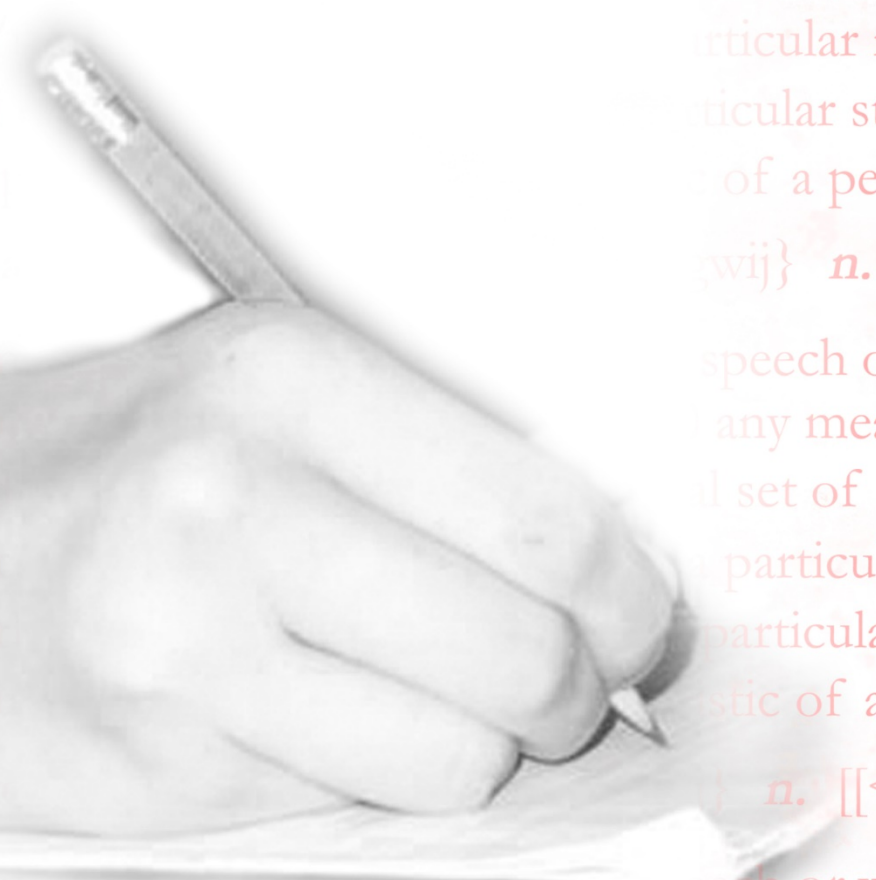


Character Quality Language Arts

Level C *of the Red Series*

Donna Reish



Student's Name _____

CQLA Red Level C

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

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

Ray and Donna Reish

Training for Triumph

6456 E US 224 Craigville, IN 46731

(260) 597-7415 trainingfortriumph@mchsi.com

www.trainingfortriumph.com

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Red 1-C: Week One

Character Focus: Peacemaking

Vocabulary Box

Synonyms and antonyms for *peacemakers*--**nouns**

Synonyms		Antonyms	
apostle	appeaser	antagonist	combatant
arbitrator	delegate	pugilist	rebel
diplomat	envoi		
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	<p>A routine British Embassy report, published in Edinburgh, Scotland, gives the details of the following account:</p> <p>In 1795, a British diplomat came upon a village of the Karen tribe near Rangoon, Burma. The Karen people excitedly thronged about him, asking his interpreter, "Is this the white brother we have been waiting for?"</p> <p>The surprised diplomat asked them through his interpreter what this white brother they were waiting for was supposed to do when he arrived. The people answered, "He is supposed to bring us a book, a book like the one our forefathers lost long ago." They went on to explain that the book was written by Y'wa, the supreme God. These laws would show them how they could live pleasing to Him.</p>
Extensions	<p>When the diplomat regretfully informed them that he did not know of the book, nor have a copy of it, a young Karen man asked, "Could our forefathers have been mistaken?"</p> <p>The older men of the tribe reassured him, "Don't worry; he will come."</p> <p>A Karen leader later gave an address before the English governor-general of Burma in which he explained that the white foreigners were formerly younger brothers of the Karen people. Both had Y'wa's book, but the older Karen brothers lost their copy. The white brothers, however, had preserved their copy; as a result, they became "righteous," and were now the "guides to God." They would one day sail ships with white wings to bring Y'wa's book to the 800,000 members of the Karen nation.</p>
Further Extension	<p>In 1817, twenty-two years after the British diplomat visited the Karen village, a man named Adoniram Judson sailed from America to Burma to begin missionary work among these people. He carried with him a book that he prayed the people of Burma would learn to love as much as he did.</p>

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

This passage is an example of how all peoples and tribes have stories and legends about God handed down to them. It shows how people everywhere are hungering for God and how one of God's servants, Adoniram Judson, went to bring a people God's Word.

Note: When writing contains dialogue (people speaking), a new paragraph begins each time a new speaker speaks. (That is, each time the speaker changes.) Thus, in dialogue writing, a paragraph may or may not contain the "normal" minimum of three sentences.

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

Synonyms for *peacemaker*

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

<> **1c.** Using three of the synonyms you listed for *peacemaker*, write three sentences on the lines provided about this week's passages.

Sentences with synonyms for *peacemaker*

1. _____

2. _____

3. _____

<> **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.

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

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

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

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

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

(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.

➤ **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 a British diplomat came upon a village of the Karen tribe, the people excitedly thronged him.

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.

2. Spelling/Structural Analysis: O Says Short u

Examples: blood, couple

<> **2a.** In the fifth, sixth, and seventh paragraph of the passage, highlight the following words that have *o* saying one of its more unusual sounds: the sound of short *u* as in *up* and *love*:

- | | |
|--------------------------|------------------------------|
| 1. come (paragraph 5) | 2. governor (paragraph 6) |
| 3. younger (paragraph 6) | 4. brothers (paragraph 6) |
| 5. of (paragraph 6) | 6. "righteous" (paragraph 7) |
| 7. one (paragraph 7) | |

<> **2b.** In the Help Box for 2a, highlight the *o* in the list of words.

You can see from the list above that the letter *o* often says short *u* for no apparent reason, unlike the other sounds of *o*, which usually have a set pattern for their sounds:

1. cloud—*o* says *ou* as in *ouch* when paired with the letter *u* or the letter *w* (plow)
2. moon—*o* often says a long double *o* sound when paired with another *o*
3. book—*o* often says a short double *o* sound when paired with another *o*
4. off—*o* says its short sound when it is the only vowel in a word
5. bone—*o* says its long sound when it has another vowel at the end of a word (especially a silent *e*)
6. boil—*o* says *oy* when coupled with the letter *i* or the letter *y* (joy)
7. for—*or* says its normal *r*-controlled sound

When *o* says the short *u* sound, the letter *o* can be in different patterns, such as:

1. **some** (two vowels in the same syllable)
2. **of** (only one vowel)
3. **blood** (a double *o*)
4. **oth/er** (only one vowel in that syllable)
5. **con/di/tion** (one vowel in that syllable; a syllable that normally says *con* rhyming with *on*)
6. **another** (in the middle of a multisyllabic word)
7. **couple** (*o* combined with *u* to say short *u*)

Whenever you are learning to spell new words, it is good to group words according to spelling patterns to help you learn them more easily.

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

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

<> **2d.** Add this week's new words (minus the **Optional Words**) to page 63 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.

Teacher Tip: Sometimes these combinations sound like a short *u* (e.g., **couple**), and sometimes they sound more like a pinched diphthong sound (e.g., **mountainous**). Either way, they are known as spellings for *uh*.

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

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

Words Syllabication

All

o = u in vcv (vowel-consonant-vowel) words--some:

1. worri**some** wor-ri-**some**

2. purposeful pur-**pose**-ful

3. awe**some** awe-**some**

o = u in con words--convict:

4. **com**poser **com**-pos-er

5. **con**traption **con**-trap-tion

o = u in syllables with only one vowel in that syllable--govern:

6. **cov**etous **cov**-et-ous

7. **gov**ernmental **gov**-ern-men-tal

o = u in double o words--blood:

8. **blood**thirsty **blood**-thirst-y

9. **ac**company ac-**com**-pa-ny

10. **con**tinuance **con**-tin-u-ance

11. **con**vulsion **con**-vul-sion

12. **con**spicuous **con**-spi-cu-ous

13. **dis**coloration dis-**col**-or-a-tion

Write it**

Tip

Your Tip

***Commonly Misspelled**

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

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
14. erroneous*	er-ro-ne-ous			
15. etymology*	et-y-mol-o-gy			
16. innocuous*	in-noc-u-ous			
Further Extension				
17. homogeneous*	ho-mo-ge-ne-ous			
18. ingenuous*	in-gen-u-ous			
Optional				
19. missionary	mis-sion-ar-y			
20. soul-winner	soul-win-ner			
21. evangelist	e-van-ge-list			
22. mediator	me-di-a-tor			

***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, Sequencing

<> 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 prepositions.

In 1817 22 years after the british diplomat visited the Karen village a man named Adoniram Judson sailed from america to burma to begin missionary work he carried with him a Book that he prayed the people of burma would learn to love as much as he did he also carried with him the love of jesus

When adoniram judson arrived in burma he first began the difficult task of learning the burmese language and culture the burmese were sat in there buddhist ways and superstitions and judson did not win a convert for 7 years but rather than giving up during this time his kept sharing gods' Word. finally he began to see some fruit

Almost every day, people of the karen tribe past his house, singing hymns about Y'wa God as it was there custom to do they did not know that the man who lived in the house had the Book for which the people had waited for years, and which could tell them about Y'wa. Judson discouraged over the meager fruit of his ministry did not realize that the karen were the one people who would eagerly except the message that all other groups of burmese rejected.

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|----------------|-------------|
| 1. worrysome | worrisome |
| 2. purposeful | purposefull |
| 3. awsome | awesome |
| 4. cumposer | composer |
| 5. contraption | cuntraption |

6. covetous	covettous
7. governmental	govurnmental
8. bloodthersty	bloodthirsty
9. accompany	acompany
10. continence	continuance
11. convulsion	cunvulsion
12. conspicuous	cunspicuous
13. discolloration	discoloration

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

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

14. erroneous	eroneous
15. etymologee	etymology
16. innocuous	inocuous

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

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

17. homogenous	homogeneous
18. injenuous	ingenuous

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

19. missionary	missionnary
20. soul-winner	soal-winner
21. evanglelist	evangelist
22. medeator	mediator

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

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

Further Study: Read a biography of Mary Slessor or Amy Carmichael, such as *Amy Carmichael of Dohnavur*.

Alternative Writing for Red 1-C: Week One

- Write three to four paragraphs about another culture's traditions or stories about God.
- Write a six to eight paragraph biographical essay about Adoniram Judson.

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*.

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

(You may plan to reword the quote, if desired.)

Further Study: Look for and study the word *wisdom* throughout the book of Proverbs.

All--Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Teacher Tip: Encourage your student to write poems that he can actually use: a poem for a greeting card, a poem teaching about a Bible story or character quality that he can use in working with children, a poem about some aspect of God that your family has been learning, etc.

All--Paragraph Four of Body

Topic of Paragraph 4 _____

Sentence 1 _____

(You may divide this sentence in two, if desired; you may also re-word the quote, if desired.)

Optional Penmanship Practice

The fruit of the righteous is a tree of life; and he that winneth souls is wise.

Proverbs 11:30

All--Paragraph Five of Body

Topic of Paragraph 5 _____

Sentence 1 _____

(You may plan to reword the quote, if desired.)

All--Paragraph Six of Body

Topic of Paragraph 6 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

(You may choose to use a semicolon in this sentence or divide it into two sentences.)

Sentence 4 _____

All--Paragraph Seven of Body

Topic of Paragraph 7 _____

Sentence 1 _____

Sentence 2 _____

KWO Symbols

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

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

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

can mean number, pound, or numeral

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

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

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

“ ” can mean spoken words or special words

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

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

6. Grammar: Capitalize Proper Nouns

↔ 6a. In the passage, highlight the following words one time each:

1. British Embassy (paragraph 1)
2. Edinburgh (paragraph 1)
3. Scotland (paragraph 1)
4. British (paragraph 2)
5. Karen (paragraph 2)
6. Rangoon (paragraph 2)
7. Burma (paragraph 2)
8. Karen (paragraph 2)
9. Y'wa (paragraph 3)
10. God (paragraph 3)

Any of the words you highlighted are proper nouns and should be capitalized. Remember these rules for capitalization:

1. Capitalize the **first letter of the first word in a sentence**.
2. Capitalize **names of people**.
3. Capitalize **names of or references to God**. (But do **not** capitalize articles and short prepositions in the middle of titles such as Prince of Peace).
 - a. Names: Jesus
 - b. References: Him
4. Capitalize **names of groups of people**.
 - a. Pilgrims
 - b. Indians
 - c. Americans
5. Capitalize **names of countries**.
 - a. England
 - b. South America
6. Capitalize **names of books, plays, music, program, movies, chapters, magazine articles, encyclopedias, etc.**
 - a. The Mayflower Compact
 - b. The Declaration of Independence
7. Capitalize **titles of people when used with their names**:
 - a. Doctor Williams
 - b. Aunt Tami
 - c. Grandpa Don
8. Do **not** capitalize a **compass direction** unless it does one of the following:
 - a. Is incorporated into a name: North Carolina
 - b. Is denoting a particular region: We went out West for vacation.
9. Capitalize the **name of a historic event**:
 - a. World War II
 - b. Battle of Bull Run
10. Capitalize the **names of organizations**:
 - a. Training for Triumph
 - b. Red Cross
11. Capitalize **people groups**:
 - a. Christians
 - b. Americans
12. Capitalize **adjectives based on proper nouns**:

- a. Spanish speaker
- b. Herculean effort

<> **6b. Optional:** Make a Grammar Card about capitalization, or add new information to an existing one.

<> **6c.** Study the Grammar Card about proper nouns.

<> **6d.** On the lines provided, write ten names for God, making sure you capitalize all of the major words, the first words, and the last words.

Examples: Prince of Peace, Lion of Judah

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

<> **6e.** Fill in the capitalization chart provided at the end of this weekly lesson by doing the following:

- (1) Write a major work in the left column.
- (2) Write a minor work (in the right column) that can be found within the major work you wrote in the left column.
- (3) Follow each entry with the number of the type of source [(1), (2), (3), etc.] given at the top of the chart.

Further Study: Make a chart comparing and contrasting the synonyms and antonyms for *peacemaker*.

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, black-eyed **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)
 - 2) Later, **my** mother will read to us. (no capital needed)
- 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.

7. Write On: Sequencing Words

There are many strong writing techniques you will learn to use in CQLA--and many outstanding techniques you will want to use in story writing. Strong description, excellent dialogue, and clear sequencing all help make a story interesting.

Sequencing words help make a story clearer than if a story does not contain them. There are **many sequencing words you may use to bring clarity**. Some of these include the following.

Sequencing words to show **first things**:

1. First
2. Initially
3. Originally
4. At first
5. Primarily
6. To begin with
7. In the beginning

Sequencing words to **show second or middle things**:

1. Second
2. Next
3. Then
4. Secondly
5. Progressing
6. Progressively
7. Following that

Sequencing words to show **third and final things**:

1. Eventually
2. Thirdly
3. Ultimately
4. Finally
5. Consequently
6. Lastly
7. In the end

You will be assigned the addition of sequencing words in the Checklist Challenge for your story in weeks three and four. Your story will be even better if you add them as you write.

↔ **7.** On the lines provided write four sentences (**Extensions:** Write six) containing sequencing words. Use content from the passage from Week One.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

8. Grammar/Sentence Structure: Adjectives

<> 8a. In the third paragraph of the passage, highlight the following adjectives:

1. surprised
2. white
3. supreme

Adjectives answer any of the following questions:

1. What kind? purple, massive, thoughtful, gregarious
2. Which one? that, this, other
3. How many? the, five, a, some
4. Whose? Mom's, hers, theirs

Some grammar handbooks make discrepancies among the various types of adjectives:

1. Articles: a, an, the
2. Pronouns: this, that
3. Possessive nouns: Mom's
4. Predicate adjectives: adjectives that come after the subject—in the predicate part: The dog is **pretty**.

To fulfill the purpose in this curriculum (to become excellent communicators), we will consider any word that tells what kind, which one, whose, and how many to be an adjective, but in your writing you should try to use "**descriptive adjectives**" as much as possible. When an assignment tells you to use descriptive adjectives, you should use adjectives that tell what kind.

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

Try to use the most descriptive adjective each time you use one. Be sure the adjective you choose paints a different--more distinct and vivid--picture than the noun alone does.

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 nondescriptive adjective telling which one: **those pleasant** foods
 - 1) Not those and pleasant foods
 - 2) Not pleasant, those foods
 - One adjective is a nondescriptive adjective telling how many: **five healthful** foods
 - 1) Not five and healthful foods
 - 2) Not healthful five foods

Do not place commas between adjectives unless you could place an *and* between them--and the sentence still makes sense. For example, red, white, and blue flags or red and white and blue flags.

↔ **8b.** Practice speaking with descriptive adjectives by choosing an object in the room and orally using as many descriptors (adjectives) as you can think of to describe it.

For example: **blue** book, **Mom's** book, **large** book, **interesting** book, **nonfiction** book, **oversized** book, **helpful** book, **reading** book, **family** book, etc.

Another writing tip is to write with double and triple adjectives. Double and triple adjectives are just as their titles suggest: two adjectives and three adjectives.

The biggest difficulty with writing with double and triple adjectives is knowing where to put in commas. When you write with double adjectives, you have two choices for punctuating them:

1. Place *and* between them. For example:
 - a. The kind **and** gentle shepherd . . .
 - b. The basic **and** practical principles . . .
2. Place a comma between them. For example:
 - a. The kind, gentle shepherd . . .
 - b. The basic, practical principles . . .

Do not place a comma between two adjectives unless one of the following two conditions is met:

1. You can **trade places with the adjectives** and still have the adjectives make sense.
For example:
 - a. The **kind, gentle** shepherd
 - b. The **gentle, kind** shepherd
2. You could **put an *and* in between them** and the sentence would still make sense: The kind **and** gentle shepherd

For example, these nondescriptive adjectives do not require a comma between them since neither of the two conditions listed above is met.

1. That gentle shepherd. For example:
 - a. You cannot write **gentle, that shepherd**
 - b. You cannot write **that and gentle shepherd**
2. Thus, do **not** put in a **comma**.

Triple adjectives are relatively simple to punctuate. You just treat them like any other series of three or more.

1. Comma between each item—but not just before the noun they are describing. For example:
 - a. Gentle₁ kind₁ caring shepherd
 - b. Kind₁ gentle₁ caring shepherd
2. Comma before the *and* if an *and* is used. For example:
 - a. Gentle₁ kind₁ **and** caring shepherd
 - b. Kind₁ caring₁ **and** gentle shepherd

Of course, the “trade places” and “*and* between them” rules still apply to triple adjectives just like double adjectives.

↔ **8c.** In the sentences provided, insert descriptive adjectives. Use at least five sets of double or triple adjectives.

Note: Try to use the most descriptive adjectives you can find. You may use a thesaurus or look in a character book.

1. If a _____ authority were in opposition to God's authority, we must "obey God rather than men."
2. Jesus confirmed that He is sending us into the _____ world in the same way that God sent Him into the world.
3. The _____ twelve apostles were sent out by Christ.
4. The purpose of being sent forth was to convey a _____ message from the ones who sent them.
5. A _____ illustration of this is given in the New Testament in the sending out of Paul and Barnabas.
6. If the _____ church leaders observe that the Holy Spirit works with unusual effectiveness through an individual, they may view this _____ power as the signal for ordination.
7. Ordination is the laying on of hands by the _____ church elders for a _____ ministry to the Lord.
8. A missionary is a person who goes to another country with a _____ message from the Lord.
9. An emissary is one who goes abroad with a _____ message from his country.
10. This _____ outreach is illustrated in Christ's command to the Christians in the early church.

Adjective or Adverb?
Students often have problems remembering the difference between adverbs and adjectives. Point out to your student that "adverb" has "verb" in the word, and thus, it modifies verbs (and other adverbs and adjectives in the case of "to what extent"—*very, moderately, so*)

<> 8d. In your notebook, write ten sentences using synonyms for the adjectives listed below. Try to find the most descriptive ones you can. (You may use a thesaurus.)

- | | | |
|----------------|-------------|-------------|
| 1. big | 2. peaceful | 3. dividing |
| 4. first | 5. new | 6. divisive |
| 7. hardworking | 8. hard | 9. true |
| 10. right | | |

<> 8e. Study the Grammar Cards about descriptive adjectives and double and triple adjectives provided in this lesson.

<> 8f. Optional: Make Grammar Cards about descriptive adjectives and double and triple adjectives, or add new information to existing cards.

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: Adjectives and Predicate Adjectives

Descriptive Adjectives

Descriptive adjectives are those that answer the question, "What kind?" and describe the noun or pronoun being modified. Other words can also function as adjectives—though they are not very descriptive.

Examples:

1. Pronoun used as an adjective: **his** book
2. Possessive noun used as an adjective: **God's** followers
3. Article used as an adjective: **a** Bible
4. Number used as an adjective: **three** Bibles

<> 10a. In paragraph six of the passage, highlight the following adjective.

- | | |
|--|------------------------------|
| 1. Karen→ leader | 2. English→ governor-general |
| 3. white→ foreigners | 4. younger→ brothers |
| 5. Karen→ people | 6. older→ brothers |
| 7. Karen→ brothers | 8. white→ brothers |
| 9. righteous→ they (a predicate adjective) | |
| 10. one→ day | 11. white→ wings |
| 12. 800,000→ members | 13. Karen→ nation |

These words are all adjectives; they describe nouns.

Adjectives answer the following questions:

1. What kind? (purple)
2. Which one? (that)
3. How many? (the, five)
4. Whose? (Mom's eraser)

Some grammar handbooks make discrepancies among all the various types of adjectives:

1. Articles: **an** eraser, **the** eraser
2. Predicate adjectives (adjectives that come after the subject in the predicate part, following a Be, a Helper, Link verb): The eraser is **black**.
3. Possessive nouns: **Mom's** eraser
4. Personal pronouns: **his** book

In CQLA, we will consider any word that tells **what kind, which one, how many, or whose to be an adjective**, but in your writing, you should try to use descriptive adjectives as much as possible.

Descriptive adjectives are those that answer the question *What kind?* These are the ones you should use in your writings.

At this level, you need to be able to recognize adjectives in the predicate part of the sentence, as well. These are **called predicate adjectives since they are adjectives in the last part (predicate part) of the sentence. A predicate adjective, like a regular adjective, tells what kind, which one, how many,**

or whose.

A predicate adjective **must follow a Be, a Helper, Link verb**. It describes the subject that precedes the BHL verb, as in the following examples:

1. *He* remained **quiet**. (The adjective *quiet* describes the pronoun subject *He*.)
2. *They* were **sad**. (The adjective *sad* describes the pronoun subject *They*.)

Most of the time, adjectives come **before** the nouns they describe, but sometimes an adjective comes **near the end** of the sentence. In this case, it is called a **predicate adjective**—because **it is an adjective in the predicate part (the last half) of the sentence**.

In order for a sentence to have a predicate adjective, it must have a Be, a Helper, Link verb as one of its verbs. **Predicate adjectives only follow BHL verbs**. Do you remember that BHL verbs are those that do not show action—only state of being?

To determine which word or words the adjective or predicate adjective modifies, ask yourself: “Adjective what?”

1. The **good** book was there for us to read. (Good what? *Good* describes *book*.)
2. The road was **icy**. (Icy what? *Icy* describes *road*.)


Remember, an **adjective can modify**:

1. A **noun**: He fills us with *heavenly* **sunshine**.
2. A **pronoun**: **It** was *icy*.

Were you surprised that *heavenly* was an adjective? Often, *ly* words are adverbs describing verbs, adjectives, or other adverbs and telling how, when, where, and to what extent. There are times, however, when an *ly* word acts as an adjective instead.

Lovely, kindly, gentlemanly, stately, and godly are all *ly* words that can be adjectives (when they modify a noun or pronoun). An *ly* word is not an adjective if it modifies an adjective, adverb, or verb, or if it answers the questions that an adverb answers.

 **Try to use the most descriptive adjective each time you use one. Be sure the adjective you choose paints a different—more distinct and vivid picture—than the noun alone does.**

 **Do not use an adverb following a BHL verb. An adjective should be used following a BHL verb -- it describes a noun or pronoun before the BHL: *She is kind* (Not *kindly*).**

<> **10b.** Study the Grammar Cards about adjectives and predicate adjectives.

<> **10c. Optional:** Make Grammar Cards about adjectives and predicate adjectives, or add new information to existing ones.


<> **10d.** In the sentences provided, complete the following steps:

- (1) Highlight the descriptive adjectives. (Do not highlight pronouns, possessive nouns, or articles used as adjectives.)
- (2) Also highlight the predicate adjectives (adjectives in the predicate part that rename or describe the main subject of the sentence).
- (3) Then, draw arrows from the adjectives to the words they modify.

Grammar Card: Predicate Adjective

(Abbreviated: PA)

- **An adjective in the predicate part of the sentence**
- Describes/refers to the subject of the sentence
- Usually follows a Be, a Helper, Link verb:
 - The boy **is** *happy*. (*Happy* describes *boy*.)
 - She **feels** *isolated*. (*Isolated* describes *she*.)

 **Do not use an adverb following a BHL verb. An adjective should be used following a BHL verb -- it describes a noun or pronoun before the BHL: *She is kind* (Not *kindly*).**

Confusing Parts of Speech--Adjectives

If you were confused in highlighting the adjectives in this week's passage, it could be because of words that are used as more than one part of speech.

Consider these examples:

1. Good
 - a. *Good* job—an adjective
 - b. Do *good*—a noun (actually a DO following a BHL verb used as an action verb)
2. Trouble
 - a. Having *trouble*—a noun
 - b. Don't *trouble* me—a verb
 - c. *Troubled* times—an adjective

Teacher Tip: Help your student see the difference between descriptive adjectives (those that tell what kind) and nondescriptive adjectives (those that tell which one or how many).

Note: Some sentences have more than one adjective or predicate adjective. Predicate adjectives are not usually found in prepositional phrases (another good reason to eliminate [in your mind or with parentheses] the prepositional phrases in sentences).

Example: Jesus is the **kind** → Shepherd.

1. A routine British Embassy report, published in Edinburgh, Scotland, gives the details of the following account:
2. In 1795, a British diplomat came upon a village of the Karen tribe near Rangoon, Burma.
3. The Karen people excitedly thronged about him.
4. "Is this the white brother we have been waiting for?"
5. The surprised diplomat asked them through his interpreter what this white brother they were waiting for was supposed to do when he arrived.
6. They went on to explain that the holy book was written by Y'wa, the supreme God.
7. These godly laws would show them how they could live.
8. When the diplomat regretfully informed them that he did not know of the mysterious book, nor have a copy of it, a young Karen man asked, "Could our forefathers have been mistaken?"
9. The older men of the tribe reassured him, "Don't worry; he will come."
10. The white foreigners were formerly younger brothers of the Karen people.
11. Both had Y'wa's book, but the older Karen brothers lost their precious copy.
12. The white brothers, however, had preserved their priceless copy.
13. As a result, they became "righteous," and were now the ultimate "guides to God."
14. They would one day sail incredible ships with white wings to bring Y'wa's book to the 800,000 members of the Karen nation.
15. In 1817, twenty-two years after the British diplomat visited the Karen village, a man named Adoniram Judson sailed from America to Burma to begin missionary work among these people.
16. He carried with him a magnificent book that he prayed the people of Burma would learn to love as much as he did.

↔ **10e. Optional:** In your notebook, write sentences with adjectives following these steps:

- (1) Highlight the adjective.
- (2) Draw an arrow from each adjective to the noun or pronoun it modifies.
- (3) Each level should complete the following:

Basic Level: Write ten sentences.

Extensions: Write fifteen sentences containing information from a character book or another source.

11. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: among, between

<> 11a. In the last copy box of the passage, highlight the word *among*.

CQLA calls *among* a Wacky Word--not because it has a confusing synonym--but because it has another word that is used during times that it should be used.

Among's Wacky Word is *between*. Why? *Between* is a Wacky Word because people use it when they should use *among* (and vice versa).

You can use these words correctly!

1. When you are **comparing or discussing two items**--use ***between***: Let's keep this *between* the two of us.

2. When you are **comparing or discussing three or more items**--use ***among***: Is there someone *among* you in trouble?

<> 11b. Fill in each blank provided with the correct Wacky Word - ***among*** or ***between***.

1. Let's keep this problem _____ you and me.
2. We will distribute the responsibilities _____ all of the group.
3. Distrust spread _____ even his strongest supporters.
4. It's _____ the apple pie and the cheese cake.
5. We'll divide the money _____ us.
6. He blended in _____ the crowd.
7. There are 50 miles _____ here and the next rest stop.

<> 11c. On the lines provided, write four sentences--**two using *between*** and **two using *among***.

between

1. _____

2. _____

among

1. _____

Teacher Tip: If your Level C student has difficulty writing with quotations, help him carefully edit his writing, giving attention to the rules he missed.

2.

<> **11d. Further Extension**--Fill in each blank provided with the correct Wacky Word - **wonder** or **wander**.

1. She was filled with _____ as she gazed at the stars.
2. We could _____ for hours if we don't ask for directions.
3. He didn't hear the instructions because he allowed his mind to _____.
4. As we _____ in the meadow, we found lots of flowers.
5. I _____ what happened to the cookies?

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. Punctuation: Capitalizing References to People

You have already learned that you should capitalize names of people, places, and things (proper nouns), such as:

1. Karen
2. Adoniram Judson
3. America

However, when you write a reference for someone (a word referring to someone—such as Mother, Father, Grandma, Uncle Joe, etc.), if it is written in place of the person's name, you should capitalize it.

You can easily follow this rule 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 (even if it is not a true proper noun).
 - a. Mother
 - b. Aunt Tami
 - c. Daddy
 - d. Grandpa
2. If the word does **not** 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, **capitalize** the first letter of the word.
 - a. Capitalize Mother: It was early when **Mother** called for us.
 - b. Do not capitalize mother: It was early when my **mother** called for us.
 - c. Capitalize Grandfather: Often, **Grandfather** will tell us stories.
 - d. Do not capitalize grandfather: Often, David's **grandfather** will tell us stories.
 - e. Capitalize Daddy: After work, **Daddy** is taking us to dinner.
 - f. Do not capitalize daddy: After work my **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**.
 - 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! Do not despair! If all else fails, use this little trick:

1. If you **cannot substitute the person's name** in place of the reference, **do not capitalize** the reference:
 - a. 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 mom** called for us..
 - b. 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.
2. If you can **substitute the person's name** in place of the reference, **capitalize the reference**:
 - a. You can say, "It was early when **Donna** called for us," so **do** capitalize Mother in place of Donna: It was early when **Mother** called for us.
 - b. You can say, "Often Don will tell us stories," so do capitalize Grandfather in place of Don: Often **Grandfather** will tell us stories.

<> **13a. Optional:** Make a Grammar Card about capitalization rules, or add new information to an existing card.

<> **13b.** In your notebook, write ten sentences using family members' titles capitalized and uncapitalized.

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.

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.

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?

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.)

Optional: Extra Practice

- 1E. In your notebook, write fifteen sentences from a character book that contain dates or numbers.
- 2E. In your notebook, take more notes from a character book about people or tribes that have stories or legends handed down to them.
- 3E. In your notebook, turn your notes from 2E into your own paragraph.
- 4E. Edit and revise your paragraph from 3E using this week's Checklist Challenge.
- 5E. In your notebook, write thirty three-syllable words.
- 6E. Read passages in the Bible in which we are told to spread the Gospel.
- 7E. In your notebook, copy fifteen sentences that contain quotation marks from a character book.
- 8E. In your notebook, write twenty sentences that contain quotation marks.
- 9E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Major and Minor Works Chart

Major Works (italicized or underlined)	Minor Works (surrounded by quotation marks)
1) Book title 2) Encyclopedia title 3) Songbook title 4) Magazine title 5) Play title 6) CD title 7) Video or DVD title 8) Newspaper title	1) Chapter title 2) Entry title 3) Song title 4) Video or DVD chapter 5) Chapters 6) Scene title 7) Article title
1. <u>Sovereign in the Affairs of Man</u> (1) 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ 11. _____ 12. _____ 13. _____ 14. _____ 15. _____ 16. _____ 17. _____ 18. _____	1. "The King With a Roaming Heart" (1) 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ 11. _____ 12. _____ 13. _____ 14. _____ 15. _____ 16. _____ 17. _____ 18. _____

Checklist Challenge Red 1-C: 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**

Note: You will not complete each task the number of times as you have paragraphs since your paragraphs are short.

☐ 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

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

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

Examples:

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

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

All All All

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

Banned Word List:

very	big	really	many	such	good
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

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

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

Examples:

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

E's

Add one **SSS5 x 3** (Three Super Short Sentences of five words or fewer) in **a row** for emphasis. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- They are subtle. They are sneaky. They are predators!
- They set traps. They devise snares. They are sneaky.

All All All

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

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

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

All All All

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

Examples:

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

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

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.**

E's

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

Examples:

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

- ➡ **Separate items in a series with commas, placing the final comma before the *and*.**
- ➡ **Double and triple adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct.**

E's

E's

E's

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

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 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 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 All All

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

Six "S" Spelling Secret Sheet

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

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

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

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

Conjunctive Adverbs--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--E's

Two Minutes or Three Minutes

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

Coordinating Conjunctions (FANBOYS)

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-C: Week Two

Character Focus: Peacemaking

Vocabulary Box

Synonyms and antonyms for *peacemakers*--nouns

Synonyms		Antonyms	
apostle	appeaser	antagonist	combatant
arbitrator	delegate	pugilist	rebel
diplomat	envoi		
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

Foreign dignitaries and diplomats flowed and eddied around the floor; their masquerade costumes and ornate masks captured the light and transformed the palace into a living kaleidoscope of color. Shimmering illuminaries of every hue gleamed and glittered brightly. The queen of the realm Ryane hovered on her golden throne, elevated above the sparkling, adoring, animated crowd. Yet even through the radiant celebration, she could feel a definitive tension pulsing through her land. "My queen." Ryane glanced down at the guard addressing her. "You must not attract attention; but you must flee the palace immediately, there is one here who desires to end your reign." Ryane's eyes questioned the guard's face as bitter fear and stark terror coursed through her veins.

Rising from the throne, she carefully descended into the masked crowd. The queen, in her detailed robe, stood out distinctly, even amongst the other flashy outfits, making her a perfect target for the would-be assassin. Outwardly, Ryane was poised and serene, but inwardly her heart raced, and apprehension gripped her soul. As she wandered through and between her subjects, a towering man stepped into her path. He bowed exaggeratedly and his robe swept around, thus revealing a small silver blade in his belt. As he straightened again, the assassin squinted through the mask, which obscured his face, and chilled Ryane's heart as she realized she was staring her executioner in the face. Repossessing her serenity, the queen curtsied and nodded to this diplomat of evil, therefore preventing him from realizing that she had perceived his intention.

Extensions

Ryane was conscious of the fact that she would not be able to escape so long as she was attired in her loud, showy costume. The queen noticed palace attendants freely moving among the guests, and she pulled one aside and behind the curtains. The young woman's simple, dusky uniform and dark mask were not attention-getting. A few moments later, a lavishly-clad queen and modest servant emerged from behind the drapes again. The "queen" worked her way through the crowd and ascended to the throne once more. Ryane had found a maid with loyalty to her crown, and this maid agreed to switch costumes with the royal. As the decoy queen took her place, Ryane discreetly stole along the outside edge of the room.

When Queen Ryane arrived at the doors opposite the throne, she noted dozens of guards milling through the hallway outside. She was trapped, for she could not know if one of these guards would betray her if he chanced to recognize her. Turning to face the fake “queen,” Ryane saw the assassin lurking by the steps to the throne. The maid on the throne suddenly stood. She had seen the villain, and so, according to the plan formulated behind the curtain, she unmasked. A shocked grasp ran through the stupefied observers. The authentic queen crept to the palace window and out on the balcony, then swiftly slipped over the edge and fled to safety.

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

This passage is a story--a short story about someone who needed to escape. Next week you will be writing your own story about an escape. The passage is a “sample story” written by one of CQLA’s test students, Sarah Prater.

<> 1b. Highlight the following words:

Paragraph 1:

- (1) masquerade (2) kaleidoscope
(3) definitive

Paragraph 2:

- (1) obscured (2) serenity

<> 1c. Look up two (**Extensions:** four) of the words from <> 1b. and write their definitions in your own words.

1. _____

2. _____

3. **Extensions:** _____

4. **Extensions:** _____

<> 1d. Write sentences about the passage using two of the words (**Extensions:** three) you defined above.

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.

3. **Extensions:** _____

↔ **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.

<> **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: On her golden throne, the queen was elevated above the sparkling, adoring, animated crowd.

Prepositional phrase opener

Further Study: Read and study the US Constitution.

<> **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: *Tion* and *sion* Say *shun* and *chun*

Examples: nation, suspension

<> **2a.** In the first paragraph of the passage, highlight the words with *tion* or *sion* at or near the end of them.

The letters *tion* and *sion* are both spellings for the *shun* sound as in the following:

1. allocation 2. vocation 3. mansion 4. succession

People often get confused as to whether a word that has the *shun* sound is spelled *tion* or *sion*.

The best way to learn which spelling combinations are used is to classify, or categorize, the like spellings -- put all of the *tion* words together and all of the *sion* words together (in your *Spelling Notebook*).

<> **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.

Teacher Tip: When your student has difficulty pronouncing or spelling a word that contains the letter *c* or *g*, remind him to look at the letter directly following the *c* or *g*.

<> **2c.** Add this week's new words (minus the **Optional Words**) to pages 70 and 71 of your *Spelling Notebook*.

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. negotiation	ne-go-ti-a-tion			
2. devastation*	dev-as-ta-tion			
3. derision*	de-ri-sion			
4. salvation	sal-va-tion			
5. navigation	nav-i-ga-tion			
6. succession	suc-ces-sion			
7. obsession	ob-ses-sion			
8. position	po-si-tion			
9. persecution	per-se-cu-tion			
10. denomination*	de-nom-i-na-tion			
11. recognition	rec-og-ni-tion			
12. dehydration*	de-hy-dra-tion			
13. ascension	as-cen-sion			
14. stimulation	stim-u-la-tion			
15. orientation	o-ri-en-ta-tion			

***Commonly Misspelled**

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

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
16. initiation*	in-i-ti-a-tion			
17. origination*	o-rig-i-na-tion			
Further Extension				
18. depreciation*	de-pre-ci-a-tion			
19. enumeration*	e-nu-mer-a-tion			
20. erudition*	er-u-di-tion			
Optional				
21. arbitrator	ar-bi-tra-tor			
22. negotiator	ne-go-ti-a-tor			
23. appeaser	ap-peas-er			
24. envoi	en-voi			

***Commonly Misspelled**

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

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

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

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

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

Help Box 2a.

You should have highlighted the following words:

- | | |
|----------------|-------------|
| 1. celebration | 2. tension |
| 3. attention | 4. question |

3. Editor Duty: Correct Given Paragraph(s)

Understood You, 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 last paragraph, highlight the words *are* and *our*, and correct them as needed, if you have not already done so.

(3) In the last two paragraphs, highlight the words *raise* and *rise*, and correct them as needed, if you have not already done so.

A ambassador is a officially-appointed representative of a nation. He is empowered to carry out negotiations among his country and the country in which he is stationed. The powers of an ambassador is defined in the credentials or documents of introductions that is given to him.

a ambassador may bring suit on behalf of his nation and may also defend suits that are brought against them. his chief responsibility is too work four the goals and programs of the nation that he represent. A ambassa-dor rises a banner of honor

we our also ambassadors. we are ambassadors for christ through the authority of scripture. we represent the nation of god. are nation is composed of all christians we our sent to the kingdom of this world. we are called to deliver those who are held captive by the power of satan and to glorify god we need to raise to are calling of ambassador

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|------------------|---------------|
| 1. negotiation | negosheation |
| 2. devastation | devastation |
| 3. derision | dirision |
| 4. selvation | salvation |
| 5. navegation | navigation |
| 6. succession | sucession |
| 7. obsesion | obsession |
| 8. possition | position |
| 9. persecution | pursecution |
| 10. denomination | denommination |
| 11. recognition | reccognition |
| 12. dehidration | dehydration |
| 13. ascension | assension |
| 14. stimulation | stimmulation |
| 15. oreentation | orientation |

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

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

- | | |
|-----------------|-------------|
| 16. innitiation | initiation |
| 17. origination | orrignation |

Optional Penmanship Practice

Blessed are the peace-makers; for they shall be called the children of God.

Matthew 5:9

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

- | | |
|-----------------|---------------|
| 18. deprecation | depreeciation |
| 19. enumeration | enummeration |
| 20. erudition | errudition |

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.

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

- | | |
|-----------------|------------|
| 21. arbitrator | arbitrator |
| 22. negosheator | negotiator |
| 23. appeaser | apeaser |
| 24. envoiy | envoi |

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

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

Alternative Writing for Red 1-C: Week Two

- Write a definition paragraph about the term *peacemaker* or *peacemaking*.
- Write three paragraphs about a person who is or was 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 **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*.

Note: You may want to put quotation marks around the outlining lines that will contain someone speaking. You may change the spoken words however you desire since this is a story.

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

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

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

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

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

Sentence 7 _____

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.

All--Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

All - Paragraph Four of Body

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sample KWO

Paragraph One

Topic of paragraph 1: A guard approaches Queen Ryane and tells her of the plan to kill her

Sentence 1: dignitaries & diplomats costumes & masks = captured light → kaleidoscope

Sentence 2: illuminaries + + + colors gleamed & glittered brightly

Sentence 3: Queen Ryane → throne elevated ↑ adoring crowd

Sentence 4: amid celebration feel tension pulsing → land

Sentence 5: "my queen"

Sentence 6: Ryane glanced ↓ guard

Sentence 7: ~~attract attention~~ flee palace = ppl 2 end reign

Sentence 8: Ryane's eyes ? guard/fear & terror → R's veins

Sample Paragraph From KWO

Paragraph 1

Officials and ambassadors from various countries mingled on the palatial floor; the palace was converted into a rainbow of color because of their vibrant attire and elaborate masks. Dazzling lights of color sparkled and shined. Above the admiring and spirited multitude lingered Queen Ryane on her pearly throne. Though this was a time of celebration, she could sense that something was awry. Ryane gazed at the guard as she heard him whisper, "My queen." The servant warned, "You must decreetly leave the palace at once, as there is someone here who seeks to harm you." Horror and intense fear filled the queen's heart as their eyes met.

6. Write On: Series of Three Descriptive Words

<> **6a.** In the first paragraph of the passage, highlight the series of three adjectives.

In this month's grammar, you will review inserting commas within a series of three or more words or phrases and words that describe nouns (and sometimes pronouns).

In this *Write On* lesson, you will learn about using both of these grammar skills together to improve your writing--using a **series of three or more descriptive adjectives**.

The problem most students have with using descriptive adjectives is that the ones they use are not specific enough--they do not paint a vivid enough picture for the reader.

For example, when describing a cottage in the woods, a student might say ***small, wooden, quaint* cottage**. That is **not specific or vivid enough!** It doesn't **help the reader see** what you are seeing.

Your adjectives must be **specific and vivid enough to make the reader see the picture in his or her mind that you, the writer, see in yours.**

What do you as the writer see in the cottage example (if you were writing about a cottage)?

- overgrown with ivy?
- unusually rustic?
- dilapidated?
- burnt-reddish logs?
- gray-blue smoke curling?

In this week's Checklist Challenge, you will be assigned the addition of double or triple adjectives. Be specific! Be descriptive! Create a clear picture...the rustic, reddish-logged, ivy covered cottage.

<> **6b.** On the lines provided, write five sentences (**Extensions:** write eight) describing the palace in the passage (as you see it in your mind). Use three descriptive words in each one.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Help Box for 6a.

You should have highlighted the following words:

sparkling, adoring, animated → crowd

7. Grammar/Sentence Structure: Prepositional Phrases

You probably remember that a preposition is a word that shows the position of something in relation to something else. Prepositions are easy to learn and remember, as 90% of them fit into one of the **Preposition-Check Sentences**:

1. The angel flew _____ the clouds.
2. The girl prayed _____ the service.

<> **7a.** In the second paragraph of the passage, highlight the prepositions.

A prepositional phrase is a group of words that begins with a preposition and ends with an object of the preposition.

The object of the preposition is the last word of the prepositional phrase, and it may be a noun or a pronoun. The object may come right after the preposition (e.g., *to her*), or there may be one or more words between the preposition and its object (e.g., *to the little girl*).

<> **7b.** In the third paragraph of the passage, highlight the prepositional phrases throughout the sentences. Use a color highlighter different than the one you used for 7a.

There are two good reasons for learning prepositions and prepositional phrases:

1. The subject of the sentence is not in a prepositional phrase.
2. Prepositional phrases are good sentence openers.

Inexperienced writers often begin all of their sentences with a subject followed by a verb. Experienced writers add variety to their writing by using various sentence openers.

To begin a sentence with a prepositional phrase opener, **follow the PP with a comma** if any one of the following applies:

1. **It is five words or longer.**

Examples:

- a. In using detailed and elaborate writing, you should use prepositional phrase openers.
- b. In order to write well, you should occasionally use prepositional phrase openers.

2. **There are two prepositional phrases in a row.**

Examples:

- a. During your writing of lengthy reports, try to add some prepositional phrase openers.
- b. From the beginning of writing, prepositional phrase openers added interest to reports.

3. **You hear a definite pause—regardless of the length of the PP.**

Examples:

- a. In time, you will become a good writer.
- b. For now, try to use prepositional phrase openers whenever they make a sentence sound best.

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.)

Grammar Card: Prepositional Phrase

(Abbreviated: PP)

- A prepositional phrase is a **phrase that begins with a preposition** and ends 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

Do not follow the PP with a comma if it is less than five words and you do not hear a definite pause.

Examples:

1. **About** noontime the campers arrived.
2. **For** the time being we will come early.

<> **7c.** (T) If you cannot recite **forty prepositions** to your teacher, practice them, and recite at least that many before continuing with this lesson.

🔑 **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.**

<> **7d.** Study the Grammar Cards about prepositions and prepositional phrases.

<> **7e. Optional:** Make Grammar Cards about prepositions and prepositional openers, or add new information to an existing card.

<> **7f.** In the sentences provided, highlight all of the prepositions.

Note: There may be more than one preposition in some sentences.

Note: Do not highlight infinitives (to + verb), subordinators, or prepositions that are functioning as adverbs (those without objects following them).

1. Peacemaking is accomplished through winning people to Christ.

2. Peacemaking is also accomplished by assisting Christians in their growth.

3. It is vital for a peacemaker to have a clear conscience toward everyone.

4. Follow peace with all men.

5. The more successful a peacemaker is, the more the world will be angry with him.

6. God will cause our enemies to be at peace with us when our ways please Him.

7. In the world, the endorsement of common goals is an essential element of peacemaking.

8. Making peace with God requires that we come to Him on His terms.

9. Snatch them in pity from sin and the grave.

10. Tell them of Jesus and His power to save.

11. A peacemaker must take initiative to go and make peace between God and man.

12. He must have his feet shod with the preparation of the Gospel of peace.

13. A great missionary movement originated from the church at Antioch.

Grammar Card: Prepositional Phrase Opener

- Place a comma after a prepositional phrase opener in any of these causes:
 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.**

14. It was at Antioch that believers were first called Christians.
15. When we act as peacemakers, the world recognizes us as sons and daughters of God. **(Remember, as is a preposition when it has an object of the preposition following it.)**
16. A peacemaker is one who initiates the process of completeness, wholeness, and oneness.
17. He is one who helps develop harmonious relationships between opposing sides.
18. The heathen are waiting for the Gospel.
19. History confirms that God has placed within each culture redemptive analogies in the form of local customs that illustrate spiritual truth.
20. Don Richardson, missionary to the Sawi tribe of New Guinea, led many of the tribesmen to Christ.
21. He explained salvation to them through one of their own customs, the sealing of a treaty with a "peace child."
22. In each generation, God raises up outstanding soul-winners who are motivated by their love for the Lord, compassion for others, and hatred for evil.
23. As a teenager, Walter Wilson began his amazing outreach by conducting street meetings.

Teacher Tip: Be sure your Level C student does the memorization/recitation work for the prepositions. It is important that he learn to easily recognize prepositions.

Help Box for 7a.

You should have highlighted the following prepositions. (the word or words directly following each preposition is given in parentheses.)

- | | | |
|------------------------|-----------------------|------------------------------|
| 1. from (the) | 2. into (the) | 3. in (her) |
| 4. amongst (the other) | 5. for (the would-be) | 6. through and between (her) |
| 7. into (her path) | 8. in (his) | 9. through (the mask) |
| 10. in (the face) | 11. to (this) | 12. of (evil) |
| 13. from (realizing) | | |

**Out* (in *stood out*) is an adverb, not a preposition.

Help Box for 7b.

You should have highlighted the following phrases:

- | | |
|----------------------------|--------------------------------|
| 1. of the fact | 2. in her loud, showy, costume |
| 3. among the guests | 4. behind the curtains |
| 5. from behind the drapes | 6. through the crowd |
| 7. to the throne | 8. with loyalty |
| 9. to her crown | 10. with the royal |
| 11. along the outside edge | 12. of the room |

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 Story 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

Homophones: wonder, wander

- ↔ 10a. In the second paragraph of the passage, highlight the word *wandered*.

Wander is a Wacky Word because it has a word that is similar to it and often confused with it. Can you

guess what *wander*'s Wacky Words counterpart is? If you guessed *wonder*, then you guessed correctly.

People (even many adults) confuse the words *wonder* and *wander*. Wacky Words are easier to learn if you create tricks to remember them. CQLA has some nifty word tricks to help you learn.

Here is some help with *wonder* and *wander*:

1. **Wonder**--spelled like **ponder**--both mean **to think**.
2. **Wander**--contains an **a**--you **wander** around an **area**.

When you were little, did you ever hear or read that Winnie the Pooh would "rather be wondering"? Would he rather be thinking or rather be traveling?

<> 10b. Fill in each blank provided with the correct Wacky Word--***wonder*** or ***wander***.

1. You must not _____ far from your mother
2. Do you ever _____ how people can be so unkind?
3. I _____ who will arrive first.
4. As we _____ on the beach, let's look for seashells.
5. When we go to the zoo, do not _____ from your group.
6. I _____ what the answer to this problem is.
7. She tried to pay attention, but her mind would _____ .

<> 10c. On the lines provided, write sentences containing ***wonder*** and ***wander***.

1. _____

2. _____

11. Punctuation: Quotation Marks

<> 11a. In the first paragraph of the passage, highlight the sentence that has quotation marks.

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, “Go on”; and 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.

Quotation marks are used for various reasons:

1. To point out **minor works**
2. To show **special words** or **special meaning** of words
3. To show someone’s **spoken words in dialogue**

In the case of using quotation marks to point out minor works, you need to know the **difference between minor works and major works:**

1. Major works—underline (put in italics when typing):

- a. Titles of books: *Pilgrim’s Progress*
- b. Titles of CD’s, cassettes, etc.: *Ever in Joyful Song*
- c. Titles of magazines or newspapers: *God’s World*
- d. Titles of movies, videos, programs: *The Printing*
- e. Names of ships: *Mayflower*
- f. Titles of encyclopedias, dictionaries, other reference materials: *Strong’s Concordance*
- g. Pamphlets and booklets: *Understanding Humanism*

2. Minor works—insert quotation marks:

- a. Titles of chapters within books: “Pilgrim’s Journey”
- b. Titles of songs on CD’s, cassettes, music books, etc.: “Joy to the World”
- c. Titles of articles in magazines or newspapers: “God in America”
- d. Titles of articles or entries in encyclopedias: “Mammals”

There are many rules to remember for quotation marks. We will focus on the following rules this week:

1. **Periods always go inside quotation marks.**
2. **Commas always go inside quotation marks.**
3. **Exclamation marks and question marks go inside quotation marks only if they are part of the quotation.**

The **speech tag** is the group of words that **shows who is speaking.**

Sometimes a speech tag is not used.

