\_\_ her children well.
16. They have \_\_\_\_\_ the flag already.

<> **7d.** In your notebook, write sentences using the various tenses of *rise* and *raise*:

**Basic Level:** Write ten sentences.

**Extension:** Write twelve sentences.

**Further Extension:** Write fifteen sentences.

## 8. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> **8.** Use the Checklist Challenge located after this week's lesson to edit your report.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

**Optional:** In place of the week's Checklist Challenge you and your teacher may desire to complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

## 9. Spelling Practice: Six "S" Spelling Secret

<> **9a.** Take a spelling "pre-test" in your notebook.

<> **9b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **9c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

# 10. Grammar: Nouns

↔ 10a. In the first paragraph of the passage, highlight the following words:

- |                         |           |
|-------------------------|-----------|
| 1. intensity (one time) | 2. terms  |
| 3. properties           | 4. source |
| 5. candelas             | 6. amount |
| 7. light                | 8. lumens |

All of the words you highlighted are nouns. Nouns are a group of words that are one of the following:

- |           |          |
|-----------|----------|
| 1. person | 2. place |
| 3. thing  | 4. idea  |

You write with nouns all of the time! Sometimes you put nouns at the beginning of your sentences—as the subjects:

- The **boy** rode.
- The **girl** sang.

Sometimes you put nouns at the end of your sentences—as the objects:

- The boy rode his **bike**.
- The girl sang the **song**.

Nouns pop up everywhere! Nouns can be either common or proper.

Common nouns are just the regular names of things.

- |           |         |         |
|-----------|---------|---------|
| 1. boy    | 2. girl | 3. baby |
| 4. box    | 5. love | 6. town |
| 7. street |         |         |

Proper nouns are the proper names of things.

- |               |              |
|---------------|--------------|
| 1. Jonathan   | 2. Kara      |
| 3. Jacob      | 4. Knoxville |
| 5. Oak Street |              |

**One way you can know whether a word is being used as a common noun or some other part of speech is to see whether you can put the word *the* in front of it -- and the word still sounds correct. For example, in the following phrases, the words that can have *the* before them are nouns.**

- |             |               |
|-------------|---------------|
| 1. the boy  | 2. the girl   |
| 3. the baby | 4. the box    |
| 5. the love | 6. the street |

You cannot, however, say “the write” or “the pretty”-- *write* is a verb and *pretty* is an adjective.

Generally speaking, a common noun will have one of the following just before it:


- (1) Noun marker (article)
  - a. **the** amount
  - b. **the** illumination

## Grammar Card: Noun—Proper Noun

- Nouns that **name a specific person, place, or thing**
- All first words, last words, and important words are capitalized in proper nouns: *Through Gates of Splendor*
- Proper nouns include:
  - Names of **groups of people or nationalities**: Irish
  - A person's **name**: Donna
  - Names of **battles/wars**: World War II
  - Days, months, holidays**: June, Christmas
  - Titles**—songs, books, movies, etc.: God's Smuggler
  - Names of **organizations**: Advanced Training Institute
  - Names of God**: Lord
  - References to God**: Him
  - Names of **places**: Indiana
  - Names of **bodies of water, mountains, landmarks, ships, memorials, buildings, cities, states, streets, countries**: Atlantic Ocean, Jefferson Memorial

## Grammar Card: Noun—Common

- Common nouns include the following:
  - **Person**: girl, boy, baby
  - **Place**: city, playground, yard
  - **Thing**: box, ball, book
  - **Idea**: love, joy, hope
- Often the subject of a sentence; may also be the direct or indirect object of a sentence

 **Common nouns are the “common” names of people, places, things, or ideas.**

- (2) Adjective
  - a. different properties
  - b. luminous intensity
- (3) Pronoun
  - a. its source
  - b. his light

☞ Common nouns are the “common” names of people, places, things, or ideas.

<> **10b.** Study the Grammar Card about subordinators provided in this lesson.

<> **10c. Optional:** Make a Grammar Card about nouns, or add new information to an existing card.

<> **10d.** In the sentences provided, highlight the nouns—both common and proper ones. Watch out for nouns that are being used as other parts of speech.

**Note: Do not highlight the pronouns—words that take the place of a noun, like: him, her, they, their, etc.**

Note: Most sentences have more than one noun!

**Example: We purify our hearts through reading of the Word .**

1. For many years, the basic unit of light was the candle.
2. The standard candle was made from the wax of the sperm whale.
3. It was burned at the rate of 120 grains per hour.
4. Today, the standard is called a candela.
5. Another way of expressing candlepower is the lumen.
6. The brightness and lightness of a room is measured in foot candles.
7. One footcandle is defined as one lumen of light falling on one square foot.
8. The high beam of an automobile’s headlight is equal to 30,000 candles.
9. Many factors contribute to the brightness or dimness of light once it leaves its source.
10. If you try to read a book one foot away from the candle, it brightens the page with approximately one footcandle of light.
11. A candle requires three things in order to burn.
12. Fuel, oxygen, and sufficient heat are needed to kindle a flame.
13. When a candle burns, it produces heat, light, smoke, water vapor, and carbon dioxide.
14. A candle produces about one-tenth of a lumen for each watt of energy that it burns.
15. Any flame and fire are potentially dangerous and should be treated with respect.

16. Candles will drip hot wax that can burn fingers and smudge countertops.
17. When light strikes a surface, it is either reflected, refracted, or absorbed.
18. Every surface is selective in the light it absorbs.
19. Some surfaces absorb only green light.
20. Others absorb red, yellow, blue, or violet light.
21. The absorption of these colors gives objects their characteristic colors.
22. When green light is absorbed, an object appears magenta.
23. Black is not a color at all.
24. When all the colors have been absorbed and no light is reflected from a surface, the surface appears to be black.
25. Black is the color of darkness.
26. All the light has been absorbed.
27. Even though light may be absorbed, its energy is not lost.

↔ **10e. Optional:** In your notebook, write sentences of your own with nouns and highlight them.

**Basic Level:** Write fifteen sentences.

**Extension:** Write twenty sentences.

**Further Extension:** Write twenty sentences using information from a character book or other source.

## 11. Vocabulary/Structural Analysis: Wacky Words

### Confusing Words: *who*, *who's*, and *whose*

This week's Wacky Word lesson is a trio like last week, but this trio is extremely common---and commonly misused. This is the *who/who's/whose* combination.

The word *who* is not too often mistaken, but it will be discussed here to help you learn the *who's/whose* combination. The word *who* is a pronoun (word that takes the place of a noun), but is more commonly taught in CQLA as a subordinator, since it often comes at the beginning of a subordinate clause or phrase (*The girl **who came for dinner** ate very little*).

For now, think of *who* as a pronoun. Do you remember what you have learned about showing possession to pronouns? **You never show possession to pronouns with an apostrophe s!** (You only do that for nouns.) Thus, *who's* cannot be a possessive pronoun (pronoun that owns something). It must be a contraction.

Study the following insights for *who's* and *whose*:

1. **Who's**

- a. The pronoun *who* with the contracted form of *is* added to it, making it **mean *who is***---used as a subordinator most of the time
- b. Is read *who's* but literally means *who is* or *who was*
- c. Example: The girl **who's on our team** throws eighty miles per hour.

2. **Whose**

- a. The **possessive form of *who*** (the form that **shows ownership**)
- b. Sometimes considered an adjective (as all possessives are; though CQLA does not focus on them as adjectives since they are not truly descriptive)
- c. Should be used anytime you want to say that *who* owns something: The girl, **whose pitch is eighty miles an hour**, is on our team. (The pitch belongs to *who*.)

There is one secret that you can learn right now that will help you throughout your life as you write: **Read the word that has an apostrophe (if it might be a contraction) as though it had the two words that make it up written there instead of the contraction.**

For instance, if you write *We're going to the meeting tonight*, don't read aloud, *We're going to the meeting tonight*, but instead read, *We are going to the meeting tonight*. Is that what you really wanted to say? If so, then *we're* is the right word for the job.

However, if you write, *The people we're coming and going*, and you read, *The people we are coming and going*, you will know immediately that the contraction that makes up *we are* is not what you want there; you really want the BHL verb *were*.

<> **11a.** Fill in each blank provided with the correct Wacky Word--***who***, ***who's*** or ***whose***.

- 1. \_\_\_\_\_ will go when God calls?
- 2. Do you know \_\_\_\_\_ Bible this is?
- 3. \_\_\_\_\_ in charge of the meeting?
- 4. \_\_\_\_\_ going with me?
- 5. \_\_\_\_\_ umbrella did I take?
- 6. I don't know \_\_\_\_\_ that is.
- 7. \_\_\_\_\_ side are you on?
- 8. He doesn't know \_\_\_\_\_ on the phone.
- 9. \_\_\_\_\_ went to the store with you?

<> **11b.** On the lines provided, write three sentences using ***who***, ***who's*** and ***whose***.

- 1. \_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_

3. \_\_\_\_\_

<> **11c.** Fill in each blank provided with the correct Wacky Word--*conscience* or *conscious*.

1. When he realized what he had done, he had a guilty \_\_\_\_\_ .

2. When the paramedics arrived, he was barely \_\_\_\_\_ .

3. The toddler was not \_\_\_\_\_ that he was spilling his drink.

4. We were having so much fun that we were not \_\_\_\_\_ of the time.

5. He felt better after he cleared his \_\_\_\_\_ .

<> **11d.** Fill in each blank provided with the correct Wacky Word--*are* or *our*.

1. \_\_\_\_\_ car is the red one.

2. Have you met \_\_\_\_\_ new neighbors?

3. \_\_\_\_\_ the Smiths coming to the graduation party?

4. The party will be at \_\_\_\_\_ house?

5. The pies \_\_\_\_\_ in the oven.

## 12. Spelling Practice: Write That Word!

<> **12a.** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_                      2. \_\_\_\_\_

<> **12b.** Complete the following steps for one of the words you listed in 12a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

---

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<> **12c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

## 13. Grammar/Sentence Structure: Main Subjects and Subject-Verb Agreement

<> **13a.** In the first copy box of the passage, highlight the main subjects and the verb that goes with each main subject.

You and I is a compound subject. A compound subject is when a sentence or clause has more than one subject in it sharing the same verb(s). In this case, there are two subjects: *you* and *I*.

The main subject is the word (or words) in the sentence that the whole sentence is about. A sentence may have subjects in each clause—one in the subordinate clause opener, one in the independent clause (complete sentence), and another in the subordinate clause at the end of the sentence. (In the case of the words you highlighted, *you* and *I* make up the compound subject of a sentence's subordinate clause openers.)

The main subject is usually a noun (person, place, thing, or idea) or a pronoun (a word that takes the place of a noun such as he, she, they, we).

The main subject is the person or thing that the whole sentence is about. It is the person or thing that does the action of the sentence or clause. When you are asked to find the main subject, you should find the complete sentence's subject, not the subjects of clauses or phrases.

A sentence's main subject is usually found at the beginning of the sentence (unless the sentence has an opener first):

1. **Joy** comes from God.
2. **He** is the Joy-Giver.
3. **We** need God desperately.
4. **I** am nothing without God.

Sometimes a main subject is found later in the sentence. This happens when the sentence begins with a prepositional phrase or clause (though a clause does have a subject, it is not the main subject of the sentence):

**Teacher Tip:** Students at this level often have a hard time finding the main subject of the sentence when a sentence begins with an opener. That is one reason this curriculum stresses various openers. If your student tells you the main subject is a word in an opener, help him mentally remove that opener and have only the "real" sentence remaining—that is where the main subject of the sentence is. Remind him that, yes, clauses do have subjects, too, but not the main subject of the sentence.

## Grammar Card: Subject—Main Subject, Simple Subject, Other Subject, and Subject Part

### • Main subject:

–**Who or what the complete sentence (the independent clause) is about**

–The person or object performing the main action of the sentence

1) Usually found in the subject part of the sentence

2) Usually a noun or pronoun

–To find the main subject, isolate prepositional phrases and subordinate clauses, since the subject of the sentence is not found in prepositional phrases and subordinate clauses.

Example: (In the case) (of Christians) (following after Christ), we should seek Him early (in the morning) (because He will be found).

(The main subject of this sentence is the word that is the subject of the independent clause—the complete sentence—not the subjects of the clauses—the main subject is *we*.)