When quoted words are not dialogue (people talking back and forth to each other), a speech tag is not needed because it should be obvious who is speaking.

Some examples of speech tags include the following:

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,** “Creativity determines the success we will achieve during our lifetime.”
2. At the end: “Creativity determines the success we will achieve during our lifetime,” **she said.**

Teacher Tip: If your Level C student has difficulty writing with quotations, help him carefully edit his writing, giving attention to the rules he missed.

Speech Tags at Beginning or End

1. Punctuating quotations with speech tags can be tricky. 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.

Example: He responded, **“Creativity** is approaching a need, a task, or an idea from a new perspective.”

2. When you write a quotation with the speech tag at the end, you should put a comma at the end of your quotation—inside the quotation mark—then start your speech tag with a lower case letter. The period at the end of the speech tag is the period for the whole sentence—which is why you put a comma, rather than a period, at the end of your quotation.

Example: "When you do the common things of life in an uncommon way, you will command the attention of the world," said George Washington Carver.

 Periods and commas always go inside ending quotation marks.

<> 11b. Study the Grammar Card about quotation marks.

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

<> 11d. Put punctuation and quotation marks in the sentences below according to this week's lesson on quotations.

1. Jesus said Pray ye therefore the Lord of the harvest that he will send forth labourers into his harvest
2. The caller asked Dr. Wilson Would you be willing to take a charity case
3. His wife reminded him of the words to the song God moves in mysterious ways, His wonders to perform
4. Just before he died, he asked Walter to kneel by his bed, and he prayed Lord I am old. Soon I will not be able to preach or witness any longer
5. Make this lad my successor and endue him with power from on high said the aged minister
6. Walter Wilson spoke up Ladies and gentlemen, long ago a handful of shepherds were curious, just like you, and their curiosity led them to Jesus Christ
7. How many of you would like to see it asked Walter.
8. The principal told the students Young people, you know that I have been an atheist and evolutionist all these years. But I want you to know this morning I am going back to my desk as a believer in Jesus Christ as my personal Savior
9. In 1913, a returned missionary asked Walter a very penetrating question What is the Holy Spirit to you
10. The missionary explained When the Spirit has His own way in your soul, He will do freely what He came to do—reveal the Scriptures, exalt the Savior, magnify the Father, and give power in service and victory in the battle with Satan
11. The missionary suggested If you will seek to know the Holy Spirit personally, He will transform your life
12. I beseech you therefore, brethren, by the mercies of God, that ye present your bodies a living sacrifice read Dr. Gray
13. Walter Wilson spoke specifically to the Holy Spirit I have mistreated You all of my Christian life. I have treated You like a servant. When I wanted You, I called for You
14. You may send this body to Africa, or You may lay it on a bed of affliction. It is Your body from this moment on continued Walter Wilson.
15. After speaking of the wonders of the Creator and His salvation, Walter quoted The fool hath said in his heart, there is no God

Quotation Rules

- Always put commas and periods **inside** the quotation marks.
- Always put semicolons and colons **outside** the quotation marks.
- Only put question marks and exclamation marks **inside** quotation marks if they are **part of the quotation**.
- **Speech tags** in front of the quotation should be **followed by a comma**.

16. We can help a person establish the fact of his sinful condition by quoting For all have sinned, and come short of the glory of God
17. Finally Walter would ask Has God's advertising campaign about the birth of His Son been effective or completely vain in your life
18. He would ask Have you ever noticed the miracle of a limb on a tree
19. Walter would ask a lawyer Have you arranged for anyone to represent you at the Great White Throne in the Supreme Court of the universe
20. Walter would patiently reason with a person, saying If good works could atone for our sin, how can we know when we have done sufficient good to blot out our misdeeds from God's record

↔ **11e. Optional:** Write sentences using quotation marks to show minor works and special words.

Basic Level: Write fifteen sentences.

Extensions: Write twenty sentences.

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

↔ **12.** Use the Checklist Challenge located after this week's lesson to edit your report.

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

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

13. Spelling Practice: Write That Word!

↔ **13a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____

2. _____

<> **13b.** Complete the following steps for one of the words you listed in 13a.

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

<> **13c.** Write your two most challenging words (**Extensions:** write four) on the lines provided.

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

14. Grammar: Think Fast Quiz

<> **14.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

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.

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.

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. 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 Story 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-five sentences containing information from a character book, using sequencing or enumerating openers.
- 2E. In your notebook, take more notes about John Calvin from a character book.
- 3E. In your notebook, write one or more paragraphs using your notes from this lesson or another source.
- 4E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write thirty *tion* and *sion* words.
- 6E. Read ten passages in the Bible about being saved by faith in Christ alone.
- 7E. In a character book, find fifteen sentences with various sentence openers, and copy them in your notebook.
- 8E. In your notebook, write twenty sentences containing prepositional phrase openers or subordinate clause openers.
- 9E. In your notebook, write twelve Scriptures containing words such as *preach, teach, instruct*, etc.
- 10E. In your notebook, write any extra poetry, essays, letters, journal entries, etc. as directed by your teacher.

Checklist Challenge Red 1-C: 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).

☐ All All Levels

☐ FE Further Extension only

☐ B Basic Level only

☐ B,E Basic and Extensions only (No Further Extension)

☐ E Extensions only

☐ All levels—checks will vary

☐ E's Extensions

☐ 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
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 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 ☐ 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(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

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.

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

Examples:

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

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

All

Add one **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

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

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

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

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

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

All All All All

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

Six "S" Spelling Secret Sheet

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

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

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

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

Conjunctive Adverbs--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--E's

Two Minutes or Three Minutes

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

Coordinating Conjunctions (FANBOYS)

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-C: Week Three

Character Focus: Peacemaking

Vocabulary Box

Synonyms and antonyms for *peacemakers*--**nouns**

Synonyms

apostle
arbitrator
diplomat
envoy
mediator
negotiator
parson
appeaser
delegate
envoi
evangelist
missionary
pacifier
reverend

Antonyms

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

This Week's Passage

All

On one occasion, Dr. Wilson was invited to speak at a public high school assembly. The principal informed him that his talk would have to be less than thirty minutes.

Wilson began by saying, "I hold in my hand something no human eye has ever seen. I obtained it some time ago in McPherson, Kansas, from a gentleman who had never seen it. He assured me that the salesman from whom he had purchased it had never seen it. I brought it along because I thought that perhaps you young people would like to see it. Maybe your principal would like to see it. How many of you would like to see it?" Every hand went up.

Extensions

Then the speaker showed them what was in his hand and demonstrated that no one had ever seen it before, nor would they ever see it again. He continued with more intriguing facts and stories. When his time was up, he sat down.

The principal, however, leaned over and asked Wilson to continue speaking. After two hours and a thunderous applause, the principal thanked Dr. Wilson and said to the students, "Young people, you know that I have been an atheist and evolutionist all these years. But I want you to know that this morning I am going back to my desk as a believer in Jesus Christ as my personal Savior."

Further Extension

And just what was in the hand of Walter Wilson when he began the assembly? A peanut!

He opened the shell, picked up the peanut, and said, "No one has ever seen this peanut before, and now that you have seen it, no one will ever see it again." He then popped it into his mouth and ate it as the audience laughed, clapped, and cheered with delight.

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

This passage is about a current day "fisher of men" named Walter Wilson. Mr. Wilson used excellent techniques to get people interested in what he had to share. He spent his life as a peacemaker -- reconciling people to God.

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

1. seen
2. seen
3. see

In the Checklist Challenge, you are told to eliminate redundancy by changing a word that is repeated within a paragraph to a different word. In the last paragraph of the passage, forms of the word *see* are used for emphasis. When a **word is repeated for emphasis, it is not considered redundant**.

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

Synonyms for *peacemaker*

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

<> 1d. On the lines provided, write three sentences about Walter Wilson. Use three of the synonyms you listed above.

Sentences about Walter Wilson that contain synonyms for *peacemaker*

1. _____

2. _____

3. _____

<> 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.

Character Focus: Ants display wisdom by diligently working.

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

- (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. _____

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

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

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

- **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: On one occasion, Dr. Wilson was invited to speak at a public high school assembly. Prepositional phrase opener

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

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

2. Spelling/Structural Analysis: Soft and Hard c

Examples: candy, center

<> **2a.** In the first two copy boxes of the passage, highlight the words that have the letter *c* in them.

<> **2b.** Highlight the letter directly following the *c* in the list in the Help Box for 2a, in all of the words except *public*, *purchase*, and *cheered*.*

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 (kuh) sound when it is followed by:
 - a. *a* as in **candy**
 - b. *o* as in **cot**
 - c. *u* as in **cuff**
 - d. Any consonant (except in *ch* combinations)
2. The letter *c* makes its soft (suh) sound when it is followed by:
 - a. *e* as in **central**
 - b. *i* as in **city**
 - c. *y* as in **cygnet**

*Note: These are rules unto themselves:

- 1) A small group of words that ends in *e* and says the hard *c* sound: *public*, *almanac*.
- 2) *Ch* says “chuh” in some of these words.

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

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

<> **2d.** Add this week’s new words (minus the **Optional Words**) to page 56 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.

Help Box for 2a.

You should have highlighted the following words:

Paragraph 1:

1. occasion 2. public 3. school 4. principal

Paragraph 2:

5. McPherson 6. purchased 7. because 8. principal

Paragraph 3:

9. continued 10. facts

Paragraph 4:

11. principal 12. continue 13. principal 14. back
15. Christ

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*.

Teacher Tip: The letter *c* often makes two sounds: (1) hard *c* in the case of *candy*, and (2) soft *c* in the case of *cent*. 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 the soft sound (i.e., s). When the letter *c* is followed by any consonant (other than *h* as in *ch*), *a*, *o*, or *u*, it makes the hard sound (i.e., k).

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

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

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. conscious	con-scious			
2. conscience	con-science		His conscience bothered him because he had tried to con the science teacher	
3. accomplish	ac-com-plish			
4. excessive	ex-ces-sive			
5. ascension	as-cen-sion			
6. deficit	def-i-cit			
7. acceptance	ac-cep-tance			
8. occasion	oc-ca-sion			
9. compassionate	com-pas-sion-ate			
10. incompleteness	in-com-plete-ness			
11. permanence	per-ma-nence			
12. resemblance	re-sem-blance			
13. catechism	cat-e-chism			
14. association	as-so-ci-a-tion			
15. efficient	ef-fi-cient			

***Commonly Misspelled**

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

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
16. disciplinarian*	dis-ci-pli-nar-i-an			
17. discretionary*	dis-cre-tion-ar-y			
18. crucifixion*	cru-ci-fix-ion			
19. cornucopia*	cor-nu-co-pi-a			
Further Extension				
20. vaccination*	vac-ci-na-tion			
21. vacillation*	vac-il-la-tion			
Optional				
22. amity	am-i-ty			
23. ceasefire	cease-fire			
24. harmony	har-mo-ny			
25. 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.

Further Study: Read a biography of Fanny Crosby.

3. Editor Duty: Correct Given Paragraph(s)

Dates, Numbers, Places, and Capitalization

<> 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 dates, places, and numbers, and correct them if you have not already done so.

(3) In all three of the paragraphs, highlight the proper nouns, and correct their capitalization if you have not already done so.

Soon walter teamed up with a christian friend and together they decided to conduct street meetings in down-town kansas city walter had never done nothing like this before however the prospect was exciting to him since he had already studied public speaking and he hoped to become a minister one day. He worked out his message carefully. on the given day the friends drove to the city and chose the busier street corner they could find. At seven thirty in the evening on twelfth street and grand avenue walter and his friend began to sing a gospel song

The passing crowds paused many hurried on to the nearby theater. Others stayed to listen. walter begun his talk and to his dismay he lost his train of thought and stumbled over his words. In his estimation, there first experience was a total failure

However the challenge which he had received from a scottish minister was not to be quenched with one disappointing experience they tried again and again only to be met with more disappointing results. One night while getting ready to speak to the passing crowd walter remembered the creativity and resourcefulness of that scottish minister. he thought of a idea that he could use to attract a crowd

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|---------------|-----------|
| 1. conscous | conscious |
| 2. conscience | consence |
| 3. accomplish | acomplish |

4. excessive	excesive
5. assension	ascension
6. defisit	deficit
7. acceptance	acceptence
8. ocassion	occasion
9. compassionate	compassionite
10. incompleteness	imcompleteness
11. permanance	permanence
12. resemblance	resemblence
13. catechism	cattchism
14. assoceation	association
15. efficent	efficient

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

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

16. disciplinarian	disciplinnarian
17. discretionary	discretionery
18. crusifixion	crucifixion
19. cornucopea	cornucopia

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.

20. vaccination	vaccination
21. vacillation	vasillation

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

22. ammyity	amity
23. ceasefire	cesefire
24. harmony	harmonny
25. serrenity	serenity

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

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

Further Study: View a video in which someone is reconciled to others via a peacemaker, such as *Treasures of the Snow* or *Pollyanna*.

1. _____

2. _____

3. _____

4. _____

Alternative Writing for Red 1-C: Week Three

- Write four to five paragraphs about a specific animal's training process.
- Write two to three paragraphs comparing similar animals and their training potential (reindeer vs. caribou; donkeys vs. zebras).

Overview of Story Writing: The Very Short Story

You will be writing a short story of four to five paragraphs this week. You will be “directed” in this just like you are in all CQLA essays and reports -- in a step by step manner. You may write a story about someone trying to escape from an enemy--like last week's sample story/passage. Or you may choose something different like an animal trying to escape danger or a person trying to get out of a precarious situation.

I. TOPIC OF REPORT

You will be writing a **short story** about leaving a room.

IV. OPENING PARAGRAPH

Students will **not** write an **opening paragraph**. You will weave all background information into your story.

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.

V. CLOSING PARAGRAPH

Students will **not** write a **closing paragraph**. You will weave your story's conclusion into the story.

III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write **6-8 sentences per paragraph**.
- B. **Extensions** students will write **8-10 sentences per paragraph**.

VI. QUOTATIONS

You should plan to include dialogue

VII. 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

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. Prewriting/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 out of the room! 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.** Look up each of the Bible stories/characters given below. What goals did each of the following Bible characters have?

Note: See the Help Box at the end of the lesson for help with this assignment, if needed.

1. Gideon _____
2. Joshua _____
3. Moses _____
4. Wise Men _____
5. Nehemiah _____
6. Noah _____
7. Daniel (in lion's den) _____

Help Box for 5.

Possible Goals of Bible Characters

Gideon -- Defeat Midianites

Joshua -- Take Jericho

Moses -- Free Israelites

Wise Men -- Find the newborn king

Nehemiah -- Build walls

Noah -- Survive flood

Daniel -- Worship God

Grammar Card:

Noun Marker (Article)

- Word before a noun that “marks” the noun
- Word that shows a noun is coming: **a**, **an**, and **the**
- Rules for *a* and *an*:
 1. Use *a* when the word directly following the article begins with a consonant **sound**: **a** Bible, **a** unique dog, **a** horse
 2. 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 the first paragraph of the passage, highlight the noun markers (articles).

A noun marker (article) is just as its name suggests: a **word that marks a noun**. In other words, **noun markers show you that a noun is coming**.

Noun markers are easy to learn because there are only three of them:

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

There is not a special technique for writing with noun markers; you do it all of the time. The only tricky part about noun markers is knowing when to use the noun marker *a*, and when to use the noun marker *an*.

Remember 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*.
Examples:
 - 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*.
Examples:
 - a. **an** elephant
 - b. **an** enthusiastic person
 - c. **an** honor



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.

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

Noun Markers

There are only three noun markers:

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

<> **6b.** Study the Grammar Card about noun markers.

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

<> **6d.** In your notebook write sentences with *a*, *an*, and *the*.

Basic Level: Write **ten** sentences.

Extension: Write **twelve** sentences.

Further Extension: Write **fifteen** sentences containing information from a character book or another source.

Help Box for 6a.

You should have highlighted the following words:

1. **a** (public)
2. **The** (principal)

7. Prewriting/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 out of the room, but all he has to do to achieve that goal is go to the door, turn the knob, and walk through, it will obviously not be an interesting story.

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**.

Teacher Tip: Writing an outline for an original paragraph is more difficult for many students than writing a Key Word Outline. Help your student through this process by instructing him to say aloud the information that he thinks he would like to have in his paragraph, and to make a Key Word Outline from this information.

<> 7. What were the primary obstacles facing the following characters? See the Help Box at the end of this lesson for help with this assignment, if needed.

1. Gideon _____
2. Joshua _____
3. Moses _____
4. Wise Men _____
5. Nehemiah _____
6. Noah _____
7. Daniel (in lion's den) _____

Help Box for 7.

Possible Obstacles of Bible Characters

Gideon -- Midianite army

Joshua -- Big walls

Moses -- Pharaoh, Chariots, Red Sea

Wise Men -- Distance, unknown identity of king, unknown location of king

Nehemiah -- Surrounding people

Noah -- Effort to build ark, ridicule

Daniel -- Lions, Persian law, evil enemies in king's court

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

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: Listen to an evangelistic sermon tape, such as Ray Comfort's *Hell's Best Kept Secret* or Chuck Colson's *Born Again*.

9. 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.

<> **9a.** Study the BHL verb song/rhyme provided.

Memorize the Be, a Helper, Link verbs song (to the tune of the Alphabet Song):

ABCDEFG

Be, a Helper, Link verbs,

HIJKLMN

Is, Are, Am, Was, & Were.

QRSTU

Be, & Being, Been, Become,

WXYZ

Has, & Had, & Have are ones.

Now I said my ABC's

Can, Could, Shall, Should—they are fun

Next time won't you sing with me?

Will, Would, Do, Did, Does, & Done

ABCDEFG

May, Might, Must—they are some as well,

HIJKLMN

Appear, Look, Seem, Remain, Taste, Feel, & Smell

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

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

*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.*

<> **9b.** 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. Foreign dignitaries and diplomats were in the room.

2. Shimmering lights were overhead.

3. The queen of the realm sat on her silver throne.

4. The robe had lots of colors.

5. She had a detailed robe with exquisite brocade.

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

Sample Action Descriptions for <> 9b

1. Foreign dignitaries and diplomats milled about the room.
2. Psychedelic light shimmered overhead.
3. The colorful robe glittered like a rainbow.

<> 9c. 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. _____

Sample Action Descriptions for <> 9c

1. He slammed his shoulder into the thick wooden door, but it didn't budge.
2. He rotated the water glass rhythmically, watching the tiny impurities spin in the cup.
3. Her long fingernails clacked intensely against the keys.


10. Structural Analysis: Then vs. Than

<> 10a. In the passage, highlight the following words:

1. *Than* in the first paragraph (less **than** thirty minutes)
2. *Then* in the last paragraph (He **then** popped it into his mouth . . .)

Grammar Card: Then vs. Than


- Then
 - Often an adverb, **telling when**
 - Tells a sequence: First this happened; **then that happened**.
- Than
 - Comparison word**
 - Compares one thing to another: This blue is darker **than** that one.

 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*.

For writers of all ages, the words **then** and **than** are commonly confused words.

You need to be able to distinguish between the two:

1. Then
 - a. Used to show a **sequence of events**
 - b. Example: First, this happened. **Then**, this happened.
 - c. **Then** has an e; **next** has an e; **then** means **next**.
2. Than
 - a. Used to **compare two things**
 - b. Examples:
 - 1) Less **than** something
 - 2) Something is more **than** something else

 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* provided in this lesson.

↔ **10c. Optional:** Make a Grammar Card about *then* vs. *than*, or add new information to an existing card.

↔ **10d.** In your notebook, write ten sentences using *then* and *than*.

11. Punctuation: Quotations -- Split Quotations

↔ **11a.** In the second paragraph of the passage, highlight the quote that reads, “I hold in my hand something no human eye has ever seen. . . .”

This paragraph is a quotation of a person’s words; however, it does not show who the speaker is.

In dialogue, especially a monologue like this one or a dialogue with only two speakers, it is not necessary to constantly put speech tags. The key to knowing when to use speech tags and when not to use speech tags is to clarify who the speaker is at all times.

In the passage, it is obvious who is speaking in the third paragraph---Walter Wilson.

There are other quotation rules you should know: rules for writing with split quotations.

A “split quotation” is used when the speech tag is put in the middle of a sentence instead of at the beginning or end. When this is done, the speech tag should be set off by commas as follows: “I hold in my hand,” he remarked, “something that no human eye has ever seen.”

1. One comma after the first part of the quotation—inside the quotation mark: “I hold in my hand,” he remarked.
2. One comma after the speech tag—before the remainder of the quotation: . . . he remarked, “something that no human eye has ever seen.”
3. Example of a split quotation: “I hold in my hand,” he remarked, “something that no human eye has ever seen.”

4. The second half of the split quote begins with a lowercase letter to show that it is a continuation of the first half—not a complete sentence by itself.


The key to understanding split quotations is to mentally take out the speech tag and **see if you have only one complete sentence remaining**. If you do, the sentence requires a “split quotation”:

1. “I hold something special in my hand,” he remarked. “No human eye has ever seen it.” This is two separate sentences:
 - a. I hold something special in my hand.
 - b. No human eye has ever seen it.

•Therefore, you cannot put the speech tag between the two and combine it into one sentence—this would create a run-on sentence (two complete sentences running together).

2. “I hold in my hand,” he remarked, “something that no human eye has ever seen.” This is one complete sentence with the speech tag between two parts of the sentence—a split quotation:
 - a. I hold in my hand
 - b. the clause -- something that no human eye has ever seen.

Without the speech tag (mentally remove it), you can see that it is really all one sentence: *I hold in my hand something that no human eye has ever seen.*

 A quotation is only a split quote if you can remove the speech tag in the middle and the remaining words make up only one sentence (not two sentences). If your remaining words are two sentences, start the second half with a capital letter; it is not a split quote

<> **11b.** Study the Grammar Cards about split quotations and dialogue provided in this lesson.

<> **11c. Optional:** Make Grammar Cards about split quotations and dialogue, or add new information to existing cards.

<> **11d.** Put proper punctuation in the sentences provided.


1. The Ethiopian read He is brought as a lamb to the slaughter, and as a sheep before her shearers is dumb, so he openeth not his mouth
2. These men will bring you a message from the God you seek; wait for them the voice said to Warrasa
3. They explained the message Koro sent word to our forefathers long ages ago that He has already sent His Son into the world to accomplish something wonderful for all mankind
4. The people answered He is supposed to bring us a book like the one our forefathers lost long ago
5. They asked the interpreter Is this the white brother we have been waiting for
6. Could our forefathers have been mistaken asked a young Karen man
7. The older men of the tribe reassured him Don't worry, he will come
8. The Wa men fell to their knees and asked Have you brought us the Book of God
9. Years later he recalled Never shall I forget the feeling that came over me then
10. He continued From that time the conviction has never left me that I was called to China

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.

Grammar Card: Quotation Marks—Split Quotations

- Use commas to set off a speech tag in the middle of a quotation:
 - Place one comma after the first part of the quotation (inside the quotation mark) and one comma after the speech tag (before the remainder of the quotation)
 - The second half of a split quotation begins with a lower case letter: “Taste and see,” said Jeremiah, “that the Lord is good.”
- The sentence requires a “split quotation” if you mentally omit the speech tag in the middle and it remains one complete sentence: “Taste and see,” said Jeremiah, “that the Lord is good.” (Taste and see that the Lord is good)

 A quotation is only a split quote if you can remove the speech tag in the middle and the remaining words make up only one sentence (not two sentences). If your remaining words are two sentences, start the second half with a capital letter; it is not a split quote

11. The message said Mankind, come to the man on the tree
12. He decreed aloud The worship of Viracocha must be confined to the ruling caste for it was too subtle and sublime for ordinary folk
13. Robert spoke aloud There are only two religions in the world
14. He went on to explain One was invented by man and man tries to save himself through ceremonies and good works
15. He continued The other is revealed in the Bible and teaches men to look for salvation from the free grace of God
16. Peace flooded John Calvin and he remarked God Himself produced the change, and he instantly subdued my heart to obedience
17. I was withdrawn from the study of theology and put to the study of law in order to be in obedience to the will of my father declared John Calvin
18. You are no longer safe in France friends told John
19. Calvin directed the inauguration of the reign of God in Geneva when he said In the name of Almighty God, that whereas the preservation of the Holy Gospel of our Lord Jesus Christ in all its purity is the highest of human actions
20. Calvin gave congregations the following instructions The children shall sing loudly and distinctly, the people giving the closest attention and memorizing the melody as sung, until, little by little, everyone gets accustomed to singing in unison

↔ **11e. Optional:** Write sentences in your notebook using the quotation rules learned over the last two weeks.

Basic Level: Write twenty sentences.

Extensions: Write twenty-five sentences using information from a character book.

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 or animal who is in a room and wants to get out. He/she will face obstacles--and will either overcome these and succeed (get out) or not overcome them and fail (not get out).

↔ **12a.** Read the Sample Story provided in last week’s passage.

↔ **12b.** What is the goal of your character? *Get out of the room!*

<> 12c. What will the setting of your story be?

Possible Story Ideas for <> 12c.

1. Flooded basement (from animal's point of view)
2. Person trapped beneath something in a room
3. Person trapped in a wrecked car or airplane
4. Pet locked in a pet carrier
5. Person in a wheelchair not able to climb stairs

<> 12d. List at least three obstacles your character will face.

- 1) _____
- 2) _____
- 3) _____

Obstacles Possibilities

1. Locked door
2. No windows
3. Fire in basement

<> 12e. 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).
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.
6. Be sure you include at least a little dialogue.

Note: You may or may not use all of the outlining lines. Remember that when 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 _____

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 _____

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 _____

All--Paragraph Four of Body

Topic of Paragraph D _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Extensions--Paragraph Five of Body

Topic of Paragraph E _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

13. Spelling Practice: Write That Word!

<> **13a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **13b.** Complete the following steps for one of the words you listed in 13a.

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

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

<> **13c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

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

14. Story Writing: Write Story

<> **14.** Write your story in your notebook on every other line or key it on the computer.

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.

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.

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 twelve sentences using *then* and *than*.
- 2E. In your notebook, take notes for another paragraph about a different peacemaker.
- 3E. In your notebook, turn your notes from 2E into your own paragraph
- 4E. Edit and revise your paragraph from 3E using this week's Checklist Challenge.
- 5E. In your notebook, write thirty words with hard and soft *c*.
- 6E. Read a book about a person who was a peacemaker.
- 7E. In your notebook, write twenty sentences about a godly hero who was a peacemaker.
- 8E. In your notebook, copy Scriptures that contain the words *peacemaker*, *peace*, *followers*, *disciples*.

Six "S" Spelling Secret Sheet

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

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

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

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

Conjunctive Adverbs--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

_____, _____, _____,
_____, _____, _____,

Subordinators--E's

Two Minutes or Three Minutes

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

Coordinating Conjunctions (FANBOYS)

Thirty Seconds

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

_____, _____, _____,

_____, _____, _____,

Red 1-C: Week Four

Character Focus: Peacemaking

Vocabulary Box

Synonyms and antonyms for *peacemakers*--**nouns**

Synonyms

apostle
arbitrator
diplomat
envoy
mediator
negotiator
parson
appeaser
delegate
envoi
evangelist
missionary
pacifier
reverend

Antonyms

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

This Week's Passage

All

A young boy in England named Hudson Taylor listened to his father pray every night at dinner for the unevangelized masses of China. He knew that before he was born, his parents had prayed that he would go to China someday as a missionary. When he was a young adult, he struggled with his calling and his walk with the Lord. It wasn't until Hudson Taylor gave up his earthly goals and told the Lord he would go anywhere, do anything, suffer whatever His cause might demand, and be wholly at His disposal that he was ready to go to China.

Once he was committed to going to China, Hudson Taylor immediately began the mammoth task of learning the Chinese language. The Chinese language is based on 214 symbols, called "radicals," that are combined to form between thirty thousand and fifty thousand ideographs. It is in these ideographs that we see the God-designed witnesses of His Gospel.

Extensions

For example, the ideograph for *righteousness* has two parts: the upper symbol, meaning "lamb," and the lower symbol, meaning "I." The message, then, is that "I, under the Lamb, am righteous."

The ideograph for *tree* is a cross with the symbol for man superimposed upon it. The ideograph for *come* builds upon this one, with two small symbols of man, representing mankind, on either side of the tree, with the larger man superimposed on it. The message is "Mankind, come to the man on the tree."

↔ **1a.** Read this week's passage aloud.

This passage tells about a famous peacemaker, Hudson Taylor. Since Hudson Taylor was going to be "fishing" in China, he set out to learn the Chinese language.

It is interesting to see that the very basis for much of the Chinese writing is centered on Christ!

<> 1b. In the second paragraph of the passage, highlight the word *ideographs*.

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

Definition of *ideograph*

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

Synonyms for *peacemaker*

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

<> 1e. Using three of the synonyms you listed for *peacemaker*, write three sentences about Hudson Taylor on the lines provided.

Sentences about Hudson Taylor containing synonyms for *peacemaker*

1. _____

2. _____

3. _____

Character Focus: The feet of a peacemaker are described in Scripture as lovely.

<> 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.

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

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

Further Study: Make a chart detailing the differences between *wisdom* and *knowledge*.

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

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

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

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

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

Further Study: Study the characteristics of fools listed in the book of Proverbs.

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

1. _____ 2. _____
3. _____

Character Focus: The opposite of wisdom is foolishness.

(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: At dinner, Hudson Taylor would listen to his father pray for the unevangelized masses of China.

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: 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: Hard and Soft g

Examples: **game**, **gem**

<> 2a. In the first copy box of the passage, highlight the words that contain the letter *g*.

The letter directly following the *g* determines the sound of the *g*—just like with the letter *c* from last week. In spelling (or reading) words with the letter *g*, the letter directly following the *g* determines what sound the *g* makes:

1. The letter *g* makes its hard (guh) sound when it is followed by any of the following:
 - a. *a* as in **organ**
 - b. *o* as in **got**
 - c. *u* as in **gum**
2. Any consonant (except in *gh* combinations):
 - a. gloat
 - b. green
 - c. **G**wen
 - d. ignite
3. The letter *g* makes its soft sound (juh) when it is followed by:
 - a. *e* as in **gemstone**
 - b. *i* as in **giant**
 - c. *y* as in **gymnasium**

Teacher Tip: The letter *g* often makes two sounds: (1) hard *g* in the case of **game** and (2) soft *g* in the case of **gem**. The sound that *g* makes in individual words is usually determined by the letter directly following the *g*. When the letter *g* is followed by an *e*, *i*, or *y*, it makes the soft sound (j). When the letter *g* is followed by any consonant (other than *h* as in *gh*), *a*, *o*, or *u*, it makes the 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.

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

Highlight the letter directly following the *g* in the listed spelling words to remind you of this week's rule.

<> 2c. Add this week's new words (minus the **Optional Words**) to page 58 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.

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. progeny*	prog-en-y			
2. originate	o-rig-i-nate			
3. inorganic	in-or-gan-ic			
4. navigation	nav-i-ga-tion			
5. negotiations*	ne-go-ti-a-tions			
6. analogies	a-nal-o-gies			
7. terminology	ter-mi-nol-o-gy			
8. vegetarian*	veg-e-tar-i-an			
9. immigrant	im-mi-grant			
10. argumentative	ar-gu-men-ta-tive			
11. topography*	to-pog-ra-phy			
12. degradation	deg-ra-da-tion			
13. originality*	o-rig-i-nal-i-ty			
14. allegiance*	al-le-giance			

***Commonly Misspelled**

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

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
15. neurological*	neu-rol-og-i-cal			
16. interrogatory*	in-ter-rog-a-to-ry			
Further Extension				
17. sacrilegious*	sac-ri-le-gious			
18. pedagogical*	ped-a-gog-i-cal			
Optional				
19. armistice	ar-mi-stice			
20. concord	con-cord			
21. reconciliation	rec-on-cil-i-a-tion			
22. 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.

Help Box for 2a.

You should have highlighted the following words:

Paragraph 1:

- | | | |
|------------------|------------|--------------|
| 1. young | 2. England | 3. night |
| 4. unevangelized | 5. go | 6. young |
| 7. struggled | 8. calling | 9. gave |
| 10. goals | 11. go | 12. anything |
| 13. might | 14. go | 15. going |

Paragraph 2:

- | | | |
|------------------|----------------|----------------|
| 16. began | 17. learning | 18. language |
| 19. language | 20. ideographs | 21. ideographs |
| 22. God-designed | 23. Gospel | |

3. Editor Duty: Correct Given Paragraph(s)

Semicolons and Complete Sentences

<> 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, 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

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|-------------------|----------------|
| 1. progeny | projeny |
| 2. originate | orriginate |
| 3. inorganick | inorganic |
| 4. navigaetion | navigation |
| 5. negotiations | negoteations |
| 6. anallogies | analogies |
| 7. terminology | terminollogy |
| 8. vegetarean | vegetarian |
| 9. immigrant | immigrent |
| 10. argumentative | arguementative |
| 11. topografee | topography |
| 12. degradation | degraddation |
| 13. originality | originallity |
| 14. allegince | allegiance |

Further Study: Read John 13: 1-20.

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.

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.

- | | |
|-------------------|---------------|
| 15. neurological | neurollogical |
| 16. interrogatory | interrogatory |

Further Study: Read a book or encyclopedia entry about *feet*.

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

17. sacrilegous sacrilegious

18. pedagogical pedagogical

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

19. armistice armistiss

20. conkord concord

21. reconciliation reconcilliation

22. tranquillity tranquility

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

1. _____

2. _____

3. _____

4. _____

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

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

Further Study: Read and study the places the word *feet* are written in the Bible.

<> **5.** 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*.

6. 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.

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

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**.

Examples:

- 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**.

Examples:

- a. to **jump**
- b. to **be**
- c. to **show**

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

<> 6b. (T) Memorize and recite the two Preposition-Check Sentences to your teacher.

<> 6c. (T) Memorize and recite prepositions to your teacher.

Basic Level: Recite **twenty prepositions**.

Grammar Card: Prepositional Phrase (Abbreviated: PP)

- A prepositional phrase is a **phrase that begins with a preposition and ends 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

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.

Extension: Recite **twenty-five prepositions**.

Further Extension: Recite **thirty prepositions**.

<> **6d.** Study the Grammar Card about prepositions.

<> **6e. Optional:** 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.

<> **6f.** 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. God uses many things to correct wrong attitudes.
2. During a person's youth, God uses many things to correct wrong attitudes.
3. A young person should quietly accept the disciplines God brings.
4. Toward this goal, a young person should quietly accept the disciplines God brings.
5. It is important to remember that correction does not last for ever.
6. In order to have a good attitude towards painful correction, it is important to remember that correction does not last forever.
7. God will have compassion.
8. According to the "multitude of His tender mercies," God will have compassion.

9. Think of times when you have responded with wrong attitudes.

10. In order to learn right responses to discipline, think of times when you have responded with wrong attitudes.

11. Notice how unbecoming these ungodly reactions are for a believer.

12. From these personal examples, notice how unbecoming these ungodly reactions are for a believer.

<> **6g.** In the sentences provided, complete the following steps:

- (1) Highlight the prepositions throughout the sentences.
- (2) **Extensions:** Place parentheses () around all prepositional phrases.

Further Study: Draw a map showing places in which missionaries from your church (or sponsored by your church) are stationed.

1. A young boy in England named Hudson Taylor listened to his father pray every night at dinner for the unevangelized masses of China.
2. He knew that before he was born, his parents had prayed that he would go to China someday as a missionary.
3. When he was a young adult, he struggled with his calling and his walk with the Lord.
4. It wasn't until Hudson Taylor gave up his earthly goals and told the Lord he would go anywhere, do anything, suffer whatever His cause might demand, and be wholly at His disposal that he was ready to go to China.
5. Once he was committed to going to China, Hudson Taylor immediately began the mammoth task of learning the Chinese language.
6. The Chinese language is based on 214 symbols, called "radicals," that are combined to form between thirty thousand and fifty thousand ideographs.
7. It is in these ideographs that we see the God-designed witnesses of His Gospel.
8. For example, the ideograph for *righteousness* has two parts: the upper symbol, meaning "lamb," and the lower symbol, meaning "I."
9. The message, then, is that "I, under the Lamb, am righteous."
10. The ideograph for *tree* is a cross with the symbol for man superimposed upon it.
11. The ideograph for *come* builds upon this one, with two small symbols of man, representing mankind, on either side of the tree, with the larger man superimposed on it.
12. The message is "Mankind, come to the man on the tree."

Help Box for 6a.

You should have highlighted the following words:

- | | |
|-----------------|---------------|
| 1. in (England) | 2. to (his) |
| 3. at (dinner) | 4. for (the) |
| 5. of (China) | 6. to (China) |
| 7. as (a) | 8. with (his) |
| 9. with (the) | 10. at (His) |
| 11. to (China) | |

**Before* is a subordinator in *before he was born*. (If a preposition has a subject and verb following it, it is not acting as a preposition but is then acting as a subordinator.)

**Up* is an adverb here.

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. Sentence Structure: Prepositional Phrase Openers

Earlier you learned that prepositions are words that show position.

Do you remember that prepositions fit into one of two **Preposition-Check Sentences** (as long as the word is not an adverb)?

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.

Examples:

1. **over** the clouds
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. Until your hiccup_s stop, sit on the chair and drink a glass of water. (Without the comma, it is difficult to know whether the sentence should read Until your hiccup_s or Until your hiccup_s stop.)

b. After that, 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, 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** in the opener, a comma **should always** follow the last of the two prepositional phrases.

Examples:

a. In the name of the Lord, we come.

b. From the rising of the sun, we should seek the Lord.

<> **8a. Optional:** Make a Grammar Card about prepositional phrase openers, or add new information to an existing card.

 **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.**


<> **8b.** Study the Grammar Card about prepositional phrase openers.

<> **8c.** To the prepositional phrase openers provided, add more information to form complete sentences. **Extensions:** Place parentheses around all prepositional phrases (including any that you add to the sentences).

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.**

1. Throughout our various ministries of reconciliation, _____

2. In being an ambassador for God, _____

3. In the credentials or documents of introduction, _____

4. From the antonyms of the word peacemaker, _____

5. Between his country and the country in which he is stationed, _____

6. On behalf of his nation, _____

7. In order to be sent out by the local church, _____

8. In the sending out of Paul and Barnabas, _____

9. In the laying on of hands by the local church elders, _____

10. From the word missionary or emissary, _____

11. In expanding our outreach of ministry, _____

12. In a court of law, _____

13. In witnessing in a real trial, _____

14. In both the Old and New Testaments, _____

15. For someone to be reconciled with God, _____

9. Spelling Practice: Write That Word!

<> **9a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **9b.** Complete the following steps for one of the words you listed in 9a.

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

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

<> **9c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

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

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., *dill/i/gent*). Practice writing them syllable by syllable as your teacher did.

10. Grammar: Main Subject and Prepositional Phrases

↔ **10a.** In the first paragraph of the passage, find all of the prepositional phrases (in every part of the sentences), and isolate them by placing parentheses around them.

↔ **10b.** In the first paragraph of the passage, highlight the main subject of each sentence.

You need to be able to find the main subjects of your sentences in order to be sure that your subjects and verbs agree. The main subject of the sentence is what the whole sentence is about.

The main subject is usually one of the following:

1. noun
2. pronoun

Occasionally, however, the main subject is not so simple! Sometimes it is an entire clause, a phrase, verb or verb phrase, or even a verbal, such as in the following examples:

1. **Learning the Chinese language** can be very difficult. (verbal as a subject)
2. **To learn the Chinese language** can be very difficult. (infinitive as a subject)
3. In order to learn the Chinese language, **studying** should be a priority. (verbal as a subject)

The subject is normally found near the beginning of the sentence, unless the writer used more advanced sentence structures and wrote with various sentence openers.

To find the main subject in a simple sentence, you can usually just follow these two steps:

1. Find the verb—usually the action of the sentence. (The boy **jumped** high.)
2. Ask yourself who or what did that action. (Who jumped? The **boy**.)

That sounds easy to do, but when sentences get longer and more complex (such as sentences that **you** write), it gets very difficult to find the main subject.

One of the most helpful tricks for finding the main subject of a sentence is to get rid of distracters in the sentence. Distracters are words or phrases that “distract” you from finding the main subject; they are in the way, causing confusion as to what is the real main subject.

For now, you need to apply what you learned a couple of weeks ago about prepositions and prepositional phrases.

The main subject of a sentence is almost never in a prepositional phrase—thus, when you eliminate the prepositional phrases, you will not affect the main subject.

Do you see how much easier it is to find the main subject when you get rid of those distracting prepositional phrases?

Another way to get rid of distracters is to eliminate subordinate clauses (which normally do not contain the subject of the sentence either).

You probably remember the following things about a subordinate clause:

1. It is a group of words containing a subject and a verb, but it is not a complete sentence (also known as a dependent clause).
2. It begins with a subordinator (when, because, although, though, since, etc.).
3. It must be combined with an independent clause in order to make a complete sentence.

↔ **10c.** In the second paragraph of the passage, mark through all of the subordinate clauses with a different colored highlighter than you used on the PP's.

<> 10d. In the sentences provided, complete the following steps:.

- (1) Place parentheses around all prepositional phrases.
- (2) Place < > around all of the subordinate clauses.
- (3) Underline the main verb of each sentence with another color. (Do not bother with verbs in other parts of the sentences.)
- (4) Highlight the main subject of each sentence with a different color.

Note: If a sentence is a compound sentence (two complete sentences on either side of a semicolon or coordinating conjunction—FANBOYS: for, and, nor, but, or, yet, or so), find the main subject in each half (just as though it were two separate sentences).

1. After traveling over the rugged heights, feet will be swollen and bruised.
2. They will be beautiful in the eyes of those whose lives were transformed by the good news that they brought.
3. The foot actually serves as an auxiliary pump.
4. When a person is inactive, the average adult heart must bear the sole burden of pumping more than eleven pounds of blood every minute.
5. Some of that blood must be lifted only a few inches to reach the brain.
6. Sitting and standing for long periods of time slows circulation and causes the feet to swell as blood accumulates.
7. As the heart strains to lift the accumulated fluids, blood pressure increases.
8. Soldiers who are required to stand at attention for long periods of time have been known to faint from inactivity.
9. So much blood builds up in their feet and legs that the brain suffers from lack of oxygen.
10. A corn is a hardened layer of skin that grows to protect the foot from irritation.
11. These irritations often come from shoes that do not fit properly.
12. This irritation stimulates the flow of blood to the area, promoting healing and repairing damaged cells.
13. As the area swells with blood, the pressure inside the improperly-fitting shoe increases and irritates the spot more deeply.
14. The increased blood supply also promotes the growth of new cells to protect the irritated site.
15. As the new cells push the old cells upward, a characteristic corn-shaped bump forms.
16. The central core of the corn is made of old layers of skin.
17. These old layers become so hardened that they often irritate the soft, new skin that forms underneath them.
18. The result is a painful cycle.
19. Pressure irritates the skin.
20. The skin builds protective layers which, in turn, harden and cause more pressure.

<> 10d. Optional: In your notebook, write sentences of your own and do the same things with your highlighter as you did in the previous exercise.

Basic Level: Write twenty sentences.

Extensions: Write twenty-five sentences containing information from a character book.

Help Box for 10a.

You should have highlighted the following words:

- | | |
|--------------------|----------------------------------|
| 1. in England | 2. to his father |
| 3. at dinner | 4. for the unevangelized masses |
| 5. of China | 6. to China |
| 7. as a missionary | 8. with his calling and his walk |
| 9. with the Lord | 10. at His disposal |
| 11. to China | |

Note: In *before he was born*, *before* is used as a subordinator.

Help Box for 10b.

You should have highlighted the following words:

- | | |
|--|-------|
| 1. boy (or <i>young boy</i>) | 2. He |
| 3. he (with <i>struggled</i> following it) | 4. It |

Help Box for 10c.

You should have highlighted the following clauses:

1. Once he was committed to going to China.
2. that are combined to form between thirty thousand to fifty thousand ideographs,
3. that we see the God-designed witness of His Gospel.

11. Grammar: Think Fast Quiz

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

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

12. Spelling: Spelling Test

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

13. Dictation: Dictation Quiz

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

14. Composition: Final Copy of Your Story

- <> **14a.** Edit your story with your teacher or another "editor."
- <> **14b.** Write the final copy of your story.

Optional: Extra Practice

- 1E. In your notebook, write twenty-five sentences that contain adjectives.
- 2E. Read *Hudson Taylor's Spiritual Secrets* or another biography of Hudson Taylor.
- 3E. Write a book report in your notebook about the book above, using the guidelines given in the

Teacher's Guide.

- 4E. In your notebook, write thirty sentences. Place parentheses around the prepositional phrases, and highlight the sub clauses. Then highlight the main subject of the sentences with a different color highlighter.
- 5E. In your notebook, write thirty hard and soft *g* words.
- 6E. In your notebook, write twenty sentences containing information about Hudson Taylor.
- 7E. Look up ten Scriptures with words Jesus said about being a peacemaker, and write them in your notebook.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Red 1-C: 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).

☐ All **All Levels**

☐ FE **Further Extension only**

☐ B **Basic Level only**

☐ B,E **Basic and Extensions only (No Further Extension)**

☐ E **Extensions only**

☐ **All levels—checks will vary**

☐ E's **Extensions**

☐ All ☐ All ☐ 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.

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

☐ All ☐ All ☐ All ☐ All

☐ All ☐ All ☐ All

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

Be sure to circle all of the following verbs:

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

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

☐ All ☐ All ☐ All ☐ All

☐ All ☐ All ☐ All

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

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

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

☐ All ☐ All ☐ All ☐ All

☐ All ☐ All ☐ All

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	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
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

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

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

Examples:

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

E's

Add one **SSS5 x 3** (Three Super Short Sentences of five words or fewer) in **a row** for emphasis. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- They are subtle. They are sneaky. They are predators!
- They set traps. They devise snares. They are sneaky.

All All All All
All All All

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

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

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

All All All All
All 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
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.**

E's

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

Examples:

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

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

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

All All 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.

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

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 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 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 All All All
All All All

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

Six "S" Spelling Secret Sheet

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

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

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

_____, _____, _____,
_____, _____, _____,

Subordinators--E's

Two Minutes or Three Minutes

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

Coordinating Conjunctions (FANBOYS)

Thirty Seconds

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

_____, _____, _____,
 _____, _____, _____,

Teacher's Helps

Red 1-C

Character Focus: Peacemaking

Lesson Plans and Answer Keys

Lesson Plans

Red 1-C: Week One

For a Five-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		
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

A routine British Embassy report, published in Edinburgh, Scotland, gives the details of the following account:

In 1795, a British diplomat came upon a village of the Karen tribe near Rangoon, Burma. The Karen people excitedly thronged about him, asking his interpreter, "Is this the white brother we have been waiting for?"

The surprised diplomat asked them through his interpreter what this white brother they were waiting for was supposed to do when he arrived. The people answered, "He is supposed to bring us a book, a book like the one our forefathers lost long ago." They went on to explain that the book was written by Y'wa, the supreme God. These laws would show them how they could live pleasing to Him.

Extensions

When the diplomat regretfully informed them that he did not know of the book, nor have a copy of it, a young Karen man asked, "Could our forefathers have been mistaken?"

The older men of the tribe reassured him, "Don't worry; he will come."

A Karen leader later gave an address before the English governor-general of Burma in which he explained that the white foreigners were formerly younger brothers of the Karen people. Both had Y'wa's book, but the older Karen brothers lost their copy. The white brothers, however, had preserved their copy; as a result, they became "righteous," and were now the "guides to God." They would one day sail ships with white wings to bring Y'wa's book to the 800,000 members of the Karen nation.

Further Extension

In 1817, twenty-two years after the British diplomat visited the Karen village, a man named Adoniram Judson sailed from America to Burma to begin missionary work among these people. He carried with him a book that he prayed the people of Burma would learn to love as much as he did.

2. Spelling/Structural Analysis: O Says Short u

Examples: blood, couple

All

- | | | |
|-------------------|-----------------|-----------------|
| 1. worrisome | 2. purposeful | 3. awesome |
| 4. composer | 5. contraption | 6. covetous |
| 7. governmental | 8. bloodthirsty | 9. accompany |
| 10. continuance | 11. convulsion | 12. conspicuous |
| 13. discoloration | | |

Extensions

- | | | |
|---------------|---------------|---------------|
| 14. erroneous | 15. etymology | 16. innocuous |
|---------------|---------------|---------------|

Further Extension

- | | |
|-----------------|---------------|
| 17. homogeneous | 18. ingenuous |
|-----------------|---------------|

Optional

- | | | |
|----------------|-----------------|----------------|
| 19. missionary | 20. soul-winner | 21. evangelist |
| 22. mediator | | |

3. Editor Duty: Correct Given Paragraph(s)

Prepositions, Prepositional Phrases, Sequencing

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

- All--Paragraph One of Body: 1 Sentence
- All--Paragraph Two of Body: 2 Sentences
- All--Paragraph Three of Body: 4 Sentences
- All--Paragraph Four of Body: 1 Sentence
- All--Paragraph Five of Body: 1 Sentence
- All--Paragraph Six of Body: 4 Sentences
- All--Paragraph Seven of Body: 2 Sentences

6. Grammar: Capitalize Proper Nouns

7. Write On: Sequencing Words

8. Grammar/Sentence Structure: Adjectives

Day Three

9. Spelling Practice: Six "S" Spelling Secret

10. Grammar: Adjectives and Predicate Adjectives

11. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: among, between

Day Four

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

13. Punctuation: Capitalizing Reference to People

14. Spelling Practice: Write That Word!

Day Five

15. Grammar: Think Fast Quiz

16. Spelling: Spelling Test

17. Dictation: Dictation Quiz

18. Composition: Write Final Copy Informative Essay From Key Word Outline

Optional: Extra Practice

Lesson Plans

Red 1-C: Week One

For a Four-Day Week

Character Focus: Peacemaking

Day One									
Vocabulary Box Synonyms and antonyms of <i>peacemakers</i>--nouns <table style="width: 100%; border: none;"> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Synonyms</th> <th style="text-align: left; border-bottom: 1px solid black;">Antonyms</th> </tr> <tr> <td style="vertical-align: top;"> apostle arbitrator diplomat envoy mediator negotiator parson </td> <td style="vertical-align: top;"> appeaser delegate envoi evangelist missionary pacifier reverend </td> </tr> </table>		Synonyms	Antonyms	apostle arbitrator diplomat envoy mediator negotiator parson	appeaser delegate envoi evangelist missionary pacifier reverend	Vocabulary Box Words related to <i>peace</i>--nouns <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> amity ceasefire harmony serenity truce </td> <td style="vertical-align: top;"> armistice concord reconciliation tranquility </td> </tr> </table>		amity ceasefire harmony serenity truce	armistice concord reconciliation tranquility
Synonyms	Antonyms								
apostle arbitrator diplomat envoy mediator negotiator parson	appeaser delegate envoi evangelist missionary pacifier reverend								
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<p>1. Copying and Comprehension: Passage and Vocabulary All</p> <p>A routine British Embassy report, published in Edinburgh, Scotland, gives the details of the following account:</p> <p>In 1795, a British diplomat came upon a village of the Karen tribe near Rangoon, Burma. The Karen people excitedly thronged about him, asking his interpreter, "Is this the white brother we have been waiting for?"</p> <p>The surprised diplomat asked them through his interpreter what this white brother they were waiting for was supposed to do when he arrived. The people answered, "He is supposed to bring us a book, a book like the one our forefathers lost long ago." They went on to explain that the book was written by Y'wa, the supreme God. These laws would show them how they could live pleasing to Him.</p> <p>Extensions</p> <p>When the diplomat regretfully informed them that he did not know of the book, nor have a copy of it, a young Karen man asked, "Could our forefathers have been mistaken?"</p> <p>The older men of the tribe reassured him, "Don't worry; he will come."</p> <p>A Karen leader later gave an address before the English governor-general of Burma in which he explained that the white foreigners were formerly younger brothers of the Karen people. Both had Y'wa's book, but the older Karen brothers lost their copy. The white brothers, however, had preserved their copy; as a result, they became "righteous," and were now the "guides to God." They would one day sail ships with white wings to bring Y'wa's book to the 800,000 members of the Karen nation.</p> <p>Further Extension</p> <p>In 1817, twenty-two years after the British diplomat visited the Karen village, a man named Adoniram Judson sailed from America to Burma to begin missionary work among these people. He carried with him a book that he prayed the people of Burma would learn to love as much as he did.</p> <p>2. Spelling/Structural Analysis: O Says Short u Examples: blood, couple</p>									

All <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;">1. worrisome</div> <div style="width: 33%;">2. purposeful</div> <div style="width: 33%;">3. awesome</div> <div style="width: 33%;">4. composer</div> <div style="width: 33%;">5. contraption</div> <div style="width: 33%;">6. covetous</div> <div style="width: 33%;">7. governmental</div> <div style="width: 33%;">8. bloodthirsty</div> <div style="width: 33%;">9. accompany</div> <div style="width: 33%;">10. continuance</div> <div style="width: 33%;">11. convulsion</div> <div style="width: 33%;">12. conspicuous</div> <div style="width: 33%;">13. discoloration</div> </div>		
Extensions <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;">14. erroneous</div> <div style="width: 33%;">15. etymology</div> <div style="width: 33%;">16. innocuous</div> </div>		
Further Extension <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;">17. homogeneous</div> <div style="width: 33%;">18. ingenuous</div> </div>		
Optional <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;">19. missionary</div> <div style="width: 33%;">20. soul-winner</div> <div style="width: 33%;">21. evangelist</div> <div style="width: 33%;">22. mediator</div> </div>		
<p>3. Editor Duty: Correct Given Paragraph(s) Prepositions, Prepositional Phrases, Sequencing</p> <p>4. Spelling Practice: Choose the Correct Spelling</p> <p>5. Study Skills/Prewriting: Key Word Outline All--Paragraph One of Body: 1 Sentence All--Paragraph Two of Body: 2 Sentences All--Paragraph Three of Body: 4 Sentences All--Paragraph Four of Body: 1 Sentence All--Paragraph Five of Body: 1 Sentence All--Paragraph Six of Body: 4 Sentences All--Paragraph Seven of Body: 2 Sentences</p>		
Day Two		
<p>6. Grammar: Capitalize Proper Nouns</p> <p>7. Write On: Sequencing Words</p> <p>8. Grammar/Sentence Structure: Adjectives</p> <p>9. Spelling Practice: Six "S" Spelling Secret</p>		
Day Three		
<p>10. Grammar: Adjectives and Predicate Adjectives</p> <p>11. Vocabulary/Structural Analysis: Wacky Words Confusing Words: among, between</p> <p>12. Composition and Editing: Edit and Revise Using the Checklist Challenge</p> <p>13. Punctuation: Capitalizing Reference to People</p>		
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<p>14. Spelling Practice: Write That Word!</p> <p>15. Grammar: Think Fast Quiz</p> <p>16. Spelling: Spelling Test</p> <p>17. Dictation: Dictation Quiz</p> <p>18. Composition: Write Final Copy Informative Essay From Key Word Outline Optional: Extra Practice</p>		

Answer Keys Red 1-C: Week One

3. Editor Duty: Correct Given Paragraph(s) Prepositions, Prepositional Phrases, Sequencing

<> 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 prepositions.

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 1817, twenty-two years after the British diplomat visited the Karen village, a man named Adoniram Judson sailed from America to Burma to begin missionary work. He carried with him a Book that he prayed the people of Burma would learn to love as much as he did. He also carried with him the love of Jesus.

When Adoniram Judson arrived in Burma, he first began the difficult task of learning the Burmese language and culture. The Burmese were set in their Buddhist ways and superstitions, and Judson did not win a convert for seven years. But rather than giving up during this time, he kept sharing God's Word. Finally, he began to see some fruit. (Capitalizing the word *Word* when referring to the Bible is optional.)

Almost every day, people of the Karen tribe passed his house, singing hymns about Y'wa God as it was their custom to do. They did not know that the man who lived in the house had the Book for which the people had waited for years, and which could tell them about Y'wa. Judson, discouraged over the meager fruit of his ministry, did not realize that the Karen were the one people who would eagerly accept the message that all other groups of Burmese rejected.

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|-----------------|--------------|
| 1. worrysome | worrisome |
| 2. purposeful | purposefull |
| 3. awsome | awesome |
| 4. cumposer | composer |
| 5. contraption | cuntraption |
| 6. covetous | covettous |
| 7. governmental | gouvnmmental |

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. bloodthersty	bloodthirsty
9. accompany	acompany
10. continuence	continuance
11. convulsion	cunvulsion
12. conspicuous	cunspicuous
13. discolloration	discoloration

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

14. erroneous	eroneous
15. etymologee	etymology
16. innocuous	inocuous

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

17. homogenous	homogeneous
18. injenuous	ingenuous

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

19. missionary	missionnary
20. soul-winner	soal-winner
21. evangelist	evangelist
22. medeator	mediator

6. Grammar: Capitalize Proper Nouns

<> **6d.** On the lines provided, write ten names for God, making sure you capitalize all of the major words, the first words, and the last words.

No Answer Key needed. Answers will vary.

<> **6f.** Fill in the capitalization chart provided at the end of this weekly lesson by doing the following:

- (1) Write a major work in the left column.
- (2) Write a minor work (in the right column) that can be found within the major work you wrote in the left column.
- (3) Follow each entry with the number of the type of source [(1), (2), (3), etc.] given at the top of the chart.

No Answer Key needed. Answers will vary

8. Grammar/Sentence Structure: Adjectives

<> **8c.** In the sentences provided, insert descriptive adjectives. Use at least five sets of double or triple adjectives.

Note: Try to use the most descriptive adjectives you can find. You may use a thesaurus or look in a character book.

No Answer Key needed. Answers will vary.

10. Grammar: Adjectives and Predicate Adjectives

<> **10e.** In the sentences provided, complete the following steps:

- (1) Highlight the descriptive adjectives. (Do not highlight pronouns, possessive nouns, or articles used as adjectives.)
- (2) Also highlight the descriptive predicate adjectives (adjectives in the predicate part that describe the main subject of the sentence).
- (3) Then, draw arrows from the adjectives to the words they modify.

Note: Some sentences have more than one adjective or predicate adjective. Predicate adjectives are not found in prepositional phrases (another good reason to eliminate [in your mind or with parentheses] the prepositional phrases in sentences).

Example: Jesus is the **kind** → Shepherd.

1. A **routine** → British Embassy report, published in Edinburgh, Scotland, gives the details of the following account:

2. In 1795, a **British** → diplomat came upon a village of the **Karen** → tribe near Rangoon, Burma. (Note: When a proper noun is used as an adjective, it is usually called a proper adjective.)

3. The **Karen** → people excitedly thronged about him.
4. "Is this the **white** → brother we have been waiting for?"
5. The **surprised** → diplomat asked them through his interpreter what this **white** → brother they were waiting for was supposed to do when he arrived.
6. They went on to explain that the **holy** → book was written by Y'wa, the supreme God.
7. These **godly** → laws would show them how they could live.
8. When the diplomat regretfully informed them that he did not know of the **mysterious** → book, nor have a copy of it, a **young** (an arrow should be drawn to the word **man**) Karen man asked, "Could our forefathers have been mistaken?"
9. The **older** → men of the tribe reassured him, "Don't worry; he will come."
10. The **white** → foreigners were formerly **younger** → brothers of the **Karen** → people.
11. Both had Y'wa's book, but the **older** (an arrow should be drawn to the word **brothers**) Karen brothers lost their **precious** → copy.
12. The **white** → brothers, however, had preserved their **priceless** → copy.
13. As a result, they became "righteous," (an arrow should be drawn to the word **they**) and were now the **ultimate** → "guides to God."
14. They would one day sail **incredible** → ships with **white** → wings to bring Y'wa's book to the **800,000** → members of the **Karen** → nation.
15. In 1817, **twenty-two** → years after the British diplomat visited the **Karen** → village, a man named Adoniram Judson sailed from America to Burma to begin **missionary** → work among these people.
16. He carried with him a **magnificent** → book that he prayed the people of Burma would learn to love as much as he did.

11. Vocabulary/Structure: Wacky Words

Confusing Words: among, between

↔ 11b. Fill in each blank provided with the correct Wacky Word - **among** or **between**.

1. Let's keep this problem between you and me.

2. We will distribute the responsibilities among all of the group.
3. Distrust spread among even his strongest supporters.
4. It's between the apple pie and the cheese cake.
5. We'll divide the money between us.
6. He blended in among the crowd.
7. There are 50 miles between here and the next rest stop.

<> 11d. Further Extension--Fill in each blank provided with the correct Wacky Word - **wonder** or **wander**.

1. She was filled with wonder as she gazed at the stars.
2. We could wander for hours if we don't ask for directions.
3. He didn't hear the instructions because he allowed his mind to wander
4. As we wander in the meadow, we found lots of flowers.
5. I wonder what happened to the cookies?

Lesson Plans

Red 1-C: Week Two

For a Five-Day Week

Character Focus: Peacemaking

Day One

Vocabulary Box

Synonyms and antonyms of *peacemakers*--nouns

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

Vocabulary Box

Words related to *peace*--nouns

amity	armistice
ceasefire	concord
harmony	reconciliation
serenity	tranquility
truce	

1. Copying and Comprehension: Passage and Vocabulary All

Foreign dignitaries and diplomats flowed and eddied around the floor; their masquerade costumes and ornate masks captured the light and transformed the palace into a living kaleidoscope of color. Shimmering illuminaries of every hue gleamed and glittered brightly. The queen of the realm Ryane hovered on her golden throne, elevated above the sparkling, adoring, animated crowd. Yet even through the radiant celebration, she could feel a definitive tension pulsing through her land. "My queen." Ryane glanced down at the guard addressing her. "You must not attract attention; but you must flee the palace immediately, there is one here who desires to end your reign." Ryane's eyes questioned the guard's face as bitter fear and stark terror coursed through her veins.

Rising from the throne, she carefully descended into the masked crowd. The queen, in her detailed robe, stood out distinctly, even amongst the other flashy outfits, making her a perfect target for the would-be assassin. Outwardly, Ryane was poised and serene, but inwardly her heart raced, and apprehension gripped her soul. As she wandered through and between her subjects, a towering man stepped into her path. He bowed exaggeratedly and his robe swept around, thus revealing a small silver blade in his belt. As he straightened again, the assassin squinted through the mask, which obscured his face, and chilled Ryane's heart as she realized she was staring her executioner in the face. Repossessing her serenity, the queen curtsied and nodded to this diplomat of evil, therefore preventing him from realizing that she had perceived his intention.

Extensions

Ryane was conscious of the fact that she would not be able to escape so long as she was attired in her loud, showy costume. The queen noticed palace attendants freely moving among the guests, and she pulled one aside and behind the curtains. The young woman's simple, dusky uniform and dark mask were not attention-getting. A few moments later, a lavishly-clad queen and modest servant emerged from behind the drapes again. The "queen" worked her way through the crowd and ascended to the throne once more. Ryane had found a maid with loyalty to her crown, and this maid agreed to switch costumes with the royal. As the decoy queen took her place, Ryane discreetly stole along the outside edge of the room.

Further Extension

When Queen Ryane arrived at the doors opposite the throne, she noted dozens of guards milling through the hallway outside. She was trapped, for she could not know if one of these guards would betray her if he chanced to recognize her. Turning to face the fake "queen," Ryane saw the assassin lurking by the steps to the throne. The maid on the throne suddenly stood. She had seen the villain, and so, according to the plan formulated behind the curtain, she unmasked. A shocked grasp ran through the stupefied observers. The authentic queen crept to the palace window and out on the balcony, then swiftly slipped over the edge and fled to safety.

2. Spelling/Structural Analysis: *Tion* and *sion* Say *shun* and *chun*

Examples: nation, suspension

All

- | | | |
|------------------|-----------------|-----------------|
| 1. negotiation | 2. devastation | 3. derision |
| 4. salvation | 5. navigation | 6. succession |
| 7. obsession | 8. position | 9. persecution |
| 10. denomination | 11. recognition | 12. dehydration |
| 13. ascension | 14. stimulation | 15. orientation |

Extensions

- | | |
|----------------|-----------------|
| 16. initiation | 17. origination |
|----------------|-----------------|

Further Extension

- | | | |
|------------------|-----------------|---------------|
| 18. depreciation | 19. enumeration | 20. erudition |
|------------------|-----------------|---------------|

Optional

- | | | |
|----------------|----------------|--------------|
| 21. arbitrator | 22. negotiator | 23. appeaser |
| 24. envoy | | |

3. Editor Duty: Correct Given Paragraph(s)

Understood You, Interjection

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

All--Paragraph One of Body: 8 Sentences

All--Paragraph Two of Body: 7 Sentences

All--Paragraph Three of Body: 7 Sentences

All--Paragraph Four of Body: 7 Sentences

6. Write On: Series of Three Descriptive Words

7. Grammar/Sentence Structure: Prepositional Phrases

8. Spelling Practice: Six "S" Spelling Secret

Day Three

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

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: wonder, wander

11. Punctuation: Quotation Marks

Day Four

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

13. Spelling Practice: Write That Word!

14. Grammar: Think Fast Quiz

Day Five

15. Spelling: Spelling Test

16. Dictation: Dictation Quiz

17. Composition: Final Copy Informative Story From Given Material.

Optional: Extra Practice

Lesson Plans

Red 1-C: 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		
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

Foreign dignitaries and diplomats flowed and eddied around the floor; their masquerade costumes and ornate masks captured the light and transformed the palace into a living kaleidoscope of color. Shimmering illuminaries of every hue gleamed and glittered brightly. The queen of the realm Ryane hovered on her golden throne, elevated above the sparkling, adoring, animated crowd. Yet even through the radiant celebration, she could feel a definitive tension pulsing through her land. "My queen," Ryane glanced down at the guard addressing her. "You must not attract attention; but you must flee the palace immediately, there is one here who desires to end your reign." Ryane's eyes questioned the guard's face as bitter fear and stark terror coursed through her veins.

Rising from the throne, she carefully descended into the masked crowd. The queen, in her detailed robe, stood out distinctly, even amongst the other flashy outfits, making her a perfect target for the would-be assassin. Outwardly, Ryane was poised and serene, but inwardly her heart raced, and apprehension gripped her soul. As she wandered through and between her subjects, a towering man stepped into her path. He bowed exaggeratedly and his robe swept around, thus revealing a small silver blade in his belt. As he straightened again, the assassin squinted through the mask, which obscured his face, and chilled Ryane's heart as she realized she was staring her executioner in the face. Repossessing her serenity, the queen curtsied and nodded to this diplomat of evil, therefore preventing him from realizing that she had perceived his intention.

Extensions

Ryane was conscious of the fact that she would not be able to escape so long as she was attired in her loud, showy costume. The queen noticed palace attendants freely moving among the guests, and she pulled one aside and behind the curtains. The young woman's simple, dusky uniform and dark mask were not attention-getting. A few moments later, a lavishly-clad queen and modest servant emerged from behind the drapes again. The "queen" worked her way through the crowd and ascended to the throne once more. Ryane had found a maid with loyalty to her crown, and this maid agreed to switch costumes with the royal. As the decoy queen took her place, Ryane discreetly stole along the outside edge of the room.

Further Extension

When Queen Ryane arrived at the doors opposite the throne, she noted dozens of guards milling through the hallway outside. She was trapped, for she could not know if one of these guards would betray her if he chanced to recognize her. Turning to face the fake "queen," Ryane saw the assassin lurking by the steps to the throne. The maid on the throne suddenly stood. She had seen the villain, and so, according to the plan formulated behind the curtain, she unmasked. A shocked gasp ran through the stupefied observers. The authentic queen crept to the palace window and out on the balcony, then swiftly slipped over the edge and fled to safety.

2. Spelling/Structural Analysis: *Tion* and *sion* Say *shun* and *chun*

Examples: nation, suspension

All

- | | | |
|------------------|-----------------|-----------------|
| 1. negotiation | 2. devastation | 3. derision |
| 4. salvation | 5. navigation | 6. succession |
| 7. obsession | 8. position | 9. persecution |
| 10. denomination | 11. recognition | 12. dehydration |
| 13. ascension | 14. stimulation | 15. orientation |

Extensions

- | | |
|----------------|-----------------|
| 16. initiation | 17. origination |
|----------------|-----------------|

Further Extension

- | | | |
|------------------|-----------------|---------------|
| 18. depreciation | 19. enumeration | 20. erudition |
|------------------|-----------------|---------------|

Optional

- | | | |
|----------------|----------------|--------------|
| 21. arbitrator | 22. negotiator | 23. appeaser |
| 24. envoi | | |

3. Editor Duty: Correct Given Paragraph(s)

Understood You, Interjection

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

All--Paragraph One of Body: 8 Sentences

All--Paragraph Two of Body: 7 Sentences

All--Paragraph Three of Body: 7 Sentences

All--Paragraph Four of Body: 7 Sentences

6. Write On: Series of Three Descriptive Words

7. Grammar/Sentence Structure: Prepositional Phrases

8. Spelling Practice: Six "S" Spelling Secret

Day Three

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

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: wonder, wander

11. Punctuation: Quotation Marks

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

Day Four

13. Spelling Practice: Write That Word!

14. Grammar: Think Fast Quiz

15. Spelling: Spelling Test

16. Dictation: Dictation Quiz

17. Composition: Final Copy Informative Story From Given Material.

Optional: Extra Practice

Answer Keys Red 1-C: Week Two

3. Editor Duty: Correct Given Paragraph(s)

Understood *You*, 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 last paragraph, highlight the words *are* and *our*, and correct them as needed, if you have not already done so.

(3) In the last two paragraphs, highlight the words *raise* and *rise*, and correct them as needed, if you have not already done so.

An ambassador is an officially-appointed representative of a nation. He is empowered to carry out negotiations between his country and the country in which he is stationed. The powers of an ambassador are defined in the credentials or documents of introductions that are given to him.

An ambassador may bring suit on behalf of his nation and may also defend suits that are brought against it. His chief responsibility is to work for the goals and programs of the nation that he represents. An ambassador raises a banner of honor.

We are also ambassadors. We are ambassadors for Christ through the authority of Scripture. We represent the nation of God. Our nation is composed of all Christians. We are sent to the kingdom of this world. We are called to deliver those who are held captive by the power of Satan and to glorify God. We need to rise to our calling of ambassador.

4. Spelling Practice: Choose the Correct Spelling

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

1. negotiation negosheation

2. devastation devastation

3. derision dirision

4. selvation salvation

5. navegation navigation

6. succession sucession

7. obsesion obsession

8. possition	position
9. persecution	pursecution
10. denomination	denommination
11. recognition	reccognition
12. dehidration	dehydration
13. ascension	assension
14. stimulation	stimmulation
15. oreentation	orientation

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

16. innitiation	initiation
17. origination	orrignation

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

18. depreciation	depreeciation
19. enumeration	enumeration
20. erudition	errudition

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

21. arbitrator	arbitrator
22. negosheator	negotiator
23. appeaser	apeaser
24. envoiy	envoi

7. Grammar/Sentence Structure: Prepositional Phrases

<> 7f. In the sentences provided, highlight all of the prepositions.

Note: There may be more than one preposition in some sentences.

Note: Do not highlight infinitives (to + verb), subordinators, or prepositions that are functioning as adverbs (those without objects following them).

1. Peacemaking is accomplished **through** winning people **to** Christ.
2. Peacemaking is also accomplished **by** assisting Christians **in** their growth.
3. It is vital **for** a peacemaker to have a clear conscience **toward** everyone.
4. Follow peace **with** all men.
5. The more successful a peacemaker is, the more the world will be angry **with** him.
6. God will cause our enemies to be **at** peace **with** us when our ways please Him.
7. **In** the world, the endorsement **of** common goals is an essential element **of** peacemaking.
8. Making peace **with** God requires that we come **to** Him **on** His terms.
9. Snatch them **in** pity **from** sin and the grave.
10. Tell them **of** Jesus and His power to save.
11. A peacemaker must take initiative to go and make peace **between** God and man.
12. He must have his feed shod **with** the preparation **of** the Gospel **of** peace.
13. A great missionary movement originated **from** the church **at** Antioch.
14. It was **at** Antioch that believers were first called Christians.
15. When we act **as** peacemakers, the world recognizes us **as** sons and daughters **of** God.
(Remember, **as** is a preposition when it has an object of the preposition following it.)
16. A peacemaker is one who initiates the process **of** completeness, wholeness, and oneness.
17. He is one who helps develop harmonious relationships **between** opposing sides.
18. The heathen are waiting **for** the Gospel.
19. History confirms that God has placed **within** each culture redemptive analogies **in** the form **of** local customs that illustrate spiritual truth.
20. Don Richardson, missionary **to** the Sawi tribe **of** New Guinea, led many **of** the tribesmen **to** Christ.
21. He explained salvation **to** them **through** one **of** their own customs, the sealing **of** a treaty **with** a "peace child."
22. **In** each generation, God raises up outstanding soul-winners who are motivated **by** their love **for** the Lord, compassion **for** others, and a hatred **for** evil. (*Up* is an adverb here.)
23. **As** a teenager, Walter Wilson began his amazing outreach **by** conducting street meetings.

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: wonder, wander

↔ 10b. Fill in each blank provided with the correct Wacky Word--**wonder** or **wander**.

1. You must not wander far from your mother
2. Do you ever wonder how people can be so unkind.
3. I wonder who will arrive first.
4. As we wander on the beach, let's look for seashells.
5. When we go to the zoo, do not wander from your group.
6. I wonder what the answer to this problem is.
7. She tried to pay attention, but her mind would wander .

11. Punctuation: Quotation Marks

↔ 11d. Put punctuation and quotation marks in the sentences below according to this week's lesson on quotations.

1. Jesus said, "Pray ye therefore the Lord of the harvest that he will send forth labourers into his harvest."
2. The caller asked Dr. Wilson, "Would you be willing to take a charity case?"
3. His wife reminded him of the words to the song, "God moves in mysterious ways, His wonders to perform." (Note: Comma following song is optional. It could have a comma, a colon, a dash, or nothing following it.)
4. Just before he died, he asked Walter to kneel by his bed, and he prayed, "Lord I am old. Soon I will not be able to preach or witness any longer."
5. "Make this lad my successor and endue him with power from on high," said the aged minister.
6. Walter Wilson spoke up, "Ladies and gentlemen, long ago a handful of shepherds were curious, just like you, and their curiosity led them to Jesus Christ."
7. "How many of you would like to see it?" asked Walter.
8. The principal told the students, "Young people, you know that I have been an atheist and evolutionist all these years. But I want you to know this morning I am going back to my desk as a believer in Jesus Christ as my personal Savior."
9. In 1913, a returned missionary asked Walter a very penetrating question: "What is the Holy Spirit to you?" (Optional: This lengthy complete sentence speech tag may be followed by a

comma or a colon.)

10. The missionary explained, “When the Spirit has His own way in your soul, He will do freely what He came to do—reveal the Scriptures, exalt the Savior, magnify the Father, and give power in service and victory in the battle with Satan.”
11. The missionary suggested, “If you will seek to know the Holy Spirit personally, He will transform your life.”
12. “I beseech you therefore, brethren, by the mercies of God, that ye present your bodies a living sacrifice,” read Dr. Gray.
13. Walter Wilson spoke specifically to the Holy Spirit, “I have mistreated You all of my Christian life. I have treated You like a servant. When I wanted You, I called for You.” (Note: The comma following *Spirit* could be a colon.)
14. “You may send this body to Africa, or You may lay it on a bed of affliction. It is Your body from this moment on,” continued Walter Wilson.
15. After speaking of the wonders of the Creator and His salvation, Walter quoted, “The fool hath said in his heart, there is no God.”
16. We can help a person establish the fact of his sinful condition by quoting, “For all have sinned, and come short of the glory of God.” (Note: The comma following *quoting* is optional.)
17. Finally, Walter would ask, “Has God’s advertising campaign about the birth of His Son been effective or completely vain in your life?”
18. He would ask, “Have you ever noticed the miracle of a limb on a tree?”
19. Walter would ask a lawyer, “Have you arranged for anyone to represent you at the Great White Throne in the Supreme Court of the universe?”
20. Walter would patiently reason with a person, saying, “If good works could atone for our sin, how can we know when we have done sufficient good to blot out our misdeeds from God’s record?”

Lesson Plans

Red 1-C: Week Three

For a Five-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		
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

On one occasion, Dr. Wilson was invited to speak at a public high school assembly. The principal informed him that his talk would have to be less than thirty minutes.

Wilson began by saying, "I hold in my hand something no human eye has ever seen. I obtained it some time ago in McPherson, Kansas, from a gentleman who had never seen it. He assured me that the salesman from whom he had purchased it had never seen it. I brought it along because I thought that perhaps you young people would like to see it. Maybe your principal would like to see it. How many of you would like to see it?" Every hand went up.

Extensions

Then the speaker showed them what was in his hand and demonstrated that no one had ever seen it before, nor would they ever see it again. He continued with more intriguing facts and stories. When his time was up, he sat down.

The principal, however, leaned over and asked Wilson to continue speaking. After two hours and a thunderous applause, the principal thanked Dr. Wilson and said to the students, "Young people, you know that I have been an atheist and evolutionist all these years. But I want you to know that this morning I am going back to my desk as a believer in Jesus Christ as my personal Savior."

Further Extension

And just what was in the hand of Walter Wilson when he began the assembly? A peanut!

He opened the shell, picked up the peanut, and said, "No one has ever seen this peanut before, and now that you have seen it, no one will ever see it again." He then popped it into his mouth and ate it as the audience laughed, clapped, and cheered with delight.

2. Spelling/Structural Analysis: Soft and Hard c

Examples: candy, center

All

- | | | |
|--------------|---------------|---------------|
| 1. conscious | 2. conscience | 3. accomplish |
| 4. excessive | 5. ascension | 6. deficit |

- | | | |
|--------------------|-----------------|------------------|
| 7. acceptance | 8. occasion | 9. compassionate |
| 10. incompleteness | 11. permanence | 12. resemblance |
| 13. catechism | 14. association | 15. efficient |

Extensions

- | | | |
|--------------------|-------------------|-----------------|
| 16. disciplinarian | 17. discretionary | 18. crucifixion |
| 19. cornucopia | | |

Further Extension

- | | |
|-----------------|-----------------|
| 20. vaccination | 21. vacillation |
|-----------------|-----------------|

Optional

- | | | |
|--------------|---------------|-------------|
| 22. amity | 23. ceasefire | 24. harmony |
| 25. serenity | | |

3. Editor Duty: Correct Given Paragraph(s)

Dates, Numbers, Places, and Capitalization

4. Spelling Practice: Choose the Correct Spelling

5. Prewriting/Goal Setting: The Protagonist Must Have a Goal

Day Two

6. Grammar: Noun Markers (Articles)

7. Prewriting/Obstacles: The Protagonist Must Face Obstacles

8. Spelling Practice: Six "S" Spelling Secret

9. Scene Development: Creating Scene Descriptions

Day Three

10. Structural Analysis: Then vs. Than

11. Punctuation: Quotations--Split Quotations

12. "Story" Writing: Outline Rough Draft

Day Four

13. Spelling Practice: Write That Word!

14. Story Writing: Write Story

15. Grammar: Think Fast Quiz

Day Five

16. Spelling: Spelling Test

17. Dictation: Dictation Quiz

Optional: Extra Practice

Lesson Plans

Red 1-C: Week Three

For a Four-Day Week

Character Focus: Peacemaking

Day One

Vocabulary Box

Synonyms and antonyms of *peacemakers*--nouns

Synonyms

apostle
arbitrator
diplomat
envoy
mediator
negotiator
parson

appeaser
delegate
envoi
evangelist
missionary
pacifier
reverend

Antonyms

antagonist
pugilist
combatant
rebel

Vocabulary Box

Words related to *peace*--nouns

amity
ceasefire
harmony
serenity
truce

armistice
concord
reconciliation
tranquility

- | | | |
|--------------------|-----------------|-----------------|
| 10. incompleteness | 11. permanence | 12. resemblance |
| 13. catechism | 14. association | 15. efficient |

Extensions

- | | | |
|--------------------|-------------------|-----------------|
| 16. disciplinarian | 17. discretionary | 18. crucifixion |
| 19. cornucopia | | |

Further Extension

- | | |
|-----------------|-----------------|
| 20. vaccination | 21. vacillation |
|-----------------|-----------------|

Optional

- | | | |
|--------------|---------------|-------------|
| 22. amity | 23. ceasefire | 24. harmony |
| 25. serenity | | |

3. Editor Duty: Correct Given Paragraph(s)

Dates, Numbers, Places, and Capitalization

4. Spelling Practice: Choose the Correct Spelling

5. Prewriting/Goal Setting: The Protagonist Must Have a Goal

Day Two

6. Grammar: Noun Markers (Articles)

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8. Spelling Practice: Six "S" Spelling Secret

9. Scene Development: Creating Scene Descriptions

10. Structural Analysis: Then vs. Than

Day Three

11. Punctuation: Quotations--Split Quotations

12. "Story" Writing: Outline Rough Draft

13. Spelling Practice: Write That Word!

14. Story Writing: Write Story

Day Four

15. Grammar: Think Fast Quiz

16. Spelling: Spelling Test

17. Dictation: Dictation Quiz

Optional: Extra Practice

1. Copying and Comprehension: Passage and Vocabulary All

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Extensions

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The principal, however, leaned over and asked Wilson to continue speaking. After two hours and a thunderous applause, the principal thanked Dr. Wilson and said to the students, "Young people, you know that I have been an atheist and evolutionist all these years. But I want you to know that this morning I am going back to my desk as a believer in Jesus Christ as my personal Savior."

Further Extension

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2. Spelling/Structural Analysis: Soft and Hard c

Examples: candy, center

All

- | | | |
|---------------|---------------|------------------|
| 1. conscious | 2. conscience | 3. accomplish |
| 4. excessive | 5. ascension | 6. deficit |
| 7. acceptance | 8. occasion | 9. compassionate |

Answer Keys Red 1-C: Week Three

3. Editor Duty: Correct Given Paragraph(s) Dates, Numbers, Places, and Capitalization

<> 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 dates, places, and numbers, and correct them, if you have not already done so.

(3) In all three of the paragraphs, highlight the proper nouns, and correct their capitalization, 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.

Soon **Walter** teamed up with a **Christian** friend, and together they decided to conduct street meetings in downtown **Kansas City**. **Walter** had never done **anything** like this before; however, the prospect was exciting to him since he had already studied public speaking, and he hoped to become a minister one day. He worked out his message carefully. **On** the given day, the friends drove to the city and chose the **busiest** street corner they could find. At **7:30** in the evening on **Twelfth Street** and **Grand Avenue**, **Walter** and his friend began to sing a Gospel song. (Note: Writing out *time* is optional; capitalizing *Gospel* is optional.)

The passing crowds paused. **Many** hurried on to the nearby theater. Others stayed to listen. **Walter** **began** his talk, and to his dismay, he lost his train of thought and stumbled over his words. In his estimation, **their** first experience was a total failure.

However, the challenge **that** he had received from the **Scottish** minister was not to be quenched with one disappointing experience. **They** tried again and again, only to be met with more disappointing results. One night while getting ready to speak to the passing crowd, **Walter** remembered the creativity and resourcefulness of that **Scottish** minister. **He** thought of **an** idea that he could use to attract a crowd.

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|---------------|------------|
| 1. conscous | conscious |
| 2. conscience | conscience |
| 3. accomplish | acomplish |
| 4. excessive | excesive |

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. assension	ascension
6. defisit	deficit
7. acceptance	acceptence
8. ocassion	occasion
9. compassionate	compassionite
10. incompleteness	imcompleteness
11. permanance	permanence
12. resemblance	resemblence
13. catechism	cattechism
14. assoceation	association
15. efficent	efficient

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

16. disciplinarian	disciplinnarian
17. discretionary	discretionery
18. crusifixion	crucifixion
19. cornucopea	cornucopia

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

20. vaccination	vacination
21. vacillation	vasillation

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

22. ammity	amity
23. ceasefire	cesefire
24. harmony	harmony
25. serrenity	serenity

11. Punctuation: Quotations -- Split Quotations

<> 11d. Put proper punctuation in the sentences provided.

1. The Ethiopian read, “He is brought as a lamb to the slaughter, and as a sheep before her shearers is dumb, so he openeth not his mouth.”
2. “These men will bring you a following message from the God you seek; wait for them,” the voice said to Warrasa.
3. They explained the message: “Koro, the Creator, sent word to our forefathers long ages ago that He has already sent His Son into the world to accomplish something wonderful for all mankind.” (Optional: This lengthy speech tag may be followed by a comma or a colon since it is a complete sentence by itself.)
4. The people answered, “He is supposed to bring us a book like the one our forefathers lost long ago.”
5. They asked the interpreter, “Is this the white brother we have been waiting for?”
6. “Could our forefathers have been mistaken?” asked a young Karen man.
7. The older men of the tribe reassured him, “Don’t worry, he will come.” (Note: A colon may also follow this speech tag since it is a complete sentence by itself.)
8. The Wa men fell to their knees and asked, “Have you brought us the Book of God?”
9. Years later he recalled, “Never shall I forget the feeling that came over me then.”
10. He continued, “From that time the conviction has never left me that I was called to China.”
11. The message said, “Mankind, come to the man on the tree.”
12. He decreed aloud, “The worship of Viracocha must be confined to the ruling caste.”
13. Robert thought aloud, “There are only two religions in the world.”
14. He went on to explain, “One was invented by man, and man tries to save himself through ceremonies and good works.”
15. He continued, “The other is revealed in the Bible and teaches men to look for salvation from the free grace of God.”
16. Peace flooded John Calvin and he remarked, “God Himself produced the change, and he instantly subdued my heart to obedience.”
17. “I was withdrawn from the study of theology and put to the study of law in order to be in obedience to the will of my father,” declared John Calvin.
18. “You are no longer safe in France,” friends told John.
19. Calvin directed the inauguration of the reign of God in Geneva when he said, “In the name of Almighty God, that whereas the preservation of the Holy Gospel of our Lord Jesus Christ in all its purity is the highest of human actions.”
20. Calvin gave congregations the following instructions, “The children shall sing loudly and distinctly, the people giving the closest attention and memorizing the melody as sung, until, little by little, everyone gets accustomed to singing in unison.” (Note: A colon may also follow this speech tag since it is a complete sentence.)

Lesson Plans

Red 1-C: Week Four

For a Five-Day Week

Character Focus: Peacemaking

Day One

Vocabulary Box

Synonyms and antonyms of *peacemakers*--nouns

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

Vocabulary Box

Words related to *peace*--nouns

amity	armistice
ceasefire	concord
harmony	reconciliation
serenity	tranquility
truce	

1. Copying and Comprehension: Passage and Vocabulary All

A young boy in England named Hudson Taylor listened to his father pray every night at dinner for the unevangelized masses of China. He knew that before he was born, his parents had prayed that he would go to China someday as a missionary. When he was a young adult, he struggled with his calling and his walk with the Lord. It wasn't until Hudson Taylor gave up his earthly goals and told the Lord he would go anywhere, do anything, suffer whatever His cause might demand, and be wholly at His disposal that he was ready to go to China.

Once he was committed to going to China, Hudson Taylor immediately began the mammoth task of learning the Chinese language. The Chinese language is based on 214 symbols, called "radicals," that are combined to form between thirty thousand and fifty thousand ideographs. It is in these ideographs that we see the God-designed witnesses of His Gospel.

Extensions

For example, the ideograph for *righteousness* has two parts: the upper symbol, meaning "lamb," and the lower symbol, meaning "I." The message, then, is that "I, under the Lamb, am righteous."

The ideograph for *tree* is a cross with the symbol for man superimposed upon it. The ideograph for *come* builds upon this one, with two small symbols of man, representing mankind, on either side of the tree, with the larger man superimposed on it. The message is "Mankind, come to the man on the tree."

2. Spelling/Structural Analysis: Hard and Soft g

Examples: game, gem

All

- | | | |
|-------------------|-----------------|-----------------|
| 1. progeny | 2. originate | 3. inorganic |
| 4. navigation | 5. negotiations | 6. analogies |
| 7. terminology | 8. vegetarian | 9. immigrant |
| 10. argumentative | 11. topography | 12. degradation |
| 13. originality | 14. allegiance | |

Extensions

- | | |
|------------------|-------------------|
| 15. neurological | 16. interrogatory |
|------------------|-------------------|

Further Extension

- | | |
|------------------|-----------------|
| 17. sacrilegious | 18. pedagogical |
|------------------|-----------------|

Optional

- | | | |
|-----------------|-------------|--------------------|
| 19. armistice | 20. concord | 21. reconciliation |
| 22. tranquility | | |

3. Editor Duty: Correct Given Paragraph(s)

Semicolons and Complete Sentences

Day Two

4. Spelling Practice: Choose the Correct Spelling

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

6. Grammar: Prepositions

Day Three

7. Spelling Practice: Six "S" Spelling Secret

8. Sentence Structure: Prepositional Phrase Openers

9. Spelling Practice: Write That Word!

Day Four

10. Grammar: Main Subject and Prepositional Phrases

11. Grammar: Think Fast Quiz

12. Spelling: Spelling Test

Day Five

13. Dictation: Dictation Quiz

14. Composition: Final Copy of Your Story

Optional: Extra Practice

Lesson Plans

Red 1-C: Week Four

For a Four-Day Week

Character Focus: Peacemaking

Day One

Vocabulary Box

Synonyms and antonyms of *peacemakers*--nouns

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

Vocabulary Box

Words related to *peace*--nouns

amity	armistice
ceasefire	concord
harmony	reconciliation
serenity	tranquility
truce	

1. Copying and Comprehension: Passage and Vocabulary All

A young boy in England named Hudson Taylor listened to his father pray every night at dinner for the unevangelized masses of China. He knew that before he was born, his parents had prayed that he would go to China someday as a missionary. When he was a young adult, he struggled with his calling and his walk with the Lord. It wasn't until Hudson Taylor gave up his earthly goals and told the Lord he would go anywhere, do anything, suffer whatever His cause might demand, and be wholly at His disposal that he was ready to go to China.

Once he was committed to going to China, Hudson Taylor immediately began the mammoth task of learning the Chinese language. The Chinese language is based on 214 symbols, called "radicals," that are combined to form between thirty thousand and fifty thousand ideographs. It is in these ideographs that we see the God-designed witnesses of His Gospel.

Extensions

For example, the ideograph for *righteousness* has two parts: the upper symbol, meaning "lamb," and the lower symbol, meaning "I." The message, then, is that "I, under the Lamb, am righteous."

The ideograph for *tree* is a cross with the symbol for man superimposed upon it. The ideograph for *come* builds upon this one, with two small symbols of man, representing mankind, on either side of the tree, with the larger man superimposed on it. The message is "Mankind, come to the man on the tree."

2. Spelling/Structural Analysis: Hard and Soft g

Examples: game, gem

All

- | | | |
|-------------------|-----------------|-----------------|
| 1. progeny | 2. originate | 3. inorganic |
| 4. navigation | 5. negotiations | 6. analogies |
| 7. terminology | 8. vegetarian | 9. immigrant |
| 10. argumentative | 11. topography | 12. degradation |
| 13. originality | 14. allegiance | |

Extensions

- | | |
|------------------|-------------------|
| 15. neurological | 16. interrogatory |
|------------------|-------------------|

Further Extension

- | | |
|------------------|-----------------|
| 17. sacrilegious | 18. pedagogical |
|------------------|-----------------|

Optional

- | | | |
|-----------------|-------------|--------------------|
| 19. armistice | 20. concord | 21. reconciliation |
| 22. tranquility | | |

3. Editor Duty: Correct Given Paragraph(s)

Semicolons and Complete Sentences

4. Spelling Practice: Choose the Correct Spelling

Day Two

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

6. Grammar: Prepositions

7. Spelling Practice: Six "S" Spelling Secret

Day Three

8. Sentence Structure: Prepositional Phrase Openers

9. Spelling Practice: Write That Word!

10. Grammar: Main Subject and Prepositional Phrases

Day Four

11. Grammar: Think Fast Quiz

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

14. Composition: Final Copy of Your Story

Optional: Extra Practice

Answer Keys Red 1-C: Week Four

3. Editor Duty: Correct Given Paragraph(s) Semicolons and Complete Sentences

<> 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, add a complete sentence to the subordinate clause that is given with the line following it.

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 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.)

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|---------------|------------|
| 1. progeny | projeny |
| 2. originate | orriginate |
| 3. inorganick | inorganic |

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. navigaetion | navigation |
| 5. negotiations | negoteations |
| 6. anallogies | analogies |
| 7. terminology | terminollogy |
| 8. vegetarean | vegetarian |
| 9. immigrant | immigrent |
| 10. argumentative | arguementative |
| 11. topografee | topography |
| 12. degradation | degraddation |
| 13. originality | originallity |
| 14. allegence | allegiance |

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

- | | |
|-------------------|---------------|
| 15. neurological | neurollogical |
| 16. interrogatory | interogatory |

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

- | | |
|-----------------|--------------|
| 17. sacrilegous | sacrilegious |
| 18. pedagogical | pedagojical |

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

- | | |
|--------------------|-----------------|
| 19. armistice | armistiss |
| 20. conkord | concord |
| 21. reconciliation | reconcilliation |
| 22. tranquillity | tranquility |

6. Grammar: Prepositions

<> 6g. In the sentences provided, complete the following steps:

(1) Highlight the prepositions throughout the sentences.

(2) **Extensions:** Place parentheses () around all prepositional phrases.

1. A young boy (in England) named Hudson Taylor listened (to his father) pray every night (at dinner) (for the unevangelized masses) (of China).
2. He knew that before he was born, his parents had prayed that he would go (to China) someday (as a missionary).
3. When he was a young adult, he struggled (with his calling) and his walk (with the Lord).
4. It wasn't until Hudson Taylor gave up his earthly goals and told the Lord he would go anywhere, do anything, suffer whatever His cause might demand, and be wholly (at His disposal) that he was ready to go (to China).
5. Once he was committed to going (to China), Hudson Taylor immediately began the mammoth task (of learning) the Chinese language.
6. The Chinese language is based (on 214 symbols), called "radicals," that are combined to form (between thirty thousand and fifty thousand ideographs).
7. It is (in these ideographs) that we see the God-designed witnesses (of His Gospel).
8. (For example), the ideograph (for righteousness) has two parts: the upper symbol, meaning "lamb," and the lower symbol, meaning "I."
9. The message, then, is that "I, (under the Lamb), am righteous."
10. The ideograph (for tree) is a cross (with the symbol) (for man) superimposed (upon it).
11. The ideograph (for come) builds (upon this one), (with two small symbols) (of man), representing mankind, (on either side) (of the tree), (with the larger man) superimposed (on it).
12. The message is "Mankind, come (to the man) (on the tree)."

8. Sentence Structure: Prepositional Phrase Openers

<> 8c. To the prepositional phrase openers provided, add more information to form complete

sentences. **Extensions:** Place parentheses around all prepositional phrases (including any that you add to the sentences).

No Answer Key needed. Answers will vary.

10. Grammar: Main Subject and Prepositional Phrases

<> 10d. In the sentences provided, complete the following steps:

- (1) Place parentheses around all prepositional phrases.
- (2) Place < > around all of the subordinate clauses.
- (3) Underline the main verb of each sentence with another color. (Do not bother with verbs in other parts of the sentences.)
- (4) Highlight the main subject of each sentence with a different color.

Note: If a sentence is a compound sentence (two complete sentences on either side of a semicolon or coordinating conjunction—FANBOYS: for, and, nor, but, or, yet, or so), find the main subject in each half (just as though it were two separate sentences).

1. (After traveling) (over the rugged heights,) **feet** will be swollen and bruised.
2. **They** will be beautiful (in the eyes) (of those) <whose lives were transformed> (by the good news) <that they brought>.
3. The **foot** actually serves (as an auxiliary pump). (As is used as a preposition here.)
4. <When a person is inactive>, the average adult **heart** must bear the sole burden (of pumping) more than eleven pounds (of blood) every minute.
5. **Some** (of that blood) must be lifted only a few inches to reach the brain.
6. **Sitting** or **standing** (for long periods) (of time) slows circulation and causes the feet to swell <as blood accumulates>.
7. <As the heart strains to lift the accumulated fluids>, **blood pressure** increases.
8. **Soldiers** <who are required to stand> (at attention) (for long periods) (of time) have been known to faint (from inactivity.)
9. So much **blood** builds up (in their feet and legs) <that the brain suffers> (from lack) (of oxygen.) (*Up* is an adverb in this sentence.)
10. A **corn** is a hardened layer (of skin) <that grows to protect the foot> (from irritation.)
11. These **irritations** often come (from shoes) <that do not fit properly>.
12. This **irritation** stimulates the flow (of blood) (to the area,) promoting healing and

repairing damaged cells.

13. <As the area swells (with blood,)> the **pressure** (inside the improperly-fitting shoe) increases and irritates the spot more deeply.
14. The increased **blood supply** also promotes the growth (of new cells) to protect the irritated site.
15. <As the new cells push the old cells upward> a characteristic corn-shaped **bump** forms.
16. The central **core** (of the corn) is made (of old layers) (of skin.)
17. These old **layers** become so hardened <that they often irritate the soft new skin> <that forms (underneath them.)>
18. The **result** is a painful cycle.
19. **Pressure** irritates the skin.
20. The **skin** builds protective layers <which, (in turn,) harden and cause more pressure.>

Red 2-C: Week One

Character Focus: Boldness

Vocabulary Box

Synonyms of *persecute*

afflict	oppress	harass
betray	pursue	torture
imprison	martyr	

Vocabulary Box

Antonyms of *persecute*

console	defend	solace
protect	shelter	uphold
hearten	strengthen	

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	<p>Some predators do not capture their prey by chasing them down and assailing them directly. They are far more subtle in their methods. They act via traps and snares to put their victims in positions from which they cannot escape. A trap like this is hidden from the unknowing prey until after it steps into the device and triggers it. By then, there is no way for the creature to get loose. The “hunter” has an easy meal without having to exert itself. Two such crafty predators are spiders and the Venus’ flytrap.</p> <p>A spider’s web is an intricate trap from which its prey seldom escapes. Each of the twenty-five families of spiders has its own design for a web. To prepare its trap, it produces silk threads from special glands located in its abdomen. These silk threads have two paramount characteristics: they are durable and adhesive.</p> <p>Orb webs, which people see most often, are created by two families of spiders. To build such a web, the spider begins by erecting a “bridge” to nearby plants and then reinforcing it. After securing the center of the bridge with a vertical silk strand, it constructs a frame and spins spokes that fan out from the center of the web and anchor onto the surrounding frame. Next, starting at the center, it designs a temporary spiral of non-sticky silk to act as basting, which holds the framework in position as it finishes the web. When the temporary spiral is complete, the spider slowly backtracks, creating a densely woven permanent spiral of sticky (viscid) silk while removing the “basting.”</p> <p>Usually, a spider sits patiently in the center of the web, waiting for its victim. When it senses the vibrations of a struggling one, it rushes deftly across its web and further entangles its prey with more silk. Of course, the spider bites its prey to kill it before dragging it away to eat it.</p>
Extensions	<p>The Venus’ flytrap, a plant that catches and eats bugs and flies, provides another example of entrapment. The Venus’ flytrap lives in nitrogen-poor soils and supplements its food supply with nitrogen-rich flies. Its leaves are tipped with spines that act like prison bars to secure insects between them. The central rib of each leaf contains thin-walled cells that work like hinges. When an insect touches any one of the three trigger hairs located on the inside, the hinge cells shrink rapidly, causing the two halves of the leaf to close. After the victim has been digested, the leaf gradually reopens and waits for another insect to come too close.</p>

↔ 1a. Read this week’s passage aloud.

↔ 1b. On the lines provided, list four words that are synonyms of *persecute* from the shaded

Vocabulary Box located at the beginning of this week's lesson.

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

<> 1c. Using three of the Vocabulary Words you listed for *persecute*, write three sentences about the passage on the lines provided.

Sentences with synonyms of *persecute*

1. _____

2. _____

3. _____

<> 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.

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 are persecuted for righteousness' sake for theirs is the kingdom of heaven.

Matthew 5:10

Character Focus: Pain is needed to tell the brain there is something wrong.

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

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

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

Further Study: Read a hymn history of "Am I a Soldier of the Cross?"

(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.

➤ **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 a spider senses the vibrations of a struggling one, it rushes
deftly across its web and further entangles its prey with more silk.

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.

2. Spelling: *Kn* and *ph*

Examples: knew, orphan

<> **2a.** In the first paragraph of the passage, highlight the word *unknowing*.

Kn has a silent *k* and says *n* as in **nap**.

1. **know**
2. **knee**

Ph does not say either of the sounds *p* or *h* but says *ff* as in **fish**.

1. **orphan**
2. **phone**

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

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

<> **2c.** Add this week's new words (minus the **Optional Words**) to pages 46 and 59 of your *Spelling Notebook*.

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

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

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

Kn says *n*

know
knew
knit
knot

Ph says *ff*

phone
orphan
photo
Pharisee

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

Further Study: Read about how pain travels to the brain.

Further Study: Learn how to treat simple injuries and illnesses by reading a Red Cross or emergency preparedness book.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. schizophrenia*	schiz-o-phre-ni-a			
2. phenomenal*	phe-nom-e-nal			
3. xylophone*	xy-lo-phone			
4. euphemism*	eu-phe-mism			
5. upholstery*	up-hol-ster-y			
6. photography*	pho-tog-ra-phy			
7. euphoric*	eu-phor-ic			
8. physician*	phy-si-cian			
9. neophyte*	ne-o-phyte			
10. knowledgeable	knowl-edge-a-ble			
11. photosynthesis	pho-to-syn-the-sis			
12. philanthropy	phi-lan-thro-py			
13. metaphorical*	met-a-phor-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.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
14. paraphernalia*	par-a-pher-na-lia			
15. ophthalmology*	oph-thal-mol-o-gy			
Further Extension				
16. euphemistically*	eu-phe-mis-ti-cal-ly			
17. pharmaceutical*	phar-ma-ceu-ti-cal			
Optional				
18. afflict	af-flict			
19. be-tray	be-tray			
20. imprison	im-pris-on			
21. oppress	op-press			
22. betrayal	be-tray-al			
23. oppression	op-pres-sion			
24. affliction	af-flic-tion			

***Commonly Misspelled**

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

3. Editor Duty: Correct Given Paragraph(s)

Adjectives, 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 paragraph, highlight the prepositional phrases throughout the sentences.

(3) In the first paragraph, highlight the misused homophones, and write the correct ones above them, if you have not already done so.

(4) **Extensions:** In the last paragraph, highlight the misspelled words, and write the correct spellings above them, if you have not already done so.

god has wrote his laws upon the harts and consciences of every person. however sin can deaden a individuals' conscience. When a believer live bye gods' standards his life and testimony stir the deadened consciences of those around him bringing conviction of sin. This conviction often result in persecution fore the godly believer

peter explained the reason for the negative reactions believers was experiencing from men around them. we must except the understanding that persecution is a normal part of the christian life Christians thrughout history has experienced persecution. But that has not stopped christians from carry out Christs mission. In fact it is during times of persacution that the church had grown the most.

The greater persicution of all often come from christians who have decided to conform to the world. misser-able within these carnal men and women lashes out viciously at godly beleivers who's lives trouble their sore conscientiouses. Their is examples of this all throughout history. in early america slaves had to set up their own churches because white churches would not allow them to read the whole bible. But Jesus's true church wonned the final victory over the lukewarm christians.