### • Other subjects:

–A word or words that are the **subjects of subordinate clauses (dependent clauses), independent clauses (complete sentence), or phrases**

–There **may be several in a sentence**, depending on how many clauses, phrases, etc., are in a sentence

--Simple subject is the one word subject without any describers, etc. with it. (Again, may be as many of these as there are various clauses.)

--Every clause (whether an independent clause—also called a sentence—or a subordinate/dependent clause has a subject (or more than one)

--Each subject (whether main subject or other subject) must agree with correlating verb(s).

--In the case of the following sentence, the bold fonts are the subjects throughout the sentence; the italics are the correlating verbs:

In the case of **Christians** *following* after Christ, **we** *should seek* Him early in the morning because **He** *will be found* by **those** who seek Him.

### • Simple subject:

--The bare bones of a subject.

--The subject without any articles, describers, possessive pronouns, possessive nouns, etc.

### • Subject part:

--The first half of the sentence; contains the sentence's main subject, any describers, openers, etc.

--Sometimes called the complete subject when the second half is called the complete predicate

--In the case of the following sentence, the subject part ends after the main subject of the sentence—and before the main verb of the sentence:

In the case of **Christians** *following* after Christ, **we** *should seek* Him early in the morning because **He** *will be found* by **those** who seek Him.



The goal of subject study is to be able to match all subjects in a sentence with correlating verbs. Sometimes this is easier to do if you locate the sentence's many simple subjects (the one words subjects throughout). Each regular sentence (not compound) usually has one main subject. The subject part is the first half of the sentence—including the sentence's main subject and anything before it in the sentence.

1. When we trust in God, **joy** | comes from Him.
2. As we give our expectations to God, **He** | is the Joy-Giver.
3. Throughout our entire lives, **we** | need God desperately.
4. Since God gives us all things, **I** | am nothing without God.

When trying to determine the sentence's main subject, it is best to first isolate any of the following:

1. Introductory material
2. Nonessential information
3. Prepositional phrases
4. Subordinate clauses
5. Interjections
6. Other openers

When a sentence or a clause contains two subjects sharing one verb, the subject is called a compound subject. A sentence has a compound main subject when the entire sentence is about two people or two things. Do not confuse a subject in the opening clause and a subject in the independent clause to be a compound subject.

A compound subject is usually near the beginning of the sentence, and it usually has an *and* joining each part of it.

You can know if a sentence has a compound subject by whether there are two answers to the question: "Who did it?" (That is, "Who did the action that goes with that verb?")

It is important to learn about using compound subjects because they help make your writing more interesting and less choppy.

For example, which one of these two sounds better:

1. The **boy** ate a cookie. The **girl** ate a cookie.
2. The **boy and the girl** each ate a cookie.

As mentioned earlier, it is possible to have one or more subjects in a sentence or clause. It is important to be aware of how many subjects a sentence has in order to be sure that each subject and verb match.


In other words, the subject has to sound correct with its corresponding verb:

1. If you have a singular subject (only one), you need a singular verb:
  - a. **Light is** vital to life.
  - b. **A lamp needs** fuel, heat, and oxygen to burn.
2. If you have a plural subject (one subject that is plural or compound), you need a plural verb:
  - a. **Candles release** energy.
  - b. **Candles and lamps** in Christ's time **were** small clay dishes.

This is called subject-verb agreement, and it is very important in writing.

There is another area of subjects you might hear about that can be confusing—that of the *simple subject*. A simple subject is normally the one-word subject only. It can be the subject of a phrase, a dependent clause, or an independent clause. A sentence may have many subjects.

The simple subject is the one-word subject (or two in the case of a compound subject or a *two word proper nouns* as a subject). Different handbooks often use the terms simple subject and main subject interchangeably. Just be sure each subject in your sentence matches its correlating verb in tense and number.

 **Get rid of all distracters (mentally or with parenthesis) in order to find the sentence's main subject. Be sure this main subject agrees with the sentence's main verb. Other subjects in dependent (subordinate clauses) should also agree with their correlating verbs.**

**<> 13b.** Study the Grammar Cards about simple subjects, main subjects, and subject-verb agreement provided in this lesson.

**<> 13c. Optional:** Make Grammar Cards about simple subjects, main subjects, and subject-verb agreement, or add new information to existing cards.

**<> 13d.** In the sentences provided, complete the following steps:

- (1) Isolate with parentheses the sentence openers at the beginning of any sentences containing them.
- (2) Highlight the main subjects of each sentence.
- (3) Following each sentence, write compound on the lines provided if the sentence has a compound subject.

## Grammar Card: Subject-Verb Agreement

• **The subject and the verb must agree with each other in:**

–**Number:**


- 1) When a singular subject is used, use a singular verb
- 2) When a plural subject is used, use a plural verb

–**Tense** (when the action takes/took place)

- Find the main verb of the sentence by locating words that show action or come from your Be, a Helper, Link verb list.
- The main subject of the sentence is not usually in:
  - Prepositional phrases
  - Subordinate clauses
  - Other “distracters” (adverbs, adjectives, conjunctive adverbs, etc.)

• **To determine which word or words are your subjects, identify and isolate these distracters; then be sure your subject and verb agree:** Tears (which accompany repentance) contain chemicals.

- When mixed compound subjects are in a sentence with the word or in between them, the subject closer to the verb is the one that needs to agree with the verb: Bob or they are going; They or Bob is going.

 **Get rid of all distracters (mentally or with parenthesis) in order to find the sentence's main subject. Be sure this main subject agrees with the sentence's main verb. Other subjects in dependent (subordinate clauses) should also agree with their correlating verbs.**

1. For many years, the basic unit of light was the candle. \_\_\_\_\_
2. The standard candle was made from the wax of the sperm whale. \_\_\_\_\_
3. It was burned at the rate of 120 grains per hour. \_\_\_\_\_
4. Today, the standard is called a candela. \_\_\_\_\_
5. Another way of expressing candlepower is the lumen. \_\_\_\_\_
6. The brightness and lightness of a room is measured in foot candles.  
\_\_\_\_\_
7. One footcandle is defined as one lumen of light falling on one square foot.  
\_\_\_\_\_
8. The high beam of an automobile headlight is equal to 30,000 candles.  
\_\_\_\_\_
9. Many factors contribute to the brightness or dimness of light once it leaves its source.  
\_\_\_\_\_
10. If you try to read a book one foot away from the candle, it brightens the page with approximately one footcandle of light. \_\_\_\_\_

**Teacher Tip:** Do not let your student be concerned about the “exact” word of the simple subject. Some grammarians consider only the one word to be the true simple subject, while others consider the one word and any describers before it to be the simple subject. Either way is acceptable:

1. The word light means “that which is illuminated.”
2. The word light means “that which is illuminat-ed.”

**Teacher Tip:** When introducing compound subjects, you might want to tell your student the following:

- 1 Compound means “two”—like a compound fracture is a break in two places.
2. If he has a good understanding of compound words, explain to him that compound subjects are two subjects, just like compound words are two words squeezed together.

11. A candle requires three things in order to burn. \_\_\_\_\_
12. Fuel, oxygen, and sufficient heat are needed to kindle a flame. \_\_\_\_\_
13. When a candle burns, it produces heat, light, smoke, water vapor, and carbon dioxide. \_\_\_\_\_
14. A candle produces about one-tenth of a lumen for each watt of energy that it burns. \_\_\_\_\_
15. Any flame and fire are potentially dangerous and should be treated with respect. \_\_\_\_\_
16. Candles will drip hot wax that can burn fingers and smudge countertops. \_\_\_\_\_
17. When light strikes a surface, it is either reflected, refracted, or absorbed. \_\_\_\_\_
18. Every surface is selective in the light it absorbs. \_\_\_\_\_
19. Some surfaces absorb only green light. \_\_\_\_\_
20. Others absorb red, yellow, blue, or violet light. \_\_\_\_\_
21. The absorption of these colors gives objects their characteristic colors. \_\_\_\_\_
22. When green light is absorbed, an object appears magenta. \_\_\_\_\_
23. Black is not a color at all. \_\_\_\_\_
24. When all the colors have been absorbed and no light is reflected from a surface, the surface appears to be black. \_\_\_\_\_
25. Black is the color of darkness. \_\_\_\_\_
26. All the light has been absorbed. \_\_\_\_\_
27. Even though light may be absorbed, its energy is not lost. \_\_\_\_\_

Help Box for 13a.

You should have highlighted the following:

- |  |                      |
|--|----------------------|
| 1. Luminous intensity and illumination...are |                      |
| 2. intensity...is                            | 3. It...is measured  |
| 4. amount...given                            | 5. Illumination...is |
| 6. It...is measured                          | 7. Brightness...is   |

# 14. Grammar: Subordinator Review

Just like CQLA has different ways for you to memorize prepositions (so you can discover how you learn best), it also gives you subordinator memorization help!

You must learn subordinators because they are used in subordinate clause openers at the beginning of sentences.

There are three ways you will practice subordinators in CQLA:

**(1) Eighty percent of subordinators fit in the Subordinator- Check- Sentence:**

\_\_\_\_\_ he was late for church.\*

\*Note: Adverbs fit in there too--do not consider adverbs as subordinators.

No: Actually, he was late for church.

Yes: Because he was late for church.

**(2) Learn *W* subordinators**--many of these are question words. These may or may not fit in the Subordinator Check Sentences:

- |              |             |             |
|--------------|-------------|-------------|
| 1. When      | 2. Whenever | 3. What     |
| 4. Whatever  | 5. Where    | 6. Who      |
| 7. Whoever   | 8. Whom     | 9. Whomever |
| 10. Wherever | 11. Why     |             |

**(3) Learn the first six in rhyme:**

Since, When, Though

Because, If, Although

**<> 14.** List twenty-seven subordinators using the "categories" give above.

**(1) Subordinator Check Sentence:**

\_\_\_\_\_ he was late for church.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**(2) List *W* ones**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(3) List the ones in the rhyme

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

## 15. Grammar: Weekly Quizzes

- <> **15a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.
- <> **15b.** Do the Weekly Review Quiz provided after this week's lesson.

## 16. Spelling: Spelling Test

- <> **16a.** (T) Take a spelling test on this week's words and any **Review Words**.
- <> **16b.** (T) Check your words with your teacher.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 17. Dictation: Dictation Quiz

- <> **17a.** (T) In your notebook, take dictation from this week's passage.
- <> **17b.** (T) Review your dictation with your teacher.
- <> **17c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 18. Composition: Final Copy Biographical Research Report

- <> **18a.** Write the final copy of your report in your notebook (on every line). If you prefer, you may type it on the computer (double spaced).
- <> **18b.** Write or key the final copy of your outline and List of Works Cited.
- <> **18c.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

### Optional: Extra Practice

- 1E. In your notebook, write twenty sentences with interjections. Use information from a character book.
- 2E. In your notebook, take more notes about light for another report.
- 3E. In your notebook, write a report, using your notes from this lesson.
- 4E. Edit and revise your report for this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write fifteen words with *sion* saying *zhun*.
- 6E. Read ten Biblical passages about light.
- 7E. Find ten sentences with interjections from a character book, and copy them into your notebook.
- 8E. In your notebook, write ten sentences using the vocabulary words from the shaded Vocabulary Boxes.
- 9E. In your notebook, write ten sentences with compound subjects. Use information from a character book.
- 10E. Read the book *A Path Through Suffering*.
- 11E. Write a book report on the a book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 12E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.



## Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one loud.</li> <li>Try to spell the word aloud with out looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
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38. \_\_\_\_\_
39. \_\_\_\_\_
40. \_\_\_\_\_

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Interjection Rhyme

Thirty Seconds

- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

Think Fast (con't)

**Subordinators**  
Two or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

**Coordinating Conjunctions**  
One Minute

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**BHL Verbs**  
Two Minutes

**Be, a Helper, Link Verbs,**

- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, & \_\_\_\_\_,
- \_\_\_\_\_, & \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_
- \_\_\_\_\_, & \_\_\_\_\_, & \_\_\_\_\_,
- are ones.**
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_ --- **they are fun**
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, \_\_\_\_\_, &
- \_\_\_\_\_
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- they are some as well,**
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, & \_\_\_\_\_

**First Subordinators Learned  
in Rhyme**  
Thirty Seconds

- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Comprehension and Vocabulary

1. Define the words listed below.

a. illumination - \_\_\_\_\_

b. intensity - \_\_\_\_\_

2. Write sentences using the two words you defined in #1.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

## II. Spelling and Homophones

3. List three words that have *tion* from this week's spelling lesson.

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_

4. List three words that have *sion* from this week's spelling lesson.

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_

5. What kind of word is *who*? \_\_\_\_\_

6. Fill in the blank for the rule about possessive pronouns:

You \_\_\_\_\_ show possession to pronouns with an \_\_\_\_\_.

7. If a pronoun has an apostrophe, it is not possessive, but it is a \_\_\_\_\_.

8. Write the meanings/characteristics for the following two Wacky Words.

a. Who's - \_\_\_\_\_

b. Whose - \_\_\_\_\_

9. What is the rule for knowing whether you want to use *who's* or *whose*? \_\_\_\_\_

\_\_\_\_\_

## III. Outlining and Write On

10. Write two characteristics for *our*.

a. \_\_\_\_\_

b. \_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

11. Write two characteristics for *are*.

- a. \_\_\_\_\_
- b. \_\_\_\_\_

#### IV. Grammar and Usage

12. Fill in the blank for the tip:

- \_\_\_\_\_ rise
- \_\_\_\_\_ get raised

13. Fill in the blanks for the rhyme:

\_\_\_\_\_ and \_\_\_\_\_ have \_\_\_\_\_, and \_\_\_\_\_  
does too. These are words \_\_\_\_\_ alone can do. \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_ are words that you choose. When each has an object  
at the end to use.

14. What are the four categories of nouns?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

15. What is a common noun? \_\_\_\_\_

16. What is a proper noun? \_\_\_\_\_

17. What word can you put before a common noun to tell whether it is being used as a noun or another part of speech? \_\_\_\_\_

18. How did you decide to close your biography? \_\_\_\_\_  
\_\_\_\_\_

19. What other option did you consider for a closing paragraph? \_\_\_\_\_  
\_\_\_\_\_

#### V. Edit and Revise

20. List three transition sentences you put in your report.

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_

21. List four Banned Words you had.

- a. \_\_\_\_\_ b. \_\_\_\_\_  
c. \_\_\_\_\_ d. \_\_\_\_\_

22. List three words you used in your report this week that you have never used in writing before.

- a. \_\_\_\_\_ b. \_\_\_\_\_  
c. \_\_\_\_\_

# Checklist Challenge Red 8-B: Weeks Three & Four

Character Focus: Compassion

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

All **All Levels**

E's **Extensions**

B **Basic Level only**

FE **Further Extension only**

E **Extension only**

## To Be Completed During Week Four

All  All  All  All  All Read your report to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will "hear" errors you would otherwise not find.  
 All  All  All  All  All  
 E's  E's

☞ **Focus on content errors at this time.**

All  All  All  All  All Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.  
 All  All  All  All  All  
 E's  E's

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All  All  All  All  All Change one of the "**boring**" **verbs** in each paragraph to a "**strong**" **verb**. You may select one from the list below or choose one of your own.  
 All  All  All  All  All  
 E's  E's

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  All  All  All  All Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.  
 All  All  All  All  All  
 E's  E's

Examples:  
 only      totally      joyfully      willingly      completely      never

practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All  All  All  All  All  
 All  All  All  All  All  
 E's  E's

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

☞ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All  All  All  All  All  
 All  All  All  All  All  
 E's  E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
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

Add a sentence to the beginning of your report that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

☞ **Tips:**

- **Write a sentence that describes your report without telling the reader exactly what it is about.**
- **Do not say: *In this report you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* report.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your report's subject.**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **"thesis statement reloaded"** and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **You may choose to have your "thesis statement reloaded" be a sentence that restates the title of your report rather than the thesis statement.**



All

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
- Something comical
- Something bold
- A song title or line
- A Scripture
- Something biblical
- Something about character
- Something informative
- Other

☞ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All All All All All  
 All All All All All  
 E's E's

Check each paragraph carefully to be sure that your **transition from one paragraph to another** is smooth. If not, add transition sentences as needed. If your transition sentences are adequate, highlight the check box(es) as directed by your teacher.

☞ **Your transition from one topic to another topic may come at the end of a paragraph (telling the next paragraph's topic) or at the beginning of a paragraph (telling that paragraph's topic).**

All

Add one **SSS5 x 3** (Three Super Short Sentences of five words or fewer) in **a row** for emphasis. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- They are subtle. They are sneaky. They are predators!
- They set traps. They devise snares. They are sneaky.

All All All All All  
 All All All All All  
 E's E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

☞ **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.**

All All All All All  
 All All All All All  
 E's E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ **Do not change insignificant words such as *was, it, and, etc.***

All

Add one **ing opener** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Follow the whole clause or phrase with a comma:

- **Activating via traps and snares**, they put their victims in positions from which they cannot escape.

☞ **Be careful! If your *ing* phrase is your sentence's subject, do not follow it with a comma:**

- **Eating an "easy" meal is what these predators do best. (Eating an "easy" meal is that sentence's subject.)**

All

All

All

All

All

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

All

All

All

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All

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E's

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

☞ **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

B

Combine two complete sentences with either a **coordinating conjunction (cc)** or a **semicolon** at least once. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- A web is an intricate trap, **for** it seldom allows a prey to escape.
- A web is an intricate trap; **it** seldom allows a prey to escape.

All

All

All

All

All

Combine two sentences (or one sentence and one [or more] phrase/clause) into one complete sentence using the **conciseness technique** of your choice. If you have already done these, highlight the check box(es) as directed by your teacher.

All

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E's

E's

Examples:

• **Appositive:**

Two sentences: A spider's web is an intricate trap. It seldom releases its victims.  
One sentence: A spider's web, **an intricate trap**, seldom releases its victims.

• **Compound verbs:**

Two sentences: It traps its victims. It ensnares its victims.  
One sentence: It **traps and ensnares** its victims.

• **Subordinate clause placement:**

Two sentences: The spider secures the center of the bridge with a vertical silk strand.  
Then it constructs a frame.  
One sentence: **Once the spider secures the center of the bridge with a vertical strand**, it constructs a frame.

• **Another non-essential opener:**

Two sentences: They are far more subtle in their methods. They act via traps and snares to put their victims in challenging positions.

One sentence: **Subtle in their methods**, they act via traps and snares to put their victims in challenging positions.

• **Prepositional phrase placement:**

Two sentences: Orb webs are the ones seen by people most often. They are created by two families of spiders.

One sentence: Orb webs, **which people see most often**, are created by two families of spiders.

• **Conjunctive adverb:**

Two sentences: A spider sits patiently in the center of the web. It waits for its victim.

One sentence: A spider waits for its victim; **moreover**, it sits patiently in the center of its web.

• **Dash preceding clause or phrase:**

Two sentences: Some predators do not catch their prey by assailing them directly. They are far more subtle in their methods.

One sentence: Some predators do not catch their prey by assailing them directly--**they are far more subtle in their methods**.

• **Coordinating conjunction between two complete sentences:**

Two sentences: Each of the twenty-five families of spiders has its own design for a web. Orb webs are the ones most often seen by people.

One sentence: Each of the twenty-five families of spiders has its own design for a web, **but** orb webs are the ones most often seen by people.

• **Semicolon between two complete sentences:**

Two sentences: Spiders create intricate webs. Victims seldom escape from them.

One sentence: Spiders create intricate webs; **victims seldom escape from them**.

• **Colon usage:**

Two sentences: There are two crafty predators. These include the spider and the Venus' fly trap.

One sentence: There are two crafty predators: **the spider and the Venus' fly trap**.

☞ **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

All

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

☞ **Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*.)**

All

Add a **double** or **triple adjective**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Double: The **intricate, amazing** web does its job well.
- Triple: The **creative, awesome, and sneaky** spider is quite the predator.

☞ **Separate items in a series with commas, placing the final comma before the *and*.**

☞ **Double and triple adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct.**

All FE

Use **one of this month's vocabulary words** in your composition (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

All E's FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **A word you have never used in writing might be one you use in speaking but not in your compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

All

Include one **simile or metaphor** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Simile--Comparison *using* like or as: The Venus' fly trap is as insidious **as the steel jaws of a hunter's snare.**
- Metaphor--Comparison *without* using like or as: The Venus' fly trap **is a hinged prison.**

B

Add one **appositive** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- The Venus' flytrap, **a plant that catches and eats bugs and flies**, provides another example of entrapment.

☞ **Set off an appositive with commas unless it is a one-word name.**

All All All All All

**Edit each paragraph** with your teacher, and correct any **usage or spelling errors.**

All All All All All

E's E's

# Teacher's Helps

## Red 8-B

### Character Focus: Compassion

Lesson Plans and Answer Keys

# Lesson Plans

## Red 8-B: Week One

For a Five-Day Week  
Character Focus: **Compassion**

Day One																																		
<p><b>Vocabulary Box</b></p> <p>Characteristics of <b>one who is compassionate--adjectives</b></p> <table style="width: 100%; border: none;"> <tr> <td>altruistic</td> <td>conscientious</td> <td>considerate</td> </tr> <tr> <td>commiserative</td> <td>empathetic</td> <td>genuine</td> </tr> <tr> <td>kindhearted</td> <td>merciful</td> <td>responsive</td> </tr> <tr> <td>sensitive</td> <td>sympathetic</td> <td>tenderhearted</td> </tr> <tr> <td>thoughtful</td> <td>understanding</td> <td>unselfish</td> </tr> </table>	altruistic	conscientious	considerate	commiserative	empathetic	genuine	kindhearted	merciful	responsive	sensitive	sympathetic	tenderhearted	thoughtful	understanding	unselfish	<p><b>Vocabulary Box</b></p> <p>Characteristics of <b>one who is <u>not</u> compassionate--adjectives</b></p> <table style="width: 100%; border: none;"> <tr> <td>aloof</td> <td>apathetic</td> <td>callous</td> </tr> <tr> <td>disinterested</td> <td>heartless</td> <td>impassive</td> </tr> <tr> <td>impervious</td> <td>indifferent</td> <td>insensitive</td> </tr> <tr> <td>languid</td> <td>merciless</td> <td>oblivious</td> </tr> <tr> <td>phlegmatic</td> <td>self-centered</td> <td>unaffected</td> </tr> <tr> <td>unconcerned</td> <td>unmoved</td> <td></td> </tr> </table>	aloof	apathetic	callous	disinterested	heartless	impassive	impervious	indifferent	insensitive	languid	merciless	oblivious	phlegmatic	self-centered	unaffected	unconcerned	unmoved	
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<p><b>1. Copying and Comprehension: Passage and Vocabulary Extensions</b></p> <p>The African people to whom Mary ministered practiced many evil customs. Some of the most powerful people in the villages were the witch doctors, evil men who said that they could talk to the dead and heal people who were infirmed. They couldn't do any of this, but they claimed they could. If someone got sick or died, the witch doctor would say that a person cursed the ill one. If the witch doctor discovered the person who "cursed" the deceased one, he would have the "curser" killed.</p> <p style="text-align: center;"><b>All</b></p> <p>Mary despised these customs. If she heard about an instance in which people were going to be unjustly killed, she would run through the jungle at night to stop it. One time she learned of a woman who was going to be burned to death in a nearby village. She went there and told the chief and the village witch doctor that they could not do this. The chief let the doomed woman live. Because of her unique bravery and compassion, Mary was respected by the surrounding village leaders.</p> <p>One of the worst customs in this part of Africa concerned twin babies. The village people thought that twins were evil, so they killed them. Mary wouldn't let this happen. Soon twins and other orphans came to live with her. They and all of the villagers called Mary "Ma Slessor."</p> <p style="text-align: right;"><i>Adapted from <i>Cloud of Witnesses</i></i></p>																																		
<p><b>2. Spelling/Structural Analysis: U Affects the Sounds of g and q</b></p> <p><b>Examples: vague, unique</b></p> <p style="text-align: center;"><b>All</b></p> <table style="width: 100%; border: none;"> <tr> <td>1. unique</td> <td>2. vague</td> <td>3. vogue</td> </tr> <tr> <td>4. rogue</td> <td>5. antique</td> <td>6. guitar</td> </tr> <tr> <td>7. league</td> <td>8. fatigue</td> <td>9. segue</td> </tr> <tr> <td>10. critique</td> <td>11. opaque</td> <td>12. intrigue</td> </tr> <tr> <td>13. tongue</td> <td>14. uniquely</td> <td>15. catalog</td> </tr> </table> <p style="text-align: center;"><b>Extensions</b></p> <table style="width: 100%; border: none;"> <tr> <td>16. boutique</td> <td>17. synagogue</td> <td>18. quagmire</td> </tr> </table>		1. unique	2. vague	3. vogue	4. rogue	5. antique	6. guitar	7. league	8. fatigue	9. segue	10. critique	11. opaque	12. intrigue	13. tongue	14. uniquely	15. catalog	16. boutique	17. synagogue	18. quagmire															
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<p><b>Further Extension</b></p> <p>19. subsequent    20. soliloquy    21. quintuple</p> <p><b>Optional</b></p> <p>22. sympathetic    23. altruistic    24. commiserative</p> <p>25. sensitive</p>
<p><b>3. Editor Duty: Correct Given Paragraph(s)</b></p> <p><b>Homophones</b></p>
<p><b>4. Spelling Practice: Choose the Correct Spelling</b></p>
Day Two
<p><b>5. Study Skills/Prewriting: Write Key Word Outline for Informative Essay</b></p> <p><b>All--Paragraph One of Body: 5 Sentences</b></p> <p><b>All--Paragraph Two of Body: 6 Sentences</b></p> <p><b>All--Paragraph Three of Body: 5 Sentences</b></p>
<p><b>6. Grammar: Appositives</b></p>
<p><b>7. Composition/Creative Writing: Write Rough Draft Informative Report From Key Word Outline</b></p>
Day Three
<p><b>8. Spelling Practice: Six "S" Spelling Secret</b></p>
<p><b>9. Grammar: Subjective and Objective Cases of Pronouns</b></p>
<p><b>10. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph</b></p>
<p><b>11. Grammar: Direct Objects</b></p>
Day Four
<p><b>12. Grammar/Sentence Structure: Five Things in a Paragraph (OCCTI)</b></p>
<p><b>13. Composition and Editing: Edit and Revise Using the Checklist Challenge</b></p>
<p><b>14. Spelling Practice: Write That Word!</b></p>
<p><b>15. Grammar: Weekly Quizzes</b></p>
Day Five
<p><b>16. Spelling: Spelling Test</b></p>
<p><b>17. Dictation: Dictation Quiz</b></p>
<p><b>18. Composition/Creative Writing: Write Final Copy Informative Report From Key Word Outline</b></p>
<p><b>Optional: Extra Practice</b></p>