4. Spelling Practice: Choose the Correct Spelling

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

1. schizofrenia

schizophrenia

2. phenomenal

phenomenel

3. xylophone	zylophone
4. uephemism	euphemism
5. upholstury	upholstery
6. photography	photografy
7. euphoric	uephoric
8. physician	physisian
9. neophite	neophyte
10. knowledgeble	knowledgeable
11. photosynthesis	photosinthesis
12. philanthrupy	philanthropy
13. metaphorical	metaforical

Further Study: Learn what it takes to ride and care for a horse like John and Charles Wesley did.

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

14. paraphernalia	parafernalial
15. ophthalmology	ophthalmollogy

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

16. euphumistically	euphemistically
17. pharmaceutical	pharmacootical

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

18. afflict	aflict
19. betray	beetray
20. inprison	imprison
21. oppress	opress
22. betrayel	betrayal
23. oppression	oppression
24. affliction	afliction

Character Focus: Every kingdom has an army.

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

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

Character Focus: Boldness---Confidence that what I say or do is true and right and just in the sight of God.

Further Study: Study the reasons given in the Bible for why Christians are persecuted.

Alternative Writing for Red 2-C: Week One

- Write a three-paragraph biographical essay about someone who demonstrated boldness.
- Write a three-paragraph essay about another peacemaker's childhood.

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*.

KWO Tips

Keep these things in mind as you make your outline:

1. Use only 3–5 words.
2. Use words that will best help your writing; these may be verbs, adverbs, adjectives, names, etc.
3. You may use symbols or numbers without including them in your 3–5 words. (Example: +, =, #, 2)

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

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 _____

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

Sentence 4 _____

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

Sentence 5 _____

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

All--Paragraph Four of Body

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

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

Sentence 3 _____

KWO Symbols

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

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

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

can mean number, pound, or numeral

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

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

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

“ ” can mean spoken words or special words

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

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. In your notebook, write your essay on every other line.

Extensions--Paragraph Five of Body

Topic of Paragraph 5 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

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

Sentence 6 _____

(You may use up to six words for Sentence Six.)

Sample KWO

Paragraph Two

Topic of paragraph 2: A spider's web is very intricate and effective

Sentence 1: spider's web=intricate trap escapes

Sentence 2: 25 families → spiders=own web design

Sentence 3: silk thread → glands → abdomen

Sentence 4: 2 characteristics: durable & adhesive

Sample Paragraph From KWO

Paragraph 2

Once a victim makes his way into a spider's web, his chances of seeing freedom again are slim. Amazingly, each breed of spider (twenty-five of them) has its own web pattern. Silk fibers are generated from specific glands in a spider's abdomen to create the trap. The two primary attributes of these silk fibers are that they are sturdy and adherent.

6. Grammar: Infinitives, Action Verbs, and Be, a Helper, Link Verbs

↔ 6a. In the second and third paragraphs of the passage, highlight the infinitives.

There are three main types of verbs you will be learning in Level C (though there are various classes, types, and tenses of verbs in any grammar handbook).

1. **Action verbs**
 - a. Show the **action** of the sentence
 - b. Tell **what the subject did or does**
2. Be, a Helper, Link verbs
 - a. This category is summed up in the rhyme in this week's Grammar Card.
 - b. Also called BHL verbs
 - c. **Being verbs:** is, am, are, was, were, etc.
 - d. **Helping verbs:** shall, should, has, had, have, etc.
 - e. **Linking verbs:** taste, feel, smell, seem
3. **Infinitives: to + verb**
 - a. Can be an **action verb**: to jump
 - b. Can be a **Be, a Helper, Link verb**: to have

You need to be able to recognize infinitives easily and differentiate between the following:

1. **Infinitives (to + verb)**
 - a. **to** run
 - b. **to** jump
2. **Preposition to** (Used with an object of the preposition in a prepositional phrase)
 - a. **to** the store
 - b. **to** my mom

🔑 Any time you see 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.

<> 6b. (T) Study the Be, a Helper, Link verb song found in the Grammar Card provided in this lesson, and recite it to your teacher.

<> 6c. Study Grammar Cards about infinitives, action verbs, and Be, a Helper, Link verbs.

<> 6d. Optional: Make Grammar Cards about infinitives, action verbs, and Be, a Helper, Link verbs, or add new information to existing cards.

<> 6e. Complete the following:

- (1) Highlight all of the verbs in the sentences provided, including the helpers (not just the main verb of each sentence).
- (2) Above each verb, write its type. (If it is an infinitive, just write INF—regardless of whether it is an action verb used as an infinitive or a Be, a Helper, Link verb used as an infinitive.)
 - 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.

BHL ACT INF
 Example: We **should** not **use** methods and gimmicks **to get**
 INF
 people **to hear** the Gospel.

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,

HIJKLMNOP

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,

HIJKLMNOP

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—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)

Infinitives

1. Types of verbs that are made up of to + verb.
2. Do not confuse infinitive phrases (to work) with prepositional phrases (to her work).

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.

Teacher Tip: Many grammar programs do not classify infinitives with regular verbs. Rather, they categorize them with verbs that act like other parts of speech, such as gerunds and participles. This program treats them as one of the main verbs (and teaches them almost immediately) because of the following reasons:

1. an infinitive acts like verb—and can be the main verb, can be followed by a direct object (if it is an infinitive made up of an action verb), can have a predicate nominative and predicate adjective following it (if it is an infinitive made up of a Be, a Helper, Link verb), and can have an adverb modifying it.

2. Students need to understand them immediately in their grammar study since they often act like the main verb as described above, and they are so easily confused with prepositional phrases. (Recognizing prepositional phrases is paramount to becoming a good writer.)

1. The physical conditions surrounding the teaching of God's truths are important.
2. Christ said that we should not throw our pearls before swine lest they trample them underfoot.
3. We should "let the truth do the shouting."
4. Jesus showed us through His example the most effective way to change corrupt leadership.
5. He taught us to change the hearts of the people by appealing to those in authority and allowing God to work in their hearts.

6. Frequently, a disciple would literally follow Jesus from place to place, sitting at His feet and learning both His teachings and His way of life.
7. Today, Christ lives in the heart of every true believer.
8. The teaching of Jesus was not from mind to mind but from life to life.
9. He did not read from a script but communicated the message that God had given to Him in secret.
10. The power of a message given through the spirit of the messenger is expressed in voice inflection, pauses, emphasis, and eye contact.
11. Effective teaching takes place when the life of the learner is changed.
12. Jesus taught more than information; He instilled life-changing concepts and character-building principles.
13. The truths communicated in the beatitudes were not new to the hearers.
14. Christ gave vastly deeper meanings than the listeners had ever heard before.
15. By learning the Greek language in which the New Testament was written, we will be able to learn more precisely the meanings of the words that Jesus taught.

Help Box for 6a.

You should have highlighted the following:

1. To Prepare (paragraph 2)
2. To build (paragraph 3)
3. to act (paragraph 3)

7. Write On: Strong Verbs

You have already learned a lot about verbs in CQLA! You have learned how to identify verbs—BHL, action, and infinitives (*to+verb*).

You have learned how to find a sentence's main verb—after you isolate prepositional phrases and find out what the sentence's main subject is.

You have learned how to replace boring verbs with strong verbs via the Checklist Challenge.

You will continue to work on these aspects of verbs throughout CQLA.

<> 7a. In the first two paragraphs of the passage, highlight the following verbs:

Paragraph 1

- | | |
|--------------|------------|
| 1. capture | 2. chasing |
| 3. assailing | 4. escape |
| 5. triggers | |

Paragraph 2

- | | |
|-------------|------------|
| 6. escapes | 7. prepare |
| 8. produces | 9. located |

This week's passage is filled with strong, descriptive verbs!

The verbs in this week's passage give you vivid, detailed visions of what the subject is doing, how he did it, etc.

Notice below how each verb is stronger and more exact than a more boring verb that could have been used:

1. predators catch...predators capture
2. attacking them....assailing them
3. they cannot get out...they cannot escape
4. set it off...trigger it
5. work itself...exert itself
6. it makes...it produces
7. found in...located in

When you are using a thesaurus to find a better word, always consider the exact situation in which you will put the new word.

Do not just look up the word and put any word you find. Say the sentence that the new word will go into—and make sure it fits.

For example, you might look up the word *run*—and see that it means to operate (as in a machine is operating or running). If you just chose that synonym for *run*, your new sentence will not make sense at all:

1. **No:** The spider ran---the **spider operated**.

Helping Verbs

Helping verbs (Be, a Helper, Link 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).

Action Verbs

1. Words that show the action of the sentence
2. Tell what the subject did, does, or will do
3. Usually found in the predicate part (the second half) of the sentence

Verb Phrases

The main verb plus any of its helping verbs

Examples:

- She **has gone** to town.
- He **has written** a letter.
- They **were going** to town.

2. **Yes:** The machine was running all night. The **machine was operating all** night.

You want to pick the exact word for each sentence.

↔ **7b.** For the verbs listed below (that were listed on the left above), find three stronger verbs and write them on the lines provided. You should use a thesaurus for at least twenty of the words you find.

Extensions: Write at least ten words you have never used in writing before.

1. Predators do not **catch**.

a. _____

b. _____

c. _____

2. They cannot **get out**.

a. _____

b. _____

c. _____

3. The spider **sets it off**.

a. _____

b. _____

c. _____

4. He doesn't have to **work hard**.

a. _____

b. _____

c. _____

Further Study: Make a list of predators' tactics and compare them to the way Satan attacks Christians.

5. To **make** its trap, it produces silk thread.

a. _____

b. _____

c. _____

6. The prey seldom **gets out**.

a. _____

b. _____

c. _____

7. Orbs are **made** by two families of spiders.

a. _____

b. _____

c. _____

8. The spider **sets up** a "bridge" to nearby plants.

a. _____

b. _____

c. _____

Further Study: Read about how John and Charles Welsey were persecuted and how it helped spread the gospel.

9. It **holds** the center of the bridge with a vertical silk strand.

a. _____

b. _____

c. _____

10. It **makes** a frame.

a. _____

b. _____

c. _____

11. It **holds onto** the surrounding frame.

a. _____

b. _____

c. _____

8. Composition/Creative Writing: Write a Rough Draft Re-Telling 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?

Optional Penmanship Practice

And be not afraid of them who can kill the body but cannot kill the soul. But rather fear Him who is able to destroy both soul and body in hell.

Matthew 10: 28

Further Study: Read a biography of John Welsey.

9. Think Fast Grammar Review: Prepositions

<> **9a.** In the first paragraph of the passage, highlight the prepositions.

Prepositions are words in a sentence that show the relationship or position of one thing to something else.

Remember this rhyme: **Prepositions show position!**

You will know that a word is a preposition if it fits appropriately into one of two **Preposition-Check Sentences**.

1. The angel flew _____ the clouds.
2. The girl prayed _____ the service.

Carefully observe how the prepositions below fit into the **Preposition-Check Sentences**.

- | | |
|---|--|
| 1. The angel flew above 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 near the clouds. | 18. The angel flew on the clouds. |
| 19. The angel flew onto the clouds. | 20. The angel flew over the clouds. |
| 21. The angel flew through the clouds. | 22. The girl prayed throughout the service. |
| 23. The angel flew with the clouds. | 24. The angel flew within the clouds. |
| 25. The angel flew without the clouds. | |

Teacher Tip: Be sure your Level C student does the memorization/recitation work with prepositions. It is very important that he learn to recognize prepositions easily.

Preposition or Infinitive?

A phrase that begins with the word *to*, followed by an object (noun or pronoun) is a prepositional phrase. If *to* is followed by a verb, it forms an infinitive phrase.

1. Infinitives (to + verb): to go, to run, to jump, to speak, to be
2. Prepositional phrase (to + object): to Mom, to the store, to church

Character Focus: Study the character quality of boldness in *The Power of True Success*.

<> **9b.** Hold up your eraser and ink pen (or two other objects) and recite prepositions in the following manner:

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**.

<> **9c.** (T) Memorize and recite the two **Preposition-Check Sentences** to your teacher.

<> **9d.** Study the Grammar Card about prepositions provided in this lesson.

<> **9e. Optional:** Make a Grammar Card about prepositions, or add new information to an existing card.

<> **9f.** Complete the following steps for the sentences provided.

- (1) Highlight the prepositions in all parts of the sentences.
- (2) Cross out one of the highlighted prepositions in each sentence, and write a different one in place of it.

Example: The lion was bold in the forest. In the forest, the lion was bold.

Note: Do not highlight infinitives (to + verb).

1. Into the little girl's bed, fell a bundle of burning thatch.
2. In the streets below, neighbors shouted, "Fire! Fire!" as they frantically gathered buckets and filled them with water.
3. From the burning house, the minister quickly led his wife and older children into the muddy street.
4. Into the smoke-filled parlor, he returned.
5. From the nursery, the nurse ran, carrying baby Charles and the other little ones.
6. In the thick of the fire, little Jacky slept soundly.
7. From his room he could see a light.
8. In the hallway he saw roaring flames.
9. Onto an old chest, the little boy climbed.
10. Up the stairway, the father bounded to try to save his little son.
11. Within moments, the stairway collapsed.
12. In deepest prayer, the father knelt to the ground.
13. Upon one man's shoulders, a neighbor stood and rescued little Jacky.
14. In a short time, the father was crying with thanksgiving for the safety of his wife and children.
15. From that time onward, the Wesleys dedicated themselves to the teaching and training of their children for God's glory.

<> **9g.** On the lines provided, rework eight of the above sentences so that one of the prepositional phrases in each sentence is located in a different part of the sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

<> 9h. (T) Review prepositions until you can recite some of them easily to your teacher. Try using the **Preposition-Check Sentences**.

Basic Level: Recite forty.

Extensions: Recite forty-five.

Further Extension: Recite fifty.

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.)

Help Box for 9a.
You should have highlighted the following:

1. by (chasing)

2. in (their)

3. via (traps)

4. in (positions)

5. like (this)

6. from (the)

7. into (the)

8. By (then)

9. for (the)

10. without (having)

**From which they cannot escape* is a subordinate clause, not a prepositional phrase.

**Until after it steps into the device* is a subordinate clause, not a prepositional phrase.

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. Think Fast Grammar Review: Prepositional Practice

- 11.

List prepositions under each one's initial letter.

a	i
1. _____	16. _____
2. _____	17. _____

- | | |
|-----------|-----------|
| 3. _____ | 18. _____ |
| 4. _____ | <u>o</u> |
| 5. _____ | 19. _____ |
| 6. _____ | 20. _____ |
| 7. _____ | <u>t</u> |
| 8. _____ | 21. _____ |
| <u>b</u> | 22. _____ |
| 9. _____ | 23. _____ |
| 10. _____ | <u>u</u> |
| 11. _____ | 24. _____ |
| <u>d</u> | 25. _____ |
| 12. _____ | <u>w</u> |
| 13. _____ | 26. _____ |
| <u>f</u> | 27. _____ |
| 14. _____ | 28. _____ |
| 15. _____ | |

12. Vocabulary/Structural Analysis: Wacky Words

Homophones: **course** vs. **coarse**

<> **12a.** In the fourth paragraph of the passage, highlight the word *course*.

This week's Wacky Word pair is not quite as confusing as others simply because one word of the pair is used much more frequently than the other.

The word *course* is used to mean a class, a plan of action, or as part of the commonly-used conjunctive adverb, *Of course*.

The word *coarse* is not used as often as *course*. It is a descriptive word that means rough. It is used to describe how something feels when it is touched. It is also used to describe a person's personality—if it is not smooth or friendly, it might be described as coarse.

If you do get stuck on this Wacky Word pair, you can make up a little trick for yourself, or follow the one given below:

1. **course**—**u**niversity plan of study (course and **u**niversity have *u*) or a plan/grounds
 - (a) golf course
 - (b) ran through the course
2. **coarse**—**a** rough thing (coarse and **a** rough thing have *a*)

<> **12b.** Fill in each blank provided with the correct Wacky Word--**course** and **coarse**.

1. Jon was taking a literature _____.
2. The _____ fabric caused the shirt to be uncomfortable.
3. Of _____, Josiah is playing the drums.
4. The hot sand was quite _____ on our feet.
5. The man's _____ language was offensive to all of us.
6. What _____ are you teaching this fall?
7. We took a stroll around the golf _____ before breakfast.

<> **12c.** On the lines provided, write two sentences -- one containing **course** and one containing **coarse**.

1. _____

2. _____

13. Further Extension--Prewriting/ Composition: Take Notes and Write an Original Closing Paragraph

<> **13a. Further Extension**--Now that you have written the body of your report, you are ready to write a closing paragraph.

- ## Notes for Closing Paragraph

[illegible]

14. Grammar/Sentence Structure: Prepositional Phrases

1. The angel flew _____ the clouds.

Grammar Card: Prepositional Phrase (Abbreviated: PP)

- Prepositional phrases are phrases that begin with a preposition and end with an object of the preposition:
 - over the *cloud* (Cloud is the object of the preposition over.)
 - during the *service* (Service is the object of the preposition during.)
- Differences between subordinate clauses and prepositional phrases:
 - 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

Grammar Card: Prepositional Phrase Opener

- Place a comma after a prepositional phrase opener when:
 - It is five words or more: In the very dark woods, we found him.
 - It is two prepositional phrases in a row: In the woods under a rock, we found the bird.
 - It 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.

Commas With PP Openers

Place a comma after a PP opener when:

1. There are five words or more in the PP.
2. There are two PP's in a row.
3. It is a short PP and you hear a definite pause.

2. The girl prayed _____ the service.

<> **14b.** (T) Recite forty prepositions to your teacher before continuing 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:**

1. **over** the clouds
2. **during** the service

Prepositional phrases are especially good when used at the beginning of a sentence as a sentence opener. In order to use prepositional phrase openers well, you need to learn the following punctuation rules:

1. If a prepositional phrase opener has **fewer than five words**, a comma is **not** needed unless you hear a definite pause, or unless it is needed to make the subject clear.
 - a. With her friend Sue, Jill worked diligently. (Without the comma, it is difficult to see if the friend is *Sue* or *Sue Jill*.)
 - b. After that, workers began working diligently. (Without the comma, it is difficult to see whether the sentence should read *After that workers* or *After that*.)

2. If a prepositional phrase opener has **five words or more**, a comma **should always** follow it.

- a. Throughout our entire earthly lives, we should hunger and thirst for righteousness.
- b. During our whole Christian walk, we should seek after God.

3. If a prepositional phrase opener has **two prepositional phrases in a row**, a comma **should always** follow it.

- a. **In the name of the Lord**, we come.
- b. **From the rising of the sun**, we should seek the Lord.

<> **14c.** Study Grammar Cards about prepositional phrases and prepositional phrase openers provided in this lesson.

<> **14d. Optional:** Make Grammar Cards about prepositional phrases and prepositional phrase openers, or add new information to existing cards.

<> **14e.** Complete the following steps for the sentences provided.

- (1) Place parenthesis () around all prepositional phrases throughout the sentences.
- (2) Highlight each sentence's main subject with one color.
- (3) Highlight each sentence's main verb with another color.
- (4) Place commas in the sentences provided, according to the prepositional phrase opener rules learned in this lesson.

Note: You may highlight the one word subject (*boy*) or the describer with the subject (*the small boy*). In many cases, the describer is needed as part of the subject in order to show that specific subject (i.e. not just any boy but the small boy).

1. Inside the great hall near his royal home a small boy stood.
2. From childhood the boy realized that this would be his dining hall when he grew older and ascended to the throne of England.

3. Beyond a ravine he found a little chapel and went inside to kneel for prayer.
(*Inside is an adverb here; it can't be a preposition because it doesn't have an object of the preposition following it.*)
4. From his heart he told God that he did not want the drunkenness and crudeness that went with palace life.
5. From that moment he turned his life over to God, and the glory of God filled that little chapel. (*Over is an adverb here.*)
6. With a new sense of spiritual purpose the young boy got up from his knees. (*Up is an adverb here.*)
7. In later years he became one of the greatest rulers in England's history, Alfred the Great.
8. During the last decade of the ninth century Alfred the Great codified the laws of England.
9. For the purpose of "worthily and fittingly steering and ruling the dominion" entrusted to him he organized the legal system of his realm.
10. With the Ten Commandments and excerpts from the Mosaic Law he prefaced his code.
11. Throughout the laws that Alfred established there were obviously biblical origins.
12. From King John in 1215 A.D. we find *The Magna Carta*.
13. In a detailed comparison of The Magna Carta and a similar Spanish charter a university law professor has pointed out the biblical origins. (*Out is an adverb here.*)
14. In *The Mayflower Compact* we also see biblical foundations.
15. To the shores of the new world the courageous men and women who fled the tyranny and religious persecution of England carried the principles of God's law.
16. From the tiny deck of the *Arabella* Puritan leader John Winthrop shared a similar vision for America.

<> **14f. Optional:** Write sentences with prepositional phrase openers punctuated according to the rules learned in this lesson.

Basic Level: Write fifteen sentences.

Extensions: Write twenty sentences.

<> **14g.** Place commas in the sentences provided, according to the prepositional phrase opener rules learned this week.

1. From their earliest days Mrs. Wesley taught her children to cry quietly and never to grab for their food.
2. Before they could walk or speak they learned to ask God's blessing upon their provisions.
3. In her heart Mrs. Wesley determined to raise her nineteen children for the Lord.
4. With a straightforward and firm philosophy of child rearing she raised her children in the fear of the Lord.

5. With love and concern Mrs. Wesley carefully balanced her discipline of the children.
6. During each week she would set aside a special time to instruct each child individually from the Bible and talk with them about spiritual matters.
7. On Thursday evenings little John Wesley would have a special hour with his mother.
8. Within John Wesley a hunger for the righteousness of God was kindled.
9. By the age of seventeen John had dedicated his life to the preaching of the Gospel.
10. By going to Christ's Church College at Oxford he thought he would be adequately prepared for the ministry.
11. To his horror he discovered that many of his classmates who were being prepared for the ministry were blasphemers living in open sin.
12. With the sinful conditions at the school and the taunting of his classmates John Wesley was motivated to gather the students who were spiritually-minded to meet together once a week for mutual spiritual encouragement and study of the Scriptures.
13. In addition to their weekly meetings the earnest members of the study group looked for every opportunity to minister to the sick, poor, and imprisoned.
14. From their own funds they established schools for the poor.
15. During this time they regularly visited the prisons, bringing both spiritual and physical refreshment to the inmates.
16. During criminals' time of execution they were on hand to minister to them.
17. From their weekly meetings they developed a Bible study group that met three to four evenings a week to study Greek and Latin together.
18. By reducing their food and sleep to a minimum they had more funds and time to carry out their spiritual objectives.
19. For the strictest evaluation of their conduct they became accountable to each other.
20. During this time they were mocked and taunted with such names as "Bible moths," "Bible bigots," and "Methodists."
21. From their methodical and punctual manner they were given the name Methodists.
22. Throughout this time the heckling students labeled them "The Holy Club," thinking that to accuse them of the desire to be holy was the greatest insult they could give them.
23. From this group of hecklers came a young man who began showing an interest in the study group.
24. Within a short time this man, George Whitefield, became a Christian and joined the group in their studies.
25. From the Oxford's chapel the bishop proclaimed that John would one day be a standard-bearer of the cross in his own country or beyond the seas.
26. Before John's father died he said to John, "The strongest proof of the Christian life is the inward witness."
27. Into America John and Charles went to become missionaries among the Indians in Georgia.
28. During the fifty-seven day voyage a violent storm erupted on the ocean.
29. For two years John Wesley attempted to work with the Indians and debtors in Georgia's wilderness.

30. Throughout his ministry he sought to be a true peacemaker.

<> 14h. On the lines provided, rework ten of the sentences from above, placing the PP opener in each one elsewhere. Remember, you rarely need a comma with a PP that is located elsewhere in a sentence -- one that is not an opener.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Help Box for 14a.

You should have highlighted the following words:

- | | |
|-------------------------------|-----------------------------|
| 1. of entrapment | 2. in nitrogen - poor soils |
| 3. with nitrogen - rich flies | 4. with spines |
| 5. like prison bars | 6. between them |
| 7. of each leaf | 8. like hinges |
| 9. of the three trigger hairs | 10. on the inside |
| 11. of the leaf | 12. for another insect |

Note: *After* is used as a subordinator in the paragraph rather than a preposition.

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

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

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

<> **15.** 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*.

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

<> **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.

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.

20. Composition: Final Copy Research Report From Given Material

- <> **20a.** Write the final copy of your report in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **20b.** 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 containing information from a character book using prepositional openers.
- 2E. In your notebook, take more notes about John Wesley's childhood.
- 3E. In your notebook, write your paragraph(s) about John Wesley's childhood.
- 4E. Edit and revise your paragraph(s) from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write forty compound words.
- 6E. Read ten of the places in the Bible where persecutions are discussed.
- 7E. Find twenty sentences with various openers from a character book, and copy them into your notebook.
- 8E. In your notebook, write twenty sentences using prepositional openers.
- 9E. Read the book *Susanna Wesley*.
- 10E. Write a book report on the book you read in this lesson.
- 11E. In your notebook, write any extra poetry, essays, letters, journal entries, etc. as directed by your teacher.

Checklist Challenge Red 2-C: 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).

☐ All **All Levels**

☐ FE **Further Extension only**

☐ B **Basic Level only**

☐ B,E **Basic and Extension only (No Further Extension)**

☐ E **Extensions only**

☐ **All levels—checks will vary**

☐ E's **EXTENSIONS**

☐ All ☐ All ☐ All ☐ All
☐ E's ☐ 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 ☐ 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

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	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
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

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
E's	FE		

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

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

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

All All 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.

B

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

Punctuate appropriately:

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

☞ Interjections include words from the following rhyme:

My, well, oh
Wow, yes, no

B B

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

Examples:

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

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

E's E's E's E's
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 ☐ E ☐ 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
☐ E's ☐ 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.**

☐ B ☐ 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.

☐ E's

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

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 ☐ 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
1. To See: 1. Copy the word you need to practice on the first empty line of this column. 2. Look at this first word carefully. 3. Pay attention to the parts of the word that follow spelling rules you already know. 4. Look closely at the shape of the word. 5. See if there are parts of the word you know easily.	2. To Say: 1. Say the word you wrote in column one loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. 2. Try to picture the word in your mind. 3. Close your eyes to picture the word, if needed.	4. To Spell: 1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. 2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot: 1. Uncover the word in the 1. SEE column. 2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)	6. To Stop/Start: 1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. 2. If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

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

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)--Extensions Only

Thirty Seconds

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

BHL Verbs--Extensions Only

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. List two (**Extensions:** List four) words that are synonyms of persecute from this week's Vocabulary Box.

a. _____ b. _____

Extensions:

c. _____ d. _____

2. Write a sentence about this week's passage using a synonym you listed above.

II. Outlining and Write On

3. Write sentences from the Key Word Outline notes given below, using your own vocabulary:

a. orb webs (ppl see+++) = created → 2 fans

b. build web = erect bridge → plants & reinforce

c. secure center bridge w/ ↑silk = construct frames

d. → designs spiral/non-sticky silk (basting) = framework → position & finishes web

e. Temp spiral complete = b a c k t r a c k s = creates perm spiral viscid silk/basting off

a. _____

b. _____

c. _____

d. _____

e. _____

* 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.

4. Write one strong verb that you can think of in place of underlined verbs in provided sentences:
 - a. The Venus' fly trap catches and eats bugs and flies. _____
 - b. This shows another example of entrapments. _____
 - c. The central rib of each leaf has thin-walled cells that work like hinges. _____

III. Grammar and Usage

5. List eight (**Extensions:** List twelve) BHL verbs:

- | | | |
|----------|----------|----------|
| a. _____ | b. _____ | c. _____ |
| d. _____ | e. _____ | f. _____ |
| g. _____ | h. _____ | |

Extensions:

- | | | |
|----------|----------|----------|
| i. _____ | j. _____ | k. _____ |
| l. _____ | | |

6. What are two common uses for the word *to*:
 - a. _____
 - b. _____
7. How can you tell if *to* is being used as an infinitive or as a preposition?

8. List eight prepositions (**Extensions:** List ten) that have to do with time (as opposed to position):

- | | | |
|----------|----------|----------|
| a. _____ | b. _____ | c. _____ |
| d. _____ | e. _____ | f. _____ |
| g. _____ | h. _____ | |

Extensions:

- | | |
|----------|----------|
| i. _____ | j. _____ |
|----------|----------|

9. Write the two **Preposition-Check Sentences**:

- a. _____
- b. _____

10. Which Preposition-Check Sentence has to do with position and which has to do with time? (Write answer beside check sentences in #9).

11. Isolate prepositional phrases in the sentences provided below:

- a. From childhood, the boy understood that he would live here all of his days.
- b. He found a little chapel near his home by a ravine.
- c. The boy got up from his knees with a new sense of purpose and a plan of attack.
- d. He became one of the greatest rulers in England's history.

IV. Homophones and Spelling

12. Did you use a tip to remember which Wacky Word is which—*course* or *coarse*?

13. If so, what is your memory tip?

Red 2-C: Week Two

Character Focus: Boldness

Vocabulary Box

Synonyms of *persecute*

afflict	oppress	harass
betray	pursue	torture
imprison	martyr	

Vocabulary Box

Antonyms of *persecute*

console	defend	solace
protect	shelter	uphold
hearten	strengthen	

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

Opening Paragraph	All--Paragraph 1	Character is the one thing in our lives that we have full control over—and the one thing in our lives that says more about us to others than anything else. People might be somewhat impressed by talent, wealth, and heritage. However, people are overwhelmingly impressed with positive character. For this reason, there are three character qualities that I feel are foundational to all others—and three that we should all seek to exhibit in our lives: kindness, responsibility, and respect.
PoB-A	All--Paragraph 2	What do all of these people have in common: Clara Barton, Mother Theresa, and Florence Nightengale? They are all known for the uncommon—yet foundational—character quality of kindness. Kindness may be defined as gentleness, caring, extending good deeds to others, sympathetic behavior, and more. It is evident in “caring” professions, such as nursing, teaching, medicine, and other emergency-care-providing careers. People nowadays often do not take the time or trouble to be kind. Yet, kindness is a hallmark of a person filled with character. As the famous quote relates, “People will forget what you say to them, but they will never forget how you make them feel.” Kindness makes people feel loved—and we should seek to embrace and exemplify this quality in our lives.
PoB-B	All--Paragraph 3	“Oh, he’ll be late for sure. He always is.” “Oh, the trash didn’t get taken down again. I knew that would happen.” “May I have another week to turn in this paper? I know I did this last time, but more things have come up.” Those quotes are words often spoken about or by someone lacking in this second foundational quality—responsibility. People who are irresponsible are not desired as employees since most jobs require people who can be counted on to follow through and get the job done. Irresponsibility will not only hurt a person in his occupation. Moreover, it causes problems in our faith, in our relationships with others, and in our homes. Responsibility, on the other hand, makes a person sought after as an employee, volunteer, friend, and mate.

PoB-C	All-Paragraph 4	<p>It is often said that respect must be earned. And maybe there is some truth to that. However, the third foundational quality, that of respect, is one that we should seek to possess regardless of the worthiness of others. True respect is esteeming others for their positions—regardless of whether they are carrying out their positions in ways that we think they should. Obviously, we should never respect or be connected to one who is involved in sin or asking us to sin (such as a dishonest boss who wants us to cheat for him). However, we should respect those in authority by rising when it is appropriate (such as for a leader, a female, or the elderly entering the room); by speaking with acceptable titles and names; by not demeaning those over us to other people; and more. We should begin learning and practicing respect with our parents and grandparents. This will make it a natural extension to our employers and other leaders.</p>
Closing Paragraph	Extensions-Paragraph 5	<p>What does a kind, responsible, and respectful person look like? Think about that yourself. Do you know individuals who exhibit all three of those character qualities? Are they liked by others? Are they desired as an employee or volunteer? Are they respected because of their respect for others? Kindness, responsibility, and respect—three character qualities that all of us should desire in our lives.</p>

↔ **1a.** Read this week's passage aloud.

↔ **1b.** Write four of the words from the Vocabulary Box (two synonyms and two antonyms) on the lines provided.

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

↔ **1c.** Write three sentences about character using three of the words you listed in 1b.

1. _____

2. _____

3. _____

↔ **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. (The DD box is in the Vocabulary Packet located in the back of your entire CQLA book.)

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

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 we suffer for God's sake, we are made stronger by it.

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*.

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

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

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

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

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

Character Focus: God promises we will be rewarded for suffering for His sake.

(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

This is a faithful saying: For if we die with Him, we shall also live with Him.

II Timothy 2:11

<> **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: Because many believed that reform was needed, they sought change.

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.

Further Study: Write a historical fiction story about how John and Charles Welsey were persecuted.

2. Spelling: *Ent, ant, ance, ence* Families

Examples: different, rampant, chance, difference

<> **2a.** In the fourth paragraph of the passage, highlight the following words that contain one of the following families at or near the end of it: *ent, ant, ance, ence*:

1. parents
2. grandparents
3. extension

Further Study: Study the life of Elijah and explain how he showed courage.

<> **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 six sentences using six of the spelling words.

<> **2g.** On the lines provided, copy the spelling words at the level directed by your teacher.

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

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. benevolent*	be-nev-o-lent			
2. precedent*	prec-e-dent			
3. president*	pres-i-dent			
4. accouterment*	ac-cou-ter-ment			
5. congruent*	con-gru-ent			
6. abhorrence*	ab-hor-rence			
7. dependence	de-pend-ence			
8. coincidence*	co-in-ci-dence			
9. adolescence*	ad-o-les-cence			
10. competence*	com-pe-tence			
11. benignant*	be-nig-nant			
12. cognizant*	cog-ni-zant			
13. comeuppance*	come-up-pance			
14. acquaintance*	ac-quaint-ance			
15. cognizance*	cog-ni-zance			
16. happenstance	hap-pen-stance			
17. reluctance*	re-luc-tance			
18. accommodation*	ac-com-mo-da-tion			

***Commonly Misspelled**

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

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
19. acquiescent*	ac-qui-es-cent			
20. connivance*	con-niv-ance			
Further Extension				
21. dissidence*	dis-si-dence			
22. imminence*	im-mi-nence		means about to occur	
23. eminence*	em-i-nence		means outstanding or distinguished	
Optional				
24. shelter	shel-ter			
25. strengthen	strength-en			
26. solace	sol-ace			
27. uphold	up-hold			
28. strengthening	strength-en-ing			

***Commonly Misspelled**

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

Further Study: Read about the Holy Club in a book about John or Charles Wesley or George Whitefield.

3. Editor Duty: Correct Given Paragraph(s)

DO's, IO's, PN's, Dates and Numbers

<> 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 direct objects and indirect objects.

(3) In any of the paragraphs, highlight the misspelled words, and write their correct spellings above them, if you have not already done so.

the early framers of our Constitution fully understood the need for christian philosophy and principals in the constant of the government they sought to develop. the principals of the Word of god permeated colonial america, although not every person was a believer. america was christian to the extant that it thought and acted from a biblical base

each state assumed the responsibility to implemant laws pertaining to crime property and family the Tenth Amendmant to the Constitution guarenteed the individual states the power to make such laws.

many early state laws originated directly from Sir william blackstone's commantaries. sir blackstone a christian believed the fear of the lord was the beginning of wisdom he took it as self-evidant that the source of all laws is god. he based his beliefs upon the existance of an omnipotent god who governs the affairs of men concluding that man is bound by gods' laws, which are the absolutes of society (*That man is bound by gods' laws* is a dependent or subordinate clause.)

Character Focus: When we have right attitudes, motives, and actions, some people will still not like us.

4. Spelling Practice: Choose the Correct Spelling

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

1. benevolent benevolant

2. precedent precedant

3. precident president

4. accouterment acouterment

5. congruant congruent

6. abhorrence	abhorence
7. dependence	dependance
8. coinsidence	coincidence
9. adolescence	adolesence
10. competence	competence
11. binignant	benignant
12. cognizant	cognizent
13. comeuppance	comeupance
14. acquaintance	acquaintence
15. cognizence	cognizance
16. happenstance	happinistance
17. reluctance	reluctance
18. accommodation	acommodation

Optional Penmanship Practice

If we endure, we also shall reign with Him.

II Timothy 2:12

Further Study: Read Genesis 6 through 9 and Hebrews 11, and learn how Noah profited from standing up to persecution.

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

19. acquiescent	acquiesent
20. connivence	connivance

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

21. dissidence	dissidance
22. immunence	imminence
23. emminence	eminence

Further Study: Make a list of the ways Paul was persecuted for righteousness' sake during his missionary travels.

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

24. shellter	shelter
25. strenthen	strengthen
26. solace	solase
27. upholde	uphold
28. strenthening	strengthening

Topic of Paragraph Line

The "Topic of Paragraph Line" that is above each paragraph of each essay is provided as a comprehension and a composition exercise. As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.

As a composition exercise, its merits are endless. It is one of the first keys that CQLA uses to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years have become very adept at knowing when a paragraph ends and when a new one should be started. It narrows the student's thinking to see that everything I write in this paragraph has to be about that topic.

Do not let your students skip this vital step! The "Topic of Paragraph Line" is different than many other outlining tools (like the KWO) that require a student to use no more than a certain number of words, write in phrases or sentences only, etc. On this line, students may use as many words as they desire and may write phrases or complete sentences. Encourage your students to use this line to help them.

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

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

5. Study Skills/Prewriting: Key Word Outline

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

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of the entire paragraph.
 - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **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 rewrite 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--Opening Paragraph

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

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

All--PoB-A

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Further Study: Make a list of the ways Paul and Silas were persecuted for righteousness' sake.

All--PoB-B

Topic of Paragraph 3 _____

Sentence 1⁺ _____
(You may include the quote word-for-word in your outline, if desired.)

Sentence 2⁺ _____
(You may include the quote word-for-word in your outline, if desired.)

Sentence 3⁺ _____
(You may include the quote word-for-word in your outline, if desired.)

Sentence 4⁺ _____
(You may include the quote word-for-word in your outline, if desired.)

Sentence 5⁺ _____
(You may include the quote word-for-word in your outline, if desired.)

Sentence 6⁺ _____
(You may include the quote word-for-word in your outline, if desired.)

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Sentence 11 _____

Further Study: Look up the word persecution in the original Greek.

Further Study: Find a passage in Scripture where a mob attacked a godly person. How did God use the mob?

⁺You may choose other "irresponsible quotations" for these sentences.

All--PoB-C

Topic of Paragraph 4 _____

Sentence 1 _____

Character Focus: Read about the persecution of the church under the Emperor Domitian, and write an essay explaining how this strengthened the church.

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

(You may use up to ten words for Sentence Six--You may divide this compound sentence up into multiple sentences if you are not familiar with advanced semicolon or parenthetical phrase use.)

Sentence 7 _____

Sentence 8 _____

All--Closing Paragraph

Topic of Paragraph 5 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sample KWO

Paragraph Two (PoB-A)

Topic of Paragraph 2: Kindness is an important, but sometimes lost, quality

Sentence 1: people → common: Barton, Mother Theresa, Nightengale

Sentence 2: known 4 ~~common~~ quality kindness

Sentence 3: kindness = gentleness, caring, good deeds

Sentence 4: evident → nursing, teaching, medicine

Sentence 5: people nowadays ~~time~~ 2 b kind

Sentence 6: kindness hallmark person w/ character

Sentence 7: quote: people forget say, forget feel

Sentence 8: kindness = love exemplify → lives

Sample Paragraph from KWO

PoB-A

Paragraph 2

What quality did Clara Barton, Mother Theresa, and Florence Nightengale all possess? They all exhibited the rare characteristic of kindness. Tenderness, benevolence, and compassion are just a few words that describe kindness. Nurses, teachers, doctors, and other care-giving vocations usually display this attribute. In today's busy society, people rarely show kindness. However, a person of good character will regularly display this trait. One famous quote states: "People will forget what you say to them, but they will never forget how you make them feel." If we desire people to feel loved, we should strive to impart kindness to all.

Further Study: Read through the book of First Peter, and write down what God teaches you through it.

6. Spelling Practice: Six "S" Spelling Secret

- <> **6a.** Take a spelling "pre-test" in your notebook.
- <> **6b.** 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.
- <> **6c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

7. Write On: Introductory Material

Besides prepositional phrase openers, the passage this week has other kinds of sentence openers that are helpful in writing.

- <> **7a.** In the third and fourth paragraphs of the passage, underline the following words or phrases with a highlighter:

- | | |
|-----------------------------|---------------------------|
| 1. Moreover, (paragraph 3) | 2. However, (paragraph 4) |
| 3. Obviously, (paragraph 4) | 4. However (paragraph 4) |

These are also known as introductory material. **Introductory material is material that introduces a sentence.** Because of that, we sometimes call these sentence openers.

Grammar Card: Introductory Material

- **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

Introductory material is set off from the rest of the sentence by a comma. **Introductory material can be removed from the sentence and still leave a complete sentence.** For this reason, it is sometimes also called non-essential information—it is not needed to make the sentence complete.

Introductory material may also be 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.

These all have the same things in common.

1. Each one is **not needed to make the sentence complete**. They can be removed from the sentence, and a complete sentence remains.
2. Each one is **often set off with commas**.
3. Each one **adds interesting information to your sentence**.
4. Each one is a **measure of an advanced writer**.

When non-essential information or introductory material is very short, it is not always necessary to follow it with a comma. The way that an opener sounds when the sentence is read aloud determines appropriate comma usage on short openers. **Place a comma following an opener if you hear a definite pause or if your voice goes down when reading it.**

↔ **7b.** Study the Grammar Card about introductory material provided in this lesson.

↔ **7c. Optional:** Make a Grammar Card about introductory material, or add new information to an existing card.

↔ **7d.** In the sentences provided, complete the following steps:

- (1) Highlight all of the introductory material (sentence openers) at the beginning of the sentences.
- (2) Place commas as needed.
- (3) **Extensions:** Cross out the sentence opener in each sentence and write a different **type** of opener above the crossed out one.

Example: Thus, Satan causes many to fall into sin (CA opener).

Actually, Satan causes many to fall into sin (Ly opener).

- (4) **Further Extension:** Highlight the main subject of each sentence.

1. When we are persecuted for righteousness' sake it is a clear confirmation that we have effectively engaged God's enemy.

2. Since the suffering takes place in a temporal setting there is no way to make a comparison with eternity and indestructible things.
3. Knowing about this comparison we can have great rejoicing through suffering.
4. From the persecution we experience we can relate to the power of the risen Christ working in us and through us.
5. Fortunately we will have an inward attitude that will indicate to us that we are being persecuted for Christ's sake rather than for our own sake.
6. Warning us through Scripture about Satan the Bible says that he is as a roaring lion seeking whom he may devour.
7. Yes his strategy in roaring is to intimidate and unnerve Christians through pressures and persecution so that they fail to claim God's promises and power.
8. Thus Satan causes many to fall into sin.
9. To be a kingdom it must have four things: a king, laws, subjects who obey the laws, and borders.
10. Persecuted for righteousness' sake Paul willingly accepted all that was aimed at him.
11. Working for the Lord we are a threat to Satan's kingdom.
12. When they heard these things they were cut to the heart.
13. Because we are not conforming to the world the world hates us.
14. As a zealous Pharisee Paul persecuted Christians in the early churches, forcing thousands to flee.

Teacher Tip: Nearly all sentence openers are non-essential information or introductory material. The reason for learning the names for certain ones is that they require special punctuation. Help your student "hear" where the commas go and "see" where non-essential material ends and the complete sentence begins.

<> 7e. Optional: Write sentences with various non-essential information openers (introductory material) followed by commas.

Basic Level: Write ten sentences.

Extensions: Write twelve sentences.

Further Extension: Write fifteen sentences containing information from a character book or another source.

8. Write On: Introducing Quotation Use

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.
 11. Put a dash, semicolon, colon, or parenthesis inside closing the quotation mark only if it is part of the quotation:
 - The article title has two funny parts “Ready or Not;” and “Here I Come.” (This is extremely unusual--and the semicolon goes inside the quotation marks in this case only because the title itself has a semicolon in it, and the sentence is dividing the title in two to describe it--the article title is “Ready or Not; Here I Come.”)
 12. A final semicolon, colon, or dash should be placed outside the closing quotation mark all other times--when they are *not* part of the quoted material.
 - He said, “Go on”; the child did.

General How-To Quote Inclusion in 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 after the final punctuation mark of your quote.
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.

Citation Examples for "People" Quotes in Outline

- a. If your quote is by a person, you may just include that person's name, if you and your teacher agree that this is all the information you need.

Example on Outlining Lines:

"Peace, like charity, begins at home." Franklin D. Roosevelt

- b. If your quote is by a person, but you want to have other information to tell the reader more about the person who said the quote, be sure to indicate that in your outline.

Example on Outlining Lines:

"I will prepare and some day my chance will come." Abraham Lincoln, sixteenth U. S. President

Citation Examples for "Book" Quotes in Outline

- a. A "book quote" may come from a book, newspaper, magazine, web site, etc.--any words you lift from a source and make into a quote. These words were not necessarily quoted in your source, but any time you use any words, word-for-word, they must be quoted with quotation marks since they belong to someone else.)
- b. 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

Note: If you are quoting a person (not just lifting words from a source but actually using words that were spoken by a person (even if the quote came from a book or source), just treat the words like a "person quote" for now and use a speech tag that tells who the speaker is (not what the book or source title containing this quote). (See the "Quoting a Person" boxes.)

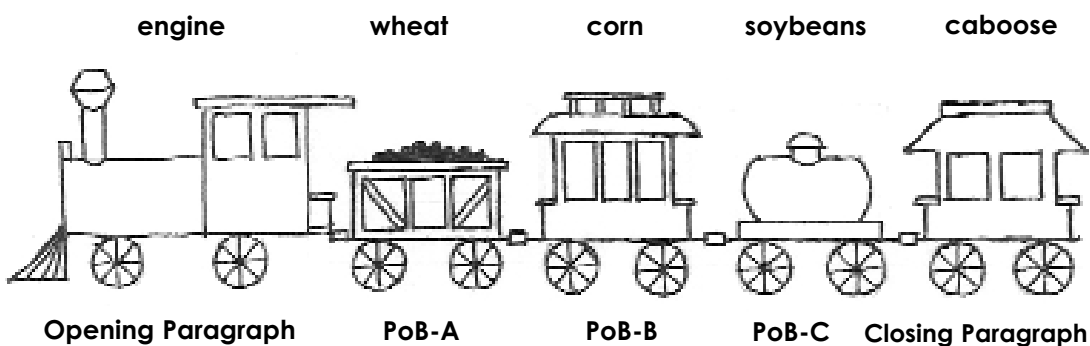
Note: These samples are for the outline. In your text, you will use the author's name in the speech tag.

9. Study Skills: Five Paragraph Essay With Train Analogy

- (1) If you have used other TFT curricula, you have probably practiced many Key Word Outlines, as well as other outlining and writing types.
- (2) In this lesson, you will learn how to combine three paragraphs together--and put them with an opening paragraph and a closing paragraph to create a Five Paragraph Essay.
- (3) First of all, you need to understand about opening paragraphs and closing paragraphs--and paragraphs of the body (P'soB).

<> 9a. Look at the train picture given in this lesson and consider these aspects of essay writing:

- (1) If you think of the train cars in the middle (not the engine and not the caboose) as the body paragraphs of an essay, you will start to understand essay writing better.
 - a. For example, one train can have many train cars in it—one with wheat, one with corn, and one with soy beans.
 - b. **Each car has its own contents.**
 - c. When you put the cars together in a line, **you have a train made up of different train cars.**
 - d. Each car stands all by itself with its own contents, but you can put them all together to make up one train.
- (2) Look at the first car--the engine.
 - a. When a train comes across the track, the engine is usually the first car that you see.
 - b. It **opens the way for the other cars.**
 - c. The other cars might contain wheat, corn, and beans, but the engine comes first.
 - d. It tells you **a train is coming.**
- (3) Look at the last car--the caboose.
 - a. When a train ends, it **often has a caboose.**
 - b. The caboose will **often be the last car of the train.**
 - c. It does not have wheat, corn, or beans in it, but it **tells you that the train is ending.**



What does this have to do with writing?

Think of your essay paragraphs as parts of a train:

1. **The three paragraphs in the middle of the given passage (paragraphs A, B, & C of body) are the body of the train**--the cars in the middle.
 - a. You do not have wheat, corn, and soybeans in your "cars."
 - b. You have **three different character qualities** in yours.
 - c. By itself, each paragraph of the passage is just a paragraph--maybe a one paragraph essay (if you added an opening sentence and a closing sentence).
 - d. This week you will put the three PoB's together as the body (or the "cars") of your essay ("train").
2. Now that you have the cars in your train, **you need an engine**
 - a. The **engine is the opening paragraph** of the essay.
 - b. It **tells your reader that an essay is coming**.
 - c. It tells your reader **what the essay is going to be about**.
 - d. Yes, your **opening paragraph will be your train's engine**.
3. What else do you need? The **caboose**, of course!
 - a. The caboose of your essay will be a closing paragraph.
 - b. It **will tell your readers that your essay ("train") is ending**.
 - c. It **will tell your readers what your essay was about**.
 - d. It will leave your reader interested.

Just like a train, an essay can be long or short.

- a. It can have one engine and two cars = 1 Opening Paragraph + 2 P'soB.
- b. It can have one engine, one car, and one caboose = 1 Opening Paragraph + 1 PoB + 1 Closing Paragraph.
- c. It can have five paragraphs = 1 engine, three cars, and one caboose.
- d. It can have many, many train cars--each a car by itself, but all put together to create one long train--one long essay.

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

<> 10. Use the Checklist Challenge located after this week's lesson to edit your report.

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

11. Spelling Practice: Write That Word!

<> 11a. On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> 11b. Complete the following steps for one of the words you listed in 11a.

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

<> 11c. Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

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

12. Grammar: Weekly Quizzes

↔ **12a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

Note: Complete any portion of the shaded parts that you are able to. 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: Final Copy Original Expository Essay

- <> **15a.** Write the final copy of your essay in your notebook (on every line). If you prefer, you may key it on the computer (double spaced).
- <> **15b.** 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 containing colons using information from a character book.
- 2E. In your notebook, take more notes about how our laws have changed.
- 3E. In your notebook, write a paragraph(s) using your notes about how laws have changed.
- 4E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write fifty homophones.
- 6E. Read twenty of the places in the Bible where laws, justice, or rules are discussed.
- 7E. Find twenty sentences with past participle verbs from a character book, and copy them into your notebook.
- 8E. In your notebook, write twenty sentences using past participle verbs.
- 9E. Read the book *Seven Men Who Rule the World From the Grave* or a book by David Barton.
- 10E. In your notebook, write a book report about the book you read in this lesson.
- 11E. In your notebook, write any extra poetry, essays, letters, journal entries, etc. as directed by your teacher.

Checklist Challenge Red 2-C: 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).

☐ All **All Levels**

☐ FE **Further Extension only**

☐ B **Basic Level only**

☐ B,E **Basic and Extension only (No Further Extension)**

☐ E **Extensions only**

☐ **All levels—checks will vary**

☐ E's **Extensions**

☐ 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.

☞ **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:

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

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

☐ All ☐ All ☐ All ☐ All ☐ All

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

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

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

☐ All ☐ All ☐ All ☐ All ☐ All

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 ☐ 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 ☐ 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

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: **“Character Qualities”**
- Something comical: **“Got Character?”**
- Something bold: **“Character!”**
- A song title or line: **“How Firm a Foundation”**
- A Scripture: **“In All Things...”**
- Something biblical: **“Whatsoever Ye Do”**
- Something about character: **“Three Foundational Qualities”**
- Something informative: **Desired Qualities**
- Other: **“Kindness. Responsibility. Respect.”**

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

☐ All

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

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

All

Add a **transition sentence** to the beginning of the second paragraph or at end of the first paragraph. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **First**, they set snares and traps for their victims.
- **After that**, there is no way for the creature to get loose.