# Lesson Plans

## Red 8-B: Week One

For a Four-Day Week  
Character Focus: **Compassion**

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**1. Copying and Comprehension:** Passage and Vocabulary

**Extensions**

The African people to whom Mary ministered practiced many evil customs. Some of the most powerful people in the villages were the witch doctors, evil men who said that they could talk to the dead and heal people who were infirmed. They couldn't do any of this, but they claimed they could. If someone got sick or died, the witch doctor would say that a person cursed the ill one. If the witch doctor discovered the person who "cursed" the deceased one, he would have the "curser" killed.

**All**

Mary despised these customs. If she heard about an instance in which people were going to be unjustly killed, she would run through the jungle at night to stop it. One time she learned of a woman who was going to be burned to death in a nearby village. She went there and told the chief and the village witch doctor that they could not do this. The chief let the doomed woman live. Because of her unique bravery and compassion, Mary was respected by the surrounding village leaders.

One of the worst customs in this part of Africa concerned twin babies. The village people thought that twins were evil, so they killed them. Mary wouldn't let this happen. Soon twins and other orphans came to live with her. They and all of the villagers called Mary "Ma Slessor."

*Adapted from Cloud of Witnesses*

**2. Spelling/Structural Analysis:** *U* Affects the Sounds of *g* and *q*

**Examples:** vague, unique

**All**

1. unique	2. vague	3. vogue
4. rogue	5. antique	6. guitar
7. league	8. fatigue	9. segue
10. critique	11. opaque	12. intrigue
13. tongue	14. uniquely	15. catalog

**Extensions**

16. boutique	17. synagogue	18. quagmire
--------------	---------------	--------------

**Further Extension**  
19. subsequent    20. soliloquy    21. quintuple

**Optional**  
22. sympathetic    23. altruistic    24. commiserative  
25. sensitive

**3. Editor Duty:** Correct Given Paragraph(s)  
Homophones

**4. Spelling Practice:** Choose the Correct Spelling

**5. Study Skills/Prewriting:** Write Key Word Outline for Informative Essay  
**All**--Paragraph One of Body: 5 Sentences  
**All**--Paragraph Two of Body: 6 Sentences  
**All**--Paragraph Three of Body: 5 Sentences

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Day Two

**6. Grammar:** Appositives

**7. Composition/Creative Writing:** Write Rough Draft Informative Report From Key Word Outline

**8. Spelling Practice:** Six "S" Spelling Secret

**9. Grammar:** Subjective and Objective Cases of Pronouns

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Day Three

**10. Study Skills/Prewriting/Composition:** Take Notes and Write an Original Opening Paragraph

**11. Grammar:** Direct Objects

**12. Grammar/Sentence Structure:** Five Things in a Paragraph (OCCTI)

**13. Composition and Editing:** Edit and Revise Using the Checklist Challenge

**14. Spelling Practice:** Write That Word!

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Day Four

**15. Grammar:** Weekly Quizzes

**16. Spelling:** Spelling Test

**17. Dictation:** Dictation Quiz

**18. Composition/Creative Writing:** Write Final Copy Informative Report From Key Word Outline

**Optional:** Extra Practice

# Answer Keys Red 8-B: Week One

## 3. Editor Duty: Correct Given Paragraph(s)

### Homophones

↔ 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the last two paragraphs, highlight all of the homophone errors, and correct them if you have not already done so.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

The light that shines the **farthest** must **shine** the brightest at home. However, radiating the light of Christ **is** actually most difficult **among** those who know us **best**. Perhaps **David** had this thought in mind when he resolved, "I will behave myself wisely in a perfect way. O when wilt thou come unto me? I will walk within my house with a perfect heart."

After we learn **to** demonstrate **Christianity** in **our** own family, **God's** next priority is **for** us to provide warmth and light to fellow believers. **God** emphasizes this priority by instructing us: "As we have therefore opportunity, let us do good unto all men, especially unto them who are of the household of faith."

"To brighten the life of another" **is more than** just **an** expression. It is the responsibility and privilege of every believer. This ministry **is** possible only because Christ, who is the Light of the world, lives in **our** hearts; thus, as Christians, we are lights.

## 4. Spelling Practice: Choose the Correct Spelling

↔ 4a. Highlight the correct spelling of each **All** word.

- |           |         |
|-----------|---------|
| 1. unEEK  | unique  |
| 2. vague  | vage    |
| 3. voge   | vogue   |
| 4. roge   | rogue   |
| 5. anteek | antique |
| 6. guitar | gitar   |

**Teacher Tip:** Your student may highlight any of the shaded words in this week's Editor Duty Answer Keys for the number of items he was to highlight.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!



- |              |          |
|--------------|----------|
| 7. leage     | league   |
| 8. fatigue   | fateeg   |
| 9. seque     | sequay   |
| 10. criteek  | critique |
| 11. opeck    | opaque   |
| 12. intrigue | intreeg  |
| 13. tunge    | tongue   |
| 14. uniquely | uneekly  |
| 15. catalog  | cataloge |

↔ **4b.** Highlight the correct spelling of each **Extensions** word.

- |               |          |
|---------------|----------|
| 16. boutique  | bouteek  |
| 17. synagogue | synagoge |
| 18. quagmare  | quagmire |

↔ **4c.** Highlight the correct spelling of each **Further Extension** word.

- |                |            |
|----------------|------------|
| 19. subsecuent | subsequent |
| 20. soliluquy  | soliloquy  |
| 21. quintuple  | quintupple |

↔ **4d.** Highlight the correct spelling of each **Optional** word.

- |                   |                |
|-------------------|----------------|
| 22. sympathetic   | symputhetic    |
| 23. altruistick   | altruistic     |
| 24. commiserative | commisserative |
| 25. sensitiv      | sensitive      |

## 6. Grammar: Appositives

<> 6c. In the sentences provided, highlight the appositives.

1. The purpose of a Christian, **a believer in Christ** , is to radiate God's truth.
2. It is just as illogical to hide our witness as it is to put a bushel, **or cover** , over a candle.
3. Hiding our witness will grieve, **or sadden** , the Holy Spirit.
4. The fear of man, **one reason that many believers hide the light of their Christian witness** , can be conquered by applying the truths of Scripture and remembering the love and acceptance of God.
5. During the time of Christ, the lamp often used was an oil lamp, **a clay dish with a small wick at one end** .
6. Believers, **those set apart by God** , are to separate themselves from the world but not to withdraw from the world.
7. Without light, Europe went into the Dark Ages, **that period of history when people could not read the Scriptures for themselves** .
8. During the Dark Ages, gross corruption and apostasy resulted in the world as well as in the monasteries, **those religious orders** .
9. Using a concordance, **one of many Biblical study references** , can illuminate God's Word for the diligent believer.
10. A lexicon, **a Greek-to-English dictionary** , provides enlightening insights.
11. Because the role of a truthful witness is vital, it may be required by subpoena, **a formal document ordering a witness to give his testimony in court** .
12. Christians, **God's witnesses before the world** , are required by Him to give testimony about Him.
13. A candela, **the basic unit of light in scientific studies** , is the intensity of light from a piece of platinum wire heated to 1772 degrees Celsius.
14. Another way of expressing light, **the lumen** , measures the amount of light given off per unit area.
15. Just as the effectiveness of light increases with intensity and unity, the fervency of each Christian creates a powerful light when combined as one with that of other believers, **the unified Body of Christ** .

## 9. Grammar: Subjective and Objective Cases of Pronouns

<> 9d. In the sentences provided, fill in the blanks with pronouns in either the subjective or the objective case according to what was taught in this lesson. You may use pronouns such as *he, him, they, we, us, it, himself, themselves, and ourselves* (or others that fit).

1. When a person refuses to provide important testimony in a trial, **he (or she)** is charged with contempt of court.
2. A person who disobeys a subpoena can also be liable for any damages that result from **his (or her)** failure to testify.
3. A witness must tell only what **he (or she)** has personally seen and heard.
4. A witness must be prepared to answer and document questions asked of **him (or her)**.
5. Because we are all members of the Body of Christ, one member's problems affect **us** all.
6. By sharing the counsel that God gives **us** when we experience trouble, we are able to give light to others as they pass through similar trials.
7. The purpose of a candle is to give light and have the light radiate from **it**.
8. The purpose of a Christian is to radiate light from **himself (or herself)** to others.
9. Instead of comparing believers to a bonfire, Jesus compared **them (or us)** to a lamp.
10. God's way for us to show love is for us to speak the truth so those around **us** can avoid stumbling in darkness.
11. Though Christ was not of sinners, **He** was among them.
12. Fear of rejection will cause **us (or me)** not to defend the truth when it is being mocked.
13. We need to give light to **them (or him or her)**.
14. Light should radiate from us to the world; it should go out from **us** .
15. We should all call on Jesus, and show others how to call on **Him** .

## 11. Grammar: Direct Objects

↔ 11d. In the sentences provided, complete the following steps:

- (1) Isolate the prepositional phrases by placing parentheses around them. (Remember, the direct object is not in a prepositional phrase.)
- (2) Highlight the verbs.
- (3) Highlight the direct objects in another color.

**Note: Do not isolate “to+verb” as a prepositional phrase. “To+verb” is a special verb called an infinitive. It should be highlighted as a verb.**

Note: Some sentences contain more than one direct object.

**Remember: Direct objects can only follow action verbs—this includes action verbs alone and infinitives with action verbs in them (to run). It also includes a BHL verb used as an action verb.**

**Example: We should perform good works (for the Lord).**

1. Radiating the light (of Christ) is actually most difficult (among friends).
2. Once we learn to demonstrate Christianity (in our own family), God’s next priority is (for us) to provide warmth and light (to fellow believers).
3. God emphasizes this priority .
4. “To brighten the life (of another)” is more than just an expression.
5. Roland, the hero (of Charlemagne’s army), inspired the Frankish Empire (in A.D. 778).
6. He showed courage and sacrifice .
7. Daniel is one (of the few prominent men) (in Scripture) (of whom) God does not record failure .
8. (From his youth), he built disciplines (into his life) that produced Godly convictions and outstanding success .
9. He endured the most difficult challenges imaginable.
10. He inspired his friends , the entire empire , and even the king himself.
11. He offered prayers three times daily.
12. As his friends saw his courage to stand alone, they followed his example . (Alone is an adverb here.)
13. Job experienced devastating events .
14. His situation demonstrates the reality (of conflicts) happening (in different realms) (at the same time).
15. He experienced the effects (of a wrong response) (from his wife) (toward God).
16. George Washington gave comfort (to his downtrodden troops).
17. Job’s friends spent hours trying to get him to acknowledge sins he did not commit .
18. God reproved them (in the end).

Note: You may highlight the one-word direct object (fellowship) or the describer, articles, and pronouns along with the direct object (an open and transparent fellowship) as the direct object.

19. He **humbled them** (before the one) whom they had falsely **judged**.
20. God **designed the local church** to be far more than simply a once-a-week gathering.
21. Paul's message was **to give the counsel** God had **given him** (in similar troubles).
22. It **involves the compassion** (of sharing) (with others) how God **ministered** (to us) (during a similar trial).

## 12. Grammar/Sentence Structure: Five Things in a Paragraph (OCCTI)

<> **12b.** Highlight and label the five parts of a paragraph in the paragraph below.

### Opening Sentence

(Indented) George Mueller experienced amazing answers to prayer primarily because of his singleness of purpose. Through his fervent prayers, he received over five million dollars for the care of thousands of orphans in Bristol, England. Mr. Mueller's singleness of purpose and consequent

### Closing Sentence

success in prayer came from his continual cleansing of his heart and checking of his motives though the Word of God.

Topic: GM pure/received amazing answers to prayer

Number of Sentences: 3 sentences

## Weekly Review Quiz Answer Key

### I. Comprehension and Vocabulary

1. List two characteristics of Mary Slessor.

Answers will vary.

2. List things Mary Slessor accomplished according to the passage.

a. rescued people who were unjustly killed

b. she would rescue twin babies

c. she would take in orphans

Answers will vary.

## II. Outlining and Write On

3. What abbreviations did you use in this week's Key Word Outline?

**Answers will vary.**

4. A paragraph is a unit of thought.

5. How do you know when to switch to a new paragraph when you are writing?

When the topic changes

## III. Grammar and Usage

6. **Extensions:** List the three main types of verbs that you have worked on in CQLA.

a. Action verbs

b. BHL verbs

c. Infinitives

7. **Extensions:** What is an infinitive? to + verb

8. **Extensions:** How does an infinitive that begins with the word *to* differ from a prepositional phrase that begins with the word *to*? infinitive = to + verb; preposition = to + object

9. Fill in the blanks for the characteristics of a direct object.

a. It is an object.

b. It follows an action verb only.

c. It answers one of the following two questions:

i. Verb what?

ii. Verb who?

10. **Extensions:** If a direct object is a pronoun, do you use the objective form or the subjective form of it? objective form

11. Highlight the direct objects in the sentences given below.

a. A person is often told to possess a **backbone** .

b. **Backbones** protect the **spinal cord** .

c. Animals without **backbones** are called **invertebrates** .

d. **Vertebrates** possess unique **nervous systems** .

e. **Birds** sport **feathers** .

12. Write the acronym for the five parts of a paragraph:

Opening sentence

Closing sentence

Contains all the same topic

Three or more sentences

Indented

## IV. Editing and Revising

13. List two other potential titles for this week's report that you did not use.

**Answers will vary.**

14. What three words did you have to focus on in order to reduce redundancy?

**Answers will vary.**

15. List three transition sentences from your report this week.

**Answers will vary.**

# Lesson Plans

## Red 8-B: Week Two

For a Five-Day Week  
Character Focus: **Compassion**

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<p><b>1. Copying and Comprehension: Passage and Vocabulary</b> <b>All</b></p> <p>The echo of breaking pottery punctured the night air and frightened the small herd of sheep outside the cave in the Qumran Valley. As a young Bedouin shepherd swept the dusty bits of clay aside, his boyish curiosity led him to the most significant manuscript discovery of modern times--the Dead Sea Scrolls. These ancient leather and papyrus scrolls shed new archaeological light on the Old Testament and intertestamental periods. The biblical material included fragments of all of the Old Testament books except Esther. Why did the knowledge of the Dead Sea Scrolls lie hidden in the desert for nearly two thousand years?</p> <p><b>Extensions</b></p> <p>This riddle was solved by the archaeologist's spade. Further excavations in the Qumran Valley revealed an ancient Essene monastery whose members had copied and preserved the manuscripts and hidden them in nearby caves. Because the Jewish sect believed in ascetic isolation from the world as a way of life, the Word of God was not revealed.</p> <p><b>Further Extension</b></p> <p>The Dead Sea Scrolls are the oldest existing manuscripts of the Bible in any language. The light of these documents was hidden in desert caves for nearly two thousand years because of the Essenes' monastic emphasis on the importance of isolation from the world. The Essenes disappeared from history after the destruction of Jerusalem in A.D. 70, but their philosophy reappeared in the confidential, cloistered lifestyle of medieval monasteries.</p> <p><b>2. Spelling/Structural Analysis: Ch Sound Spelled in Unusual Ways Near the End of Words</b> <b>Examples: potential, feature</b></p> <p><b>All</b></p> <table style="width: 100%; border: none;"> <tr> <td>1. feature</td> <td>2. creature</td> <td>3. furniture</td> </tr> <tr> <td>4. Christian</td> <td>5. fracture</td> <td>6. puncture</td> </tr> <tr> <td>7. intention</td> <td>8. vulture</td> <td>9. denture</td> </tr> <tr> <td>10. fortunate</td> <td>11. mutual</td> <td>12. posture</td> </tr> <tr> <td>13. celestial</td> <td>14. potential</td> <td></td> </tr> </table>		1. feature	2. creature	3. furniture	4. Christian	5. fracture	6. puncture	7. intention	8. vulture	9. denture	10. fortunate	11. mutual	12. posture	13. celestial	14. potential																			
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<p><b>Extensions</b></p> <p>15. pretentious      16. effectual      17. confidential</p> <p><b>Further Extension</b></p> <p>18. preferential      19. nomenclature</p> <p><b>Optional</b></p> <p>20. empathetic      21. conscientious      22. tenderhearted</p> <p>23. genuine</p>
<p><b>3. Editor Duty: Correct Given Paragraph(s)</b> <b>Appositives, Noun Markers, Pronouns</b></p> <p><b>4. Spelling Practice: Choose the Correct Spelling</b></p>
Day Two
<p><b>5. Study Skills/Prewriting: Key Word Outline</b></p> <p><b>All</b>--Paragraph One of Body: 5 Sentences <b>All</b>--Paragraph Two of Body: 3 Sentences <b>All</b>--Paragraph Three of Body: 3 Sentences</p> <p><b>6. Structural Analysis: Lie/lay</b></p> <p><b>7. Composition/Creative Writing: Write Rough Draft Informative Essay From Key Word Outline</b></p>
Day Three
<p><b>8. Spelling Practice: Six "S" Spelling Secret</b></p> <p><b>9. Grammar: Common Nouns</b></p> <p><b>10. Grammar: Negative Words/Double Negatives</b></p>
Day Four
<p><b>11. Composition and Editing: Edit and Revise Using the Checklist Challenge</b></p> <p><b>12. Spelling Practice: Write That Word!</b></p> <p><b>13. Grammar: Weekly Quizzes</b></p>
Day Five
<p><b>14. Spelling: Spelling Test</b></p> <p><b>15. Dictation: Dictation Quiz</b></p> <p><b>16. Composition: Write Final Copy Informative Essay From Key Word Outline</b></p> <p><b>Optional: Extra Practice</b></p>



# Lesson Plans

## Red 8-B: Week Two

For a Four-Day Week  
Character Focus: Compassion

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<p><b>1. Copying and Comprehension: Passage and Vocabulary</b> <b>All</b></p> <p>The echo of breaking pottery punctured the night air and frightened the small herd of sheep outside the cave in the Qumran Valley. As a young Bedouin shepherd swept the dusty bits of clay aside, his boyish curiosity led him to the most significant manuscript discovery of modern times--the Dead Sea Scrolls. These ancient leather and papyrus scrolls shed new archaeological light on the Old Testament and intertestamental periods. The biblical material included fragments of all of the Old Testament books except Esther. Why did the knowledge of the Dead Sea Scrolls lie hidden in the desert for nearly two thousand years?</p> <p><b>Extensions</b></p> <p>This riddle was solved by the archaeologist's spade. Further excavations in the Qumran Valley revealed an ancient Essene monastery whose members had copied and preserved the manuscripts and hidden them in nearby caves. Because the Jewish sect believed in ascetic isolation from the world as a way of life, the Word of God was not revealed.</p> <p><b>Further Extension</b></p> <p>The Dead Sea Scrolls are the oldest existing manuscripts of the Bible in any language. The light of these documents was hidden in desert caves for nearly two thousand years because of the Essenes' monastic emphasis on the importance of isolation from the world. The Essenes disappeared from history after the destruction of Jerusalem in A.D. 70, but their philosophy reappeared in the confidential, cloistered lifestyle of medieval monasteries.</p> <p><b>2. Spelling/Structural Analysis: Ch Sound Spelled in Unusual Ways Near the End of Words</b> <b>Examples: potential, feature</b></p> <p><b>All</b></p> <table style="width: 100%; border: none;"> <tr><td>1. feature</td><td>2. creature</td><td>3. furniture</td></tr> <tr><td>4. Christian</td><td>5. fracture</td><td>6. puncture</td></tr> <tr><td>7. intention</td><td>8. vulture</td><td>9. denture</td></tr> <tr><td>10. fortunate</td><td>11. mutual</td><td>12. posture</td></tr> </table>		1. feature	2. creature	3. furniture	4. Christian	5. fracture	6. puncture	7. intention	8. vulture	9. denture	10. fortunate	11. mutual	12. posture																					
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<p>13. celestial                      14. potential</p> <p><b>Extensions</b></p> <p>15. pretentious                  16. effectual                      17. confidential</p> <p><b>Further Extension</b></p> <p>18. preferential                  19. nomenclature</p> <p><b>Optional</b></p> <p>20. empathetic                    21. conscientious                  22. tenderhearted</p> <p>23. genuine</p>
<p><b>3. Editor Duty: Correct Given Paragraph(s)</b> <b>Appositives, Noun Markers, Pronouns</b></p> <p><b>4. Spelling Practice: Choose the Correct Spelling</b></p>
Day Two
<p><b>5. Study Skills/Prewriting: Key Word Outline</b></p> <p><b>All</b>--Paragraph One of Body: 5 Sentences</p> <p><b>All</b>--Paragraph Two of Body: 3 Sentences</p> <p><b>All</b>--Paragraph Three of Body: 3 Sentences</p> <p><b>6. Structural Analysis: Lie/lay</b></p> <p><b>7. Composition/Creative Writing: Write Rough Draft Informative Essay From Key Word Outline</b></p> <p><b>8. Spelling Practice: Six "S" Spelling Secret</b></p>
Day Three
<p><b>9. Grammar: Common Nouns</b></p> <p><b>10. Grammar: Negative Words/Double Negatives</b></p> <p><b>11. Composition and Editing: Edit and Revise Using the Checklist Challenge</b></p> <p><b>12. Spelling Practice: Write That Word!</b></p>
Day Four
<p><b>13. Grammar: Weekly Quizzes</b></p> <p><b>14. Spelling: Spelling Test</b></p> <p><b>15. Dictation: Dictation Quiz</b></p> <p><b>16. Composition: Write Final Copy Informative Essay From Key Word Outline</b></p> <p><b>Optional: Extra Practice</b></p>

# Answer Keys Red 8-B: Week Two

## 3. Editor Duty: Correct Given Paragraph(s)

### Appositives, Noun Markers, Pronouns

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first two paragraphs of the passage, highlight the appositives with one color.