☞ **Be sure your transition sentence takes the reader smoothly from the first paragraph to the body of your paper.**

All

Add one **SSS5 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

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

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

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

All

All

All

All

All

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

Examples:

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

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

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

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

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.

- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

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

☐ All ☐ All ☐ All ☐ All ☐ All

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, find them and highlight or code them, then 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 ☐ 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

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 it as directed by your teacher.

Examples:

- Joined by *and*: The **loving** and **gentle** Savior cares for us.
- Joined by a comma: The **loving, gentle** Savior cares for us.

☐ All ☐ E's

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

☐ All ☐ 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.

☐ 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.**

E's 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 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
1. To See: 1. Copy the word you need to practice on the first empty line of this column. 2. Look at this first word carefully. 3. Pay attention to the parts of the word that follow spelling rules you already know. 4. Look closely at the shape of the word. 5. See if there are parts of the word you know easily.	2. To Say: 1. Say the word you wrote in column one loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. 2. Try to picture the word in your mind. 3. Close your eyes to picture the word, if needed.	4. To Spell: 1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. 2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot: 1. Uncover the word in the 1. SEE column. 2. Check your spelling right on the spot. (Do not go on to the next word until you have “spot checked” this word.)	6. To Stop/Start: 1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. 2. If you spelled that word wrong, you should START the Six “S” Spelling Secret over again for that word.

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

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

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

Conjunctive Adverbs

One Minute

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

Interjection Rhyme

Thirty Seconds

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

Subordinators--E's

Two Minutes or Three Minutes

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

Coordinating Conjunctions (FANBOYS)--Extensions Only

Thirty Seconds

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

BHL Verbs--Extensions Only

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. Outlining and Write On

1. Write three descriptive sentences about the passage for this week.

a. _____

b. _____

c. _____

2. Write three strong verbs you used this week?

a. _____ b. _____

c. _____

3. **Extensions**--Write what kind of sentence opener each of the ones provided below are:

a. For this reason, _____

b. Moreover, _____

c. Obviously, _____

4. Finish the "sentences" above, by adding a "complete sentence" to each opener.

a. For this reason, _____

b. Moreover, _____

c. Obviously, _____

* 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. Homophones and Spelling

5. **Extensions--**Write tips for six (**Extensions:** eight) of the homophones listed below. You may use ones you have learned in CQLA or come up with your own.

- a. then _____
- b. than _____
- c. affect _____
- d. effect _____
- e. coarse _____
- f. course _____
- g. calvary _____
- h. cavalry _____
- i. principle _____
- j. principal _____
- k. imminent _____
- l. emminant _____

6. Write two words under each category from this week's spelling list:

- | | |
|-----------|-----------|
| ent | ence |
| (1) _____ | (1) _____ |
| (2) _____ | (2) _____ |
| ant | ance |
| (1) _____ | (1) _____ |
| (2) _____ | (2) _____ |

III. Editing and Revising

7. **Extensions:** Did you find any adverbs to remove (in order to change the verb to a strong one) this week? If so, what was it? _____

8. What would be a good thesis statement for his week's passage?

9. What would be a good "thesis statement reloaded" for this week's passage (that would correlate with the thesis statement you listed in #8)?

10. What title did you give your essay this week?

11. List six (**Extensions:** List eight) Banned Words.

- a. _____ b. _____ c. _____
d. _____ e. _____ f. _____

Extensions:

- g. _____ h. _____

12. **Extensions:** Write three sentences about this week's passage with prepositional phrase openers.

- a. _____

- b. _____

- c. _____

Red 2-C: Week Three

Character Focus: Boldness

Vocabulary Box

Synonyms of *persecute*

afflict	oppress	harass
betray	pursue	torture
imprison	martyr	

Vocabulary Box

Antonyms of *persecute*

console	defend	solace
protect	shelter	uphold
hearten	strengthen	

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

The rabble in the street soon joined the press and pulpit, and mob violence often accompanied John Wesley's meetings. The attacks served only to increase people's attention to him and the message he delivered. Crowds frequently numbered from twenty to forty thousand. If a mob failed to break up his meeting, its members would follow him to his lodging, smash windows, and threaten to take his life.

Extensions

John Wesley was so undisturbed by this persecution that he would enjoy peaceful sleep with the confidence that God was his Protector. As a result of the persecution, God poured out His grace upon John Wesley and his followers. This grace gave him the desire and ability to achieve tremendous spiritual accomplishments.

Further Extension

In addition to his amazing preaching and teaching schedule, he read over twelve hundred books on many subjects while he traveled. He developed grammars of Hebrew, Greek, Latin, French, and English. He wrote, revised, and published a library of fifty volumes. John also penned and published a four-volume commentary on the whole Bible. He compiled a dictionary of the English language, a comprehensive history of England and Rome, a book on electricity, a guide on medicine for the common people, and six compilations of church music.

Character Focus: Sometimes when we suffer, we suffer for God's sake. Sometimes we do something wrong and get punished for it.

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

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

Synonyms of *persecute*

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

<> **1c.** On the lines provided, write three sentences about John Wesley using three of the vocabulary words you listed above.

Sentences with synonyms of *persecute*

1. _____

2. _____

3. _____

<> **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. (The DD box is in the Vocabulary Packet located in the back of your entire CQLA book.)

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

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

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

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

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

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

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

Further Study: Make a chart showing the difference between persecution and punishment.

1. _____ 2. _____
3. _____

(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: As a result of the persecution, God poured out His grace upon John Wesley and his followers. Double Prepositional Phrase 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.

2. Spelling: Plural Nouns

<> **2a.** In the passage, highlight the nouns that are plural.

Most of the plural nouns you highlighted were made plural just by adding s to the end of them. Unfortunately, that is not true of all words.

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, s, or ss**.
 - a. ash—ashes b. crutch—crutches
 - c. church—churches
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) joy—joys
 - 3) monkey—monkeys
 - 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.
 - a. If it ends in **consonant + o only (and it is not a music-related word), just add es**.
 - 1) tornado—tornadoes 2) halo—haloes
 - b. If it ends in **o, and it is a music-related word, just add s**.
 - 1) piano—pianos 2) alto—altos
 - 3) banjo—banjos 4) soprano—sopranos
 - c. If it ends in **vowel + o, just add s**.
 - 1) radio—radios 2) video—videos
6. When a word ends in **f**, you usually **change the f to a v**, then add **es**.
 - a. half—halves b. shelf—shelves
 - c. calf—calves d. Exception: roof—roofs

If none of the rules you learned this lesson apply, you just add **s** to the word. This is the easiest and most common way to make a word plural.

1. one peacemaker 2. two peacemakers

<> 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 74 and 75 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.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. branch	branch			
2. branches	branch-es			
3. umbrage*	um-brage			
4. umbrages*	um-brag-es			
5. principle	prin-ci-ple			
6. principles*	prin-ci-ples			
7. soprano	so-pran-o			
8. sopranos	so-pran-os			
9. oboe	o-boe			
10. oboes	o-boes			
11. half	half			
12. halves	halves			
13. theory	the-o-ry			
14. theories	the-o-ries			
15. energy	en-er-gy			
16. energies	en-er-gies			
17. century	cen-tu-ry			
18. centuries	cen-tu-ries			
19. identity	i-den-ti-ty			
20. identities	i-den-ti-ties			
21. analogy*	a-nal-o-gy			
22. analogies*	a-nal-o-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
Further Extension				
23. intricacy*	in-tri-ca-cy	_____		_____
24. intricacies*	in-tri-ca-cies	_____		_____
25. necessity	ne-ces-si-ty	_____		_____
26. necessities*	ne-ces-si-ties	_____		_____
27. responsibility	re-spon-si-bil-i-ty	_____		_____
28. responsibilities	re-spon-si-bil-i-ties	_____		_____
29. bacterium	bac-te-ri-um	_____	(unusual plural---look this up in the dictionary)	_____
30. bacteria*	bac-te-ri-a	_____		_____
31. curriculum*	cur-ric-ul-um	_____		_____
32. curricula*	cur-ric-u-la	_____		_____
Optional				
33. pursue	pur-sue	_____		_____
34. martyr	mar-tyr	_____		_____
35. harass	ha-rass	_____		_____
36. torture	tor-ture	_____		_____
37. martyrdom	mar-tyr-dom	_____		_____
38. harassment	ha-rass-ment	_____		_____
39. torturous	tor-tur-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.

Help Box for 2a.

You should have highlighted the following words:

- | | |
|---------------|--------------------|
| 1. meetings | 2. attacks |
| 3. people('s) | 4. Crowds |
| 5. members | 6. windows |
| 7. followers | 8. accomplishments |
| 9. books | 10. subjects |
| 11. grammars | 12. volumes |
| 13. people | 14. compilations |

3. Editor Duty: Correct Given Paragraph(s)

Sequencing/Enumerating; Noun Markers

<> 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 articles.

- (3) In the second and third paragraphs, highlight all of the sequencing words, and place the proper punctuation following them, if you have not already done so.

Note: Be careful of the “double openers” at the beginning of sentences. In some cases, you will need a punctuation mark following the sequencing word and another one following the clause or phrase that proceeds the sequencing word—before the complete sentence (subject part/predicate part) begins.

Cape hunting dogs are between the more brutal predators in the world for they begin feeding on there pray usually a gazelle a zebra or a wildebeest, while it is still alive. Because no one dog is strong enough to take down such a large animal by itself Cape hunting dogs live and hunt in packs averaging in size from 12 to 20 dogs

Their black yellow and white mottled coats provide the Cape dogs with camouflage, while the ample tuft of white at the tip of each dogs' tail act as a flag, helping members of the pack to stay together during hunts in thick undergrowth. Initially a dominant male usually leads the hunt which often begin with members following the leader single file. The pack moves slowly and steadily until they spot prospective prey. Secondly once they choose there intended victim the dogs vigorously pursue they're prey. Because these predators can maintain a pace of up to 30 miles per hour the hunt quickly becomes a test of stamina

Thirdly as the leader catches up to the prey he locks his jaws into any soft flesh he can grab and simply hangs on. This action slows and weakens the victim enough that other dogs can also find a vulnerable spot to attack eventually the entire pack converges on the struggling victim and pulls it to the ground. Finally once it is down the dogs begin feeding immediately.

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|---------------|------------|
| 1. branch | brach |
| 2. braches | branches |
| 3. umbrige | umbrage |
| 4. umbrages | umbriges |
| 5. principle | prinsiple |
| 6. principles | prinsiples |
| 7. sopranno | soprano |
| 8. sopranos | soprannos |
| 9. obow | oboe |
| 10. obows | oboes |
| 11. half | haff |
| 12. haves | halves |
| 13. theery | theory |
| 14. theories | theeries |
| 15. energy | energee |
| 16. energies | energees |
| 17. sentury | century |

Further Study: Make a list of rewards we get when we are persecuted for righteousness' sake.

- | | |
|-----------------|------------|
| 18. senturies | centuries |
| 19. identity | identitty |
| 20. identitties | identities |
| 21. analogy | annalogy |
| 22. annalogies | analogies |

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

Further Study: Read the story of Joseph and identify the ways he reacted to being treated wrongly.

- | | |
|----------------------|-------------------|
| 23. intricasy | intricacy |
| 24. intricacies | intricasies |
| 25. necessity | neccessity |
| 26. necessities | neccessities |
| 27. responsibility | responsibillity |
| 28. responsibilities | responsibillities |
| 29. bactereum | bacterium |
| 30. bacteria | bacterea |
| 31. curricullum | curriculum |
| 32. curricula | curricula |

Further Study: Read about the *Institutes of the Christian Religion* by John Calvin and its effect on the church.

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

- | | |
|-----------------|------------|
| 33. pursue | persue |
| 34. martyr | marter |
| 35. harrass | harass |
| 36. torture | toretur |
| 37. martyrdom | marterdom |
| 38. harrassment | harassment |
| 39. toreturous | torturous |

Further Study: Identify a time in your life when you suffered persecution for your faith. Find another time when you 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.

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

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

Character Focus: People have always had the choice to give in to evil or stand up for what is right.

Optional Penmanship Practice:

For what glory is it, if, when you are buffeted by you 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

Overview of Original Expository Essay Using 1-3-1 Approach

This week you will learn about non-persuasive essay writing (using the Sentence-by-Sentence method) with the 1-3-1 Paragraph Essay Approach. However, this week you will write an “informative” type of essay writing. Again, an informative essay explains to the reader (or “exposes” him to information)—but without all of the statistics and data that more research-based informative writing contains.

There are many, many ways to write Expository Essays. We will continue with the 1-3-1 Essay Approach that you used (unknowingly or knowingly) last week, but even within that format, there are different ways to organize material.

I. TOPIC OF ESSAY

You will be writing an **expository essay** about **three character qualities that are somehow linked to each other**. You may choose a category of qualities given below or design your own category.

- A. Three **“foundational”** qualities for toddlers and preschoolers--obedience, contentment, and cheerfulness.
- B. Three **“student”** qualities--diligence, thoroughness, and responsibility
- C. Three **“success in life”** qualities--kindness, respect, and responsibility
- D. Three **“feeling”** qualities--love, empathy, and gentleness
- E. Three **“helping”** qualities--helpfulness, thoroughness, and initiative
- F. Three **“marriage”** qualities--submission, love, and respect
- G. Three **“virtuous”** qualities--moral, honorable, and ethical
- H. Three qualities **related to this month’s topic** (boldness)--courage, discernment, and resourcefulness

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

All students will write **3 paragraphs** for the body.

III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write **6-8 sentences per paragraph**.
- B. **Extensions** students will write **7-10 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.

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).

IV. OPENING PARAGRAPH

All students **will** write an **opening paragraph**.

V. CLOSING PARAGRAPH

All student **will** write a **closing paragraph**.

VI. SOURCES

Students will not cite sources, but may use sources to find information about their chosen qualities if needed or desired.

VII. QUOTATIONS WITHIN YOUR REPORT

Students are not assigned the addition of quotes but should consider adding quotes if they will help further develop your essay topic. Any added quotes will not have to be formally cited; you may just include the author of the quote, if desired. (See the quote/lesson in Week One.)

VIII. WRITE ON/ADDITIONAL SKILLS

Students will learn various ways to **open and close an essay**.

- A. Opening
 - (1) **Summarizing**
 - (2) General **characterizations**
 - (3) **Definitions**
 - (4) **Song/Poem**
 - (5) **Beginning story**
- B. Closing
 - (1) **Summarizing**
 - (2) General **characterizations**
 - (3) **Definitions**
 - (4) **Song/Poem**
 - (5) **Continuing story** from opening
- C. 1-3-1 Essay Approach (“**Five Paragraph**” Approach)
- D. Transitions

5. Study Skills/Pre-Writing: Learning About the 1-3-1 (Five Paragraph) Essay Approach

There are many, many ways to write Expository Essays. We will continue with the 1-3-1 Essay Approach that you may have learned in an earlier TFT book. However, even within that format, there are different ways to organize material.

For example, a 1-3-1 Expository/Informative Essay may be formatted in two main ways that you will practice in this book:

1. **Three Topics--Each paragraph is about a different topic**

- a. In this type, an opening paragraph introduces a major topic of which you will be writing about three “subparts” in the body of your paper.
- b. This is what your younger brother and sister in earlier essay lessons might be learning--with much “easier” topics.
- c. This is the most simplified method because it is truly **like writing three one-paragraph essays and then putting those three together into one**. (You do not need as much information in your head about one topic—but rather smaller amounts of information about three.)
- d. For example, in the three-paragraphs-three topics format, you may write about three of any thing:
 - i. Three favorites of something--Examples: three favorite cookies, like chocolate chip, peanut butter, and sugar
 - ii. Three different people who all exhibit the same thing--Examples: three creative people like George Washington Carver, Thomas Edison, and Alexander Graham Bell
 - iii. Three important qualities--Examples: kindness, diligence, and responsibility
 - iv. Three different animals--Examples: dogs, cats, birds

OR

2. **One Topic--Each paragraph is about one topic—but three different aspects of it**

- a. In this type, **an opening paragraph introduces the topic and tells what three aspects you will write about**.
- b. This is the beginning of persuasive writing since persuasive essays (like those in test taking and contest situations) utilize this approach.
- c. This is more elaborate than three different topics (like above) but similar enough to it that once you learn to do that well, you will be able to do this more extensive one well.
- d. For example, in the three-paragraphs-one topic format, you may write about **three aspects of one thing or three reasons for one certain position**.
 - i. Three aspects of George Washington Carver's success
 - ii. Three reasons people should buy organic produce
 - iii. Three reasons that a person should not smoke
 - iv. Three things you appreciate about your country
- e. The “three aspects” method can seem a lot like the “three topics” method--however, in the “three aspects,” you are still writing about one topic--but including three aspects.

f. The “three topics” method will prepare you for the “one topic” method—which is the basis for all 1-3-1 Essays as well as for the SAT or Timed Essay.

↔ 5a. Read the sample character essay given below (based on last week’s passage) provided for you to see what a complete Five Paragraph Expository Essay (with each paragraph of the body about a different topic) looks like.

Note:

(1) The Thesis Statement and Thesis Statement Reloaded are underlined and bold fonted for you.

(2) The “links” (or transitions) that introduces each paragraph quality are underlined and italicized.

Sample 1-3-1
Informative Essay

CQLA
Red 2C 3

Three Compelling Qualities

Character is the one thing in our lives that we have full control over—and the one thing in our lives that says more about us to others than anything else. People might be somewhat impressed by talent, wealth, and heritage. However, people are overwhelmingly impressed when with positive character. For this reason, there are three character qualities that I feel are foundational to all others—and three that we should all seek to exhibit in our lives: kindness, responsibility, and respect.

What do all of these people have in common: Clara Barton, Mother Theresa, and Florence Nightengale? *They are all known for the uncommon--yet foundational--character quality of kindness.* Kindness may be defined as gentleness, caring, extending good deeds to others, sympathetic behavior, and more. It is evident in “caring” professions, such as nursing, teaching, medicine, and other emergency care providing careers. People nowadays often do not take the time or trouble to be kind. Yet, kindness is a hallmark of a person filled with character. As the famous quote relates, “People will forget what you say to them, but they will never forget how you make them feel.” Kindness makes people feel loved—and we should seek to embrace and exemplify this quality in our lives.

“Oh, he’ll be late for sure. He always is.” “Oh, the trash didn’t get taken down again. I knew that would happen.” “May I have another week to turn in this paper? I know I did this last time, but more things have come up.” *Those quotes are words often spoken about or by someone lacking in this second foundational quality—responsibility.* People who are irresponsible are not desired as employees since most jobs require people who can be counted on to follow through and get the job done. Irresponsibility will not only hurt a person in his occupation. Moreover, it causes problems in our faith, in our relationships with others, and in our homes. Responsibility, on the other hand, makes a person sought after as an employee, volunteer, friend, and mate.

Further Study: Make a chart showing the difference between persecution and punishment.

Character Focus: Energy comes from things being rubbed together---or friction.

It is often said that respect must be earned. And maybe there is some truth to that. However, the third foundational character quality, that of respect, is one that we should seek to possess regardless of the worthiness of others. True respect is esteeming others for their positions—regardless of whether they are carrying out their positions in ways that we think they should. Obviously, we should never respect or be connected to one who is involved in sin or asking us to sin (such as a dishonest boss who wants us to cheat for him). However, we should respect those in authority by rising when it is appropriate (such as for a leader, a female, or the elderly entering the room); by speaking with acceptable titles and names; by not demeaning those over us to other people; and more. We should begin learning and practicing respect with our parents and grandparents. This will make it a natural extension to our employers and other leaders.

What does a kind, responsible, and respectful person look like? Think about that yourself. Do you know individuals who exhibit all three of those character qualities? Are they liked by others? Are they desired as an employee or volunteer? Are they respected because of their respect for others? Kindness, responsibility, and respect—three character qualities that all of us should desire in our lives.

Further Study: Make a list of animals who use camouflage to hide themselves.

<> 5b. Choose the “category” of character qualities (from the Overview Box or another category you design) and write the category and the three qualities on the lines provided.

Category: _____

Three Character Qualities:

1. _____
2. _____
3. _____

Now you are ready to consider what you would like to put in each Paragraph of the Body of your essay. You may design the Paragraphs of the Body (P’soB) in one of two ways.

Two Methods for Breaking Down These Topics

1. **Patterned Paragraphs**—in which **each paragraph contains the same basic information as the others**. In this method, you will describe the exact same aspects of each quality in the same order in each paragraph.
 - a. This is the easier method because you do not have to think about each paragraph’s content.
 (You might have to look something up or research a little, but you will not have decisions about

Character Focus: Satan tries to deceive Christians, just like a tiger tries to deceive its prey.

what aspects of each quality you will write about in each paragraph.)

- b. This is also easier for the reader to follow—though it certainly is not mandatory for essay writing. (It would not be easier for the reader to follow if the information were forced, however, so only use this method if your topics are extremely intertwined.)

For example, you might have any of the following information (though not all aspects in one paragraph!) for each quality in the same order of all three paragraphs:

- a. Definition
- b. Synonyms
- c. Antonyms
- d. Related terms
- e. Similar qualities
- f. Opposite qualities
- g. When/Why needed
- h. People who exhibit it
- i. Results of possessing this quality
- j. Results of not possessing this quality
- k. Quote about the quality
- l. Quote by someone who possesses (or possessed) this quality
- m. Story about an animal or person who possesses this quality
- n. Bible verse related to it

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.

- 2. **Free Style Paragraphs**--in this method, you may choose to write about different aspects or some of the same aspects about each quality but not all aspects will be the same in each paragraph--and the information that is the same is not necessarily in the same order as the other paragraphs, like last week's passage.

- a. This allows you to **emphasize different things** about each quality.
- b. This allows you to **be more creative in your paragraphs**.
- c. While Patterned Paragraphs are easy to read, Free Style Paragraphs are often more interesting to read.

Further Study: Make a list of the ways animals protect themselves from predators and contrast these with how Christians can protect themselves from Satan's attacks.

- <> **5c.** Choose whether you will use Patterned Paragraphs or Free Style Paragraphs and place a check on the line indicating the style you will use for this essay.

_____ Patterned Paragraphs

_____ Free Style Paragraphs

Consider the aspects of your qualities that you desire to include in your paragraphs, regardless of whether you will use Patterned Paragraphs or Free Style Paragraphs. You may choose any from the list above (under the Patterned Paragraph information) and/or add your own.

- <> **5d.** Brainstorm about your qualities in the Brainstorming Box provided.

1. Just jot down anything you can think of about your qualities.
2. Write down ideas whether those thoughts are clear, make sense, etc., at this point.
3. Do not be concerned about whether you will use them or not; just write as much as you can think of.
4. You may look in the suggested aspects list from above while you are brainstorming.
5. In this step, you may just pull from your ideas--or you may choose to research and gather information for the Brainstorming Box. If you decide to research during the initial brainstorming step, skip over to assignment <> 7a. Research and Study Skills and follow those instructions.

Note: If you are writing Patterned Paragraphs, remember that your aspects will be the same for each paragraph.

6. Spelling Practice: Six “S” Spelling Secret

Further Study: Write a paper detailing the persecution experienced by Calvin's followers in France.

<> **6a.** Take a spelling "pre-test" in your notebook.

<> **6b.** 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.

<> **6c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

7. Research and Study Skills: Research for Original Informative Essay/Design Working Thesis Statement

<> **7a. Optional:** Look up each of your qualities in a book, encyclopedia, or online source, and jot down notes in the Researching Brainstorming Box.

You may or may not need to research for your character essay. (**Extensions** students should research for this.)

For example, *For this reason, there are three character qualities that I feel are foundational for all others- and three that we should all seek to exhibit in our lives: kindness, responsibility, and respect.*

↔ **7b.** Now that you have thought about your qualities and possibly researched them, you are probably ready to write a Working Thesis Statement about your character quality category. Consider these tips when you design your thesis statement:

1. Write one sentence that tells the reader what your essay is about.
2. Be sure it includes all aspects of your essay.
3. Tell your reader what you plan to include in your essay (to a small extent, if desired).
4. Do not say, *In this essay, you will learn about...* or *In this essay, I will tell you about...*
5. Include your qualities in your thesis statement in the same order that they will appear in the body of your essay.

Note: Remember, you may start your essay in one person (i.e. first person) then switch to the more formal third person for the body.

Sample Working Thesis Statements

- There are three vital character qualities needed in order for a high school student to succeed: diligence, thoroughness, and responsibility.
- Courage, wisdom, and discernment are three qualities necessary in order for an individual to be bold.

My Working Thesis statement for this report: _____

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 your outlining.

8. Grammar: Past Participle Verb Tense and Verb Phrases

<> **8a.** In the first paragraph of the passage, highlight the following verbs:

- | | |
|----------------|-------------|
| 1. accompanied | 2. served |
| 3. delivered | 4. numbered |
| 5. failed | |

These verbs are the past tenses of verbs. Past tenses are actions that have already happened.

In addition to past tense verbs, another tense of verbs that also happened in the past is past participle.

Past participles are different from past tenses because they always have helping verbs in front of them, such as:

- | | |
|---------|---------|
| 1. was | 2. were |
| 3. has | 4. had |
| 5. have | |

The past participle verbs and the helpers that come before it make up a verb phrase:

1. She **has written** a letter.
2. He **has gone** to town.

A verb phrase consists of a verb and its helpers. It can be any two-verb combination such as the following:

1. BHL + action: **had gone**
2. BHL + infinitive: **had to go**
3. BHL + BHL: **had been**
4. Adverbs in the middle of verb phrases may be considered part of the verb phrase as well:
had quickly gone.

In order to write and speak properly with past participle verbs, you need to easily recognize Be, a Helper, Link verbs. These are the verbs that come before the main verb in a past participle verb phrase.

<> **8b.** Study the verb tense chart provided.

Note: This is not an exhaustive list; see a usage handbook for more.

<> **8c.** (T) Have your teacher orally review past participles from the Past Participle chart with you by saying:

1. Right now I **ring** the bell.
2. Yesterday I **rang** the bell.
3. Before that, I had _____ the bell. (You fill in the blank!)

<> **8d.** (T) Memorize the past and the participle tenses of some of the verbs listed, and recite them to your teacher after she gives you the present tense and past tense orally. (She will say all of the words listed in 8c and you will fill in the blank.)

Basic Level: Memorize thirty verb tenses.

Extensions: Memorize thirty-five verb tenses.

<> **8e.** Study the Grammar Cards about past participle verbs and verb phrases provided in this lesson.

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. 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.

Teacher Tip: Be sure your student uses all of this week's punctuation/grammar rules in the sentences he is instructed to write.

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

<> **8f. Optional:** Make Grammar Cards about past participle verbs and verb phrases, or add new information to existing cards.

<> **8g.** In the sentences provided, complete the following steps:

- (1) Highlight all of the verbs in the sentences provided—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, just write INF—regardless of whether it is an action verb as an infinitive or a Be a Helper, Link verb as an infinitive.)
 - a. ACT = Action verb
 - b. BHL = Be, a Helper, Link verb
 - c. INF = Infinitive
- (3) In ten of the sentences, cross out one action verb (per sentence) and write a stronger verb above it that is a synonym for the crossed out one. (You may use a thesarus if desired.)

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.

Note: Do not highlight the adverbs in the middle of the verb phrases since we are focusing on recognizing the three types of verbs in this lesson.

Example: We **BHL** should not **ACT** use methods and gimmicks **INF** to get people interested in **ACT** hearing the Gospel.

1. Lions live in groups called prides, which consist of one or more males and several females.
2. Dominant male lions roar to warn other lions not to infringe on their territory.
3. Weaker lions and other animals flee at the roar of a powerful male.
4. Jesus Christ, the Lion from the tribe of Judah, vanquished Satan when He rose from the grave.
5. He will return to establish His kingdom.
6. At present, however, God still allows Satan limited power in the world.
7. Our adversary is on the offensive.
8. He is determined to draw away as many souls with him as he can.
9. Believers have no reason to fear Satan in that Christ has already won the victory for us.
10. Observers of African wildlife used to consider hyenas and jackals as 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.
11. Recent studies have demonstrated that while these animals may seem fainthearted by day, they are bold killers by night.

Memorize the Be, a Helper, Link verbs song (to the tune of the Alphabet Song):

ABCDEFGH
Be, a Helper, Link verbs,
 IJKLMNOP
Is, Are, Am, Was, & Were.
 QRSTUV
Be, & Being, Been,
 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,
 IJKLMNOP
Appear, Look, Seem,
Remain, Taste, Feel, & Smell

Teacher Tip: You may have your student pick the thirty verbs that he wants to recite to you (and he will practice just those thirty). Or you may choose the thirty verbs that you want him to practice and eventually recite to you.

12. Once they spot a vulnerable animal, they separate it from the herd, attack fearlessly, and when the victim is dead, devour everything except its horns and teeth.
13. The angler fish lives on the ocean floor and is such a poor swimmer that it is unable to chase after its prey.
14. It brings prey to itself by using an attractive lure.
15. A spider's web is an intricate trap from which its prey seldom escapes.
16. Most spiders sit patiently in the center of their webs, waiting for the prey.
17. When they sense the vibrations of a struggling victim, spiders rush deftly across their webs and further entangle their prey with more silk.
18. Finally, they bite the prey to kill it before dragging it away to eat it.
19. Unlike lions, which often hunt in groups on the open plains, tigers hunt alone and depend on concealment to stalk their prey.
20. A tiger's victim usually has no idea that his enemy is near until after escape is impossible.
21. Cape hunting dogs are among the most brutal predators in the world, for they begin feeding on their prey, usually a gazelle, a zebra, or a wildebeest, while it is still alive.
22. Because no one dog is strong enough to take down such a large animal by itself, Cape hunting dogs live and hunt in packs averaging in size from twelve to twenty dogs.
23. As the leader catches up to the prey, he locks his jaws into any soft flesh he can grab and simply hangs on.

↔ **8h. Optional:** In your notebook, write sentences using past participle verb phrases.

Basic Level: Write ten sentences.

Extensions: Write fifteen sentences.

Further Extension: Write twenty sentences.

9. Write On: Transitions

While your opening paragraph--namely your "thesis statement"--will introduce the topic of your essay, you still need to remind the reader of the topic of your essay in each paragraph via transition sentences--or links.

↔ **9a.** In the sample essay provided, highlight the following sentences in PoB-A, B, and C (second, third, and fourth paragraphs).

- a. *They are all known for the uncommon --yet foundational--character quality of kindness.*
- b. *Those quotes are words often spoken about or by someone lacking in this second foundational quality—responsibility.*
- c. *However, the third foundational quality, that of respect, is one that we should seek to possess regardless of the worthiness of others.*

Each of these sentences is a transition sentence that links that paragraph with the topic of the essay (the “thesis”).

This is sometimes called sign posting--telling your reader where you've been, where you are, and where you are headed in your essay.

In order to write these transition/link sentence, you will want to use transition words or statements.

<> **9b.** Study the Transition Words and Phrases provided in the box.

Transition Words and Phrases				
<p>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.</p>				
To Show Addition or More				
• and	• in addition to	• furthermore	• moreover	• besides
• than	• too	• also	• both-and	• another
• equally important	• first	• second, etc.,	• again	• further
• last	• finally	• not only-but also	• as well as	• in the second place
• next	• likewise	• similarly	• in fact	• as a result
• consequently	• in the same way	• for example	• for instance	• however
• thus	• therefore	• otherwise		
To Introduce an Illustration or Example				
• thus	• for example	• for instance	• namely	• to illustrate
• in other words	• in particular	• specifically	• such as	
To Contrast				
• on the contrary	• contrarily	• notwithstanding	• but	• however
• nevertheless	• in spite of	• in contrast	• yet	• on one hand
• on the other hand	• rather	• or	• nor	• conversely
• at the same time	• while this may be true			
To Compare or Show Similarities				
• similarly	• likewise	• in like fashion	• in like manner	• analogous to
To Emphasize				
• above all	• indeed	• truly	• of course	• certainly

- surely
- in fact
- in truth
- again
- besides
- also
- furthermore
- in addition

To Give Suggestions or Challenges

- for this purpose
- to this end
- with this in mind
- with this purpose in mind
- therefore

To Show the Results of or Consequences of Something

- so that
- with the result that
- thus
- consequently
- hence
- accordingly
- for this reason
- therefore
- so
- because
- since
- due to
- as a result
- in other words
- then

10. Study Skills and Prewriting: Outline Original Paragraphs

↔ 10. Outline each paragraph of your character essay on the outlining lines provided, following these tips:

- (1) Review the list of ideas that you might want to include in your essay.
- (2) Review your Brainstorming Box and add to it as you think of more ideas.
- (3) “Work” in your Brainstorming Box by doing the following:
 - a. Review it and add to it as you think of more ideas.
 - b. Mark through anything you do not want to include in your essay.
 - c. Number the ideas you have in the order that you think you would like to include them in your paragraph.

Note: If you are writing Patterned Paragraphs, you will want to include all the information in the same order for each paragraph. (See Patterned Paragraph Sample Outlining)

- (4) Outline your essay one paragraph at a time in a Sentence-by-Sentence (S-by-S) manner. You may use complete sentences, statements, or key words for each sentence.
- (5) You may or may not use all of the outlining lines provided.
- (6) If you choose to write Patterned Paragraphs using some of the aspects listed in ↔ 5, you may desire to create your outline on the computer or on notebook paper--or label the sentence lines given below with the aspects you will use (i.e., Definition, When/Why needed, People, Results)--to ensure that you truly have all of your chosen aspects in each paragraph in the same order.

- (7) Somewhere in your first sentence or two of each paragraph, you need to transition into your paragraph--a sentence or two that does all of the following:
- Transitions from the previous paragraph into this one.
 - Introduces the next quote
 - "Links" that quote with the thesis--the type of quotes, person you are using for entire essay, etc. This is why the first two outlining lines for each paragraph have the words Link Sentence(?) provided--to remind you to include that link/transition.

Note: If needed, take another look at the Sample Essay and the important sentences there.

All--Paragraph A of Body

Topic of Paragraph A _____

Link/Transition (+)--Sentence 1 _____

Link/Transition (+)--Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

All--Paragraph B of Body

Topic of Paragraph B _____

Link/Transition (+)--Sentence 1 _____

Link/Transition (+)--Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

All--Paragraph C of Body

Topic of Paragraph C _____

Link/Transition (+)--Sentence 1 _____

Link/Transition (+)--Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

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 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. Composition: Writing Original Expository Essay

<> **12a.** Follow these steps to write your essay.

- (1) Read your original working thesis statement to remind you of what your entire essay needs to be about. (If, after researching and outlining, you do not feel that your thesis statement is representative of your topic, feel free to tweak it.)
- (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 that you do not want or renumber the sentence lines if you want your information in a different order.

Note About Thesis Statement: You will be writing an opening paragraph later. You do not need to include the thesis statement in your essay yet. You will tweak the rough thesis statement you wrote earlier and include it in the opening paragraph of your essay (at the time of that writing). For now, you will just write the three paragraphs of the Body (P'soB) of your essay--as though the link (the "theme" of your character qualities) has already been introduced in your opening paragraph.

- (4) Write the first paragraph of the body of your essay (PoB-A) in your notebook or key it on the computer.

- (5) Be sure to double space (if keying) or write on every other line if writing by hand.
- (6) Continue the steps above for the rest of the essay.

Note: Be sure you write in the third person for the body. This is not a narrative, re-telling, story, or journal entry. Write it in the “formal” third person. Use the words *people, others, individuals, etc.* not *I* or *you*.

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. 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 twenty sentences containing DO's, IO's, PN's, and OP's, and highlight each one of them.
- 2E. In your notebook, take notes for another paragraph(s) about an instance of persecution.
- 3E. In your notebook, write your paragraph(s) from this lesson.
- 4E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write forty words that are plural nouns, following all of the plural noun rules.
- 6E. Read a book about someone who was persecuted for righteousness' sake. You might read *Tortured for Christ*, *Through the Gates of Splendor*, *The Heart of John Wesley's Journal*, or *Foxe's Book of Martyrs*.
- 7E. Write a book report about the book you read in this lesson.
- 8E. Write sentences about a godly hero who was persecuted for righteousness' sake.
- 9E. Copy twenty Scriptures that contain words such as persecution and trials.
- 10E. In your notebook, write twenty sentences with dates and numbers in them.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
1. To See: 1. Copy the word you need to practice on the first empty line of this column. 2. Look at this first word carefully. 3. Pay attention to the parts of the word that follow spelling rules you already know. 4. Look closely at the shape of the word. 5. See if there are parts of the word you know easily.	2. To Say: 1. Say the word you wrote in column one loud. 2. Try to spell the word aloud with out looking in the SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. 2. Try to picture the word in your mind. 3. Close your eyes to picture the word, if needed.	4. To Spell: 1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. 2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot: 1. Uncover the word in the 1. SEE column. 2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)	6. To Stop/Start: 1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. 2. If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

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

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)--Extensions Only

Thirty Seconds

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

BHL Verbs--Extensions Only

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. Grammar and Usage

1. Write the past participle forms for the following verbs:

- | | |
|------------------------|----------------------|
| a. arise -- had _____ | b. blow -- had _____ |
| c. go -- had _____ | d. do -- had _____ |
| e. become -- had _____ | |

Extensions:

- a. hang (execute)---had _____
b. hang (suspend)---had _____

2. In a verb phrase, the subject must match the _____ verb of the verb phrase.

II. Homophones and Spelling

3. **Extensions--**Use some spelling words/homophones in sentences.

- | | | |
|---------------|-------------|---------------|
| (1) then | (2) they | (3) principal |
| (4) principle | (5) affect | (6) effect |
| (7) calvary | (8) cavalry | (9) eminent |
| (10) imminent | | |

- (1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

* **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. Editing and Revising

4. Transitions are important in essay writing. List four transition words that you could use in your essay this week:

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |

5. Write sentences using two of the transition words you listed in #4.

1. _____

2. _____

6. List six *B* prepositions:

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

7. List twenty *A* prepositions:

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

Red 2-C: Week Four

Character Focus: Boldness

Vocabulary Box

Synonyms of *persecute*

afflict	oppress	harass
betray	pursue	torture
imprison	martyr	

Vocabulary Box

Antonyms of *persecute*

console	defend	solace
protect	shelter	uphold
hearten	strengthen	

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

Physical pain is an unwelcome intruder. However, pain can be a beneficial signal because it alerts us to potential challenges and dangers. Understanding the purpose of aches in our physical lives also provides a new perspective on the benefits of persecution in our spiritual lives. We can learn to appreciate these intruders as marvelous gifts of God for our physical and spiritual well-being.

Extensions

Sense receptors throughout the body relay messages of discomfort to the brain. If something interrupts communication between sense receptors and the brain, the body will not feel pain, and then serious damage may result. If the body could not feel soreness, everyday activities would become hazardous. Simple tasks such as gripping a handle, turning a key, or opening the lid of a jar would become dangerous. An individual who does not feel pain might take hold of an object too hard, tearing his skin or breaking his bones.

Further Extension

Certain forms of leprosy affect the body like an anesthetic, numbing the pain receptors in the hands, feet, ears, nose, and eyes. A victim of this type of leprosy can feel heat, cold, and pressure but cannot determine when the temperature or pressure is dangerous. Doctors originally thought that the disease itself caused decayed tissue and lost limbs. However, more recently, they have found that these damages occur as a result of the wounds a patient inflicts upon himself because he is not aware of pain.

↔ 1a. Read this week's passage aloud.

↔ 1b. In the second and third paragraphs of the passage, highlight the following words:

1. Sense receptors
2. leprosy
3. anesthetic
4. decayed

↔ 1c. Look up these words in the dictionary or a scientific/medical source, and write their definitions in your own words on the lines provided.

Definition of *sense receptors*

Definition of *leprosy*

Definition of *an anesthetic*

Definition of *decayed*

<> **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. (The DD box is in the Vocabulary Packet located in the back of your entire CQLA book.)

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

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

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

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

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

Optional Penmanship Practice

We are troubled on every side, yet not distressed.

II Corinthians 4:8

Further Study: Read the book *The Red Badge of Courage*.

Optional Penmanship Practice:

It is good that I have been afflicted that I might learn thy statutes.

Psalms 119: 71

Further Study: Read how Peter and John were persecuted for healing a lame man in Acts.

(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

For our light affliction which is but for a moment, worketh for us a more exceeding and eternal weight of glory.

II Corinthians 4: 17

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

Further Study: Study the reasons a lion roars.

↔ **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 pain can alert us to potential challenges and dangers, it can be a beneficial signal. 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.

Sounds of ch

Ch=ch
choose
choice
chimp
chives
chaff

Ch=sh
chute
chalet
Chicago
chivalry
chandelier

Ch=k
Christ
Christmas
Christian
christening
chasm

2. Spelling: Sounds of *ch*

Examples: Christian, chief, chute

<> **2a.** In the first paragraph of the passage, highlight the word *challenges*

Ch is a versatile letter combination. *Ch* is a spelling combination known as a **digraph**, along with the letters *sh*, *wh*, and *th*. A digraph is different than a consonant blend in that the **letters do not actually blend together their original sounds**, but they **make a completely new sound**.

Ch has several sounds:

1. k as in Christian
2. ch as in chief (or choo choo)
3. sh as in chute

Oftentimes it is difficult to remember whether you spell *ch* words that sound like *sh* with a:

1. ch
2. sh

Or whether you spell *ch* words that sound like *k* with a:

1. c
2. k
3. ch

Once again, the best way to remember how to spell words is to write often and read even more often!

Remember, *ch* has at least three different sounds:

1. ch=k (Christian)
2. ch=sh (chef)
3. ch=ch (chief)

<> **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 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.

Teacher Tip: The letters *c* and *h* together form what is called a consonant digraph. A consonant digraph is different from a consonant blend in that each sound of the consonant does not continue to make its original sound. The two consonants together now form a new sound. *Ch* is often more confusing than the others because it makes at least three different sounds. The true *ch*-digraph makes the *ch* sound as in **choo-choo**.

Character Focus: Peter was one of the first Christians to suffer for his faith.

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

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. gauche*	gauche			
2. psychopath*	psy-cho-path			
3. pachyderm*	pach-y-derm			
4. eschew*	es-chew			
5. characterization*	char-ac-ter-i-za-tion			
6. mechanism*	mech-an-ism			
7. chameleon	cha-me-le-on			
8. psychological*	psy-cho-log-i-cal			
9. hierarchical*	hi-er-ar-chi-cal			
10. chiropractor	chi-ro-prac-tor			
11. hypochondria*	hy-po-chon-dri-a			
12. chocolatier	cho-co-la-tier			
13. psychiatric	psy-chi-at-ric			
14. psychologist	psy-chol-o-gist			

***Commonly Misspelled**

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

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
15. psychoanalysis*	psy-cho-a-nal-y-sis			
16. dichotomous*	di-chot-o-mous			
Further Extension				
17. chrysanthemum*	chry-san-the-mum			
18. asynchronous*	a-syn-chro-nous			
Optional				
19. console	con-sole			
20. protect	pro-TECT			
21. hearten	heart-en			
22. defend	de-fend			
23. consolation	con-so-la-tion			
24. protectorate	pro-tec-tor-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.

Character Focus: Satan stalks Christians just like predators stalk their prey.

3. Editor Duty: Correct Given Paragraph(s) Prepositions, Prepositional Phrases, 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 second paragraph, highlight all of the misused homophones and confusing similar words, and write the correct word above each one, if you have not already done so.

(3) In all three of the paragraphs, underline all of the sentence openers, and write above each one what type of opener it is, if you have not already done so.

Lions live in groups called prides, that consists of 1 or more males and several females each pride has it's own territory. Dominant male lions roar to warn other lion's not to infringe on they're territory. They want all potential pray for themselves and for the other members of there pride. weaker lions and other animals flee at the roar of a powerful male

Many lions our ousted in young adulthood from the prides in witch they we're born and must wonder about until they find another pride that will except them. fore a young mail, this exceptance often comes only as he challenges a older mail in a attempt to steel the elder's position of leadership in a pride. when two male lion face off the loser of the battle is forced to slink away in shame. Young males, defeated, will try too win a place for themselves inn a pride; but once a older lion is downed he is doomed to rome about on his own until death claims him

Jesus christ the lion from the tribe of Judah, vanquished satan when he rose from the grave soon he will return to establish his kingdom. at present however god still allow satan limited power in the world. angered at this defeat by christ and aware that his time is short our adversary is on the offensive side. He is determined to draw away as many souls with him as he can

Further Study: Make a diagram of the armor of God from Ephesians 6: 10-18.

4. Spelling Practice: Choose the Correct Spelling

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

1. goshe

gauche

2. psichopath

psychopath

3. pachiderm	pachyderm
4. eschew	eschoo
5. charicterization	characterization
6. mechunism	mechanism
7. chameleon	chameleun
8. psichological	psychological
9. hierarchicul	hierarchical
10. chiropractor	chiropracter
11. hypochondria	hypochondrea
12. chocolatier	chocolateer
13. psycheatric	psychiatric
14. psychologist	psycholagist

Further Study: Study the Scriptures that compare Satan to a lion.

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

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

15. psychoanalysis	psychoanalysis
16. dichotumous	dichotomous

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

17. chrysanthemum	chrisanthemum
18. asynchronous	asingchronous

Character Focus: Every Christian should expect to be persecuted for righteousness.

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

19. consoul	console
20. protect	proteckt
21. hearten	harten
22. deefend	defend
23. consolation	consollation
24. protecterate	protectorate

- <> **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 essay, you are ready to write notes for an original opening paragraph. Follow these steps:

Teacher Tip: Encourage your Level C student to design creative openings for his reports. Have him read the body of his report and try to think of an opening that ties into the body and captures the reader's attention.

- (1) Read the body of your report aloud to yourself, and consider how you desire to open your essay.
 - a. **Introducing character qualities**
 - b. **Definition of character or virtue**
 - c. A song or a poem--**"Be All That You Can Be"**
 - d. A **story**: Story about a **person demonstrating qualities**
 - e. A **dialogue**: Dialogue between **two people about the qualities**
 - f. A **Scripture**
 - g. 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 worry ing 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.

Further Study: Read Hebrews 11 about people who showed boldness even in hard times.

[illegible]

Further Study: Look up the word *righteousness* in the Bible and list ways you can be righteous.

- (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: Read *Foxes' Book of Martyrs* about people who suffered for what is right.

6. Grammar: Direct Objects

<> 6a. In the first two paragraphs of the passage, highlight the following words:

1. beneficial signal (**Paragraph 1**)
2. us (**Paragraph 1**)
3. a new perspective (**Paragraph 1**)
4. these intruders (**Paragraph 1**)
5. messages (**Paragraph 2**)
6. communication (**Paragraph 2**)
7. pain (**Paragraph 2**)
8. soreness (**Paragraph 2**)
9. a handle (**Paragraph 2**)
10. a key (**Paragraph 2**)
11. the lid (**Paragraph 2**)
12. pain (**Paragraph 2**)
13. his skin (**Paragraph 2**)
14. his bones (**Paragraph 2**)

All of the words/phrases you highlighted in the passage are known as direct objects.

A **direct object** has the following characteristics:

1. It is a **naming word**
2. It **follows an action verb**
3. It **answers the question Verb what? or Verb whom?**

The direct objects in the passage answer the following questions:

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 sentences 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).

1. Can be what? a beneficial signal
2. Alerts who? us
3. Provides what? a new perspective
4. Appreciate who? these intruders
5. Relay what? messages
6. Interrupts what? communication
7. Will not feel what? pain
8. Could not feel what? soreness
9. Gripping what? a handle
10. Turning what? a key
11. Opening what? the lid
12. Does not feel what? pain
13. Tearing what? his skin
14. Breaking what? his bones

When you are asked to find direct objects, first isolate the prepositional phrases. Direct objects are not found in prepositional phrases, nor are they prepositional phrases.

1. She went (**to her Savior**). (*to her Savior* is a PP)
2. Fanny had given (**to many**). (*to many* is a PP)


3. Fanny had given (**from her heart**). (*from her heart* is a PP)
4. She was able to live (**without bitterness**). (*without bitterness* is a PP)

When there is only one object or one set of objects following the action verb (not in a PP) it is a direct object.

A sentence may have many direct objects. An action verb may have a direct object (or several direct objects) following it.

Direct objects can be varied in length:

1. One word: He broke it.
2. A phrase: We should practice **multiple times each week**.
3. Multiple items all following the same action verbs.
 - a. . . . called **the boy, the girl, and the parent**. (three direct objects following one verb)
 - b. . . . broke **the vase and the lamp**. (two direct objects following one verb)

 **99% of all pronouns at the end of sentences 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). (*Her* is a direct object in that sentence.)**

<> 6b. Study Grammar Card about direct objects provided in this lesson.

<> 6c. Optional: Make a Grammar Card about direct objects, or add new information to an existing card.

<> 6d. In the sentences provided, complete the following steps.

- (1) Isolate all prepositional phrases in the sentences by placing parentheses around them.
- (2) Highlight all of the action verbs. Remember: to + verb = infinitive verb—not a prepositional phrase: to run, to jump, to write, etc. If the verb following the to is an action verb, be sure to highlight it as an action verb.
- (3) Highlight the direct objects with a different color.

Note: Some sentences may have more than one direct object and some may not have any!

1. 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.
2. Charles Wesley joined him at Oxford.
3. The brothers strengthened each other in their desire to pursue spiritual matters and provided leadership for the members of the Bible study group.
4. The earnest members of the study group looked for every opportunity to minister to the sick, poor, and imprisoned.
5. They established schools for the poor and paid the teachers from their own funds.
6. They regularly visited the prisons, bringing both spiritual and physical refreshment to the inmates.
7. They were also on hand to minister to condemned criminals at their hour of execution.
8. They reduced their food and sleep to a minimum so that they would create more funds and time to accomplish their spiritual objectives.

Teacher Tip: The main reason your student needs to learn direct objects is so that he uses the objective case of pronouns following them (*They gave **her***, not, *They gave **she***). If your student has trouble with this lesson, continually say to him: Verb what? or Verb whom?

Teacher Tip: This grammar concept has one main goal: Objects that are pronouns must be written in the objective case--whether they are OP's, DO's, or IO's.

Direct Objects

Direct objects can follow any action verb: main action verb, action verb in a sentence opener, infinitive made up of an action verb, action verb in a subordinate clause in the middle or the end of a sentence, etc. In other words, any action verb in any part of the sentence may have a direct object following it.

Further Study: Read a story about one of the early American pioneers and find the ways they showed courage.

Character Focus: Many people in the Bible, like Nehemiah, Noah, Joshua, and Esther, showed boldness when people persecuted them for doing what is right.

9. They fasted on Wednesday and Friday and became accountable to each other for the strictest evaluation of their conduct.
10. Soon the members of the group were mocked and taunted with such names as "Bible moths," "Bible bigots," and "Methodists."
11. One tall, earnest young student reproved his fellow students for their mocking and showed interest in the study group.
12. After being invited to join them, he became a Christian and went on to become one of England's most outstanding preachers.
13. His name is George Whitefield.
14. Their fellow students were not the only ones who were watching John Wesley.
15. The bishop of Oxford's chapel proclaimed of John, "One day he will be a standard-bearer of the cross either in his own country or beyond the seas."
16. Suddenly, John received the sad news that his father was dying.
17. John and Charles rushed to his deathbed.
18. John and Charles sailed to America to become missionaries among the Indians in Georgia.
19. During the fifty-seven day voyage, a violent storm erupted on the ocean.
20. While other passengers were terrified, the Moravians sang Psalms and praised the Lord.
21. They possessed an inner calm and peace that deeply impressed John Wesley.
22. For two years, John Wesley attempted to work with the Indians and debtors in Georgia's wilderness.
23. Then he was assigned to a fashionable church to teach in a school for boys.
24. When he tried to establish discipline in the church, controversy arose against him.
25. Upon returning to England, John faced the rebuke of the Missionary Society in London which had sent him to Georgia.
26. John and Charles revisited Oxford.
27. There they met a Moravian missionary named Peter Bohler.
28. John Wesley began a fifty-three year ministry that was to change the course of English and American history.

7. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph

Further Study: Read the book of Daniel and find ways in which he showed boldness.

Do you see how the words from the opening paragraph are repeated in this closing paragraph--creating a type of "thesis statement reloaded"? Notice that the closing does not have to contain the exact wording of the opening in order to tie them together.

<> **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.

(4) Consider the ways to close an essay:

- a. Summarizing
- b. General characterizations
- c. Definitions
- d. Song/Poems
- e. Continuing story from opening

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."

Optional Penmanship Practice

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

I Corinthians 9:24

Notes for Closing Paragraph

↔ **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: Indirect Objects

In the last grammar lesson you learned about direct objects (DO's)—a very confusing part of speech. Sometimes when a sentence contains a direct object, it also contains an indirect object.

An **indirect object (IO)** has the following characteristics:

1. It is a **naming word** (noun or pronoun).
2. It **follows an action verb**.

3. It **comes before the direct object**.
4. It **tells to whom the action was done**.
5. It is **not present in a sentence unless there is also a direct object**. (In other words, if there is only one object that answers "Verb whom?" after an action verb, that is a DO—not an IO.)

For example:

- | | | |
|----|--|----|
| | IO | DO |
| 1. | The Maccabees had given the Romans a chance. | |
| | IO | DO |
| 2. | Christians who properly show others enthusiasm will be sought after. | |

Sometimes when there are two DO's in a sentence (each one sharing the same verb, students think one of them must be a DO and the other one must be an IO. That is not always true. Often, a verb will have two or more direct objects following it. For example:

- | | | | |
|----|-----------------------------|----|----|
| | V | DO | DO |
| 1. | They gave money and time. | | |
| | V | DO | DO |
| 2. | They showed love and peace. | | |

Remember, an IO is only present with a DO, and it tells to whom or for whom the action was done. Thus, the IO comes after the verb, but before the DO, and tells who the DO was done for. For example:

- | | | | | |
|----|--|----|----|----|
| | V | IO | DO | DO |
| 1. | They gave the ministry money and time. | | | |
| | V | IO | DO | DO |
| 2. | They showed him love and peace. | | | |

It is important to be able to recognize indirect objects because of their impact on good writing. When you write a sentence with an **indirect object that is a pronoun you need to use the objective case of the pronoun—not the subjective case**.

You probably remember from another lesson the difference between objective and subjective cases of words; however, a quick review is needed.

A subjective case of the pronoun has the following characteristics:

1. It **can be used as the subject of the sentence**.
2. The subjective case of the pronoun is that **used at the beginning of the sentence**— as a subject. For example:
 - a. You do not write, ***Him** wrote a song*. You write, ***He** wrote a song*. You use the **subjective case** of the pronoun when using it as the subject of the sentence.
 - b. You do not write, ***Them** are coming*. You write, ***They** are coming*.
 - c. You do not write, ***Us** got here late*. You write, ***We** got here late*.

An objective case of the pronoun has the following characteristics:

1. It **can be used as the object of the sentence, never as the subject**.
2. An objective case of the pronoun is that **used at the end of the sentence—as the object**. For example:
 - a. You do not write, *He wrote to **she***. You write, *He wrote to **her***. You use the objective case of the pronoun when using it as the object of the prepositional phrase.
 - b. You do not write, *They gave **they** a book*. You write, *They gave **them** a book*. You use the objective case of the pronoun when using it as the indirect object.

It is fairly clear when you are speaking or writing with one direct object, indirect object, or object of the preposition which case of the pronoun you use:

V DO

1. Cami cheered **him**. (You do not say, *Cami cheered he*.)

V DO OP

2. Kara gave it to **him**. (You do not say, *Kara gave it to he*.)

The real difficulty comes when you write indirect objects (or direct objects or objects of a preposition) with either of the following:

1. Two pronouns: Jonathan gave **her** and **me** each a book.
2. A pronoun and a noun: Josiah gave **Jacob** and **me** each a book.

It is in these two situations that many writers—and even more speakers—use the wrong form of the pronoun.

For example:

1. Wrong: *Jonathan gave her and I each a book*. This does not sound as wrong as if there was only one pronoun: *Jonathan gave I a book*, so people do not hear the incorrectness of using the subjective form of the pronoun I.
2. Wrong: *Josiah gave Jacob and I each a book*. This, again, does not sound as wrong as if there was only one pronoun: *Josiah gave I a book*.

When you write with pronouns as objects—direct objects, indirect objects, or objects of prepositional phrases—you must use the objective cases of the pronouns.

There is a very important tip to making sure you write or speak with the proper form of pronouns as objects: when you have a compound object (two objects of the PP; two IO's, or two DO's) in which one or both of them is a pronoun, **read the sentence with only one of the objects to see if it sounds correct**. (Do this for each pronoun.)

For example:

1. Right: Joshua called Kayla and **her**. (Say it aloud: *Joshua called her*, and *Joshua called she*. Which one sounds correct alone?)
2. Wrong: Cami wrote to **them** and **us**. (Say it aloud: *Cami wrote to them*, and *Cami wrote to they*. *Cami wrote to us*, and *Cami wrote to we*. Which one sounds correct alone?)


🔑 You must have a direct object in order to have an indirect object. Do not be so concerned with the names of the grammar items as much as with proper usage. 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 pronouns at the ends of sentences: He gave *her* the gift. (*Her* is the indirect object; *gift* is the direct object.)

Objective and Subjective Case of Pronouns

Example	Item	Case of Pronoun
Sue showed <u>him</u> .	Direct Object	Objective Case
Sue gave <u>her</u> the gift.	Indirect Object	Objective Case
Sue responded to <u>them</u> .	Object of Preposition	Objective Case
It was <u>he</u> .	Predicate Nominative	Subjective Case

Note: *Gift* is the direct object.

Note: *Was* is a BHL verb.

 You must have a direct object in order to have an indirect object. Do not be so concerned with the names of the grammar items as much as with proper usage. 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 pronouns at the ends of words: He gave her the gift. (*Her* is the indirect object; *gift* is the direct object.)

<> **8a.** Study the Grammar Card about indirect objects provided in this lesson.

<> **8b. Optional:** Make a Grammar Card about indirect objects or add new information to existing one.

<> **8c.** Fill in the blanks as needed with direct objects or indirect objects.

Gave whom? Gave what?

Example: God gave John Wesley vision for ministry.

indirect object direct object


1. God used many _____.
direct object
2. They changed _____.
direct object
3. The journal of John Wesley gave _____.
indirect object direct object
4. It developed into a _____ to others.
direct object
5. John Wesley used _____ that would be otherwise wasted to write.
direct object
6. He learned to improve _____.
direct object
7. Susannah Wesley gave her son _____ for keeping a journal.
direct object
8. God teaches _____.
indirect object direct object
9. Through the fear of the Lord, we experience _____,
direct object
_____, and _____.
direct object direct object
10. His journal of eight volumes continues to be published today—two hundred years after he wrote _____.
direct object

<> **8d.** In the sentences provided, complete the following steps:

- (1) Isolate all prepositional phrases by placing parentheses around them.
- (2) Highlight all of the action verbs in one color and the BHL verbs in another color. (Highlight infinitives according to whichever type of verb makes the infinitive: action or BHL.)
- (3) Underline all of the following, and label them:
 - a. DO—Direct Object
 - b. IO—Indirect Object

Grammar Card: Indirect Object (Abbreviated: IO)

- Tells to whom or for whom something is done:
 - He wrote Cami the letter. (Letter is a DO; Cami is an IO.)
 - She gave the dog its collar. (Collar is a DO; dog is an IO.)
- Usually comes between an action verb and the verb's direct object
- **A sentence must have a direct object in order to have an indirect object**
- When a pronoun is used for an IO, it must be written in the objective case: He wrote **her** the letter. (Not: He wrote she the letter.)

 You must have a direct object in order to have an indirect object. Do not be so concerned with the names of the grammar items as much as with proper usage. 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 pronouns at the ends of words: He gave her the gift. (*Her* is the indirect object; *gift* is the direct object.)

Note: There may be many of each within one sentence or none at all.

1. We will gain a deeper understanding of God and His Word.
2. Jesus' prayer instructs Christians that persecution is a normal part of the Christian life.
3. We will develop stronger character through persecution.
4. We will attain a clearer perspective on eternity.
5. It will give us a clearer perspective on eternity.
6. Oppression is illustrated in Pharaoh's attempt to enslave and crush the children of Israel.
7. Centuries later, the king of Syria oppressed the children of Israel.
8. God rebuked and condemned wicked Ahab since he oppressed Naboth and seized his vineyard.
9. Before Paul was saved, he harassed Christians.
10. After he accepted Christ as Lord, unbelieving Jews followed him from city to city, stirring up trouble against him.
11. Paul harassed Christians and dragged them to jail.
12. Daniel's fellow rulers betrayed him.
13. They insisted that the king throw Daniel to the lions.
14. We will be defended by God.
15. God delivered God's people.
16. Usually, God chooses to deliver us as we seek Him in prayer.
17. As God delivered Israel, He will deliver us.
18. His name was George Whitefield.
19. Charles Wesley was his brother.
20. We share Christ's sufferings.
21. God gave him a vision of Himself.
22. Saul hounded Christians, thinking that he was giving God a favor.
23. King Saul pursued David with a jealous hatred.
24. Imprisonment is a form of persecution familiar to Christians since the days of the early church.
25. Paul never let physical limitations deter him from serving Christ.

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 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.
 - (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.

11. Spelling Practice: Write That Word!

- <> **11a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **11b.** Complete the following steps for one of the words you listed in 11a.

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

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

<> **11c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____

3. _____ 4. _____

12. Grammar: Weekly Quizzes

<> **12a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

Note: Complete any portion of the shaded parts that you are able to. 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: Final Copy Original Expository Essay

- <> **15a.** Write the final copy of your report in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **15b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

Optional: Extra Practice

- 1E. In your notebook, write ten sentences with sequencing words, containing information from a character book.
- 2E. In your notebook, take more notes about pain from a character book.
- 3E. In your notebook, write a paragraph(s) about pain 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 *ch* words that each contain three syllables or more.
- 6E. In your notebook, write fifteen sentences with adverbs, containing information from a character book.
- 7E. In your notebook, write twenty sentences with noun markers, containing information from a character book.
- 8E. Read a book about pain.
- 9E. In your notebook, write a book report about the book you read in this lesson.
- 10E. In your notebook, write any other paragraphs, reports, letters, journal entries, poems, or essays as directed by your teacher.

Checklist Challenge Red 2-C: 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).

☐ All **All Levels**

☐ FE **Further Extension only**

☐ B **Basic Level only**

☐ B,E **Basic and Extension only (No Further Extension)**

☐ E **Extensions only**

☐ **All levels—checks will vary**

☐ E's **EXTENSIONS**

To Be Completed During Week Four

☐ 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.

🔑 **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:

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

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

☐ All ☐ All ☐ All ☐ All ☐ All

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

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

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

☐ All ☐ All ☐ All ☐ All ☐ All

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 ☐ 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*.**

☐ 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

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

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

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

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

All All All All All

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

Instead of:

tree

kind

grass

Use:

maple

compassionate

blades

Instead of:

deep

turn

loud

Use:

bottomless

swerve

obnoxious

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

All All All All All

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

Examples:

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

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

All All 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

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

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 **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."
- "**T**his 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 sentence with a **colon** (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:

- There is a plant that catches and eats bugs and **flies**: the infamous Venus' fly trap.

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

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

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.

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, high-light 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.**

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
1. To See: 1. Copy the word you need to practice on the first empty line of this column. 2. Look at this first word carefully. 3. Pay attention to the parts of the word that follow spelling rules you already know. 4. Look closely at the shape of the word. 5. See if there are parts of the word you know easily.	2. To Say: 1. Say the word you wrote in column one loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. 2. Try to picture the word in your mind. 3. Close your eyes to picture the word, if needed.	4. To Spell: 1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. 2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot: 1. Uncover the word in the 1. SEE column. 2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)	6. To Stop/Start: 1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. 2. If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

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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22. _____

23. _____

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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

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)--Extensions Only

Thirty Seconds

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

BHL Verbs--Extensions Only

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 *receptors* mean? _____
2. **Extensions:** What part of speech is the word *receptors*?
adjective adverb noun verb
3. **Extensions:** List four other *or* words that are the same part of speech as *receptors*.
a. _____ b. _____
c. _____ d. _____

II. Outlining and Write On

4. List the two ways you can put a quote in your outline from source material?

5. How did you decide to open this week's essay?

6. What other idea could you have used for the opening paragraph this week?

III. Grammar and Usage

7. Circle the three characteristics of a direct object listed in this week's lesson:
a. It is an action word.
b. It is a naming word.
c. It follows a BHL verb.
d. It follows an action verb.
e. It answers the question Verb what? Or Verb whom?
8. **Extensions:** When your direct object is a pronoun, will it be in the pronoun's subjective case or objective case? _____
9. Highlight the correct pronoun form for the following Direct Objects:
a. They called her/she.
b. Jesus told them/they.
c. Fanny wrote it for he/him.

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

10. Circle the five characteristics of an indirect object listed in this week's lesson:

- a. It is a describer (adjective or adverb).
- b. It is a naming word.
- c. It follows an action verb.
- d. It comes BEFORE the direct object.
- e. It tells to whom the action was done.
- f. It tells why the action was done.
- g. It is present in a sentence when there is no direct object.
- h. It is present in a sentence only when there is a direct object.

IV. Editing and Revising

11. **Extensions:** What kinds of information would you include in a definition opening paragraph for this week's essay if you were defining the word *self-control*?

12. What was your "thesis statement reloaded" this week?

13. List six interjections:

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
| e. _____ | f. _____ |

14. List twenty A prepositions:

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

Teacher's Helps

Red 2-C

Character Focus: Boldness

Lesson Plans and Answer Keys

Lesson Plans

Red 2-C: Week One

For a Five-Day Week

Boldness

Day One

Vocabulary Box

Synonyms of *persecute*

afflict	oppress	harass
betray	pursue	torture
imprison	martyr	

Vocabulary Box

Antonyms of *persecute*

console	defend	solace
protect	shelter	uphold
hearten	strengthen	

1. Copying and Comprehension: Passage and Vocabulary All

Some predators do not capture their prey by chasing them down and assailing them directly. They are far more subtle in their methods. They act via traps and snares to put their victims in positions from which they cannot escape. A trap like this is hidden from the unknowing prey until after it steps into the device and triggers it. By then, there is no way for the creature to get loose. The "hunter" has an easy meal without having to exert itself. Two such crafty predators are spiders and the Venus' flytrap.

A spider's web is an intricate trap from which its prey seldom escapes. Each of the twenty-five families of spiders has its own design for a web. To prepare its trap, it produces silk threads from special glands located in its abdomen. These silk threads have two paramount characteristics: they are durable and adhesive.

Orb webs, which people see most often, are created by two families of spiders. To build such a web, the spider begins by erecting a "bridge" to nearby plants and then reinforcing it. After securing the center of the bridge with a vertical silk strand, it constructs a frame and spins spokes that fan out from the center of the web and anchor onto the surrounding frame. Next, starting at the center, it designs a temporary spiral of non-sticky silk to act as basting, which holds the framework in position as it finishes the web. When the temporary spiral is complete, the spider slowly backtracks, creating a densely woven permanent spiral of sticky (viscid) silk while removing the "basting."

Usually, a spider sits patiently in the center of the web, waiting for its victim. When it senses the vibrations of a struggling one, it rushes deftly across its web and further entangles its prey with more silk. Of course, the spider bites its prey to kill it before dragging it away to eat it.

Extensions

The Venus' flytrap, a plant that catches and eats bugs and flies, provides another example of entrapment. The Venus' flytrap lives in nitrogen-poor soils and supplements its food supply with nitrogen-rich flies. Its leaves are tipped with spines that act like prison bars to secure insects between them. The central rib of each leaf contains thin-walled cells that work like hinges. When an insect touches any one of the three trigger hairs located on the inside, the hinge cells shrink rapidly, causing the two halves of the leaf to close. After the victim has been digested, the leaf gradually reopens and waits for another insect to come too close.

2. Spelling: *Kn* and *ph*

Examples: *knew*, *orphan*

All

- | | | |
|-------------------|--------------------|------------------|
| 1. schizophrenia | 2. phenomenal | 3. xylophone |
| 4. euphemism | 5. upholstery | 6. photography |
| 7. euphoric | 8. physician | 9. neophyte |
| 10. knowledgeable | 11. photosynthesis | 12. philanthropy |

13. metaphorical

Extensions

14. paraphernalia 15. ophthalmology

Further Extension

16. euphemistically 17. pharmaceutical

Optional Words

18. afflict	19. betray	20. imprison
21. oppress	22. betrayal	23. oppression
24. affliction		

3. Editor Duty: Correct Given Paragraph(s)

Adjectives, Prepositional Phrases

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

All--Paragraph One of Body: 7 Sentences

All--Paragraph Two of Body: 4 Sentences

All--Paragraph Three of Body: 5 Sentences

All--Paragraph Four of Body: 3 Sentences

Extensions--Paragraph Five of Body: 6 Sentences

6. Grammar: Infinitives, Action Verbs, and Be, a Helper, Link Verbs

7. Write On: Strong Verbs

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

Day Three

9. Think Fast Grammar Review: Prepositions

10. Spelling Practice: Six "S" Spelling Secret

11. Think Fast Grammar Review: Preposition Practice

12. Vocabulary/Structural Analysis: Wacky Words

Homophones: *course* vs. *coarse*

Day Four

13. Further Extension--Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

14. Grammar/Sentence Structure: Prepositional Phrases

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

16. Spelling Practice: Write That Word!

Day Five

17. Grammar: Weekly Quizzes

18. Spelling: Spelling Test

19. Dictation: Dictation Quiz

20. Composition: Final Copy Research Report From Given Material

Optional: Extra Practice

Lesson Plans

Red 2-C: Week One

For a Four-Day Week

Boldness

Day One					
Vocabulary Box			Vocabulary Box		
Synonyms of <i>persecute</i>			Antonyms of <i>persecute</i>		
afflict	oppress	harass	console	defend	solace
betray	pursue	torture	protect	shelter	uphold
imprison	martyr		hearten	strengthen	

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Extensions

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2. Spelling: *Kn* and *ph*

Examples: *knew*, *orphan*

All

- | | | |
|------------------|---------------|----------------|
| 1. schizophrenia | 2. phenomenal | 3. xylophone |
| 4. euphemism | 5. upholstery | 6. photography |
| 7. euphoric | 8. physician | 9. neophyte |

- | | | |
|-------------------|--------------------|------------------|
| 10. knowledgeable | 11. photosynthesis | 12. philanthropy |
| 13. metaphorical | | |

Extensions

- | | |
|-------------------|-------------------|
| 14. paraphernalia | 15. ophthalmology |
|-------------------|-------------------|

Further Extension

- | | |
|---------------------|--------------------|
| 16. euphemistically | 17. pharmaceutical |
|---------------------|--------------------|

Optional Words

- | | | |
|----------------|--------------|----------------|
| 18. afflict | 19. betray | 20. imprison |
| 21. oppress | 22. betrayal | 23. oppression |
| 24. affliction | | |

3. Editor Duty: Correct Given Paragraph(s)

Adjectives, Prepositional Phrases

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline

All--Paragraph One of Body: 7 Sentences

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Day Two

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7. Write On: Strong Verbs

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

9. Think Fast Grammar Review: Prepositions

10. Spelling Practice: Six "S" Spelling Secret

Day Three

11. Think Fast Grammar Review: Preposition Practice

12. Vocabulary/Structural Analysis: Wacky Words

Homophones: *course* vs. *coarse*

13. Further Extension--Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

14. Grammar/Sentence Structure: Prepositional Phrases

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

Day Four

16. Spelling Practice: Write That Word!

17. Grammar: Weekly Quizzes

18. Spelling: Spelling Test

19. Dictation: Dictation Quiz

20. Composition: Final Copy Research Report From Given Material

Optional: Extra Practice

Answer Keys Red 2-C: Week One

3. Editor Duty: Correct Given Paragraph(s) Adjectives, 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 paragraph, highlight the prepositional phrases throughout the sentences.

(3) In the first paragraph, highlight the misused homophones, and write the correct ones above them, if you have not already done so.

(4) **Extensions:** In the last paragraph, highlight the misspelled words, and write the 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 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 has written His laws upon the hearts and consciences of every person. However, sin can deaden an individual's conscience. When a believer lives by God's standards, his life and testimony stir the deadened consciences of those around him, bringing conviction of sin. This conviction often results in persecution for the godly believer.

Peter explained the reason for the negative reactions believers were experiencing from men around them. We must accept the understanding that persecution is a normal part of the Christian life. Christians throughout history have experienced persecution. But that has not stopped Christians from carrying out Christ's missions. In fact, it is during times of persecution that the church had grown the most.

The greatest persecution of all often comes from Christians who have decided to conform to the world. Miserable within, these carnal men and women lash out viciously at godly believers whose lives trouble their sore consciences. There are examples of this all throughout history. In early America slaves, had to set up their own churches because white churches would not allow them to read the whole Bible. But Jesus' true church won the final victory over the lukewarm Christians. (Capitalizing *godly* is optional.)

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|----------------------|----------------------|
| 1. schizofrenia | <u>schizophrenia</u> |
| 2. <u>phenomenal</u> | phenomenel |
| 3. <u>xylophone</u> | zylophone |
| 4. uephemism | <u>euphemism</u> |

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. upholstery	upholstery
6. photography	photografy
7. euphoric	uephoric
8. physician	physisian
9. neophite	neophyte
10. knowledgeble	knowledgeable
11. photosynthesis	photosinthesis
12. philanthrupy	philanthropy
13. metaphorical	metaforical

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

14. paraphernalia	paraferalia
15. ophthalmology	ophthalmollogy

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

16. euphumistically	euphemistically
17. pharmaceutical	pharmacootical

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

18. afflict	aflict
19. betray	beetray
20. inprison	imprison
21. oppress	opress
22. betrayel	betrayal
23. opression	oppression
24. affliction	afliction

6. Grammar: Infinitives, Action Verbs, and Be, a Helper, Link Verbs

<> 6e. Complete the following:

1. Highlight all of the verbs in the sentences provided, including the helpers (not just the main verb of each sentence).
2. Above each verb, write its type. (If it is an infinitive, just write INF—regardless of whether it is an action verb used as an infinitive or a Be, a Helper, Link verb used as an infinitive.)
 - 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: We **BHL** should not **ACT** use methods and gimmicks **INF** to get
people **INF** to hear the Gospel.

1. The physical conditions **ACT** surrounding the teaching of God's truths **BHL** are important.

2. Christ **ACT** said that we **BHL** should not **ACT** throw our pearls before swine lest they

ACT trample them underfoot.

3. We **BHL** should **ACT** let the truth **BHL** do the shouting." (*Shouting is a verbal used as a predicate nominative; it is fine to consider it an action verb.*)

4. Jesus **ACT** showed us through His example the most effective way **INF** to change corrupt leadership.

5. He **ACT** taught us **INF** to change the hearts of the people by **ACT** appealing to those in

authority and **ACT** allowing God **INF** to work in their hearts.

6. Frequently a disciple **BHL** would literally **ACT** follow Jesus from place to place, **ACT** sitting
at His feet and **ACT** learning both His teachings and His way of life.

7. Today, Christ **ACT** lives in the heart of every true believer.

8. The teaching of Jesus **BHL** **was** not from mind to mind but from life to life.
9. He **BHL** **did** not **ACT** **read** from a script but **ACT** **communicated** the message that God **BHL** **ACT** **had** **given** to Him in secret.
10. The power of a message **ACT** **given** through the spirit of the messenger **BHL** **is** **ACT** **expressed** in voice inflection, pauses, emphasis, and eye contact.
11. Effective teaching **ACT** **takes** place when the life of the learner **BHL** **is** **ACT** **changed** .
12. Jesus **ACT** **taught** more than information; He **ACT** **instilled** life-changing concepts and character-building principles.
13. The truths **ACT** **communicated** in the beatitudes **BHL** **were** not new to the hearers.
14. Christ **ACT** **gave** vastly deeper meanings than the listeners **BHL** **had** ever **ACT** **heard** before.
15. By **ACT** **learning** the Greek language in which the New Testament **BHL** **was** **ACT** **written** we **BHL** **will** **BHL** **be** able **INF** **to learn** more precisely the meanings of the words that Jesus **ACT** **taught** .

9. Think Fast Grammar Review: Prepositions

<> 9f. Complete the following steps for the sentences provided.

- (1) Highlight the prepositions in all parts of the sentences.
- (2) Cross out one of the highlighted prepositions in each sentence, and write a different one in place of it.

Example: The lion was bold in the forest. In the forest, the lion was bold.

Note: Do not highlight infinitives (to + verb).

1. **Into** the little girl's bed, fell a bundle **of** burning thatch.

2. **In** the streets below, neighbors shouted, "Fire! Fire!" as they frantically gathered buckets and filled them **with** water. (**Below is used as an adjective here; as is a subordinator here.**)
3. **From** the burning house, the minister quickly led his wife and older children **into** the muddy street.
4. **Into** the smoke-filled parlor, he returned.
5. **From** the nursery, the nurse ran, carrying baby Charles and the other little ones.
6. **In** the thick **of** the fire, little Jacky slept soundly.
7. **From** his room he could see a light.
8. **In** the hallway he saw roaring flames.
9. **Onto** an old chest, the little boy climbed.
10. **Up** the stairway, the father bounded trying to save his little son.
11. **Within** moments, the stairway collapsed.
12. **In** deepest prayer, the father knelt **to** the ground.
13. **Upon** one man's shoulders, a neighbor stood and rescued little Jacky.
14. **In** a short time, the father was crying **with** thanksgiving **for** the safety **of** his wife and children.
15. **From** that time onward, the Wesleys dedicated themselves **to** the teaching and training **of** their children **for** God's glory.

12. Vocabulary/Structural Analysis: Wacky Words

Homophones: course vs. coarse

<> 12a. Fill in each blank provided with the correct Wacky Word--**course** and **coarse**.

1. Jon was taking a literature course.
2. The coarse fabric caused the shirt to be very uncomfortable.
3. Of course, Josiah is playing the drums.
4. The hot sand was quite coarse on our feet.
5. The man's coarse language was offensive to all of us.
6. What course are you teaching this fall?
7. We took a stroll around the golf course before breakfast.

Teacher Tip: 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 belong in prepositional phrase openers. Do not count answers wrong if commas are omitted following prepositional phrase openers of four words or fewer.

14. Grammar/Sentence Structure: Prepositional Phrases

<> 14e. Complete the following steps for the sentences provided.

- (1) Place parenthesis () around all prepositional phrases throughout the sentences.
- (2) Highlight each sentence's main subject with one color.
- (3) Highlight each sentence's main verb with another color.
- (4) Place commas in the sentences provided, according to the prepositional phrase opener rules learned in this lesson.

Note: You may highlight the one word subject (boy) or the describer with the subject (the small boy). In many cases, the describer is needed as part of the subject in order to show that specific subject (i.e. not just any boy but the small boy).

1. (Inside the great hall) (near his royal home), a small boy stood .
2. From childhood, the boy realized that this would be his dining hall when he grew older and ascended (to the throne) (of England).
3. (Beyond a ravine), he found a little chapel and went inside to kneel (for prayer).
(Inside is an adverb here; it can't be a preposition because it doesn't have an object of the preposition following it.)
4. (From his heart), he told God that he did not want the drunkenness and crudeness that went (with palace life).
5. (From that moment), he turned his life over (to God), and the glory (of God) filled that little chapel. (Over is an adverb here.)
6. (With a new sense) (of spiritual purpose), the young boy got up (from his knees).
(Up is an adverb here.)
7. (In later years), he became one (of the greatest rulers) (in England's history), Alfred the Great.
8. (During the last decade) (of the ninth century), Alfred the Great codified the laws (of England).
9. (For the purpose) (of "worthily and fittingly steering and ruling the dominion") entrusted (to him), he organized the legal system (of his realm).
10. (With the Ten Commandments and excerpts) (from the Mosaic Law), he prefaced his code.
11. (Throughout the laws) that Alfred established, there were obviously biblical origins .
12. (From King John) (in 1215 A.D.), we find *The Magna Carta*.
13. (In a detailed comparison) (of *The Magna Carta* and a similar Spanish charter), a university law professor has pointed out the biblical origins. (Out is an adverb here.)
14. (In *The Mayflower Compact*) we also see biblical foundations.
15. (To the shores) (of the new world), the courageous men and women who fled the tyranny and religious persecution (of England) carried the principles (of God's

law).

16. (From the tiny deck) (of the *Arabella*)₁ Puritan leader John Winthrop shared a similar vision (for America).

<> 14g. Place commas in the sentences provided, according to the prepositional phrase opener rules learned this week.

1. From their earliest days₁ Mrs. Wesley taught her children to cry quietly and never to grab for their food.
2. Before they could walk or speak₁ they learned to ask God's blessing upon their provisions.
3. In her heart₁ Mrs. Wesley determined to raise her nineteen children for the Lord.
4. With a straightforward and firm philosophy of child rearing₁ she raised her children in the fear of the Lord.
5. With love and concern₁ Mrs. Wesley carefully balanced her discipline of the children.
6. During each week₁ she would set aside a special time to instruct each child individually from the Bible and talk with them about spiritual matters.
7. On Thursday evenings₁ little John Wesley would have a special hour with his mother.
8. Within John Wesley₁ a hunger for the righteousness of God was kindled.
9. By the age of seventeen₁ John had dedicated his life to the preaching of the Gospel.
10. By going to Christ's Church College at Oxford₁ he thought he would be adequately prepared for the ministry.
11. To his horror₁ he discovered that many of his classmates who were being prepared for the ministry were blasphemers living in open sin.
12. With the sinful conditions at the school and the taunting of his classmates₁ John Wesley was motivated to gather the students who were spiritually-minded to meet together once a week for mutual spiritual encouragement and study of the Scriptures.
13. In addition to their weekly meetings₁ the earnest members of the study group looked for every opportunity to minister to the sick, poor, and imprisoned.
14. From their own funds₁ they established schools for the poor.
15. During this time₁ they regularly visited the prisons, bringing both spiritual and physical refreshment to the inmates.
16. During criminals' time of execution₁ they were on hand to minister to them.
17. From their weekly meetings₁ they developed a Bible study group that met three to four evenings a week to study Greek and Latin together.
18. By reducing their food and sleep to a minimum₁ they had more funds and time to carry out their spiritual objectives.
19. For the strictest evaluation of their conduct₁ they became accountable to each other.
20. During this time₁ they were mocked and taunted with such names as "Bible moths," "Bible bigots," and "Methodists."

21. From their methodical and punctual manner, they were given the name Methodists.
22. Throughout this time, the heckling students labeled them "The Holy Club," thinking that to accuse them of the desire to be holy was the greatest insult they could give them.
23. From this group of hecklers, came a young man who began showing an interest in the study group.
24. Within a short time, this man, George Whitefield, became a Christian and joined the group in their studies.
25. From the Oxford's chapel, the bishop proclaimed that John would one day be a standard-bearer of the cross in his own country or beyond the seas.
26. Before John's father died, he said to John, "The strongest proof of the Christian life is the inward witness."
27. Into America, John and Charles went to become missionaries among the Indians in Georgia.
28. During the fifty-seven day voyage, a violent storm erupted on the ocean.
29. For two years, John Wesley attempted to work with the Indians and debtors in Georgia's wilderness.
30. Throughout his ministry, he sought to be a true peacemaker.

Weekly Review Quiz Answer Key

I. Vocabulary and Comprehension

1. List two (**Extensions:** List four) words that are synonyms of persecute from this week's Vocabulary Box.

a. <u>afflict</u>	b. <u>oppress</u>
Extensions:	
c. <u>torture</u>	d. <u>harass</u>

Answers will vary.

2. Write a sentence about this week's passage using a synonym you listed above.

Answers will vary.

II. Outlining and Write On

3. Write sentences from the Key Word Outline notes given below, using your own vocabulary:
 - a. orb webs (ppl see+++) = created → 2 fans
 - b. build web = erect bridge → plants & reinforce
 - c. secure center bridge w/ ↑ silk = construct frames
 - d. → designs spiral/non-sticky silk (basting) = framework → position & finishes web
 - e. Temp spiral complete = b a c k t r a c k s = creates perm spiral viscid silk/basting off

Answers will vary.

4. Write one strong verb that you can think of in place of underlined verbs in provided sentences:
- The Venus' fly trap catches and eats bugs and flies.
 - This shows another example of entrapments.
 - The central rib of each leaf has thin-walled cells that work like hinges.

Answers will vary.

III. Grammar and Usage

5. List eight (**Extensions:** List twelve) BHL verbs:

a. am b. is c. are d. was
e. be f. bring g. been h. have

Extensions:

i. were j. had k. has l. feel

Answers will vary.

6. What are two common uses for the word *to*:

a. preposition b. infinitive

7. How can you tell if *to* is being used as an infinitive or as a preposition?

In an infinitive, to will be followed by a verb.

8. List eight prepositions (**Extensions:** List ten) that have to do with time (as opposed to position):

a. during b. throughout c. in d. before
e. after f. through g. for h. between

Extensions:

i. at j. amid

9. Write the two **Preposition-Check Sentences**:

a. The angel flew the clouds. (position)
b. The girl prayed the service. (time)

10. Which Preposition-Check Sentence has to do with position and which has to do with time? (Write answer beside check sentences in #9).

11. Isolate prepositional phrases in the sentences provided below:

- (From childhood), the boy understood that he would live here all (of his days).
- He found a little chapel (near his home) (by a ravine).
- The boy got up (from his knees) [(with a new sense) (of purpose) and a plan (of attack)].
- He became one (of the greatest rulers) (in England's history).

IV. Homophones and Spelling

12. Did you use a tip to remember which Wacky Word is which—*course* or *coarse*?

Answers will vary.

13. If so, what is your memory tip?

Answers will vary.

Lesson Plans

Red 2-C: Week Two

For a Five-Day Week

Boldness

Day One		
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Vocabulary Box Synonyms of <i>persecute</i> afflict oppress harass betray pursue torture imprison martyr </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Vocabulary Box Antonyms of <i>persecute</i> console defend solace protect shelter uphold hearten strengthen </div>	
<p>1. Copying and Comprehension: Passage and Vocabulary</p> <p>All</p> <p>Character is the one thing in our lives that we have full control over—and the one thing in our lives that says more about us to others than anything else. People might be somewhat impressed by talent, wealth, and heritage. However, people are overwhelmingly impressed with positive character. For this reason, there are three character qualities that I feel are foundational to all others—and three that we should all seek to exhibit in our lives: kindness, responsibility, and respect.</p> <p>What do all of these people have in common: Clara Barton, Mother Theresa, and Florence Nightengale? They are all known for the uncommon—yet foundational—character quality of kindness. Kindness may be defined as gentleness, caring, extending good deeds to others, sympathetic behavior, and more. It is evident in “caring” professions, such as nursing, teaching, medicine, and other emergency-care-providing careers. People nowadays often do not take the time or trouble to be kind. Yet, kindness is a hallmark of a person filled with character. As the famous quote relates, “People will forget what you say to them, but they will never forget how you make them feel.” Kindness makes people feel loved—and we should seek to embrace and exemplify this quality in our lives.</p> <p>“Oh, he’ll be late for sure. He always is.” “Oh, the trash didn’t get taken down again. I knew that would happen.” “May I have another week to turn in this paper? I know I did this last time, but more things have come up.” Those quotes are words often spoken about or by someone lacking in this second foundational quality—responsibility. People who are irresponsible are not desired as employees since most jobs require people who can be counted on to follow through and get the job done. Irresponsibility will not only hurt a person in his occupation. Moreover, it causes problems in our faith, in our relationships with others, and in our homes. Responsibility, on the other hand, makes a person sought after as an employee, volunteer, friend, and mate.</p> <p>It is often said that respect must be earned. And maybe there is some truth to that. However, the third foundational quality, that of respect, is one that we should seek to possess regardless of the worthiness of others. True respect is esteeming others for their positions—regardless of whether they are carrying out their positions in ways that we think they should. Obviously, we should never respect or be connected to one who is involved in sin or asking us to sin (such as a dishonest boss who wants us to cheat for him). However, we should respect those in authority by rising when it is appropriate (such as for a leader, a female, or the elderly entering the room); by speaking with acceptable titles and names; by not demeaning those over us to other people; and more. We should begin learning and practicing respect with our parents and grandparents. This will make it a natural extension to our employers and other leaders.</p> <p>Extensions</p> <p>What does a kind, responsible, and respectful person look like? Think about that yourself. Do you know individuals who exhibit all three of those</p>		

character qualities? Are they liked by others? Are they desired as an employee or volunteer? Are they respected because of their respect for others? Kindness, responsibility, and respect—three character qualities that all of us should desire in our lives.

2. Spelling: *Ent, ant, ance, ence* Families

Examples: *different, rampant, chance, difference*

All

- | | | |
|------------------|------------------|-------------------|
| 1. benevolent | 2. precedent | 3. president |
| 4. accouterment | 5. congruent | 6. abhorrence |
| 7. dependence | 8. coincidence | 9. adolescence |
| 10. competence | 11. benignant | 12. cognizant |
| 13. comeuppance | 14. acquaintance | 15. cognizance |
| 16. happenstance | 17. reluctance | 18. accommodation |

Extensions

19. acquiescent 20. connivance

Further Extension

21. dissidence 22. imminence 23. eminence

Optional Words

24. shelter 25. strengthen 26. solace
 27. uphold 28. strengthening

3. Editor Duty: Correct Given Paragraph(s)

DO's, IO's, PN's, Dates and Numbers

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline

6. Spelling Practice: Six “S” Spelling Secret

Day Three

7. Write On: Introductory Material

8. Write On: introducing Quotation Use

9. Study Skills: Five Paragraph Essay With Train Analogy

Day Four

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

11. Spelling Practice: Write That Word!

12. Grammar: Weekly Quizzes

Day Five

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

15. Composition: Final Copy Original Expository Essay

Optional: Extra Practice

Lesson Plans

Red 2-C: Week Two

For a Four-Day Week
Boldness

Day One

Vocabulary Box

Synonyms of *persecute*

afflict	oppress	harass
betray	pursue	torture
imprison	martyr	

Vocabulary Box

Antonyms of *persecute*

console	defend	solace
protect	shelter	uphold
hearten	strengthen	

1. Copying and Comprehension: Passage and Vocabulary All

Character is the one thing in our lives that we have full control over—and the one thing in our lives that says more about us to others than anything else. People might be somewhat impressed by talent, wealth, and heritage. However, people are overwhelmingly impressed with positive character. For this reason, there are three character qualities that I feel are foundational to all others—and three that we should all seek to exhibit in our lives: kindness, responsibility, and respect.

What do all of these people have in common: Clara Barton, Mother Theresa, and Florence Nightengale? They are all known for the uncommon—yet foundational—character quality of kindness. Kindness may be defined as gentleness, caring, extending good deeds to others, sympathetic behavior, and more. It is evident in “caring” professions, such as nursing, teaching, medicine, and other emergency-care-providing careers. People nowadays often do not take the time or trouble to be kind. Yet, kindness is a hallmark of a person filled with character. As the famous quote relates, “People will forget what you say to them, but they will never forget how you make them feel.” Kindness makes people feel loved—and we should seek to embrace and exemplify this quality in our lives.

“Oh, he’ll be late for sure. He always is.” “Oh, the trash didn’t get taken down again. I knew that would happen.” “May I have another week to turn in this paper? I know I did this last time, but more things have come up.” Those quotes are words often spoken about or by someone lacking in this second foundational quality—responsibility. People who are irresponsible are not desired as employees since most jobs require people who can be counted on to follow through and get the job done. Irresponsibility will not only hurt a person in his occupation. Moreover, it causes problems in our faith, in our relationships with others, and in our homes. Responsibility, on the other hand, makes a person sought after as an employee, volunteer, friend, and mate.

It is often said that respect must be earned. And maybe there is some truth to that. However, the third foundational quality, that of respect, is one that we should seek to possess regardless of the worthiness of others. True respect is esteeming others for their positions—regardless of whether they are carrying out their positions in ways that we think they should. Obviously, we should never respect or be connected to one who is involved in sin or asking us to sin (such as a dishonest boss who wants us to cheat for him). However, we should respect those in authority by rising when it is appropriate (such as for a leader, a female, or the elderly entering the room); by speaking with acceptable titles and names; by not demeaning those over us to other people; and more. We should begin learning and practicing respect with our parents and grandparents. This will make it a natural extension to our employers and other leaders.

Extensions

What does a kind, responsible, and respectful person look like? Think

about that yourself. Do you know individuals who exhibit all three of those character qualities? Are they liked by others? Are they desired as an employee or volunteer? Are they respected because of their respect for others? Kindness, responsibility, and respect—three character qualities that all of us should desire in our lives.

2. Spelling: *Ent, ant, ance, ence* Families

Examples: *different, rampant, chance, difference*

All

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|------------------|------------------|-------------------|
| 1. benevolent | 2. precedent | 3. president |
| 4. accouterment | 5. congruent | 6. abhorrence |
| 7. dependence | 8. coincidence | 9. adolescence |
| 10. competence | 11. benignant | 12. cognizant |
| 13. comeuppance | 14. acquaintance | 15. cognizance |
| 16. happenstance | 17. reluctance | 18. accommodation |

Extensions

19. acquiescent 20. connivance

Further Extension

21. dissidence 22. imminence 23. eminence

Optional Words

- | | | |
|-------------|-------------------|------------|
| 24. shelter | 25. strengthen | 26. solace |
| 27. uphold | 28. strengthening | |

3. Editor Duty: Correct Given Paragraph(s)

DO's, IO's, PN's, Dates and Numbers

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

6. Spelling Practice: Six “S” Spelling Secret

7. Write On: Introductory Material

8. Write On: introducing Quotation Use

Day Three

9. Study Skills: Five Paragraph Essay With Train Analogy

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

11. Spelling Practice: Write That Word!

12. Grammar: Weekly Quizzes

Day Four

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

15. Composition: Final Copy Original Expository Essay

Optional: Extra Practice

Answer Keys Red 2-C: Week Two

3. Editor Duty: Correct Given Paragraph(s)

DO's, IO's, PN's, Dates and Numbers

<> 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 direct objects and indirect objects.

(3) In any of the paragraphs, highlight the misspelled words, and write their correct spellings above them, if you have not already done so.

The early framers of our Constitution fully understood **the need** for **C**hristian philosophy and **principles** in the **content** of the **government** they sought to develop. The **principles** of the Word of **G**od permeated **Colonial America**, although not every person was a believer. **A**merica was a **C**hristian nation to the **extent** that it thought and acted from a **B**iblical base.

Each state assumed **the responsibility** to **implement** **laws** pertaining to crime, property, and family. The Tenth **Amendment** to the Constitution **guaranteed** **the individual states** **the power** to make **such laws**. (The individual states is the IO; the power is the DO.)

Many early state laws originated directly from Sir **W**illiam **B**lackstone's **commentaries**. Sir **B**lackstone, a **C**hristian, believed **the fear** of the **L**ord was the beginning of wisdom. **H**e took **it** as self-**evident** that the source of all laws is **G**od. **H**e based **his beliefs** upon the **existence** of an omnipotent **G**od who governs **the affairs** of men, concluding that man is bound by **God's** laws, which are the absolutes of society. (That man is bound by Gods' laws is a dependent or subordinate clause.)

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|-----------------|-------------|
| 1. benevolent | benevolant |
| 2. precedent | precedant |
| 3. precident | president |
| 4. accouterment | acouterment |
| 5. congruant | congruent |
| 6. abhorrence | abhorence |

7. dependence	dependance
8. coincidence	coincidence
9. adolescence	adolesence
10. competance	competence
11. binignant	benignant
12. cognizant	cognizent
13. comeuppance	comeupance
14. acquaintance	acquaintence
15. cognizence	cognizance
16. happenstance	happinistance
17. reluctance	reluctance
18. accommodation	acommodation

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

19. acquiescent	acquiesent
20. connivence	connivance

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

21. dissidence	dissidance
22. immunence	imminence
23. emminence	eminence

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

24. shellter	shelter
25. strenthen	strengthen
26. solace	solase
27. upholde	uphold
28. strenthening	strengthening

7. Write On: Introductory Material

<> 7d. In the sentences provided, complete the following steps:

- (1) Highlight all of the introductory material (sentence openers) at the beginning of the sentences.
- (2) Place commas as needed.
- (3) **Extensions:** Cross out the sentence opener in each sentence and write a different **type** of opener above the crossed out one.

Example: Thus, Satan causes many to fall into sin (CA opener).

Actually, Satan causes many to fall into sin (Ly opener).

- (4) **Further Extension:** Highlight the main subject of each sentence.

1. **When we are persecuted for righteousness' sake,** it is a clear confirmation that we have effectively engaged God's enemy.
2. **Since the suffering takes place in a temporal setting,** there is no way to make a comparison with eternity and indestructible things.
3. **Knowing about this comparison,** we can have great rejoicing through suffering.
4. **From the persecution we experience,** we can relate to the power of the risen Christ working in us and through us.
5. **Fortunately,** we will have an inward attitude that will indicate to us that we are being persecuted for Christ's sake rather than for our own sake.
6. **Warning us through Scripture about Satan,** the Bible says that he is as a roaring lion seeking whom he may devour.
7. **Yes,** his strategy in roaring is to intimidate and unnerve Christians through pressures and persecution so that they fail to claim God's promises and power.
8. **Thus,** Satan causes many to fall into sin.
9. **To be a kingdom** it must have four things: a king, laws, subjects who obey the laws, and borders. (Comma is optional.)
10. **Persecuted for righteousness' sake,** Paul willingly accepted all that was aimed at him.
11. **Working for the Lord,** we are a threat to Satan's kingdom.
12. **When they heard these things,** they were cut to the heart.
13. **Because we are not conforming to the world,** the world hates us.
14. **As a zealous Pharisee,** Paul persecuted Christians in the early churches, forcing thousands to flee. (Comma following this opener is optional since it is a subordinate phrase rather than a subordinate clause -- and some would say a pause is heard while others would not.)

Teacher Tip: Your student may highlight the describer(s) and article(s) with the noun or pronoun as the direct object (the village) or just the noun itself (village). Either way is acceptable.

Weekly Review Quiz Answer Key

I. Outlining and Write On

1. Write three descriptive sentences about the passage for this week.

Answers will vary.

2. Write three strong verbs you used this week?

Answers will vary.

3. **Extensions**--Write what kind of sentence opener each of the ones provided below are:

- a. For this reason, Prepositional phrase opener
- b. Moreover, Adverb opener
- c. Obviously, Adverb opener

4. Finish the "sentences" above, by adding a "complete sentence" to each opener.

Answers will vary.

II. Homophones and Spelling

5. **Extensions**--Write tips for six (**Extensions**: eight) of the homophones listed below. You may use ones you have learned in CQLA or come up with your own.

Answers will vary.

6. Write two words under each category from this week's spelling list:

ent

(1) benevolent

(2) congruent

ence

(1) abhorrence

(2) coincidence

ant

(1) benignant

(2) cognizant

ance

(1) acquaintance

(2) reluctance

III. Editing and Revising

7. **Extensions**: Did you find any adverbs to remove (in order to change the verb to a strong one) this week? If so, what was it?

Answers will vary.

8. What would be a good thesis statement for his week's passage?

Answers will vary.

9. What would be a good “thesis statement reloaded” for this week’s passage (that would correlate with the thesis statement you listed in # 8)?

Answers will vary.

10. What title did you give your essay this week?

Answers will vary.

11. List six (**Extensions:** List eight) Banned Words.

a. very b. like c. big d. bad
e. look f. lot

Extensions:

g. really h. great

Answers will vary.

12. **Extensions:** Write three sentences about this week’s passage with prepositional phrase openers.

Answers will vary.

Lesson Plans

Red 2-C: Week Three

For a Five-Day Week

Boldness

Day One

Vocabulary Box

Synonyms of *persecute*

afflict oppress harass
betray pursue torture
imprison martyr

Vocabulary Box

Antonyms of *persecute*

console defend solace
protect shelter uphold
hearten strengthen

1. Copying and Comprehension: Passage and Vocabulary All

The rabble in the street soon joined the press and pulpit, and mob violence often accompanied John Wesley's meetings. The attacks served only to increase people's attention to him and the message he delivered. Crowds frequently numbered from twenty to forty thousand. If a mob failed to break up his meeting, its members would follow him to his lodging, smash windows, and threaten to take his life.

Extensions

John Wesley was so undisturbed by this persecution that he would enjoy peaceful sleep with the confidence that God was his Protector. As a result of the persecution, God poured out His grace upon John Wesley and his followers. This grace gave him the desire and ability to achieve tremendous spiritual accomplishments.

Further Extension

In addition to his amazing preaching and teaching schedule, he read over twelve hundred books on many subjects while he traveled. He developed grammars of Hebrew, Greek, Latin, French, and English. He wrote, revised, and published a library of fifty volumes. John also penned and published a four-volume commentary on the whole Bible. He compiled a dictionary of the English language, a comprehensive history of England and Rome, a book on electricity, a guide on medicine for the common people, and six compilations of church music.

2. Spelling: Plural Nouns

All

- | | | |
|---------------|----------------|---------------|
| 1. branch | 2. branches | 3. umbrage |
| 4. umbrages | 5. principle | 6. principles |
| 7. soprano | 8. sopranos | 9. oboe |
| 10. oboes | 11. half | 12. halves |
| 13. theory | 14. theories | 15. energy |
| 16. energies | 17. century | 18. centuries |
| 19. identity | 20. identities | 21. analogy |
| 22. analogies | | |

Further Extension

- | | | |
|-----------------|--------------------|----------------------|
| 23. intricacy | 24. intricacies | 25. necessity |
| 26. necessities | 27. responsibility | 28. responsibilities |

29. bacterium
32. curricula

30. bacteria

31. curriculum

Optional Words

33. pursue

34. martyr

35. harass

36. torture

37. martyrdom

38. harassment

39. torturous

3. Editor Duty: Correct Given Paragraph(s)

Sequencing/Enumerating; Noun Markers

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Pre-Writing: Learning About the 1-3-1 (Five Paragraph) Essay Approach

Basic: 3 Paragraphs; 6 to 8 sentences

Extensions: 3 Paragraphs; 7 to 10 sentences

6. Spelling Practice: Six "S" Spelling Secret

Day Three

7. Research and Study Skills: Research for Original Informative Essay/Design Working thesis Statement

8. Grammar: Past Participle Verb Tense and Verb Phrases

9. Write On: Transitions

Day Four

10. Study Skills and Prewriting: Outline Original Paragraphs

11. Spelling Practice: Write That Word!

12. Composition: Writing Original Expository Essay

Day Five

13. Grammar: Weekly Quizzes

14. Spelling: Spelling Test

15. Dictation: Dictation Quiz

Optional: Extra Practice

Lesson Plans

Red 2-C: Week Three

For a Four-Day Week

Boldness

Day One

Vocabulary Box

Synonyms of *persecute*

afflict	oppress	harass
betray	pursue	torture
imprison	martyr	

Vocabulary Box

Antonyms of *persecute*

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protect	shelter	uphold
hearten	strengthen	

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All

- | | | |
|---------------|----------------|---------------|
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| 4. umbrages | 5. principle | 6. principles |
| 7. soprano | 8. sopranos | 9. oboe |
| 10. oboes | 11. half | 12. halves |
| 13. theory | 14. theories | 15. energy |
| 16. energies | 17. century | 18. centuries |
| 19. identity | 20. identities | 21. analogy |
| 22. analogies | | |

Further Extension

- | | | |
|---------------|-----------------|---------------|
| 23. intricacy | 24. intricacies | 25. necessity |
|---------------|-----------------|---------------|

- | | | |
|-----------------|--------------------|----------------------|
| 26. necessities | 27. responsibility | 28. responsibilities |
| 29. bacterium | 30. bacteria | 31. curriculum |
| 32. curricula | | |

Optional Words

- | | | |
|---------------|---------------|----------------|
| 33. pursue | 34. martyr | 35. harass |
| 36. torture | 37. martyrdom | 38. harassment |
| 39. torturous | | |

3. Editor Duty: Correct Given Paragraph(s)

Sequencing/Enumerating; Noun Markers

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Pre-Writing: Learning About the 1-3-1 (Five Paragraph) Essay Approach

Basic: 3 Paragraphs; 6 to 8 sentences

Extensions: 3 Paragraphs; 7 to 10 sentences

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7. Research and Study Skills: Research for Original Informative Essay/Design Working thesis Statement

Day Three

8. Grammar: Past Participle Verb Tense and Verb Phrases

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11. Spelling Practice: Write That Word!