(3) In the first paragraph of the passage, highlight the noun markers (articles) with another color.

(4) In the last paragraph, highlight the pronouns.

**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.

Daniel, **a believer in a strange land**, is one of **the** few famous **men** in **Scripture** who has no record of failure. **From the** time he was **a** young man, he **built** disciplines into his life that produced godly character and spiritual success. He endured **the** most difficult challenges, yet he remained consistent and faithful. **He** inspired his friends, **the** whole empire, and **the** king himself.

Daniel's personal disciplines, **his habits of seeking the Lord**, were based upon his refusal to be corrupted by the wicked world around him and upon his practice of stopping three times each day for prayer. As his close friends saw his boldness to stand alone, they soon followed Daniel's excellent example.

Other people are more inspired by **our** walk than **they** are by **our** talk. **They** want to see disciplines in **our** lives that **God** rewards and that **they** can begin implementing in **their** own lives. **God** promises to openly reward spiritual disciplines such as early rising, **Scripture** reading, memorizing and mediating on God's Word, giving, fasting, praying, witnessing, and other godly habits. (Note: Capitalizing godly is optional.)

**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. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. feature

feature

2. creature

creeture

3. ferniture	furniture
4. Christian	Christin
5. fracture	frakture
6. punkture	puncture
7. intentin	intention
8. vulture	vuhture
9. dentture	denture
10. fortunit	fortunate
11. muttual	mutual
12. posture	postture
13. selestial	celestial
14. pottential	potential

↔ **4b.** Highlight the correct spelling of each **Extensions** word.

15. pretentious	pretentous
16. effectual	affectual
17. confidential	confidential

↔ **4c.** Highlight the correct spelling of each **Further Extension** word.

18. preferential	perferential
19. nomenclature	nomunclature

↔ **4d.** Highlight the correct spelling of each **Optional** word.

20. empathetic	enpathetic
21. conscientous	conscientious
22. tenderhearted	tenderharted
23. jenuine	genuine

## 6. Structural Analysis: Lie/lay

<> 6e. Fill in the blanks below with the correct form of the verbs **lie** and **lay**.

1. Yesterday, he lay sleeping soundly.
2. They are lying down.
3. She lays the clothes out beforehand.
4. They laid the dog to rest.
5. People lie.
6. They lie down.
7. He laid the book down.
8. They will be laying the clothes out beforehand.
9. She laid the book on the table.
10. She just lay down and wept when she heard the news.
11. He has lain down.
12. They lay the clothes out beforehand.
13. He will lie down to sleep.
14. Things get laid down.
15. He is lying down.
16. They laid the book down.
17. She has laid the clothes out beforehand.
18. Yesterday, they lay the animals in their graves.
19. He lies down.
20. They have lain down.
21. She will be laying the clothes out beforehand.
22. We sleep in peace when we lie down.

<> 6f. Fill in the blanks for the rhyme:

Remember this rhyme:

Lie and rise have l and sit does too.

These are all words that l alone can do.

Lay, set, and raise are words that you choose

When each has an object at the end to use.

## 9. Grammar: Common Nouns

↔ 9b. In the sentences provided, highlight the nouns (proper and common nouns).

**Note: Do not highlight the pronouns—words that take the place of a noun—like him, her, they, their, anybody, etc.**

Note: Most sentences have more than one noun.

1. Use **prayer** and the **remembrance** of God's **faithfulness** to uplift.
2. As we seek to encourage one **another** to strive for **Godliness**, we must ourselves rise to the **standards** which **God** has established.
3. Holy **living** is a **prerequisite** to a **ministry** of **prayer**.
4. The **nation** of **Israel** fought against the wicked and immoral **nation** of **Amalek**.
5. **Moses** stood on the **top** of a **hill** overlooking the **warfare** and lifted up his **rod**.
6. As long as he lifted up the **rod** in his **hand** over the **battle**, **Israel** gained the **advantage**.
7. If he let down his **hand**, the evil **Amalekites** prevailed.
8. Just as **Moses** lifted up his **rod**, so we need to lift up precise **Scripture** when interceding for another **person**.
9. **God** promises that if we ask **anything** according to His **will**, He hears us, and His **will** is revealed in His **Word**.
10. We need to learn to communicate **cheer**.
11. A merry **heart** does good like a **medicine**.
12. **George Washington** gave **cheer** to his weary **troops**.
13. The **winter** at **Valley Forge** was one of the darkest **chapters** of the **Revolutionary War** for the **Continental Army**.
14. The **soldiers** suffered in the bitter **cold** with lack of **food**, **clothing**, and military **supplies**.
15. The remarkable **ability** of **George Washington** to give **cheer** to his weary **men** held his **troops** together.
16. Those that wait on the **Lord** are renewed as **eagles**.
17. **David** was given the **job** that wanted.
18. He had to tend **sheep**.
19. The **task** required him to spend many **hours** alone with the **sheep** in the **countryside**.
20. He not only learned how to play skillfully on the **harp**, but he played in such a **way** that **people** who heard him were rejuvenated.
21. Weary **travelers** who heard his **music** echoing through the **valleys** remembered what they had heard.

22. When **King Saul** was plagued with an evil **spirit**, his **servants** told him about the young **man** whose **music** could renew the **spirit** of the **king**.
23. The first **step** in speaking to ourselves with **hymns** and **songs** is to know the **words** and **messages** of various **songs**.
24. As we engraft **Scriptures** in our **souls**, we are given a **hope** that revives and strengthens.
25. We begin to see **people** and **circumstances** from God's **perspective**.

## 10. Grammar: Negative Words/Double Negatives

<> 10d. In the sentences provided, highlight all of the negative words.

1. It is true that **no** man has seen God at any time.
2. If we do **not** continue in fellowship with Christ, our hearts will become unpure.
3. The disciples did **not** have the urgency and singleness of purpose necessary to practice the disciplines of prayer.
4. Prayer is **not** just words; it is an attitude of worship expressed in reverence, praise, and commitment.
5. Some do **not** understand what God meant when He told us to pray without ceasing.
6. The prophets are **not** our intercessors—Jesus is the only true intercessor for us.
7. When Moses did **not** hold up his hand, Amalek prevailed.
8. When some people pray, they do **not** give thanks.
9. Paul tells us **not** to be concerned over anything.
10. Most farmers today do **not** winnow their grain as it was done in New Testament days.
11. Some asked George Mueller if the almshouses were **not** good enough for the ragged orphans.
12. Some thought the orphans did **not** need the people's help.
13. Others told Mr. Mueller that they hired him to preach, **not** to house "all the brats in town."
14. George Mueller did **not** understand the people in his church.
15. When George Mueller was young, he **hardly** followed the Lord.
16. Unless the poor children worked, their families were **not** able to afford even basic necessities, such as food and shelter.
17. For the many children who had **no** parents and families, a job was essential in order for them to keep alive.
18. George Mueller knew that he could **not** start the Scriptural Knowledge Institute by himself.
19. George had **never** told people about the needs he had in starting an orphanage—or even that he was going to start one.
20. George Mueller knew the children did **not** have the basic needs of life.

# Weekly Review Quiz Answer Key

## I. Comprehension and Vocabulary

1. What year did the Essenes disappear from history? A.D. 70
2. What was the result of the medieval monasteries? word not revealed
3. Write two sentences about the Essenes using two Vocabulary Words from this unit.

**Answers will vary.**

4. Write two sentences about the young Bedouin shepherd using two Vocabulary Words from this unit.

**Answers will vary.**

## II. Spelling and Homophones

5. Write two *ti* words.
  - a. Christian
  - b. celestial
6. Write two *tu* words.
  - a. posture
  - b. mutual

## III. Outlining and Write On

7. List four critical pieces of information that you needed to include in your Key Word Outline this week.
  - a. Names of places
  - b. Names of people
  - c. Events
  - d. Time

## IV. Grammar and Usage

8. Fill in the simple *lie/lay* trick:
  - a. People lie
  - b. Things lay
9. *Lie* is a verb that things do themselves or have done to them. (circle one).
10. *Lay* is a verb that things do themselves or have done to them (circle one).
11. Fill in the *sit, lie, rise* rhyme:  
Lie and rise have i, and sit does too. These are all words that i, alone can do.  
Lay, set, and raise are words that you choose. When each has an object at the end to use.
12. List six negative words.
  - a. no
  - b. not
  - c. none
  - d. never
  - e. hardly
  - f. seldom
13. What is the rule for using negative words in a sentence?  
Do not write with double negatives.

## V. Editing and Revising

14. List six Banned Words.  
**Answers will vary.**
15. List synonyms that you could use for the words listed below from the passage.

**Answers will vary.**

# Lesson Plans

## Red 8-B: Week Three

For a Five-Day Week

**Character Focus: Compassion**

Day One																																																											
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<p><b>3. Editor Duty:</b> Correct Given Paragraph(s) Nouns, Direct Objects</p> <p><b>4. Spelling Practice:</b> Choose the Correct Spelling</p> <p><b>5. Research and Study Skills:</b> Choose Your Topic and Overview Sources</p>
Day Two
<p><b>6. Structural Analysis:</b> Sit/Set</p> <p><b>7. Research and Study Skills:</b> Write Your Thesis Statement, Begin Gathering Information From Overview Source, and Choose Additional Sources</p> <p><b>8. Sentence Structure:</b> <i>Ing</i> Openers</p> <p><b>9. Study Skills/Research:</b> Create Bibliography Cards</p>
Day Three
<p><b>10. Spelling Practice:</b> Six “S” Spelling Secret</p> <p><b>11. Study Skills/Research:</b> Create Outlining Cards for Biographical Research Report</p> <p><b>12. Vocabulary/Structural Analysis:</b> Wacky Words <i>Confusing Words: conscious, conscience</i></p> <p><b>13. Study Skills/Research:</b> Quotation Inclusion</p>
Day Four
<p><b>14. Study Skills/Research:</b> Create a List of Works Cited</p> <p><b>15. Composition:</b> Write Rough Draft of Biographical Report</p> <p><b>16. Grammar:</b> Infinitives; Action Verbs; and Be, a Helper, Link Verbs</p> <p><b>17. Study Skills/Prewriting/Composition:</b> Take Notes and Write an Original Opening Paragraph</p>
Day Five
<p><b>18. Spelling Practice:</b> Write That Word!</p> <p><b>19. Grammar:</b> Weekly Quizzes</p> <p><b>20. Spelling:</b> Spelling Test</p> <p><b>21. Dictation:</b> Dictation Quiz</p> <p><b>Optional:</b> Extra Practice</p>



# Lesson Plans

## Red 8-B: Week Three

For a Four-Day Week  
Character Focus: **Compassion**

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When any authority gives a command contrary to the Biblical convictions that God has made clear to us, that command cannot be obeyed. There must be a wise and respectful appeal. This appeal, however, requires godly character that is born out of humility and proper fear of the Lord. Quite routinely, the authority will not hear this appeal until past offenses against him have been made right by the one sitting under authority, thus, restoring proper relationships.

**2. Spelling/Structural Analysis: Unusual Consonant Clusters Not at the Beginning of Words**

**Examples: ditch, hedge**

**All**

1. scratch	2. grudge	3. hatchet
4. sketch	5. edged	6. badger
7. malignant	8. sledge	9. dislodge
10. gadget	11. etching	12. begrudge
13. satchel	14. crotchety	

**Extensions**

15. meringue	16. poignant
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**Further Extension**

17. knowledgeable	18. harangue
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**Optional**

19. callous	20. apathetic	21. impervious
22. languid		

<p><b>3. Editor Duty:</b> Correct Given Paragraph(s) Nouns, Direct Objects</p> <p><b>4. Spelling Practice:</b> Choose the Correct Spelling</p> <p><b>5. Research and Study Skills:</b> Choose Your Topic and Overview Sources</p>
Day Two
<p><b>6. Structural Analysis:</b> Sit/Set</p> <p><b>7. Research and Study Skills:</b> Write Your Thesis Statement, Begin Gathering Information From Overview Source, and Choose Additional Sources</p> <p><b>8. Sentence Structure:</b> <i>Ing</i> Openers</p> <p><b>9. Study Skills/Research:</b> Create Bibliography Cards</p> <p><b>10. Spelling Practice:</b> Six “S” Spelling Secret</p>
Day Three
<p><b>11. Study Skills/Research:</b> Create Outlining Cards for Biographical Research Report</p> <p><b>12. Vocabulary/Structural Analysis:</b> Wacky Words <b>Confusing Words:</b> <i>conscious, conscience</i></p> <p><b>13. Study Skills/Research:</b> Quotation Inclusion</p> <p><b>14. Study Skills/Research:</b> Create a List of Works Cited</p> <p><b>15. Composition:</b> Write Rough Draft of Biographical Report</p>
Day Four
<p><b>16. Grammar:</b> Infinitives; Action Verbs; and Be, a Helper, Link Verbs</p> <p><b>17. Study Skills/Prewriting/Composition:</b> Take Notes and Write an Original Opening Paragraph</p> <p><b>18. Spelling Practice:</b> Write That Word!</p> <p><b>19. Grammar:</b> Weekly Quizzes</p> <p><b>20. Spelling:</b> Spelling Test</p> <p><b>21. Dictation:</b> Dictation Quiz</p> <p><b>Optional:</b> Extra Practice</p>

# Answer Keys Red 8-B: Week Three

## 3. Editor Duty: Correct Given Paragraph(s) Nouns, Direct Objects

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight and underline all of the common nouns.

(3) In the second paragraph, highlight all of the proper nouns with a different color.

(4) In the third paragraph, highlight all of the direct objects with another color.

Note: This will be much simpler to do if you isolate the prepositional phrases first.

**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.

As a young **man**, **David** was given the **job** that his older **brothers** did not appreciate—tending the **sheep**. **This job** required that he spend many **hours** alone with the **sheep** in the **countryside**. **During this time**, **David** learned to play **music**.

**Rather than** wishing he could have a more adventuresome job, **David** made the best use of his time. **Not only** did he learn how to play skillfully on the harp for the **Lord**, but he played in such a way that all who heard him were revived. **Tired** travelers who heard his music echoing through the valleys noted what they had heard. **When King Saul** was plagued with an evil spirit, those under him told him about this young man named **David** who played music that could renew the spirit.

**We** were all instructed in **Scripture** to learn **the ministry** of renewing **each other** with song. **Ephesians** instructs **us**: "Speaking to yourselves in psalms and hymns and spiritual songs, singing and making **melody** in your heart to the Lord." The initial step in carrying out **this instruction** is to learn **the words** and **messages** of songs. We need to recognize **songs** that meet **the needs** of others so that we can rejuvenate **their spirits**. (*Ephesians* is the title of a book, not a plural word. It is considered a singular subject. (I.e. *Ephesians* is a New Testament book. The *Ephesians* were New Testament believers.))

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. skratch                      **scratch**

2. grudg                        **grudge**

**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!

3. hatchet	hachit
4. sketch	scetch
5. edged	edjed
6. badger	badjer
7. malignant	malignent
8. sledje	sledge
9. dislodge	dislodje
10. gadjit	gadget
11. etching	eching
12. begrudg	begrudge
13. sachel	satchel
14. crotchetee	crotchety

<> **4b.** Highlight the correct spelling of each **Extensions** word.

15. merangue	meringue
16. poignant	poignant

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

17. knowledgeable	knowledgeible
18. hurangue	harangue

<> **4d.** Highlight the correct spelling of each **Optional** word.

19. callus	callous
20. apathetic	apathetick
21. impermeous	impervious
22. langid	languid

## 6. Structural Analysis: Sit/Set

<> **6e.** Fill in the blanks below with the correct form of the verbs **sit** and **set**.

1. He is sitting down.

2. They set the book down.
3. She has set the clothes out beforehand.
4. They sit down.
5. He set the book down.
6. They will be setting the clothes out beforehand.
7. He sits down.
8. They have sat down.
9. She will be setting the clothes out beforehand.
10. She just sat down and wept when she heard the news.
11. He has sat down.
12. They set the clothes out beforehand.
13. Yesterday, he sat down to rest.
14. They are sitting down.
15. She sets the clothes out beforehand.
16. They have set the clothes out beforehand.

## 12. Vocabulary/Structural Analysis: Wacky Words

**Confusing Words: conscious, conscience**

<> **12b.** Fill in each blank provided with the correct Wacky Word--*conscious* or *conscience*.

1. After Rachel apologized, her conscience felt better.
2. Alicia was not conscious that she stepped on Emily's toes.
3. After Jeremy's wisdom teeth were pulled, he was barely conscious .
4. When Marcus realized he had taken the last piece of pie, his conscience bothered him.
5. Elizabeth was so absorbed in her book that she was not conscious that she had missed her appointment.
6. His conscience would not allow him to cheat on the test.
7. We went to the hospital to see him, but he was not conscious of our presence.

## 16. Grammar: Infinitives; Action Verbs; and Be, a Helper, Link Verbs

<> **16e.** Complete the following steps:

- (1) In the sentences provided, highlight all of the verbs—including the helpers (not just the main verb of each sentence).

(2) Write above each verb which type it is. (If it is an infinitive, write INF—ACT or INF—BHL, depending on which type of base verb it contains.)

- a. ACT—action verb
- b. BHL—Be, a Helper, Link verb
- c. INF—infinitive

**Note: Do not highlight the adverbs in the middle of the verb phrases.**

Example: The noise from the people **ACT** breaking the pottery **ACT** frightened the small herd of sheep outside the cave in the Qumran Valley.

**ACT**  
1. A young Bedouin shepherd **swept** aside the dusty bits of clay.

**ACT**  
2. His boyish curiosity **led** to the greatest manuscript discovery of modern times—the Dead Sea Scrolls.

**ACT**  
3. These ancient leather and papyrus scrolls **shed** new archaeological light on the Old Testament and intertestamental periods.

**ACT**  
4. The Biblical material **included** fragments from nearly all of the Old Testament books.

**BHL** **ACT**  
5. Why **did** the knowledge of the Dead Sea Scrolls **lie** hidden in the desert for nearly two thousand years?

**BHL ACT**  
6. The mysterious riddle **was solved** by the archaeologist's spade in 1951.

**ACT**  
7. Further excavations in the Qumran Valley **revealed** an ancient Essene **BHL ACT** monastery whose members **had copied** the manuscripts.

**BHL ACT**  
8. They **had hidden** them in nearby caves.

**BHL**  
9. The Dead Sea Scrolls **are** the oldest existing manuscripts of the Bible in any language.

**BHL ACT**  
10. The light of these documents **was hidden** in desert caves for nearly two thousand years.

**ACT**  
11. The Essenes **disappeared** from history after the destruction of Jerusalem in A.D. 70.

**ACT**  
12. Monastic communities **created** two types of darkness during the Dark Ages.

**ACT** **ACT**  
13. First, by **copying** the Scriptures exclusively in Latin, the monks purposely **kept** the common people of Europe in a state of spiritual darkness.

**ACT**  
14. Second, spiritual pride and unbridled sin **created** darkness within the walls of the monastery.

15. Their obsession with self-abasement and seclusion **ACT** **caused** the monks **INF—ACT** **to lose** sight of the finished work of Christ.
16. The most significant cause of the rapid growth of monasteries **BHL** **was** the medieval emphasis on works as a necessary part of salvation. (*Work* is a noun here.)
17. Monks **ACT** **hid** the light and truth of the Bible.
18. They **ACT** **twisted** the concept of good works and **ACT** **glorified** themselves rather than God.
19. Monasteries **BHL** **became** havens of protection from the civil disorder and violence that **ACT** **characterized** the Western world after the fall of Rome in A.D. 476.
20. The first coenobite community **BHL ACT** **was organized** by Pachomius in A.D. 320.
21. In A.D. 530, Benedict of Nursia **ACT** **developed** a set of organizational guidelines for his monastery near Monte Casino.
22. His emphasis on hard manual labor and a simple diet **BHL** **became** a standard throughout the continent.
23. The monastic day **ACT** **began** at 2:00 a.m. and **ACT** **ended** at 6:30 p.m.
24. The Benedictine order **ACT** **dominated** European monasticism for the next four hundred years.
25. Wealth, sensuality, and rebellion **ACT** **brought** the monasteries **INF ACT** **to scorn** among the general population.
26. Abbeys and monasteries **BHL** **were** soon **ACT** **occupied** by “drunkards, roysters, turbulent warriors, and passionate hunters.”
27. They **BHL** **had** no desire **INF—ACT** **to fulfill** their sacred calling.
28. St. Theresa **BHL** **did** not **ACT** **hesitate** **INF—ACT** **to describe** life in the convent as a “shortcut to hell.”
29. Between A.D. 900 and 1300, the rise of the various orders **ACT** **marked** the reform movements.
30. When such men as John Wycliffe in England and John Hus in Bohemia **ACT** **questioned** the practice of monasticism, they **BHL ACT** **were labeled** heretics and **ACT** **suffered** severe persecution.

# Weekly Review Quiz Answer Key

## I. Comprehension and Vocabulary

1. Write and define two more “micro” words.

Answers will vary.

## II. Spelling and Homophones

2. List three *tch* words and three *dge* words from this week’s spelling list.

a. *hatchet*                      b. *etching*                      c. *satchel*  
d. *grudge*                      e. *badger*                      f. *sledge*

Answers will vary.

3. List the meanings for the words *conscience* and *conscious*.

*conscience* - the inner sense of what is right or wrong

*conscious* - to be alert or awake

4. List a tip that will help you remember the difference between *conscience* and *conscious*.

The boy’s **con**science bothered him because he had tried to **con** the sci-  
ence teacher.

## III. Outlining and Write On

5. What were the major sections of your biography?

Answers will vary.

6. What were the paragraphs of your biography?

Answers will vary.

7. How did you know that you needed to begin a new paragraph? when you begin a  
new topic

8. **Extensions:** What is the difference between a major work and a minor work? Minor  
works are sub-works within major works

## IV. Grammar and Usage

9. Fill in the blank for the *sit/set* tip:

People sit

Things get set

10. Finish the rhyme:

Lie and rise have i, and sit does too. These are all words i, alone can do.

Lay, set, and raise are words that you choose. When each has an object at the end  
to use.

11. How do you know where to put a comma in a sentence that contains an *ing* opener?

If you hear a pause

## V. Editing and Revising

12. What four words will pose redundancy problems for you in your biography?

Answers will vary.

13. **Extensions:** When is it okay to use the word *he* or *she* in your report?

14. Where did you get the quote that you put in your report?

Answers will vary.

# Lesson Plans

## Red 8-B: Week Four

For a Five-Day Week  
Character Focus: **Compassion**

Day One																																		
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<p><b>Optional</b></p> <p>17. oblivious      18. phlegmatic      19. aloof</p> <p>20. self-centered</p>
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Day Two
<p><b>5. Wacky Word: Are vs. Our</b></p>
<p><b>6. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph</b></p>
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<p><b>11. Vocabulary/Structural Analysis: Wacky Words</b> Confusing Words: <i>who, who's, whose</i></p>
Day Four
<p><b>12. Spelling Practice: Write That Word!</b></p>
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<p><b>18. Composition: Final Copy Biographical Research Report</b></p>
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# Lesson Plans

## Red 8-B: Week Four

For a Four-Day Week  
**Character Focus: Compassion**

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<p><b>Optional: Extra Practice</b></p>						

# Answer Keys Red 8-B: Week Four

## 3. Editor Duty: Correct Given Paragraph(s)

### Verbs

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph of the passage, highlight and underline the action verbs.

(3) In the second paragraph of the passage, highlight the BHL verbs.

(4) In the third paragraph of the passage, highlight the infinitive.

**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.

A young Bedouin shepherd **swept** aside the dusty bits of clay. His boyish curiosity **led** to the greatest manuscript discovery of modern times—the **D**ead **S**ea Scrolls. These ancient leather and papyrus scrolls **shed** new archaeological light on the **O**ld **T**estament and intertestamental periods. **T**he Biblical material **included** fragments of all of the **O**ld **T**estament books except **E**sther.

Why **did** the knowledge of the Dead Sea Scrolls **lie** hidden in the desert for nearly **two thousand** years? **T**he mysterious riddle **was** solved by the archaeologists' spades in 1951. **F**urther excavations in the Qumran Valley revealed an ancient **E**ssene monastery **whose** members **had** copied the manuscripts and **had** hidden them in nearby caves.