Day Four

12. Composition: Writing Original Expository Essay

13. Grammar: Weekly Quizzes

14. Spelling: Spelling Test

15. Dictation: Dictation Quiz

Optional: Extra Practice

Answer Keys Red 2-C: Week Three

3. Editor Duty: Correct Given Paragraph(s) Sequencing/Enumerating; Noun Markers

<> 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 articles.

(3) In the second and third paragraphs, highlight all of the sequencing words, and place the proper punctuation 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.

Note: Be careful of the “double openers” at the beginning of sentences. In some cases, you will need a punctuation mark following the sequencing word and another one following the clause or phrase that proceeds the sequencing word—before the complete sentence (subject part/predicate part) begins.

Cape hunting dogs are among the most brutal predators in the world, for they begin feeding on their prey, usually a gazelle, a zebra, or a wildebeest, while it is still alive. Because no one dog is strong enough to take down such a large animal by itself, Cape hunting dogs live and hunt in packs averaging in size from twelve to twenty dogs.

Their black, yellow, and white mottled coats provide the Cape dogs with camouflage, while the ample tuft of white at the tip of each dog's tail acts as a flag, helping members of the pack to stay together during hunts in thick undergrowth. Initially, a dominant male usually leads the hunt, which often begins with members following the leader single file. The pack moves slowly and steadily until they spot prospective prey. Secondly, once they choose their intended victim, the dogs vigorously pursue their prey. Because these predators can maintain a pace of up to thirty miles per hour, the hunt quickly becomes a test of stamina.

Thirdly, as the leader catches up to the prey, he locks his jaws into any soft flesh he can grab and simply hangs on. This action slows and weakens the victim enough that other dogs can also find a vulnerable spot to attack. Eventually, the entire pack converges on the struggling victim and pulls it to the ground. Finally, once it is down, the dogs begin feeding immediately.

4. Spelling Practice: Choose the Correct Spelling

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

1. branch

brach

2. braches

branches

3. umbrige	umbrage
4. umbrages	umbriges
5. principle	prinsiple
6. principles	prinsiples
7. sopranno	soprano
8. sopranos	soprannos
9. obow	oboe
10. obows	oboes
11. half	haff
12. haves	halves
13. theery	theory
14. theories	theeries
15. energy	energee
16. energies	energees
17. sentury	century
18. senturies	centuries
19. identity	identitty
20. identitties	identities
21. analogy	annalogy
22. annalogies	analogies

↔ 4b. Highlight the correct spelling of each **Further Extension** word.

23. intricasy	intricacy
24. intricacies	intricasies
25. necessity	neccessity
26. necessities	necessities
27. responsibility	responsibillity

28. responsibilities	responsibilities
29. bactereum	bacterium
30. bacteria	bacterea
31. curricullum	curriculum
32. curricula	curricula

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

33. pursue	persue
34. martyr	marter
35. harrass	harass
36. torture	toretur
37. martyrdom	marterdom
38. harrassment	harassment
39. toreturous	torturous

8. Grammar: Past Participle Verb Tense and Verb Phrases

<> **8g.** In the sentences provided, complete the following steps:

- (1) Highlight all of the verbs in the sentences provided—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, just write INF—regardless of whether it is an action verb as an infinitive or a Be a Helper, Link verb as an infinitive.)
 - a. ACT = Action verb
 - b. BHL = Be, a Helper, Link verb
 - c. INF = Infinitive
- (3) In ten of the sentences, cross out one action verb (per sentence) and write a stronger verb above it that is a synonym for the crossed out one. (You may use a thesaurus if desired.)

Note: Do not highlight the adverbs in the middle of the verb phrases since we are focusing on recognizing the three types of verbs in this lesson.

Example: We ^{BHL} **should** not ^{ACT} **use** methods and gimmicks ^{INF} **to get** people interested in ^{ACT} **hearing** the Gospel.

1. Lions ^{BHL} **live** in groups ^{ACT} **called** prides, which ^{ACT} **consist** of one or more males and several females.

2. Dominant male lions ^{ACT} **roar** ^{INF} **to warn** other lions not ^{INF} **to infringe** on their territory.

3. Weaker lions and other animals ^{ACT} **flee** at the roar of a powerful male.

4. Jesus Christ, the Lion of the tribe of Judah, ^{ACT} **vanquished** Satan when He ^{ACT} **rose** from the grave.

5. He ^{BHL} **will** ^{ACT} **return** ^{INF} **to establish** His kingdom.

6. At present, however, God still ^{ACT} **allows** Satan limited power in the world.

7. Our adversary ^{BHL} **is** on the offensive.

8. He ^{BHL} **is** ^{ACT} **determined** ^{INF} **to draw** away as many souls with him as he ^{BHL} **can**.

9. Believers ^{BHL} **have** no reason ^{INF} **to fear** Satan in that Christ ^{BHL} **has** already ^{ACT} **won** the victory for us.

10. Observers of African wildlife used ^{INF} **to consider** hyenas and jackals as the cowards of the African plain because during the day they ^{BHL} **would** ^{ACT} **slink** around the kills of other predators, ^{ACT} **hoping** ^{INF} **to steal** food for themselves.

11. Recent studies ^{BHL} **have** ^{ACT} **demonstrated** that while these animals ^{BHL} **may seem** fainthearted by day, they ^{BHL} **are** bold killers by night.

12. Once they ^{ACT} **spot** a vulnerable animal, they ^{ACT} **separate** it from the herd, ^{ACT} **attack** fearlessly, and when the victim ^{BHL} **is** dead, ^{ACT} **devour** everything except its horns and teeth.

13. The angler fish ^{ACT} **lives** on the ocean floor and ^{BHL} **is** such a poor swimmer that it ^{BHL} **is** unable ^{INF} **to chase** after its prey.

14. It ^{ACT} brings prey to itself by ^{ACT} using an attractive lure.
15. A spider's web ^{BHL} is an intricate trap from which its prey seldom ^{ACT} escapes.
16. Most spiders ^{ACT} sit patiently in the center of the web, ^{ACT} waiting for their prey.
17. When they ^{ACT} sense the vibrations of a struggling victim, spiders ^{ACT} rush deftly across their webs and further ^{ACT} entangle their prey with more silk.
18. Finally, they ^{ACT} bite the prey ^{INF} to kill it before ^{ACT} dragging it away ^{INF} to eat it.
19. Unlike lions, which often ^{ACT} hunt in groups on the open plains, tigers ^{ACT} hunt alone and ^{ACT} depend on concealment ^{INF} to stalk their prey.
20. A tiger's victim usually ^{BHL} has no idea that his enemy ^{BHL} is near until after escape ^{BHL} is impossible.
21. Cape hunting dogs ^{BHL} are among the most brutal predators in the world, for they ^{ACT} begin feeding on their prey, usually a gazelle, a zebra, or a wildebeest, while it ^{BHL} is still alive.
22. Because no one dog ^{BHL} is strong enough ^{INF} to take down such a large animal by itself, Cape hunting dogs ^{ACT} live and ^{ACT} hunt in packs ^{ACT} averaging in size from twelve to twenty dogs.
23. As the leader ^{ACT} catches up to the prey, he ^{ACT} locks his jaws into any soft flesh he ^{BHL} can grab and simply ^{ACT} hangs on.

Weekly Review Quiz Answer Key

I. Grammar and Usage

- Write the past participle forms for the following verbs:
 - arise -- had risen
 - blow -- had blown
 - go -- had gone
 - do -- had done
 - become -- had become

Extensions:

a. hang (execute)---had hanged

b. hang (suspend)---had hung

2. In a verb phrase, the subject must match the _____ verb of the verb phrase.

II. Homophones and Spelling

3. **Extensions**--Use some spelling words/homophones in sentences.

(1) then

(2) they

(3) principal

(4) principle

(5) affect

(6) effect

(7) calvary

(8) cavalry

(9) eminent

(10) imminent

Answers will vary.

III. Editing and Revising

4. Transitions are important in essay writing. List four transition words that you could use in your essay this week:

a. likewise

b. in addition

c. otherwise

d. moreover

Answers will vary.

5. Write sentences using two of the transition words you listed in #4.

Answers will vary.

6. List six *B* prepositions:

1. before

2. behind

3. below

4. beneath

5. beside

6. between

Answers will vary.

7. List twenty *A* prepositions:

1. aboard

2. about

3. above

4. according to

5. across

6. after

7. against

8. along

9. along with

10. amid

11. amidst

12. among

13. amongst

14. apart

15. apart from

16. around

17. as

18. as for

19. aside

20. at

Answers will vary.

Lesson Plans

Red 2-C: Week Four

For a Five-Day Week

Boldness

Day One

Vocabulary Box

Synonyms of *persecute*

afflict	oppress	harass
betray	pursue	torture
imprison	martyr	

Vocabulary Box

Antonyms of *persecute*

console	defend	solace
protect	shelter	uphold
hearten	strengthen	

1. Copying and Comprehension: Passage and Vocabulary

All

Physical pain is an unwelcome intruder. However, pain can be a beneficial signal because it alerts us to potential challenges and dangers. Understanding the purpose of aches in our physical lives also provides a new perspective on the benefits of persecution in our spiritual lives. We can learn to appreciate these intruders as marvelous gifts of God for our physical and spiritual well-being.

Extensions

Sense receptors throughout the body relay messages of discomfort to the brain. If something interrupts communication between sense receptors and the brain, the body will not feel pain, and then serious damage may result. If the body could not feel soreness, everyday activities would become hazardous. Simple tasks such as gripping a handle, turning a key, or opening the lid of a jar would become dangerous. An individual who does not feel pain might take hold of an object too hard, tearing his skin or breaking his bones.

Further Extension

Certain forms of leprosy affect the body like an anesthetic, numbing the pain receptors in the hands, feet, ears, nose, and eyes. A victim of this type of leprosy can feel heat, cold, and pressure but cannot determine when the temperature or pressure is dangerous. Doctors originally thought that the disease itself caused decayed tissue and lost limbs. However, more recently, they have found that these damages occur as a result of the wounds a patient inflicts upon himself because he is not aware of pain.

2. Spelling: Sounds of *ch*

Examples: **Christian, chief, chute**

All

1. gauche	2. psychopath	3. pachyderm
4. eschew	5. characterization	6. mechanism
7. chameleon	8. psychological	9. hierarchical
10. chiropractor	11. hypochondria	12. chocolatier
13. psychiatric	14. psychologist	

Extensions

15. psychoanalysis 16. dichotomous

Further Extension

17. chrysanthemum 18. asynchronous

Optional Words

19. console	20. protect	21. hearten
22. defend	23. consolation	24. protectorate

3. Editor Duty: Correct Given Paragraph(s)

Prepositions, Prepositional Phrases, Introductory Material

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

6. Grammar: Direct Objects

Day Three

7. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph

8. Grammar: Indirect Objects

9. Spelling Practice: Six "S" Spelling Secret

Day Four

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

11. Spelling Practice: Write That Word!

12. Grammar: Weekly Quizzes

Day Five

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

15. Composition: Final Copy Original Expository Essay

Optional: Extra Practice

Lesson Plans

Red 2-C: Week Four

For a Four-Day Week
Boldness

Day One

Vocabulary Box

Synonyms of *persecute*

afflict oppress harass
betray pursue torture
imprison martyr

Vocabulary Box

Antonyms of *persecute*

console defend solace
protect shelter uphold
hearten strengthen

1. Copying and Comprehension: Passage and Vocabulary

All

Physical pain is an unwelcome intruder. However, pain can be a beneficial signal because it alerts us to potential challenges and dangers. Understanding the purpose of aches in our physical lives also provides a new perspective on the benefits of persecution in our spiritual lives. We can learn to appreciate these intruders as marvelous gifts of God for our physical and spiritual well-being.

Extensions

Sense receptors throughout the body relay messages of discomfort to the brain. If something interrupts communication between sense receptors and the brain, the body will not feel pain, and then serious damage may result. If the body could not feel soreness, everyday activities would become hazardous. Simple tasks such as gripping a handle, turning a key, or opening the lid of a jar would become dangerous. An individual who does not feel pain might take hold of an object too hard, tearing his skin or breaking his bones.

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2. Spelling: Sounds of *ch*

Examples: **Christian, chief, chute**

All

- | | | |
|------------------|---------------------|-----------------|
| 1. gauche | 2. psychopath | 3. pachyderm |
| 4. eschew | 5. characterization | 6. mechanism |
| 7. chameleon | 8. psychological | 9. hierarchical |
| 10. chiropractor | 11. hypochondria | 12. chocolatier |
| 13. psychiatric | 14. psychologist | |

Extensions

15. psychoanalysis 16. dichotomous

Further Extension

17. chrysanthemum 18. asynchronous

Optional Words

- | | | |
|-------------|-----------------|------------------|
| 19. console | 20. protect | 21. hearten |
| 22. defend | 23. consolation | 24. protectorate |

3. Editor Duty: Correct Given Paragraph(s)

Prepositions, Prepositional Phrases, Introductory Material

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

6. Grammar: Direct Objects

7. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph

Day Three

8. Grammar: Indirect Objects

9. Spelling Practice: Six "S" Spelling Secret

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

11. Spelling Practice: Write That Word!

Day Four

12. Grammar: Weekly Quizzes

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

15. Composition: Final Copy Original Expository Essay

Optional: Extra Practice

Answer Keys Red 2-C: Week Four

3. Editor Duty: Correct Given Paragraph(s) Prepositions, Prepositional Phrases, 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 second paragraph, highlight all of the misused homophones and confusing similar words, and write the correct word above each one, if you have not already done so.

(3) In all three of the paragraphs, underline all of the sentence openers, and write above each one what type of opener it is, if you have not already done so.

Lions live in groups called prides, which consist of one or more males and several females. Each pride has its own territory. Dominant male lions roar to warn other lions not to infringe on their territory. They want all potential prey for themselves and for the other members of their pride. Weaker lions and other animals flee at the roar of a powerful male.

Many lions are ousted in young adulthood from the prides in which they were born and must wander about until they find another pride that will accept them. For a young male, (PP Opener) this acceptance often comes only as he challenges an older male in an attempt to steal the elder's position of leadership in a pride. When two male lions face off, (Sub. Opener) the loser of the battle is forced to slink away in shame. Young males, defeated, will try to win a place for themselves in a pride, but once an older lion is downed, he is doomed to roam about on his own until death claims him.

Jesus Christ, the Lion from the tribe of Judah, vanquished Satan when He rose from the grave. Soon He will return to establish His kingdom. At present, (pp opener) however, God still allows Satan limited power in the world. Angered at this defeat by Christ and aware that his time is short, (ed opener) our adversary is on the offensive side. He is determined to draw away as many souls with him as he can.

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|---------------------|------------------|
| 1. goshe | gauche |
| 2. psychopath | psychopath |
| 3. pachiderm | pachyderm |
| 4. eschew | eschoo |
| 5. charicterization | characterization |

6. mechunism	mechanism
7. chameleon	chameleun
8. psychological	psychological
9. hierarchicul	hierarchical
10. chiropractor	chiropracter
11. hypochondria	hypochondrea
12. chocolatier	chocolateer
13. psycheatric	psychiatric
14. psychologist	psychologist

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

15. psychoanalysis	psychoanalysis
16. dichotumous	dichotomous

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

17. chrysanthemum	chrisanthemum
18. asynchronous	asingchronous

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

19. consoul	console
20. protect	proteckt
21. hearten	harten
22. deefend	defend
23. consolation	consollation
24. protecterate	protectorate

6. Grammar: Direct Objects

<> 6d. In the sentences provided, complete the following steps.

- (1) Isolate all prepositional phrases in the sentences by placing parentheses around them.
- (2) Highlight all of the action verbs. Remember: to + verb = infinitive verb—not a prepositional phrase: to run, to jump, to write, etc. If the verb following the to is an action verb, be sure to highlight it as an action verb.
- (3) Highlight the direct objects with a different color.

Note: Some sentences may have more than one direct object and some may not have any!

1. 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. (*Together* is an adverb here, not a DO. DO's are usually nouns—not describers.)
2. Charles Wesley **joined him** (at Oxford.)
3. The brothers **strengthened each other** (in their desire) **to pursue spiritual matters** and **provided leadership** (for the members)(of the Bible study group).
4. The earnest members (of the study group) **looked** (for every opportunity) **to minister** (to the sick, poor, and imprisoned.)
5. They **established schools** (for the poor) and **paid the teachers** (from their own funds.)
6. They regularly **visited the prisons** , **bringing** both spiritual and physical **refreshment** (to the inmates.)
7. They were also (on hand) **to minister** (to condemned criminals) (at their hour) (of execution.)
8. They **reduced** their **food** and **sleep** (to a minimum) so that they would **create** more **funds** and **time to accomplish** their spiritual **objectives** .
9. They **fasted** (on Wednesday and Friday) and became accountable (to each other) (for the strictest evaluation) (of their conduct.)
10. Soon the members (of the group) **were mocked** and **taunted** (with such names) (as "Bible moths," "Bible bigots," and "Methodists.")
11. One tall, earnest young student **reproved his fellow students** (for their mocking) and **showed interest** (in the study group.)
12. (After being invited **to join them** ,) he became a Christian and **went** on to become one (of England's most outstanding preachers.) (*On* is an adverb in this sentence.)(*After* is technically a subordinate clause since it contains a verb.)
13. His name is George Whitefield.
14. Their fellow students were not the only ones who were **watching John Wesley** .
15. The bishop (of Oxford's chapel) **proclaimed** (of John,) "One day he will be a standard-bearer (of the cross) either (in his own country) or (beyond the seas.)"
16. Suddenly, John **received the sad news** that his father was **dying** .
17. John and Charles **rushed** (to his deathbed.)
18. John and Charles **sailed** (to America) to become missionaries (among the Indians) (in

Georgia.)(*Become* is a BHL verb, so *missionaries* is a predicate nominative rather than a DO.)

19. (During the fifty-seven day voyage,) a violent storm **erupted** (on the ocean.)
20. While other passengers were terrified, the Moravians **sang Psalms** and **praised the Lord**.
21. They **possessed** an inner **calm** and **peace** that deeply **impressed John Wesley**.
22. (For two years,) John Wesley **attempted to work** (with the Indians and debtors) (in Georgia's wilderness.)
23. Then he was **assigned** (to a fashionable church) **to teach** (in a school) (for boys.)
24. When he **tried to establish discipline** (in the church,) controversy **arose** (against him.)
25. (Upon **returning**) (to England,) John **faced the rebuke** (of the Missionary Society) (in London) that had **sent him** (to Georgia.)
26. John and Charles **revisited Oxford**.
27. There they **met** a Moravian **missionary named Peter Boehler**.
28. John Wesley **began a fifty-three year ministry** that was **to change the course** (of English and American history.)

8. Grammar: Indirect Objects

<> 8c. Fill in the blanks as needed with direct objects or indirect objects.

To whom? Gave what?

Example: God gave John Wesley vision for ministry.

Indirect Object Direct Object

Answers will vary.

<> 8d. In the sentences provided, complete the following steps:

- (1) Isolate all prepositional phrases by placing parentheses around them.
- (2) Highlight all of the action verbs in one color and the BHL verbs in another color. (Highlight infinitives according to whichever type of verb makes the infinitive: action or BHL.)
- (3) Underline all of the following, and label them:
 - a. DO—Direct Object
 - b. IO—Indirect Object

Note: There may be many of each within one sentence or none at all.

1. We **will gain** a **deeper understanding** (of God and His Word.)—DO
2. Jesus' prayer **instructs Christians** that persecution **is** a normal part (of the Christian life.) (Note: "that persecution is a normal part of the Christian life" is a dependent or subordinate clause)—DO
3. We **will develop stronger character** (through persecution.)—DO

4. We **will attain** a clearer perspective (on eternity.)—DO
5. It **will give** us a clearer perspective (on eternity.)—DO
6. Oppression **is illustrated** (in Pharaoh's attempt) **to enslave** and **crush** the children (of Israel.)—DO
7. Centuries later, the king (of Syria) **oppressed** the children (of Israel.)—DO
8. God **rebuked** and **condemned** wicked Ahab since he **oppressed** Naboth and **seized** his vineyard.—DO; DO; DO
9. (Before Paul) **was saved**, he **harassed** Christians.—DO (Technically, *Before Pavel was saved* is a sub clause.)
10. After he **accepted** Christ as Lord, unbelieving Jews **followed** him (from city) (to city,) **stirring** up trouble (against him.)—DO; DO; DO (*Up* is an adverb here.)
11. Paul **harassed** Christians and **dragged** them (to jail.)—DO; DO
12. Daniel's fellow rulers **betrayed** him.—DO
13. They **insisted** that the king **throw** Daniel (to the lions.) (Note: "that the king throw Daniel to the lions" is a subordinate or dependent clause.)—DO
14. We **will be defended** (by God.)
15. God **delivered** God's people.—DO
16. Usually, God **chooses** **to deliver** us as we **seek** Him (in prayer.)—DO; DO
17. As God **delivered** Israel, He **will deliver** us.—DO; DO
18. His name **was** George Whitefield.
19. Charles Wesley **was** his brother.
20. We **share** Christ's sufferings.—DO
21. God **gave** him a vision (of Himself.)—DO
22. Saul **hounded** Christians, **thinking** that he **was giving** God a favor.—DO; DO (*That he was giving God a favor* is technically a subordinate clause that contains a verb and a DO.)
23. King Saul **pursued** David (with a jealous hatred.)—DO
24. Imprisonment **is** a form (of persecution) familiar (to Christians) since the days (of the early church.)
25. Paul never **let** physical limitations **deter** him (from **serving** Christ).—DO; DO (Rare: The final pp contains an action verb and DO.)

Weekly Review Quiz Answer Key

I. Vocabulary and Comprehension

1. What does the word *receptors* mean? an end organ of sensory neurons, specialized to be sensitive to stimulating agents.

2. **Extensions:** What part of speech is the word *receptors*?

adjective

adverb

noun

verb

3. **Extensions:** List four other *or* words that are the same part of speech as *receptors*.

Answers will vary.

II. Outlining and Write On

4. List the two ways you can put a quote in your outline from source material?

You may indicate in your notes that it is a quote and look back when you write it, or you may paraphrase the quote in rewriting.

5. How did you decide to open this week's essay?

Answers will vary.

6. What other idea could you have used for the opening paragraph this week?

Answers will vary.

III. Grammar and Usage

7. Circle the three characteristics of a direct object listed in this week's lesson:

a. It is an action word.

b. It is a naming word.

c. It follows a BHL verb.

d. It follows an action verb.

e. It answers the question Verb what? Or Verb whom?

8. **Extensions:** When your direct object is a pronoun, will it be in the pronoun's subjective case or objective case? objective case

9. Highlight the correct pronoun form for the following Direct Objects:

a. They called her /she.

b. Jesus told them /they.

c. Fanny wrote it for he/ him .

10. Circle the five characteristics of an indirect object listed in this week's lesson:

a. It is a describer (adjective or adverb).

b. It is a naming word.

c. It follows an action verb.

d. It comes BEFORE the direct object.

e. It tells to whom the action was done.

- f. It tells why the action was done.
- g. It is present in a sentence when there is no direct object.
- h. It is present in a sentence only when there is a direct object.

IV. Editing and Revising

11. **Extensions:** What kinds of information would you include in a definition opening paragraph for this week's essay if you were defining the word *self-control*?

Answers will vary.

12. What was your "thesis statement reloaded" this week?

Answers will vary.

13. List six interjections:

a. <u>my</u>	b. <u>well</u>	c. <u>oh</u>
d. <u>wow</u>	e. <u>yes</u>	f. <u>no</u>

14. List twenty A prepositions:

1. <u>aboard</u>	2. <u>about</u>	3. <u>above</u>
4. <u>according to</u>	5. <u>across</u>	6. <u>after</u>
7. <u>against</u>	8. <u>along</u>	9. <u>along with</u>
10. <u>amid</u>	11. <u>amidst</u>	12. <u>among</u>
13. <u>amongst</u>	14. <u>apart</u>	15. <u>apart from</u>
16. <u>around</u>	17. <u>as</u>	18. <u>as for</u>
19. <u>aside</u>	20. <u>at</u>	

Answers will vary.

Red 3-C: Week One

Character Focus: Endurance

Vocabulary Box

Synonyms of *revile*

ridicule	vilify	mock
defame	scorn	rail

Vocabulary Box

Character needed to *withstand reviling*

innocent	faultless	blameless
guiltless	irreproachable	unimpeachable

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

One of the most inaccurate rhymes of all time is "Sticks and stones may break my bones, but words will never hurt me." Words do more than hurt. They leave deep wounds and destructive infections that, if improperly treated, can result in painful spiritual and physical death.

Emotional and spiritual wounds inflicted by words can be compared to physical wounds generated by injury. A physical wound must be investigated and treated according to the type of injury it is. Likewise, a verbal wound must be recognized and treated according to the type it is. In essence, both physical and emotional hurts need to be identified, and the proper treatment carried out.

Extensions

For example, a deep physical cut will often produce shock, either mild or severe. Of course, bleeding will accompany a cut, and infection may ensue. The treatment for a cut takes into account the symptoms that usually follow the cut.

In treating a cut, first, shock must be addressed since, left untreated, it can be fatal. To handle shock, a person should be made to lie down with his head level with or lower than the rest of his body. The victim should be kept warm and quiet. Once the shock is addressed, the bleeding should be terminated by applying direct pressure to the wound.

After the bleeding is under control, impurities must be cleansed from the cut and the wounded area using water and a cleansing agent. The cut then should be dressed in order to protect it from being infected or reopened as it is healing. During the restoring process, there might be severe pain. Even after healing has taken place, there is sometimes sensitivity to the area.

Cutting words are unkind words that have sharp edges to them. They are often spoken with slicing sarcasm and motivated by envy or anger. Unfortunately, cutting words frequently come from close friends---those whom we trust and least suspect would be the source of verbal attacks.

In treating a wound left by cutting words, a victim must first "rest" from the "shock" in a similar way that a person with a physical cut rests from physical shock. He should rest in the promises of the Lord, wait, and be quiet before Him. As a bleeding victim must have the bleeding halted by direct pressure, a verbally-cut person needs to have his "bleeding" stopped by direct contact with a friend or loved one who can give love and reassurance. Once the "bleeding" is subsided, the victim will need the cleansing power of God's Word to wash the wounded or broken area of his heart, just like an antiseptic is used to sterilize a physical cut. The "dressing" that is applied to the emotionally hurt person is the daily application of the Psalms (especially Psalm 35, 41, and 55). Lastly, just like a person must keep his physical wound cleaned and dressed in order to be free of infection, an emotionally and spiritually-injured person must maintain his heart free of bitterness through continual cleansing and dressing.

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

This passage compares verbal wounds to physical wounds. Oftentimes, things in the spiritual world (i.e. hurts from other people) can be understood better when they are compared to things in the physical world (i.e. physical wounds). Jesus used things in the physical world many times to teach spiritual truths.

<> 1b. In the last copy box of the passage, highlight the following words:

1. subsided
2. antiseptic
3. sterilize

<> 1c. Look up these words in the dictionary, and write their definitions in your own words on the lines provided.

Definition of *subsided*

Definition of *antiseptic*

Definition of *sterilize*

<> 1d. Rewrite the sentence containing these words, substituting synonyms or parenthetical phrases for the vocabulary words you defined.

Sentence rewritten

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.

Further Study: Learn the story behind the song "My Anchor Holds."

<> 1e. On the lines provided, write four synonyms of *revile* from the shaded Vocabulary Box located at the beginning of this week's lesson.

Synonyms of *revile*

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

<> 1f. On the lines provided, write three sentences about the passage. Use three of the synonyms you listed of *revile*.

Sentences about the passage

<> 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: Even after healing has taken place, there is sometimes sensitivity to the area.

Subordinate clause 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.

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.

Character Focus: Christ was reviled on the cross.

Optional Penmanship Practice

Whose teeth are spears, and arrows, and their tongue a sharp sword.

Psalms 57: 4b

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

2. Spelling: *Ce, ci, ti* All Say *sh*

Examples: **conscious, ocean**

<> **2a.** In the first copy box of the passage, highlight the words that have *ce, ci, or ti* saying *sh*.

The *sh* sound can be made by at least five different spelling combinations:

- | | |
|---------------------------|---|
| 1. ce : ocean | 2. sh : shovel |
| 3. ci : spacious | 4. ch : machete (pronounced muh/shet/ee) |
| 5. ti : infections | |

Words with these difficult spelling combinations usually must be memorized. These include some of the words you will be learning this week, such as the following:

- | | |
|--------------|--------------|
| 1. ce | 2. sh |
| a. ocean | a. shivering |
| b. oceanic | b. shaving |
| 3. ci | 4. ch |
| a. conscious | a. charade |
| b. spacious | b. chef |
| 5. ti | |
| a. ration | |
| b. rotation | |

Optional Penmanship Practice

Blessed are ye, when men shall revile you, and persecute you, and shall say all manner of evil against you falsely for my sake.

Matthew 5: 11

<> **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 73 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.

Help Box for 2a.

You should have highlighted the following words:

- | | |
|-----------------------------|----------------------------|
| 1. infections (paragraph 1) | 2. Emotional (paragraph 2) |
| 3. emotional (paragraph 2) | |

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. oceanic	o-ce-an-ic			
2. spacious	spa-cious			
3. defamation	def-a-ma-tion			
4. conscious	con-scious			
5. rationalized	ra-tion-al-ized			
6. official	of-fi-cial			
7. ascension	as-cen-sion			
8. associate	as-so-ci-ate			
9. rationalization	ra-tion-al-i-za-tion			
10. beautician	beau-ti-cian			
11. beautification	beau-ti-fi-ca-tion			
12. appreciation	ap-pre-ci-a-tion			
13. prima facie	pri-ma fa-ci-e			
14. impartiality	im-par-ti-al-i-ty			

***Commonly Misspelled**

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

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
15. voracious*	vo-ra-cious			
16. machete*	ma-chet-e			
17. stationery*	sta-tion-er-y		writing material	
18. stationary*	sta-tion-ar-y		immobile	
Further Extension				
19. surreptitious*	sur-rep-ti-tious			
20. reverential*	rev-er-en-tial			
21. retaliation*	re-tal-i-a-tion			
22. proportionate*	pro-por-tion-ate			
Optional				
23. ridicule	rid-i-cule			
24. defame	de-fame			
25. vilify	vil-i-fy			

***Commonly Misspelled**

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

3. Editor Duty: Correct Given Paragraphs

Verbs, 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 all of the verbs.

(3) In the last paragraph, highlight the colon.

paul recognized that believers would undergo the pressure of defamation and he wrote, "being defamed we entreat" the greek word for entreat is the word from which we get eulogy. It mean "to bless; speaking to cause others to prosper". only as a person has the truth will he or she be able to prosper. Thus if we are defamed we should explain what the truth is whenever that is possible. Both christ and paul clarified the defaming statements made against them

The purpose of clarifying truth should not be to protect our reputations. that has already been turned over to christ. it should be to benefit the defamer so that he will not need to live with guilt or be condemned before gods judgment

unscrupulous lawyers uses the following guidelines when trying a case before a jury: If the law is on your side concentrate on the law. if the facts are on your side focus on the facts. If neither the law or the facts is on your side attack the character of your opponent

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|----------------|------------|
| 1. oceanic | osheanic |
| 2. spacious | spacius |
| 3. deffamation | defamation |

Character Focus: Endurance is the inward strength to stand stress to accomplish God's best.

4. conscious	consius
5. rashenalized	rationalized
6. ofical	official
7. ascension	asension
8. associate	asociate
9. rashenalization	rationalization
10. beutician	beautician
11. beautification	beutification
12. appreciation	apreciation
13. prima face	prima facie
14. impartiality	inpartiality

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

15. vorracious	voracious
16. machete	mashette
17. stationnery	stationery
18. stationary	stationnary

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

19. surreptitious	surrupitious
20. reverential	reverrential
21. retalliation	retaliation
22. proportionit	proportionate

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

23. riddicule	ridicule
24. deefame	defame
25. villify	vilify

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

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

Character Focus: Verbal attacks should help us identify with Christ and His sufferings.

Alternative Writing for Red 3-C: Week One

- Write a five paragraph essay about uplifting words.
- Write six paragraphs about someone who endured hardship, such as Joni Eareckson Tada or David Roever.

5. Study Skills/Prewriting: Key Word Outline Over 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 _____

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

Sentence 2 _____

Sentence 3 _____

Further Study: Draw a palm tree and label its parts, such as pinnate leaves, growth disks, ball of root, dates, etc.

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 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 _____

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 _____

(If you are not familiar with writing with dashes, you may plan to divide this into two sentences, i.e. *Close friends are those we trust...*)

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 Seven of Body

Topic of Paragraph 7 _____

Sentence 1 _____

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

Sentence 2 _____

Sentence 3 _____

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

Sentence 4 _____

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

Sentence 5 _____

Sentence 6 _____

(You may use up to ten words for Sentence Six.)

Further Study: Learn how to make a tourniquet.

Character Focus: Godliness will bring verbal attacks.

Sample KWO Paragraph

Paragraph 5

Topic of Paragraph 5: wounds must be cleansed and dressed so healing can take place

Sentence 1: Bleeding Control → impurities & wound cleansed

Sentence 2: cut dressed protect → infection/reopened

Sentence 3: During restoring process = +++pain

Sentence 4: After healing = sensitivity 2 area

Sample Paragraph from KWO

Paragraph 5

Once the bleeding has slowed down, the wound or cut should be purged of debris using soap and water. To hinder infection or reopening of the wound, a bandage should be placed on the cut, which will allow the restoration process to begin. Sometimes a person may experience pain while the wound is being mended--often times this pain will be acute. Occasionally, the healed wound can be tender to the touch.

6. Grammar: Nouns (Common and Proper)

<> 6a. In the first copy box of the passage, highlight the common nouns. (Do not highlight the pronouns.)

A **noun** is a word or a group of words that is one of the following:

- | | |
|-------------|------------|
| 1. a person | 2. a place |
| 3. a thing | 4. an idea |

You write with nouns all of the time! Sometimes you put nouns at the beginning of your sentences—as the subjects:

1. The **boy** rode.
2. The **girl** sang.

Sometimes you put nouns at the end of your sentences—as the objects:

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 | 4. street |
| 2. girl | 5. box |
| 3. town | 6. love |

Proper nouns are the **specific names** of things. Examples:

- | | |
|--------------|---------------|
| 1. Jonathan | 2. Kara |
| 3. Knoxville | 4. Oak Street |

Of course, you have learned since elementary school that proper nouns are capitalized. Here is a quick review of the capitalization rules for proper nouns.

1. Always capitalize the **first and last word of a proper noun**—regardless of the length of these words: *The Bullet-Proof George Washington*.
2. Capitalize all words of a proper noun that are **four letters or longer**—regardless of the type of these words: *Missionary Stories With the Millers*.
3. Capitalize all words of a proper noun that are three letters or less if they are:
 - a. Proper nouns—*The **God** of Abraham*
 - b. Verbs—*To **Be** a God-Seeker*
 - c. Important words to the title—*Let **Me** Be a Woman*
 - d. First or last words of a title - *To the **Top***

Understanding what a noun is can be easy; understanding how nouns are used can be more difficult. The problem you will encounter in identifying nouns in sentences is that like the other basic parts of speech (pronouns, adjectives, adverbs, verbs, conjunctions, interjections, and prepositions), words that are usually nouns can function as other parts of speech, as well.

Nouns used as other parts of speech, are shown in the following examples:

1. Rule
 - a. Noun: This is the **rule**.
 - b. Verb: He will **rule** the kingdom.
2. Elderly
 - a. Noun: Give gifts to the **elderly**.
 - b. Adjective: The **elderly** man walked down the street.

Optional Penmanship Practice

Thou therefore endure hardness, as a good soldier of Jesus Christ.

2 Timothy 2:3

Thus, you must determine not only if that type of word **could** be a noun, but also if it is being **used** as a noun in that sentence.

A noun may be used as many other parts of speech (with a little tweaking), so you will need to learn the function those parts of speech can have in a sentence:

1. Subject: The **rule** of the king is final. (still a noun)
2. Verb: The king will **rule** the kingdom. (no longer a noun)
3. Adjective: The **ruling** king will come today. (no longer a noun)
4. Object of the preposition: He is the final voice of the **rule**. (still a noun)
5. Direct object: The king will take the **rule**. (still a noun)

Sometimes when a noun is used as another part of speech, it is no longer considered a noun. This happens when a noun is used as a verb and when a noun is used as an adjective, like in the previous examples of *rule* and *elderly*.

Generally speaking, if a word has *a*, *an*, or *the* (articles or noun markers—marking nouns for you) before it, the word is probably a noun.

Now, the exception to this is in the case of a descriptor—an adjective or adverb. When you have an adjective or adverb before a noun, you can put *a*, *an*, or *the* somewhere before the descriptor (if the descriptor comes before a noun):

1. **the** lovely tree
2. **a** kind person
3. **an** *unforgettably* (adverb) *long* (adjective) moment (noun)

Still, in those cases, each of the noun markers tell you a noun is coming—but the descriptors are there first. Of course, in the case of a proper noun, a noun marker usually does not come before it:

1. Not - the Donna
2. Not - the Washington, D.C.

<> **6b.** Study the Grammar Cards about nouns and proper nouns.

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

<> **6d.** In the sentences provided, highlight the common and proper nouns.

Note: Do not highlight the pronouns such as *him*, *her*, *they*, *their*, etc.


Note: Most sentences have more than one noun—often performing various functions! Only highlight the nouns (common and proper) that are being used as nouns.

1. The victim of piercing wounds may initially go into shock.
2. There is also danger that deep infection may result from impurities on the piercing instrument.
3. Infection will produce a fever.
4. Internal bleeding or damage to internal organs can be fatal.

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.**

5. The procedures of treating puncture wounds should be followed when treating a victim of piercing words.
6. Initial treatment for shock should be administered.
7. The victim should immediately be made to lie down and should be kept warm and quiet.
8. A victim of piercing words should be given immediate instruction on how to be quiet before the Lord and how to rest in His promises.
9. The instrument that caused the puncture should then be removed with extreme care.
10. When David was cursed by Shimei, he knew that his previous sin of immorality was the cause of this ambush of words.
11. Experienced counsel is often needed to assist a victim of piercing wounds to accurately identify the cause of the attack and to deal properly with past failures.
12. Infection is much more likely to occur in a puncture wound than in a cutting wound.
13. Therefore, bleeding should be encouraged for a short time to flush out any impurities that are present.
14. When cursing comes because of past failures or offenses, we should not immediately attempt to stop it, but rather allow the Lord to accomplish His full purposes through it.
15. When Shimei cursed David, Abishai wanted permission to execute vengeance.
16. While the bleeding is cleansing the wound, the skin surface should be cleaned from bacteria and other impurities.
17. This process may cause additional pain; however, it must be recognized as important for ultimate healing.
18. We should not react to those who ambush us with piercing words, but rather we should commit our souls to the Lord.
19. When we do this, we are able to deal with our own impurities and trust God to deal with our attackers.
20. After we receive piercing words, we should cleanse our hearts of bitterness by reading Psalms.

<> **6e. Extensions:** Fill in the blanks below with the indicated form of each word as shown in the example.

Permanent:

1. Noun: She got a *permanent* at the beauty shop.
2. Adjective: His words were not *permanent*
3. Adverb: He was *permanently* banished.

Write:

1. Noun: _____

2. Verb:

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.

Speak:

1. Noun:

2. Verb:

3. Adjective:

Further Study: Learn about what is involved in skin grafting of seriously-burned people.

Spread:

1. Noun:

2. Verb:

3. Adjective:

Further Study: Learn the song "My Anchor Holds."

Offer:

1. Noun: _____

2. Verb: _____

Turn:

1. Noun: _____

2. Verb: _____

3. Adjective: _____

Help Box for 6a.

You should have highlighted the following words:

Paragraph 1:

- | | | | |
|-----------|----------------|-----------|------------|
| 1. One | 2. rhymes | 3. time | 4. "Sticks |
| 5. stones | 6. bones | 7. words | 8. Words |
| 9. wounds | 10. infections | 11. death | |

Paragraph 2:

- | | | | |
|------------|-------------|------------|---------------|
| 12. wounds | 13. words | 14. wounds | 15. injury |
| 16. wound | 17. type | 18. injury | 19. wound |
| 20. type | 21. essence | 22. hurts | 23. treatment |

7. Write On: Negative Words

Negative words negate (or do away with) the positive. You probably remember that a prefix (an affix attached to the beginning of a word) changes the *meaning* of a word. In some cases, the prefix makes the word mean just the opposite of what it previously meant.

For example, proper means *right* or *appropriate*--but improper means *not right* or *not appropriate*. The following prefixes can mean *no* or *not*:

- | | |
|--------|--------|
| a. non | b. im |
| c. a | d. dis |

<> 7. List twenty words that begin with a negative prefix (such as *non*, *im*, *dis*, etc.) and negate the root word.

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

Further Study: Look up information about the persecution of Christians by attacks from wild animals in the Roman Coliseum.

Further Study: Look up information about the persecution of Christians by attacks from wild animals in the Roman Coliseum.

8. Composition/Creative Writing: Write a Rough Draft Essay 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. 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 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: Main Subject

<> 10a. In the last copy box of the passage, highlight all the main subjects.

It is important to learn how to find the main subject of a sentence and also the subject of a clause. This will enable you to match the subject with the proper form of the verb and any other words later in the sentence that need to be in agreement with the subject.

Remember these tips for finding the main subject of a sentence:

1. The main subject of the sentence is **who or what the sentence is about**.
2. The main subject is **often found in the beginning** of the sentence.
3. The main subject is **usually a noun or a pronoun**.
4. **Every clause within a sentence will have its own subject, but that is not always the main subject of the sentence.**

To find the subject of a sentence or a clause, ask yourself one of the following two questions:

1. Who or what performed the main action of the sentence or clause?
2. Who or what is the sentence or clause about?

While each clause within a sentence has its own subject, the main verb of the sentence goes with the main subject, to make the complete part of the sentence—the independent clause.

The main subject of the sentence is not found within prepositional phrases or subordinate clauses, so you will be able to find the sentence's main subject much more easily if you have first isolated all prepositional phrases and subordinate clauses.

If you have trouble spotting the main subject of the sentence, **find the main verb of the sentence, and ask yourself who or what is performing the action of that verb.**

It is hard to determine the main subject of the sentence (and then match it with the sentence's main verb) when the main subject comes later in the sentence.


This happens when sentences begin with one of the following:

1. Question words—When, Where, What, Who, Which?
 - a. Who are the **members**?
 - b. Where is the **chair**?
2. There
 - a. There are the **birds**.
 - b. There is the **bird**.
3. Here
 - a. Here is the **bird**.
 - b. There are the **birds**.

Do you see how the main subject of each of those sentences is at the very end of the sentence? When a sentence begins with a question word or the words *there* or *here*, look further into the sentence (usually after the verb) to find the main subject of the sentence, and then match the subject with its correlating verb.


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.)**

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 sentences begin 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?**

Teacher Tip: This unit has a lot of subject rules! Be sure your student gets the sentence down to the “bare bones” by omitting prepositional phrases and subordinate clauses throughout the sentence. This will often leave the “bare bones” of the sentence and will make it easier to find the main subject and verb. If after getting rid of these “distractors,” your student still cannot determine the main subject of the sentence, ask him, “What is the main thing that is happening in the sentence?” If he can find the main verb, then ask him who or what is performing that verb. Remember, learning good grammar is a process!

Remember, you must be careful not to highlight the subject of a sentence opener as the main subject of a sentence. For example, notice that the main subject of the following sentence is not in the subordinate clause opener: “When words hurt me, God understands.” The main subject of the sentence is *God*, not *words*.

 **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.)**

<> **10b.** Study the Grammar Card about subjects provided in this lesson.

<> **10c. Optional:** Make a Grammar Card about subjects, or add new information to an existing card.

<> **10d.** In each of the sentences provided, complete the following steps:

- (1) Isolate any prepositional phrases and subordinate clauses with parentheses.
- (2) Highlight the main subject.
- (3) **Extensions:** Underline the main verb that goes with the main subject.

Note: Do not highlight the subjects in the sentence openers.

1. The victim of piercing wounds may initially go into shock.
2. There is also danger that deep infection may result from impurities on the piercing instrument. (Sentence is inverted -- Danger is also there...)
3. Infection will produce a fever.
4. Internal bleeding or damage to internal organs can be fatal. (This sentence has a compound subject.)
5. The procedures of treating puncture wounds should be followed when treating a victim of piercing words.
6. Initial treatment for shock should be administered.
7. The victim should immediately be made to lie down and should be kept warm and quiet.
8. A victim of piercing words should be given immediate instruction on how to be quiet before the Lord and how to rest in His promises.
9. The instrument that caused the puncture should then be removed with extreme care.
10. When David was cursed by Shimei, he knew that his previous sin of immorality was the cause of this ambush of words.
11. Experienced counsel is often needed to assist a victim of piercing wounds to accurately identify the cause of the attack and to deal properly with past failures.
12. Infection is much more likely to occur in a puncture wound than in a cutting wound.
13. Therefore, bleeding should be encouraged for a short time to flush out any impurities that are present.
14. When cursing comes because of past failures or offenses, we should not immediately attempt to stop it, but rather allow the Lord to accomplish His full purposes through it.
15. When Shimei cursed David, Abishai wanted permission to execute vengeance.
16. While the bleeding is cleansing the wound, the skin surface should be cleaned from bacteria and other impurities.
17. This process may cause additional pain; however, it must be recognized as important

for ultimate healing.

18. We should not react to those who ambush us with piercing words, but rather we should commit our souls to the Lord.
19. When we do this, we are able to deal with our own impurities and trust God to deal with our attackers.
20. After we receive piercing words, we should cleanse our hearts of bitterness by reading Psalms.

<> 10e. Optional: In your notebook, write sentences that have the main subject later in the sentence and begin with the word here, there, or a question word.

Basic Level: Write fifteen sentences containing information from a character book.

Extensions: Write twenty sentences containing information from a character book.

Help Box for 10a.

You should have highlighted the following:

Paragraph 6:

1. Cutting words
2. They
3. cutting words

Paragraph 7:

4. victim
5. He
6. a person or (a verbally-cut person)
7. victim or (the victim)
8. "dressing" (or The "dressing")
9. a person (or emotionally and spiritually-injured person)

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. Grammar/Sentence Structure: Comma Usage With Subordinate Clause Openers

↔ 12a. In the second copy box of the passage, highlight the commas.

Do you know the purpose for each of the commas you highlighted?

See if you remember these **comma rules**:

1. A comma **follows a subordinate clause opener**: Once the shock is addressed₁ (Paragraph 4)
2. A comma **follows a conjunctive adverb opener**: For example₁ (Paragraph 3) or Of course₁ (Paragraph 3)
3. A comma **comes before a coordinating conjunction** (FANBOYS) when there are two complete, related sentences on each side of the cc: bleeding will accompany a cut₁ **and** infection may ensue. (Paragraph 3)
4. A comma **follows a short prepositional phrase** if you hear a **definite pause**:
 - a. In treating a cut₁ (Paragraph 4)
 - b. During the restoring process₁ (Paragraph 4)
5. A comma is used to **set off non-essential information in the middle of a sentence**, if the sentence remains a sentence when the nonessential information is mentally removed.
 - a. For example₁ **a deep physical cut will often produce shock₁** either mild or severe. (Paragraph 3)
 - b. In treating a cut₁ **first₁** ... (Paragraph 4)
 - c. ...shock must be addressed since₁ **left untreated₁** ... (Paragraph 4)

That is a lot of comma rules all at once! This lesson will just focus on one of those comma rules—commas following subordinate clause openers.

You have probably already learned these facts:

1. A clause is a group of words with the following characteristics:
 - a. It **contains a subject and a verb**.
 - b. It **may or may not stand alone** as a complete sentence. An independent clause can stand alone, while a dependent clause cannot.
2. A **subordinator** is a word that makes the clause that it begins subordinate to the independent clause and, thus, incomplete on its own. Subordinators include the following:

a. when	b. unless
c. while	d. even though
e. because	f. whenever
g. though	h. where
i. although	j. as soon as
k. since	l. even if
m. if	n. even though
o. which	p. how
q. as	r. so that
s. inasmuch	
3. A **subordinate clause** (also called a dependent clause) has the following characteristics:
 - a. It is a **clause**.
 - b. It **contains a subject and a verb**.

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.

- c. It **begins with a subordinator**.
- d. It **cannot stand alone** as a sentence.
- e. It **can be combined with a complete sentence** (an independent clause) to make a longer, more interesting sentence.

4. A **subordinate clause opener** has the following characteristics:
- a. It is a **subordinate clause**.
 - b. It is **found at the beginning** of the sentence.

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. A **comma** should follow a subordinator opener:

- 1. When you **hear the subordinate clause end**.
- 2. When you **hear the complete sentence begin**.

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: “**While pain may not be felt immediately with a serious injury**, it soon becomes intense.”

Notice how you can remove the subordinate clause (the part set off with a comma) and a complete sentence remains—it soon becomes intense.

So, in punctuating a sentence with a subordinate clause opener, insert the comma when the non-essential information (the dependent clause) ends and the complete sentence (independent clause) begins.


- <> **12b.** Study the Grammar Cards about subordinators and subordinate clause openers.
 - <> **12c. Optional:** Make Grammar Cards about subordinators and subordinate clause openers, or add new information to existing cards.
 - <> **12d.** In the sentences provided, complete the following steps:
 - (1) Highlight the subordinators at the beginning of the sentences.
 - (2) Underline the subordinate clauses.
 - (3) Place commas following the subordinate clause openers as needed.
 - (4) Highlight the “real sentence” --- the words that follow the subordinate clause opener and could stand alone without the opener.
- 1. When someone says that words do not hurt other people his statement is inaccurate.
 - 2. While sticks and stones do hurt physically words also do.
 - 3. Because each verbal wound has a distinct treatment the need to identify the type of verbal wound is important.

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.

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 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 at the End of a Sentence

- A comma is not needed when a subordinate clause is at the end of a sentence unless the subordinate clause is used as a parenthetical statement and you hear a definite pause (such as in a “which” clause):

–Jesus teaches us meekness because he was meek and lowly.

–I should yield my rights to my spouse since we are one.

–We should yield our rights, which is commanded by the Lord. (Normally, when a “which clause” is at the end of a sentence, it is preceded by a comma.)



When a subordinate (or dependent) clause comes at the end of a sentence, a comma does not come before it unless you hear a definite pause—even though it is nonessential information. When a “which clause” comes at the end of a sentence, a comma usually does precede it.