**T**he **E**ssenes disappeared from history after the destruction of Jerusalem in A.D. 70. **M**onastic communities created two types of darkness during the Dark Ages. **F**irst, by copying the Scriptures exclusively in **L**atin, the monks purposely kept the common people of **E**urope in a state of spiritual darkness. **S**econd, spiritual pride and unbridled sin created darkness within the walls of the monastery. **T**heir obsession with self-abasement and seclusion caused the monks **to lose** sight of the finished work of Christ.

## 4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. vission                      **vision**

2. **erosion**                      irosion

3. **lesion**                      leesion

**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. fussion	fusion
5. division	devision
6. confusion	cunfusion
7. version	vursion
8. invazion	invasion
9. television	tellevision
10. explozion	explosion
11. corosion	corrosion
12. desision	decision

↔ **4b.** Highlight the correct spelling of each **Extensions** word.

13. consision	concision
14. colluzion	collusion

↔ **4c.** Highlight the correct spelling of each **Further Extension** word.

15. allusion	alusion
16. illusion	ilusion

↔ **4d.** Highlight the correct spelling of each **Optional** word.

17. oblivious	obliveous
18. phlegmatic	flegmatic
19. aloof	alloof
20. self-centerd	self-centered

## 5. Wacky Words: Are vs. Our

↔ **5b.** In the sentences provided, highlight the words *our* and *are* and write above each one whether it is:

- BHL (Be, a Helper, Link verb)
- Pro (pronoun)

1. About ninety percent of all bodily impurities **BHL** are eliminated through the kidneys.
2. Another six percent **BHL** are removed through **Pro** our bowels.
3. Further impurities **BHL** are taken out by **Pro** our skin and lungs.
4. If these means **BHL** are unable to remove impurities, we begin to experience headaches, colds, flu, and other symptoms.
5. We **BHL** are able to see God working in and through **Pro** our lives.
6. We must maintain purity of **Pro** our heart.
7. Impure motives will quickly slip into **Pro** our hearts.
8. We need to start **Pro** our prayers and end **Pro** our prayers with praise.
9. Nine-tenths of the difficulties **BHL** are overcome when **Pro** our hearts **BHL** are ready to do God's will, whatever it may be.
10. Christ is still making intercession for us before **Pro** our heavenly Father.

<> 5c. Fill in each blank provided with the correct Wacky Word--*are* or *our*.

1. Where are you going?
2. Our house is around the corner.
3. We are going on a hike.
4. When we get to the park, we are eating lunch.
5. I hope our ice cream doesn't melt.
6. I think we are lost.
7. Did you bring our map?

<> **5e.** Fill in each blank provided with the correct Wacky Word--*lie* or *lay*.

1. Where did you lay my keys?
2. Our dog likes to lie in the sun.
3. If you lie down, your head may feel better.
4. You may lay your coat on the bed.
5. Will they lay the carpet today?

<> **5f.** Fill in each blank provided with the correct Wacky Word--*sit* or *set*.

1. Please set the glasses on the table.
2. When you are finished with the tape, please set it on the desk.
3. You may sit wherever you like.
4. Shall we sit in the living room?
5. Who set table?

<> **5g.** Fill in each blank provided with the correct Wacky Word--*raise* or *rise*.

1. We need to rise early tomorrow morning.
2. If we rise late, we will miss the bus.
3. Please raise your hand when I call your name.
4. We watched them raise the roof.
5. The sun will rise in the east.

<> **5h.** Fill in each blank provided with the correct Wacky Word--*conscious* or *conscience*.

1. When we arrived at the hospital, he was conscious .
2. He was in such a deep sleep that he was not conscious of the tornado siren.
3. She had planned on skipping class, but her conscience bothered her so much that she couldn't.
4. The house was so quiet, we were all conscious of his snoring.
5. When he admitted what he had done, his conscience felt lighter.

## 7. Structural Analysis: Rise vs. Raise

<> 7d. Fill in the blanks below with the correct form of the verbs *rise* and *raise*.

1. He is rising early.
2. They raised the flag.
3. She has raised vegetables before.
4. They rise late.
5. He raised his hand.
6. They will be raising vegetables next year.
7. He rises early.
8. They have risen.
9. She will be raising the flag at sun up.
10. She just rose up and did the work.
11. He has risen.
12. They raise vegetables in their garden.
13. Yesterday, he rose early.
14. They are rising late.
15. She raises her children well.
16. They have raised the flag already.

## 10. Grammar: Nouns

<> 10d. In the sentences provided, highlight the nouns—both common and proper ones. Watch out for nouns that are being used as other parts of speech.

**Note:** Do not highlight the pronouns—words that take the place of a noun, like: him, her, they, their, etc.

Note: Most sentences have more than one noun!

**Example:** We purify our **hearts** through reading of the **Word**.

1. For many **years**, the basic **unit** of **light** was the **candle**.
2. The standard **candle** was made from the **wax** of the sperm **whale**.
3. It was burned at the **rate** of 120 **grains** per **hour**.
4. Today, the **standard** is called a **candela**.
5. Another **way** of expressing **candlepower** is the **lumen**.

6. The **brightness** and **lightness** of a **room** is measured in foot **candles** .
7. One **footcandle** is defined as one **lumen** of **light** falling on one square **foot** .
8. The high **beam** of an **automobile** **headlight** is equal to 30,000 **candles** .
9. Many **factors** contribute to the **brightness** or **dimness** of **light** once it leaves its **source** .
10. If you try to read a **book** one **foot** away from the **candle** , it brightens the **page** with approximately one **footcandle** of **light** .
11. A **candle** requires three **things** in order to burn.
12. **Fuel** , **oxygen** , and sufficient **heat** are needed to kindle a **flame** .
13. When a **candle** burns, it produces **heat** , **light** , **smoke** , **water vapor** , and **carbon dioxide** .
14. A **candle** produces about one-tenth of a **lumen** for each **watt** of **energy** that it burns.
15. Any **flame** and **fire** are potentially dangerous and should be treated with **respect** .
16. **Candles** will drip hot **wax** that can burn **fingers** and smudge **countertops** .
17. When **light** strikes a **surface** , it is either reflected, refracted, or absorbed.
18. Every **surface** is selective in the **light** it absorbs.
19. Some **surfaces** absorb only green **light** .
20. Others absorb red, yellow, blue, or violet **light** . (**Colors may be nouns or adjectives. These are adjectives.**)
21. The **absorption** of these **colors** gives **objects** their characteristic **colors** .
22. When green **light** is absorbed, an **object** appears magenta. (**Magenta is a predicate adjective here.**)
23. **Black** is not a **color** at all.
24. When all the **colors** have been absorbed and no **light** is reflected from a **surface** , the **surface** appears to be **black** . (**Black is a noun here.**)
25. **Black** is the **color** of **darkness** . (**Black is a noun here.**)
26. All the **light** has been absorbed.
27. Even though **light** may be absorbed, its **energy** is not lost.

# 11. Vocabulary/Structural Analysis: Wacky Words

## Confusing Words: **who**, **who's**, and **whose**

<> **11b.** Fill in each blank provided with the correct Wacky Word--**who**, **who's** or **whose**.

1. who will go when God calls?
2. Do you know whose Bible this is?
3. Who's in charge of the meeting?
4. Who's going with me?
5. Whose umbrella did I take?
6. I don't know who that is.
7. Whose side are you on?
8. He doesn't know who's on the phone.
9. Who went to the store with you?

<> **11c.** Fill in each blank provided with the correct Wacky Word--**conscience** or **conscious**.

1. When he realized what he had done, he had a guilty conscience .
2. When the paramedics arrived, he was barely conscious .
3. The toddler was not conscious that he was spilling his drink.
4. We were having so much fun that we were not conscious of the time.
5. He felt better after he cleared his conscience .

<> **11d.** Fill in each blank provided with the correct Wacky Word--**are** or **our**.

1. Our car is the red one.
2. Have you met our new neighbors?
3. Are the Smiths coming to the graduation party?
4. The party will be at our house?
5. The pies are in the oven.



# 13. Grammar/Sentence Structure: Main Subjects and Subject-Verb Agreement

<> 13d. In the sentences provided, complete the following steps:

- (1) Isolate with parentheses the sentence openers at the beginning of any sentences containing them.
- (2) Highlight the main subjects of each sentence.
- (3) Following each sentence, write compound on the lines provided if the sentence has a compound subject.

1. (For many years), the **basic unit** of light was the candle.
2. The **standard candle** was made from the wax of the sperm whale.
3. **It** was burned at the rate of 120 grains per hour.
4. (Today), the **standard** is called a candela.
5. **Another way** of expressing candlepower is the lumen.
6. The **brightness** and **lightness** of a room is measured in footcandles. **Compound**
7. One **footcandle** is defined as one lumen of light falling on one square foot.
8. The **high beam** of an automobile headlight is equal to 30,000 candles.
9. Many **factors** contribute to the brightness or dimness of light once it leaves its source.
10. (If you try to read a book one foot away from the candle), **it** brightens the page with approximately one footcandle of light.
11. A **candle** requires three things in order to burn.
12. **Fuel, oxygen, and sufficient heat** are needed to kindle a flame. **Compound**
13. (When a candle burns), **it** produces heat, light, smoke, water vapor, and carbon dioxide.
14. A **candle** produces about one-tenth of a lumen for each watt of energy that it burns.
15. Any **flame** and **fire** are potentially dangerous and should be treated with respect. **Compound**
16. **Candles** will drip hot wax that can burn fingers and smudge countertops.
17. (When light strikes a surface), **it** is either reflected, refracted, or absorbed.
18. **Every surface** is selective in the light it absorbs.
19. **Some surfaces** absorb only green light.
20. **Others** absorb red, yellow, blue, or violet light.

21. The **absorption** of these colors gives objects their characteristic colors.
22. (When green light is absorbed), an **object** appears magenta.
23. **Black** is not a color at all.
24. (When all the colors have been absorbed and no light is reflected from a surface), the **surface** appears to be black.
25. **Black** is the color of darkness.
26. **All the light** has been absorbed.
27. (Even though light may be absorbed), **its** energy is not lost.

## Weekly Review Quiz Answer Key

### I. Comprehension and Vocabulary

1. Define the words listed below.
  - a. illumination - *the amount of light striking a surface*
  - b. intensity - *degree or extent*
2. Write sentences using the two words you defined in #1.

**Answers will vary.**

### II. Spelling and Homophones

3. List three words that have *tion* from this week's spelling lesson.

**Answers will vary.**

4. List three words that have *sion* from this week's spelling lesson.

a. *vision*      b. *erosion*      c. *lesion*

**Answers will vary.**

5. What kind of word is *who*? *Pronoun*
6. Fill in the blank for the rule about possessive pronouns:  
You *never* show possession to pronouns with an *apostrophe*.
7. If a pronoun has an apostrophe, it is not possessive, but it is a *contraction*.
8. Write the meanings/characteristics for the following two Wacky Words.
  - a. Who's - *means who is*
  - b. Whose - *possessive form of who - shows ownership*
9. What is the rule for knowing whether you want to use *who's* or *whose*? *Read the word that has an apostrophe as though it is two words.*

### III. Outlining and Write On

10. Write two characteristics for *our*.
  - a. it is a pronoun.
  - b. it shows possession.
11. Write two characteristics for *are*.
  - a. it is a BHL verb.
  - b. it shows a state of being.

### IV. Grammar and Usage

12. Fill in the blank for the tip:  
People rise  
Things get raised
13. Fill in the blanks for the rhyme:  
Lie and rise have i, and sit does too. These are all words i, alone can do.  
Lay, set, and raise are words that you choose. When each has an object at the end to use.
14. What are the four categories of nouns?
  - a. person
  - b. place
  - c. thing
  - d. idea
15. What is a common noun? They name regular things
16. What is a proper noun? They name proper things
17. What word can you put before a common noun to tell whether it is being used as a noun or another part of speech? the
18. How did you decide to close your biography?

**Answers will vary.**

19. What other option did you consider for a closing paragraph?

**Answers will vary.**

### V. Edit and Revise

20. List three transition sentences you put in your report.

**Answers will vary.**

21. List four Banned Words you had.
  - a. good
  - b. really
  - c. slow
  - d. walk

**Answers will vary.**

22. List three words you used in your report this week that you have never used in writing before.

**Answers will vary.**