4. Though cutting words are usually motivated by envy or anger they are often spoken with slicing sarcasm.
5. Although those we love are often closest to us they often may be the source of the verbal attacks we experience.
6. When David's father sent him with food and other provisions to his brothers who were fighting the Philistines with King Saul David was greeted with cutting words from his older brother.
7. If a person gets a deep cut he is likely to go into shock.
8. As a person goes into shock his pulse rate increases and his skin becomes pale, cold, and clammy.
9. Whenever a person has severe shock he will become unconscious, and his pulse rate will become barely detectable.
10. As soon as a person suffers a serious injury he may not feel the pain.
11. Even though he does not feel the pain of his injury at first it soon becomes very intense.
12. When a person evaluates cutting words he needs to consider the steps used for treating deep knife wounds.
13. When a person first goes into shock he should be treated immediately to keep his condition from becoming fatal.
14. When a person is bleeding badly the bleeding should be stopped as soon as possible by applying direct pressure to the wound.
15. Inasmuch as a person who has been deeply cut physically needs immediate attention a person who has been deeply cut by words needs the attention and direct contact of a friend who will give direction and reassurance.
16. As a person who is wounded needs the wound to be dressed immediately a person who has been attacked by a friend needs to apply the Psalms each morning.
17. When a person is a victim of cutting words he needs to wait on the Lord, be of good courage, and have his heart strengthened by Him.
18. When a person is a victim of piercing words he will feel as though he has been attacked by deeply penetrating arrows.
19. Whereas cutting words may come from close friends piercing words often come from enemies.
20. While King David fled from the revolt of his son Absalom a wicked man named Shimei followed him along the way.

<> **12e. Optional:** In your notebook, write sentences with subordinate clause openers.

Basic Level: Write fifteen sentences.

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

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

Help Box for 12a.

You should have highlighted the commas in these places:

Paragraph 3:

1. For example,₁
2. a deep cut will often produce shock,₁
3. Of course,₁
4. bleeding will accompany a cut,₁

Paragraph 4:

5. In treating a cut,₁
6. ₁ first,₁
7. shock must be addressed since,₁
8. left untreated,₁
9. To handle shock,₁
10. Once the shock is addressed,₁

Paragraph 5:

11. After the bleeding is under control,₁
12. During the restoring process,₁
13. Even after healing has taken place,₁

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.

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.

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

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

1. _____
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.

17. Composition: Final Copy Informative 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.
- <> **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 twenty sentences with subordinate clause openers. Use information from a character book.
- 2E. In your notebook, write more notes about wounds.
- 3E. In your notebook, write a paragraph(s) about wounds.
- 4E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write thirty double consonant in the middle words.
- 6E. Read ten Bible passages where verbal wounds are discussed.
- 7E. Find ten sentences with Be, a Helper, Link verbs from a character book and copy them into your notebook.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Red 3-C: 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**
☐ B **Basic Level only**
☐ E **Extension only**

☐ E's **Extensions**
☐ FE **Further Extension only**

☐ 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			

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

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

☞ **A word you have never used in writing might be one you use in speaking but not in your 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: **Sticks and Stones**
- Something comical: **Owie!**
- Something bold: **Ouch!**
- A song title or line: **Cut Deep**
- A Scripture: **Let the Words of My Mouth**
- Something biblical: **Words and Cuts**
- Something about character: **Enduring Through It All**
- Other: **Hurt!**

☞ **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.

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

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

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.**

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.**

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

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*.**

E's

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*.**

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

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

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

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

Conjunctive Adverbs--Extensions

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. In the passage, cutting words are compared to what?

2. Why are the words *rest*, *shock*, *bleeding*, and *dressing* in quotation marks in the final paragraph?

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. List four prefixes that mean *no* or *not*.

a. _____ b. _____ c. _____ d. _____

5. List twelve words containing prefixes that mean *no* or *not*. After listing them cover the prefix with your hand and find out what root word is "not" or "un." For example, unkind = not *kind*.

a. _____

b. _____

c. _____

d. _____

e. _____

* 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. _____
- g. _____
- h. _____
- i. _____
- j. _____
- k. _____
- l. _____

6. What symbol did you use in your Key Word Outline? _____

III. Grammar and Usage

7. When a noun is used as another part of speech, it is _____ considered a noun.

8. Generally speaking, if a word has *a*, *an*, or *the* (articles or noun markers--marking nouns for you) before it, the word is probably a _____.

9. Fill in the blanks for these tips for finding the main subject of a sentence:

- a. The main subject of the sentence is _____ or _____ the sentence is _____.
- b. The main subject is often found in the _____ of the sentence.
- c. The main subject is usually a _____ or a _____.
- d. Every clause within a sentence will have its _____, but that is _____ always the _____ of the sentence.

10. The main subject of the sentence is _____ found within prepositional phrases or subordinate clauses.

11. If you have trouble spotting the main subject of the sentence, find the _____ of the sentence, and ask yourself who or what is performing the _____ of that _____.

12. Fill in the blanks describing the characteristics of a subordinate clause.

- a. It is a _____.
- b. It contains a _____ and a _____.
- c. It begins with a _____.
- d. It _____ stand alone as a sentence.
- e. It _____ be combined with a complete sentence (an independent clause) to make a longer, more interesting sentence.

13. A subordinate clause opener is found at the _____ of a sentence.

14. What is the subordinate clause opener rhyme?

IV. Homophones and Spelling

15. What are the five different spelling combinations that can make the *sh* sound?

a. _____ b. _____ c. _____ d. _____ e. _____

16. What do you usually have to do to know which combination should be used in a word?

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-C: Week Two

Character Focus: Endurance

Vocabulary Box

Synonyms of *revile*

ridicule	vilify	mock
defame	scorn	rail

Vocabulary Box

Character needed to *withstand reviling*

innocent	faultless	blameless
guiltless	irreproachable	unimpeachable

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	<p>Oaks, maples, and most other woody trees have growth areas along the sides of their trunks. As each tree grows taller, it also grows wider. The layer that produces the growth is called the <i>cambium</i>. A cross section of a tree shows each yearly season's development clearly as an alternating dark or light ring. This process gives wood its "grain." The number of "rings" approximates the tree's age.</p>
Extensions	<p>Palm trees, however, have no cambium layer along their trunks. They never develop outward; they always extend upward. The circular layer of growth cells located at the top of a palm's trunk grows a new disk each year. These are stacked on top of each other like checkers. Each new disk represents a year's proliferation. A good year produces a thick disk, while a poor year creates a thin disk. By counting the number of disks in the trunk of a palm, a person can determine the age of the tree.</p> <p>Hardwood trees (such as oaks and maples) are extremely durable, yet they are often snapped in two by strong winds. These trees obtain their strength from the multiple layers of new growth that are added each year. The trunk is actually like many concentric tubes stacked inside each other. One year's growth is wrapped securely around the previous year's growth. Such an arrangement is well fortified and inelastic. Unlike the palms, however, when these trees are caught in a storm, the tightly packed tubes cannot curve, so they shatter.</p>
Further Extension	<p>Palm trees are also extremely strong, but they are able to survive turbulent winds without splintering. Because their trunks are made up of individual "growth disks" that result from expanding upward rather than outward, the trunk is segmented. Each segment is able to lightly bend. The older and taller a palm tree is, the more it can bend. Some strong winds are able to curve palms until they lie flat against the ground---without snapping the trunks.</p>

↔ **1a.** Read this week's passage aloud.

The passage is comparing palm trees with hardwood trees. It tells how palm trees reach upward rather than outward. Palm trees can bend in storms whereas hardwood trees cannot.

↔ **1b.** Based on the passage, list two characteristics of hardwood trees and two characteristics of palm trees.

Hardwood trees

Palm trees

<> **1c.** In the first paragraph of the passage, highlight the word *approximates*.

<> **1d.** Look this word up in the dictionary, and write its definition in your own words.

Definition of *approximates*

<> **1e.** On the lines provided, write two sentences using the word *approximate* or *approximates*.

Sentences using *approximate* or *approximates*

1.

2.

<> **1f.** On the lines provided, write four synonyms of *revile* from the shaded Vocabulary Box located at the beginning of this week's lesson.

1.

 2.

3.

 4.

<> **1g.** On the lines provided, write three sentences about endurance using three of the synonyms you listed of *revile*.

1.

2.

3.

<> **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.

(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.

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

<> 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 their trunks are made up of individual "growth disks" that result from expanding upward rather than outward, the trunk is segmented.

Subordinate clause opener

Further Study: Research the types of immunizations and preparation required before going into a foreign country and why.

<> 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: A, e, i, o, u Say the Schwa Sound

Examples: against, indiicate

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

1. along (paragraph 1)
2. approximates (paragraph 1)
3. circular (paragraph 2)
4. other (paragraph 2)

Each of these words contains a special sound: the schwa sound. This schwa sound is a sound similar to that of a short *u*. The schwa sound is made when a letter or group of letters says a quick, short *u* sound.

The letters underlined in the following words make the schwa sound:

1. against
2. indiicates
3. aware
4. conseequences
5. counseelors
6. accepting
7. conseequences
8. appealing

Do you see how the letters underlined above make a quick short *u* sound? The schwa sound is found in many multi-syllable words, often as a middle syllable. Examples: indiicates, conseequences, counseelors.

It is also often found at the beginning of a two or more syllable word that begins with the letter *a*. For example: aware, against, appealing.

<> 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 66 of your *Spelling Notebook*.

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

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

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

Teacher Tip: The schwa sound is the name of the sound made when you hear a fast short *u*. There are as many combinations of vowels that make the schwa sound as there are combinations of vowels! In other words, the schwa sound can be made by nearly any vowel or vowel combination. Thus, these words must be memorized.

Teacher Tip: In the dictionary, the diacritical mark for the *schwa* sound is an upside down e.

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

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. instability	in-sta-bil-i-ty			
2. cinnamon	cin-na-mon			
3. pollination	pol-li-na-tion			
4. supremacy	su-prem-a-cy			
5. appetite	ap-pe-tite			
6. democracy	de-moc-ra-cy			
7. inadequate	in-ad-e-quate			
8. orchestra	or-ches-tra			
9. parallel	par-al-lel			
10. macaroni	mac-a-ro-ni			
11. broccoli	broc-co-li			
12. alkali	al-ka-li			
13. schizophrenia	schiz-o-phre-ni-a			
14. enigma	e-nig-ma			
15. convalescent	con-va-les-cent			
16. encyclopedia	en-cy-clo-pe-di-a			
17. aesthetical	aes-thet-i-cal			

***Commonly Misspelled**

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

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
18. osteopathy*	os-te-op-a-thy	_____		_____
19. nihilism*	ni-hil-ism	_____		_____
20. nonchalance*	non-cha-lance	_____		_____
21. mnemonic*	mne-mon-ic	_____		_____
22. maraschino*	mar-a-schi-no	_____		_____
Further Extension				
23. ophthalmologist*	oph-thal-mol-o-gist	_____		_____
24. mononucleosis*	mon-o-nu-cle-o-sis	_____		_____
Optional				
25. mock	mock	_____		_____
26. scorn	scorn	_____		_____
27. rail	rail	_____		_____

***Commonly Misspelled**

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

3. Editor Duty: Correct Given Paragraph(s)

Main Subject, Subordinate Clause Opener

<> 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 each paragraph you edited, highlight the subordinate clause openers

(3) In the first paragraph, highlight the main subject of each sentence with a different color.

Under the bark of most trees are a thin delicate layer of tissue called the phloem. The phloem carries food from the leaf to all parts of the tree. Under the phloem is the cambium which produces growth and inside the cambium are a thick ring of sapwood called the xylem. These are the only living tissues in the trunk of the tree; Both the bark and the inner heart of these trees are dead

If the cambium is damaged the tree stops growing at the point of the injury. If the phloem is girdled all the way around the tree the tree will die. It has no way of circulating the food produced by its leaves. Because the heartwood of trees is dead it can rot leaving the center of the tree hollow. Many large old trees are really only hollow shells which may fail to support the tree in times of stress

Palm trees on the other hand are like stalks of grass. Sap flows throughout the entire cross section of the palm tree's trunk. The whole trunk is alive. It is not merely a hollow shell. If a section is damaged the injury does not affect the whole tree. Unless the injury is very serious the rest of the trunk can carry enough nourishment to sustain the tree. 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. Each and every nick on a palm tree remains as a permanent scar

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|------------------|---------------|
| 1. instabillity | instability |
| 2. cinamon | cinnamon |
| 3. pollination | polination |
| 4. supremacy | supremacy |
| 5. appetite | apetite |
| 6. democrazy | democracy |
| 7. inadequate | inaddequate |
| 8. orchestra | orckestra |
| 9. parallel | parrallel |
| 10. macaronie | macaroni |
| 11. broccoli | broccolli |
| 12. alkalli | alkali |
| 13. skizofrenia | schizophrenia |
| 14. anigma | enigma |
| 15. convalescent | convalesent |
| 16. encyclopedea | encyclopedia |
| 17. aesthetical | esthetical |

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

- | | |
|-----------------|-------------|
| 18. osteopathy | osteeopathy |
| 19. nihillism | nililism |
| 20. nonchalance | nonchalanse |
| 21. nimonic | mnemonic |
| 22. marashino | maraschino |

Further Study: Learn what kind of shots protect you from which sicknesses.

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

23. ophthalmologist ophthalmologist

24. monnonucleosis mononucleosis

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

25. mock mok

26. skorn scorn

27. rail rale

Further Study: Find out five ways we can help our body fight impurities.

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

1. _____

2. _____

3. _____

4. _____

Teacher Tip: Encourage your Level C student to use the least number of words that he needs in order to make his Key Word Outline. He should only use five words when the sentence he is taking notes for is especially lengthy and all five words are absolutely necessary.

Alternative Writing for Red 3-C: Week Two

- Write a three-paragraph essay comparing endurance of trees to endurance in the Christian walk.
- Write a three to four paragraph children's story with an enduring tree as your main character.

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.

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 _____

(You may divide Sentence Two into two separate sentences or leave it as a compound sentence-with a semicolon or a comma-cc.)

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

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 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

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 Four of Body

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sample KWO Paragraph

Paragraph 3

Topic of Paragraph 3: Hardwood trees are extremely durable, but a violent storm can cause them to snap in two.

Sentence 1: Hardwood (oaks & maples) + + + → still ~~ext~~ → wind

Sentence 2: Trees → strength from + + + layers → growth /year

Sentence 3: Trunk = >concentric tubes stacked inside other

Sentence 4: 1 year's growth wrapped around previous year

Sentence 5: Arrangement = well fortified & inelastic

Sentence 6: Hardwood → storm tightly packed = ~~curve~~/shatter

Sample Paragraph from KWO

Paragraph 3

Even though hardwood trees (like maples and oaks) are notably strong, they can be split in half by powerful gusts. Each year these trees develop and become stronger because of their increase in layers. The trunk is comprised of many circular rings. Every year a new larger ring forms around the previous year's ring. This helps the tree become secure and rigid. Contrary to the palm tree, the rings are so firmly fastened to each other that during a violent storm instead of bending with the wind, they will break in two.

6. Structural Analysis: Prefixes

↔ **6a.** In the third paragraph of the passage, highlight the word *inelastic*.

This word is made up of the letters *in* at the beginning of it. The letters *in* form a prefix that means *not*.

↔ **6b.** Complete the following:

- (1) Look up each of the prefixes listed below in the dictionary.
- (2) Write its meaning in the chart.
- (3) Write a word using that prefix.
- (4) Write a definition of the word you listed.

<u>Prefix</u>	<u>Definition</u>	<u>Word Using Prefix</u>	<u>Definition of Word</u>
non	not	nonliving	not alive
arch	_____	_____	_____
gen	_____	_____	_____
hydr	_____	_____	_____
auto	_____	_____	_____
di	_____	_____	_____
dia	_____	_____	_____
dict	_____	_____	_____

7. Grammar: Subject-Verb Agreement

You have already learned the importance of matching the subject with the verb.

1. When the subject is singular, use a singular verb.
2. When the subject is plural, use a plural verb.

<> **7a.** Highlight the words *it* and *they* throughout the passage.

You probably already know the following:

1. *It* is a singular subject and requires a singular verb.
 - a. It **grows**.
 - b. It **is**.
2. *They* is a plural subject and requires a plural verb.
 - a. They never **grow**.
 - b. They always **grow** upward.
 - c. They **are** often **snapped**.
 - d. They **break**.

The best way to determine subject-verb agreement in a confusing sentence is to (mentally) substitute the word *it* or *they* (whichever one appropriately fits) for the subject, then determine the verb using *it* or *they* as the subject.

Further Study: Find out the purpose of white blood cells to protect the body.

<> **7b.** Practice substituting *it* or *they* for the subjects listed in Subject Verb Agreement Chart of special words.

↔ **7c.** Study the chart on the Grammar Card to learn which subjects are singular and which 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.

↔ **7d.** Study the Grammar Card about subject-verb agreement provided in this lesson.

↔ **7e. Optional:** Make a Grammar Card about subject-verb agreement, or add new information to an existing card.

↔ **7f.** Choose some of the subjects from the chart provided in this lesson and write sentences in your notebook, using the subjects with their correct verbs.

Basic Level: Write ten sentences.

Extension: Write twelve sentences.

Further Extension: Write fifteen sentences.

Character Focus: Palm trees bend with the wind instead of breaking. When the storm is over, they can stand back up.

Further Study: Look up the word *scorn* in at least six different places it is used in the Bible.

Help Box for 7a.

You should have highlighted the following words:

1. **it** also develop wider. (paragraph 1)
2. **They** never develop outward; (paragraph 2)
3. **they** always extend upward. (paragraph 2)
4. yet **they** are often snapped in two . . . (paragraph 3)
5. so **they** shatter. (paragraph 3)
6. **they** are able to survive... (paragraph 4)
7. **it** can bend. (paragraph 4)
8. **they** lie flat against the ground... (paragraph 4)

8. Composition/Creative Writing: Write a Rough Draft Essay 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.

Further Study: Make a chart outlining the difference between God's punishment for slander and man's punishment for it.

<> **8b.** Read your report 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 work sheet for any words you misspelled in your pre-test.

Character Focus: The resistance of the wind is what makes the eagle and other high-flying birds fly.

<> **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: Sentence Opener or Introductory Material

<> **10a.** In the passage, highlight the sentence openers (or introductory material).

You have learned the following:

1. A prepositional phrase of five words or more at the beginning of a sentence should be followed by a comma: **"In the parable of the Pharisee and the Publican,** Jesus provided a significant contrast between a man who was poor in spirit and a man who was proud in spirit."
2. A subordinate clause at the beginning of a sentence should be followed by a comma: **"As Nebuchadnezzar looked out over the magnificent city which he had built,** he must have smiled with great satisfaction."

Prepositional phrase openers and subordinate openers are two kinds of sentence openers. Sentence openers are often called introductory material or non-essential information.

Other introductory material or non-essential information is a little trickier than the PP opener or the subordinate clause opener, in that the decision whether or not to follow them with a comma is more subjective.

More and more, . . . is another type of introductory material or sentence opener. Some handbooks would consider it a conjunctive adverb or interruptive)--while others would consider it an adverb.

A sentence opener goes with the subject part of the sentence since it comes before the main subject. It gives additional insight into the remainder of the sentence. **Non-essential information at the beginning of a sentence is a word or words that are not needed to make the sentence complete.**

Although the sentence is still a complete sentence without introductory material, a sentence opener remains important because it adds detail to a sentence.

For example:

1. **Without doubt**, the mightiest thought the mind can entertain is the thought of God.
 - *Without doubt* is a PP, but since it is fewer than five words, it would not require a comma following it if a definite pause were not heard after it.
2. **Every time we close our eyelids**, they spread lacrimal fluid from our tear ducts evenly over our eyes.
 - a. *Every time we close our eyelids* is not needed to make the sentence a complete sentence.
 - b. Although it makes the sentence more interesting, the second part of the sentence is still complete without it, so it is set off by commas.
 - c. Obviously, we would not know what *they* were without it, so for clarity it is essential.
3. **Like most other birds**, a red-tailed hawk has a third eyelid called a nictitating membrane.
 - The information at the beginning, *Like most other birds*, is not needed to make the rest of the sentence complete, so it is set off with commas.

The two keys to determining whether or not a sentence opener should be followed by a comma are as follows:

1. **Cover the non-essential material** at the beginning, and read the rest of the sentence. If the rest of the sentence is a complete sentence without the sentence opener, a comma will probably be needed (though not always).
2. Read the whole sentence aloud. If your **voice inflects** when reading the opener, a comma should follow it.

Of course, besides learning how to write with sentence openers, you also need to learn how to locate sentence openers (and other non-essential information within your sentences) so that you can mentally remove them and determine your sentence's main subject and main verb.

Likewise, besides determining whether a comma is needed following a sentence opener, it is also important to recognize sentence openers (and especially where and when they end) in order to determine where the "real sentence" begins.

Remember these important aspects of sentence "dissecting":

- (1) A sentence opener is added to the beginning of a sentence to add more information and sentence variety--but a sentence opener is not needed to make a sentence into a real sentence.
- (2) A real sentence begins *after* the sentence opener.
- (3) Since the real sentence begins after the sentence opener, the sentence's main subject and main

verb are not in the sentence opener (though some openers, like the subordinate clause opener, do contain a subject and verb of their own--the subject and verb in a subordinate clause opener is not the sentence's main subject and main verb).

<> **10b.** Study Grammar Cards about non-essential information or introductory material.

<> **10c. Optional:** Make Grammar Cards about non-essential information or introductory material or add new information to existing ones.

<> **10d. All:** In the sentences provided, place commas where needed to set off non-essential material.

Extensions: Complete the following steps:

(1) Isolate **all** non-essential material within the sentences (not just at the beginning of each one) with parentheses, brackets, etc., to help get rid of distractors as needed:

- Parenthesis for Prepositional Phrases ()
- Brackets for subordinate clauses []
- Less-than/Greater-than (<>) for others

(2) Highlight each sentence's main subject.

Example: (Without doubt), the mightiest thought the mind can entertain is the thought (of God).

1. While the pitiful assembly shivered the old priest briskly carried out his sacramental duties.

(**Out is an adverb here.**)

2. Because they had no Bibles to read the true message of the Gospel remained hidden from their unsaved souls.

3. As John Wycliffe became aware of the widespread hypocrisy and corruption he attacked the church.

4. Solemnly the old preacher determined that two changes were desperately needed in order to shatter the spiritual darkness that had gripped England for six centuries.

5. First he would translate the Latin Vulgate Bible into English.

6. Second he would enlist a group of priests who shared his concern to carry the Gospel to every barnyard and village in England.

7. Labeling them "idle babblers" and "Lollards" authorities viewed these traveling preachers with contempt.

8. With a desire for spiritual truth that their messages inspired John Wycliffe's "poor priests" helped the rapid growth of truth spreading.

9. Alarmed at the growing influence of the Bible priests, prelates, and churchmen began to officially criticize and condemn Mr. Wycliffe's attempt to enlighten the English

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: 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

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.

masses with God's Word.

10. Actually the clergy felt that making the Word of God available to the common people was like "casting the Gospel pearl before swine to be trodden underfoot."
11. In the spring of 1382 Courtenay assembled a synod at Blackfriars to discredit Mr. Wycliffe's writings.
12. Protected by the powerful nobleman (John of Gaunt) and a group of close friends at Oxford John Wycliffe never faced the fiery stake that the church officials had so eagerly prepared for him.
13. Instead the old preacher suffered a massive stroke during a church service in 1384 and died three days later.
14. Writing to the pope twenty-eight years later the Archbishop of Canterbury called John Wycliffe "that wretched and pestilent fellow of damnable memory, son of the old serpent, and the very herald and child of anti-Christ . . . who crowned his wickedness by translating the Scriptures into the mother tongue."
15. 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.
16. Years after his good work for God his ashes were thrown in the River Swift in a symbolic ceremony to finalize the 'heretic's eternal destruction.
17. Along with John Wycliffe's bones the church tried to destroy his translation of the Bible.
18. With only a few tattered copies of single Gospels and Epistles the Lollards struggled to preserve John Wycliffe's translation.
19. Like a flickering candle against the constant winds of criticism and condemnation the English Bible barely survived.

Character Focus: God will not allow someone to get away with speaking an untruth about one of his followers.

<> **10e. Optional:** In your notebook, write sentences using non-essential information or introductory material.

Basic Level: Write fifteen sentences.

Extensions: Write twenty sentences.

Further Study: Make a chart telling the differences between palm trees and normal trees.

Help Box for 10a.

You should have highlighted the following:

1. As each tree grow taller, . . . (paragraph 1)
2. By counting the number of disks in the trunk of a palm, . . . (paragraph 2)
3. Unlike the palms, . . . (paragraph 3)
4. Because their trunks are made up of individual "growth disks" that result from expanding upward rather than outward, (paragraph 4)
5. The older and taller a palm tree is, (paragraph 4)

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

Character Focus: Resistance makes it possible for us rise to new heights in our faith.

<> 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.

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.

12. Grammar: Subject-Verb Agreement

<> 12a. In the first and second paragraphs of the passage, highlight the following verbs:

Paragraph 1:

- | | | | |
|--------------|----------|----------|-----------------|
| 1. have | 2. grows | 3. grows | 4. produces |
| 5. is called | 6. shows | 7. gives | 8. approximates |

Paragraph 2:

- | | | | |
|-------------|-----------------|-------------------|--------------|
| 9. have | 10. develop | 11. extend | 12. located |
| 13. grows | 14. are stacked | 15. represents | 16. produces |
| 17. creates | 18. counting | 19. can determine | |

<> 12b. With a different color highlighter, highlight the subject that goes with each of these verbs, and draw an arrow from the verb to the subject that goes with it. (Hint: Some subjects go with more than one verb, and some verbs go with more than one subject.)

Paragraph 1:

- | | |
|---|-------------------------|
| 1. Oaks, maples, and mostother woody trees | 2. tree (or each tree) |
| 3. it | 4. layer (or the layer) |
| 5. The layer that produces the growth (or the growth) | |
| 6. cross section | 7. process |
| 8. number (or the number) | |

Paragraph 2:

- | | |
|---|--------------------|
| 9. Palm trees | 10. They |
| 11. they | 12. circular layer |
| 13. The circular layer (of growth cells located at the top of a palm's trunk) | |
| 14. These | 15. Each new disk |
| 16. A good year | 17. A poor year |
| 18. person (understood) | 19. person |

Note: You should highlight not only the main subjects of the sentences, but also the main subjects of subordinate clauses.

One common error students make when they start writing advanced sentence structures (with prepositional phrases and subordinator clauses, etc.) is subject-verb disagreement.

Knowing how to have subjects and verbs in agreement is relatively easy in simple sentences such as the following:

1. We were there. (not we was)
2. I am here. (not I are)
3. Peter and John go. (not Peter and John goes)

However, it gets more difficult to match the subject with the correct verb when sentences are filled with phrases and clauses. It is tricky to even find the main subject in more complex sentences.

One tip in determining whether the subject is plural or singular is to **substitute one of the following** in the sentence:

1. **He/she/it:** If one of those fits, the subject is singular -- **He is.**
2. **They:** If the word they fits, then the subject is plural -- **They are.**

Another tip in ascertaining the **main** subject of the sentence and choosing its correlating verb is to isolate the prepositional phrases and subordinate clauses.

The **main subject of the sentence is never in** either of the following:

1. A prepositional phrase
2. A subordinate clause

For example, in the following sentences, if we isolate the prepositional phrases and subordinate clauses (by placing parentheses around them), we can easily find the main subject and determine which verb to use:

1. A **beggar**, (though he is surrounded by poverty), **illustrates** the attitude (of being poor) (in spirit).
 - a. By eliminating the subordinate clause, you can easily determine that the word *beggar* is the subject of the sentence (not poverty).
 - b. Then you can decide that *beggar* is singular—you could substitute *he* for the word *beggar*. Thus, it needs the singular verb *illustrates* (not *illustrate*). (He illustrates—not He illustrate.)
 - c. You can actually eliminate the attitude also since it is a direct object of the verb *illustrates*, and a direct object is also not able to contain the subject.
2. The **subject** (of the sentences) **is** never (in a prepositional phrase or subordinate clause).
 - a. By isolating the prepositional phrases—of the sentences and in a prepositional phrase or subordinate clause—you can easily determine that the word *subject* is the subject of the sentence, not the word *sentences*.
 - b. Then you can decide that the word *subject* is singular—you could substitute *it* for the word *subject*. Thus, it needs the singular verb *is*. (**It is**—not *It are*.)
3. The **results** (of trying to be self-sufficient) **are** alienation (from God) and heartache.
 - a. By isolating the prepositional phrases—of trying to be self-sufficient and from God—you can easily determine that the word *results* is the main subject of the sentence, not the word *self-sufficient*.
 - b. Then you can decide that the word *results* is a plural subject—you could substitute *they* for the word *results*. Thus, the sentence needs the plural verb *are*. (**They are**—not *They is*).

↔ **12c.** In the sentences provided, complete the following steps:

- (1) Isolate the prepositional phrases and subordinate clauses by placing parentheses (PP) and brackets [sub clauses] around them.
- (2) Highlight the main subject of each sentence with one color.

Character Focus: The courts have penalties for saying something untrue about a person, just like God has penalties for it.

Further Study: Read about how palm trees withstand storms.

(3) Underline the main verb of each sentence with another color.

Note: Remember, sentences can have compound main subjects and compound main verbs.

Note: Compound sentences (sentences joined with a comma and a cc or with a semi-colon) have two separate main subjects and two separate main verbs.

Note: For this exercise, find only the main subject of the sentence and its corresponding verb (not the subjects within the subordinate clauses).

1. While Christians think they are suffering for Jesus' sake, they are often being reprov'd for their own sakes.
2. In suffering, we are blessed by the Lord only if we suffer for doing what is right, at the right time, for the right motives, and with the right attitude.
3. In the Psalms, at least three times, David reports that his greatest hurts came from his closest friends.
4. When we try to ignore reviling, it is like trying to ignore a burn or a wound.
5. David did not respond by retaliating, but he cried out to the Lord for deliverance.
6. We should live in such a way that our names stand for integrity, but we should leave our reputations in the Lord's hands.
7. When we suffer for doing right, our focus should be on Christ, since we are suffering with Him.
8. When we are reviled, we should bless the revilers.
9. When we are persecuted, we should endure.
10. When we are defamed, we should entreat.
11. Malicious slander, distortions, and accusations were aimed at early believers in order to discredit their growing influence in the Roman Empire.
12. They were accused of being atheistic, immoral, and unpatriotic.
13. The cruel deception of these accusations was that each one had some credibility to the undiscerning ear.
14. Believers were accused of being "atheistic" because they did not worship the Roman gods.
15. Two books that were carried by the Christian pioneers who pushed America's frontiers westward had significant parts which were written in prison.
16. From prison cells, the Apostle Paul wrote the prison epistles of the New Testament, and John Bunyan wrote *Pilgrim's Progress*.
17. God assures us that an undeserved curse has no more effect upon us than a bird flying over our heads.
18. The conditions and forces that create wind, storms, hurricanes, and tornadoes have significant parallels in the spiritual realm.
19. These include the collision of hot and cold air, the opposite directions of hot and cold air, and the results of destructive storms.
20. Criticism that expresses an opinion about a controversial issue is not defamation.

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.

21. Defamation is a false attack upon a person's private life or personal affairs that hurts his reputation.
22. In the Scriptures, believers are not encouraged or commanded to defend their own reputations.
23. We are only to protect Christ's reputation.
24. In so doing, we must obey Scripture, which includes maintaining church discipline for believers and practicing good works before unbelievers.
25. A razor cuts quickly and deeply without the immediate warning of pain.
26. Its cut often heals on the surface while infection or tenderness remains underneath.
27. Rich analogies can be made from six functions of our bodies that protect us from invading germs.
28. A reviling tongue is like a poisonous snake.
29. The body's immune system illustrates the protections we need during a verbal attack.



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.

<> **12d.** Study the Grammar Card about subject-verb agreement provided in this lesson.

<> **12e. Optional:** Make a Grammar Card about subject-verb agreement, or add new information to an existing card.

<> **12f. Optional:** In your notebook, with information from a character book, write sentences with prepositional phrases and subordinate clauses. Use the method learned in this lesson to find and mark the main subject and main verb of each sentence.

Basic Level: Write twenty sentences.

Extensions: Write twenty-five sentences.

Further Study: Learn what the laws regarding libel and slander are.

Help Box for 12b.

You should have drawn arrows as follows:

Paragraph 1:

1. Oaks, maples, and most other woody trees → have
2. tree → grows
3. it → grows
4. layer → produces
5. The layer that produces the growth (or the growth) → is called
6. cross section → shows
7. process → gives
8. number → approximates

Paragraph 1:

9. Palm trees → have
10. They → develop
11. they → extend
12. circular layer → located
13. The circular layer (of growth cells located at the top of a palm's trunk) → grows
14. These → are stacked
15. each new disk → represents
16. A good year → produces
17. a poor year → creates
18. person (understand) → counting
19. person → can determine

13. Spelling Practice: Write That Word!

<> **13a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____

2. _____

<> **13b.** Complete the following steps for one of the words you listed in 13a.

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

Teacher Tip: 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.

<> **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.

17. Composition: Final Copy Informative 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.
- <> **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 twenty sentences using commas and coordinating conjunctions (, cc). Use information from a character book.
- 2E. In your notebook, write a paragraph(s) using your notes from this lesson.
- 3E. Edit and revise your paragraph from the lesson using this week's Checklist Challenge.
- 4E. Read ten of the passages in the Bible referring to trees.
- 5E. In a character book, find ten sentences that use a comma and a coordinating conjunction. Copy them into your notebook.
- 6E. In your notebook, write twenty sentences using prepositional phrases and subordinate clauses. Highlight the main subjects and main verbs of the sentences.
- 7E. 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-C: 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 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

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:

Instead of	Use	Instead of	Use
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 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

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: **Tree Types**
- Something bold: **Bending or Breaking?**
- A song title or line: **Here We Go 'Round the Mulberry Bush**
- A Scripture: **Through Trials**
- Something biblical: **Leaves of the Tree**
- Something about character: **Nature's Enduring Trees**

☞ **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

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.***

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	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.**



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

Six "S" Spelling Secret Sheet

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

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

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. What examples of hardwood trees are given in the passage? _____
2. Can older or younger palm trees bend more? _____
3. Do palm trees grow outward or upward? _____
4. What does the word *approximately* mean? _____
5. 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

6. What symbol did you use in your Key Word Outline? _____
7. What synonym 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. palm trees: _____
 - b. bend: _____
 - c. strong (winds): _____
 - d. shatter: _____

* 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

8. You should place a comma after a prepositional phrase opener if the PP is _____ or _____.
9. You should place a comma after a prepositional phrase opener if there are _____ in a _____.
10. You should place a comma after a prepositional phrase opener if the PP ends in a _____.
11. You should place a comma after a prepositional phrase opener if the PP is followed by a definite _____ when you say the sentence out loud.
12. To locate the main subject and main verb get rid of all _____, _____, and _____.

IV. Homophones and Spelling

13. What sound is the schwa sound? _____
14. What vowels in the example in the lesson can make the schwa sound?
- a. _____ b. _____ c. _____
15. Write three schwa sounds words that use the letter *a*.
- a. _____ b. _____
- c. _____
16. Write three schwa sounds words that use the letter *e*.
- a. _____ b. _____
- c. _____
17. Write three schwa sounds words that use the letter *i*.
- a. _____ b. _____
- c. _____

V. Editing and Revising

18. What Checklist Challenge change was best at making your paper more clear? _____
19. What interesting word did you find in the thesaurus? _____

Blue 3-C: Week Three

Character Focus: Endurance

Vocabulary Box

Synonyms of *revile*

ridicule	vilify	mock
defame	scorn	rail

Vocabulary Box

Character needed to *withstand reviling*

innocent	faultless	blameless
guiltless	irreproachable	unimpeachable

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	<p>Then were these two poor men brought before their examiners again, and there charged as being guilty of the late hubbub that had been in the fair. So they beat them pitifully, and hanged irons upon them, and led them in chains up and down the fair for an example and terror to others lest any should speak in their behalf or join themselves unto them.</p> <p>But Christian and Faithful behaved themselves yet more wisely and received the ignominy and shame that was cast upon them, with so much meekness and patience, that it won to their side (though but few in comparison of the rest) several of the men in the fair. This put the other party in yet a greater rage, insomuch that they concluded the death of these two men. Wherefore they threatened, that neither cage nor irons should serve their turn, but that they should die for the abuse they had done and for deluding the men of the fair.</p>
Extensions	<p>Then were they remanded to the cage again until further order should be taken with them. So they put them in and made their feet fast in the stocks.</p>
Further Extension	<p>Here, therefore, they called again to mind what they had heard from their faithful friend Evangelist, and were the more confirmed in their way and sufferings by what he told them would happen to them. They also now comforted each other, that whose lot it was to suffer, even he should have the best of it; therefore, each man secretly wished that he might have that preferment. But committing themselves to the all-wise disposal of Him that ruleth all things, with much content, they abode in the condition in which they were until they should be otherwise disposed of.</p> <p style="text-align: right;">From <i>Pilgrim's Progress</i></p>

↔ 1a. Read this week's passage aloud.

This passage is from the allegory, *Pilgrim's Progress*, written by John Bunyan. An allegory is a story that uses characters and themes about things in the physical world to teach deeper lessons. Jesus used a method similar to an allegory when He taught in parables.

Every person in this allegory has a unique name that tells something about each one's character.

<> **1b.** On the lines provided, list the names of the characters in the passage.

<> **1c.** In the passage, highlight the word *ignominy*.

<> **1d.** On the lines provided, write the definition of *ignominy*, and use this word in a sentence.

Definition of *ignominy*

Sentence using *ignominy*

<> **1e.** On the lines provided, write four synonyms of *revile* from the shaded Vocabulary Box located at the beginning of this week's lesson.

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

<> **1f.** Using three of the synonyms you listed of *revile*, write three sentences about the passage.

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.

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

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

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

Further Study: Read I Samuel 17 and explain how Goliath reviled God's name.

Further Study: Read a section from a secondary or junior high text book about the immune system.

- (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: Read a story about someone who stood up for what he believed even when people made fun of him. You might enjoy a biography of Charles Finney.

- (6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.
- (7) Write a shortened dictionary definition for your word on the lines provided.

Further Study: Make a list of the ways we should respond when we are reviled.

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

1. _____ 2. _____
3. _____

Further Study: In the Bible, look up the references to a snake, and explain how a snake's poison is like cruel words.

- (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.

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!"

↔ **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 conclusion, neither could tell the sunrise from the sunset.

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.

Help Box for 1b.

You should have listed the following names:

1. Christian (paragraph 2)
2. Faithful (paragraph 2)
3. Evangelist (paragraph 4)

Teacher Tip: R-controlled means that the letter *r* controls the sound of the letter or letters that are before the *r*. The *or* sound is usually made by three different spellings: *or*, *our*, and *ore*.

2. Spelling: Sounds of *ou*

Examples: *out*, *should*, *trouble*, *you*

<> 2a. In the first two paragraphs of the passage, highlight the words that contain the letter combinations *ou*.

There are numerous sounds for *ou*—especially when *ou* is combined with other letters:

1. Short double o: **should**
2. Er: **courage**
3. Long double o: **through**
4. Short o: **thought**
5. Short u: **troubles**
6. Or: **resource**
7. Pinched ow: **out**

<> 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 30, 32, 41, 42, 47, 61, and 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 eight sentences using eight of the spelling words.

Teacher Tip: The *ou* and *ow* diphthongs, besides making the “pinched sound,” also make the sound for long *o*. Of the two, *ow* is the more common spelling for the long *o* sound (e.g., *know*), but *ou* also occasionally makes the long *o* sound.

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.

Help Box for 2a.

You should have highlighted the following words:

1. brought (paragraph 1)
2. should (paragraph 1)
3. though (paragraph 2)
4. should (paragraph 2)
5. should (paragraph 2)

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. slanderous	slan-der-ous			
2. encouragement	en-cour-age-ment			
3. luxuriously	lux-u-ri-ous-ly			
4. counterfeit	coun-ter-feit			
5. cantaloupe	can-ta-loupe			
6. courtier	cour-ti-er			
7. souvenir	sou-ve-nir			
8. boulevard	boul-e-vard			
9. carousel	car-ou-sel			
10. troupe	troupe			
11. dubious	du-bi-ous			
12. heinous	hei-nous			
13. superstitious	su-per-sti-tious			
14. raucous	rau-cous			
15. luscious	lus-cious			
16. pompadour	pom-pa-dour			
17. camouflage	cam-ou-flage			
18. acoustics	a-cous-tics			
19. curvaceous	cur-va-ceous			
20. bourgeois	bour-geois			
21. bilious	bil-ious			

***Commonly Misspelled**

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

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
22. loquacious*	lo-qua-cious			
23. intravenous*	in-tra-ve-nous			
24. insidious*	in-sid-i-ous			
Further Extension				
25. efficacious*	ef-fi-ca-cious			
26. disingenuous*	dis-in-gen-u-ous			
Optional				
27. innocent	in-no-cent			
28. guiltless	guilt-less			
29. faultless	fault-less			

***Commonly Misspelled**

****Note:** You may write each 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-Verb Agreement, Main Subjects

↔ 3. Complete the following steps:

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

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the first paragraph, highlight the main subject and the main verb phrase of each sentence.

publication is a legal term that mean that the abusive statement were communicated in one way or another to someone other then the person defamed such publication may be either wrote or spoke. Publication take place wher-ever there is potential that a persons name or reputation may be injured before others

Legally even such things as showing a defamatory letter to someone else for counsel before mailing it can be considered as publication. When malicious words is limited to the original speaker and to the person verbally abused these words can never constitutes libel or slander regardless of what was said

Sometimes the question arise of whether the original speaker actually intended to disclose his statements to another person. Occasionally charges of libel and slander must establishes that the original speaker either intended to publish his statements to others or at least did not take reasonable precautions to prevent being overheard by others

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|------------------|--------------|
| 1. slanderous | slanderus |
| 2. encouragement | encouragment |
| 3. luxzuriously | luxuriously |
| 4. counterfeit | counterfit |

5. cantaloupe	cantalope
6. curtier	courtier
7. souveneer	souvenir
8. boulevard	boulevard
9. carousel	carasel
10. troope	troupe
11. dubious	dubeous
12. heinous	haenous
13. superstitious	superstitous
14. raucus	raucous
15. luscous	luscious
16. pompadour	pompadoor
17. camouflage	camouflage
18. acoustics	acustics
19. curvacious	curvaceous
20. bourgeois	bourgeois
21. billious	bilious

Further Study: Read I Samuel 17 and explain how David responded when God's name was insulted.

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

22. loquacious	loquacous
23. intraveenous	intravenous
24. insidious	insiddious

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

25. efficacious	efficacous
26. disingenuous	disinjenuous

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

- | | |
|---------------|----------|
| 27. innocent | innosent |
| 28. guiltless | giltless |
| 29. faultless | faltless |

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

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

Alternative Writing for Red 3-C: Week Three

- Write a six to ten paragraph informative report about the medical benefits of applying the principles of the ceremonial law.
- Write a six to ten paragraph informative report about earthquakes.

Further Study: Read Isaiah 36 about how the Assyrians reviled Judah.

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 paraphrased information, cite quotations, 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 a biographical report **about a person who was instrumental in God's Word being printed or being spread**

- A. William Tyndale
- B. John Wyclife
- C. A "Lollard"
- D. Johannes Gutenberg
- E. Erasmus
- F. Polycarp
- G. Gabriele Allegra

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 12 paragraphs for the body (P'soB).

***Important 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 6-8 sentences* per paragraph.
- B. **Extensions** students will write 7-10 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 IN YOUR REPORT

All students will include 3 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. Opening Sentence vs. Transition Sentence for paragraph introduction
- F. Third, First, and Second Person Writing
- G. Redundancy
- H. Color-Coded Research

****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 Locate an Overview Source

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 biographical 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 four paragraphs per section, it is easy to think about writing four separate two-to-four paragraph reports:

Section I: Birth, Family, Education

(One report with two paragraphs--PoB-A & PoB-B)

Section II: Young Adulthood

(One report with three paragraphs--PoB-A, PoB-B, & PoB-C)

Section III: Later Years

(One report with three paragraphs--PoB-A, PoB-B, & PoB-C)

Section IV: Writings, Death, and Posthumous

(One report with three paragraphs--PoB-A, PoB-B, & PoB-C)

(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.

<> **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 will help 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 research 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:

Topic of Section I: Birth and Childhood

Topic of Section II: Youth and Education

Topic of Section III: Early Adult (or Early Ministry Years)

Topic of 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.**⁺ 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 four sections. Basic students are assigned at least two paragraphs per section; Extension 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:
- Underline possible PoB-A information with a pen (of that information that is highlighted in pink).
 - 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: XXXXXXXXXXXX (Example: pink highlighted information underlined)

PoB-B: XXXXXX (Example: pink highlighted information circled)

PoB-C: XXXXXXXX (Example: pink highlighted information with box around it)

- (8) Choose **other sources that contain information specifically about your paragraph topics, as assigned.**

Examples: (1) *Wycliffe and the Lollards*; (2) *Heroes of the Faith*; and (3) *Joh Wycliffe and Reform*

- (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: Wycliffe'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.

Further Study: Make a list of ways you should react to being made fun of.

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 research based 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. If your source is the same length as your paper will be, you are back to middle school writing. You want to have a lot of material to choose from then you pick the portion you want to include in your report. Then when you add this merging of multiple sources, you are truly starting to write at an upper level.

- (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.

Further Study: Read a book about poisonous snakes with your teacher. Discuss how the snake's poison is like cruel words.

- a (5) Generally speaking, online encyclopedias, books with long chapters that are each about different person or topic, etc. are good "Overview Sources."

Note: At this level, it is a good idea to get out of the habit of using Wikipedia since colleges do not usually permit its use. An acceptable alternative to Wikipedia is a cd-rom encyclopedia, such as Encyclopedia Britannica, World Book, etc.

Further Study: Study a character in the Bible who was reviled. Write a one paragraph summary of this person's response.

<> 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 (third 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)

6. Grammar: Past Participles

You have probably learned about three main types of verbs:

1. Action verbs
2. Infinitive verbs
3. Be, a Helper, Link verbs

To become a good writer, you should also learn past participle tenses.

↔ **6a.** In the passage, highlight the following verb phrases:

1. had been (paragraph 1)
2. had done (paragraph 2)
3. should be taken (paragraph 3)

A verb phrase consists of the base verb (any of the three types from the list above) and any helpers that go along with it.

A verb phrase may be any of the combinations of verbs containing a helping verb and any one (or more) other verb:

1. BHL + action verb: **have gone**
2. BHL + BHL: **have been**
3. BHL + adverb (in middle of verbs) + action verb: **have quickly gone**
4. BHL + Infinitive: **had to go**

Did you remember that a helping verb is a Be, a Helper, Link verb that is in front of a base verb?

Did you remember that a helping verb helps the base verb tell about the action or state of being in the sentence?

Another major function of helping verbs (Be, a Helper, Link verbs 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 **will be** going to town. (will be happening)
5. I **am** going to town. (is happening)

Past participle verb tenses are divided into these three categories:

1. Past perfect tense: I **had** gone.
2. Present perfect tense: I **have** gone.
3. Future perfect tense: I **will have** gone.

If you do not speak with past participles correctly, you need to review and practice them!

Writing and speaking correctly with past participles involves using the past participle tense of the verb:

1. I have **gone**.
2. I have **written**.
3. I have **spoken**.
4. I have **lain**.

Past participles often have one of these helpers with them:

1. **has**
2. **had**
3. **have**

Past participles may have other helpers with them too, but whenever they have *has*, *had*, or *have* with them, use the past participle tense of the base verb (as shown in the chart on the previous page).

Teacher Tip: To quiz your student on past participles, say the present tense of the verb aloud, then follow it with a simple sentence that your student completes. Example:

1. You say, "Arise."
2. You then say, "Yesterday I ____."
3. Then you say, "Prior to that I had ____."

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

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 **saw** him. Incorrect: I **seen** him.
 - b. Incorrect: I **seen** him.
2. They use the past tense of the verb with a helper:
 - a. Correct: I **had gone**.
 - b. Incorrect: I **had went**.

↔ **6b.** (T) Study the verbs in the chart provided until you can recite all three tenses for each verb to your teacher when she tells you the present tense of the verb.

Basic Level: Choose thirty verbs and recite all three tenses for them.

Extensions: Choose forty verbs and recite all three tenses for them.

Note: Remember, the last column is the past participle tense and always has a helper with it.

↔ **6c.** In the sentences provided, complete the following steps:

- (1) Highlight all of the verb phrases (not just each sentence's main verb phrase).
- (2) Write **Past P** above the past participles.
- (3) Correct any verbs that are incorrectly conjugated (whether they are in the verb phrase or not).

Note: Do not highlight one-word verbs or to+verb (infinitives) without a BHL.

Note: Remember, a sentence may have at least as many verb phrases as it has subordinate clauses and independent clauses.

Note: These sentences have been designed to use the past participle tense. In some cases, that might seem laborious.

1. The present warfare between God and Satan have been pictured as "verbal combat."
2. Only as we have understood the scope and ramifications of this battle of words have we been able to rejoice when the world reviled us.
3. Though the world has spoke evil of us falsely, we have rejoiced.
4. Ridiculing, mocking, and scorning has all been used to describe reviling.
5. They have been innocent, blameless, irreproachable, and faultless.
6. In order to make sure that we are being persecuted for the Lord's sake and not for our own sake, we have to be guiltless.
7. When we are reviled for righteousness, we know that we has invaded a stronghold of the enemy.
8. By using the spiritual armor God provides, believers has been able to quench the fiery darts.
9. Ridicule has ocured when someone has used words or actions with the intent of arousing contemptuous laughter at a person or idea.
10. There will always seem to be something ridiculous about the standards of people whom we have ceased to love.
11. Ridiculing have been described as sneering, teasing, and laughing at someone.
12. The opposite of ridiculing have been described as respecting, honoring, and praising.

Character Focus: Without God's help, we will give in to what is wrong.

13. In enduring each form of verbal attack, we have followed the example and teaching of our Lord Jesus Christ.
14. We should work out ready answers to the ridiculing questions and statements that will come to us.
15. We will be mocked if someone distort a truth about us in order to belittle us.
16. Those who have not examined their own lives often mock high standards.
17. Mockery are an outlet for the guilt of those who is living in sin.
18. Mockers have used distorted names to cause godly qualities to be rejected.
19. The hypocrite's mocking voice could be heard above the whole crowd as he shouted his accusations.
20. The soldiers who were taking Jesus to His crucifixion distorted the truth of Christ's royalty.
21. The world will mock Christianity by looking for inconsistencies in the lives of believers.
22. We hope that we have not given them the advantage of finding any.
23. If the wicked cannot find inconsistencies, they will be forced to mock the truth of the Gospel.
24. They scorned those who had not kept the letter of the Law.
25. The Pharisees had regarded the disciples with scorn.
26. When an unbeliever have scorned us for bringing the truth to him, our response should not be to answer or reprove him.
27. After Jesus had removed the scorners, He performed His miracle.
28. A "villain" have come to mean someone who is vile.
29. To justify the stoning of Stephen, the Jews had hired men to vilify him.
30. Jesus had come into the world to provide the sacrifice of Himself for our sins.
31. When vilified by the crowd, He could have called the hosts of heaven to deliver Him, but He would then have missed the purpose for His life.
32. Defaming has been defined as attacking the good name of someone or something by libel or slander.
33. Those who do not know God have tried to defame a Godly man who runs for office.
34. When the Jewish leaders had seen Paul in the Temple of Jerusalem, they defamed him among the people.
35. Paul had recognized that Christians would undergo the pressure of defamation.
36. When Stephen had entreated the Jews, they railed him by stopping their ears and gnashing upon their teeth.
37. Railing have been described as using bitter, harsh, and abusive language.
38. The utter bitterness and anger of the Jews toward their Messiah was most bitingly portrayed as Jesus hung on the cross.

Character Focus: In the early church there were many different letters and stories that people had written. Not all of these were true, so people had to sort through them to find the ones that were and put them in the Bible.

Character Focus: From the start of the church, Satan has tried to attack the truth of the Gospel by saying just a "little" part of it was not right, but the Bible and what it says about Jesus are all true.

<> 6d. Optional: In your notebook, write sentences with past participles from the list given in this lesson.

Basic Level: Write ten sentences.

Extension: Write fifteen sentences.

Further Study: Study the following events that illustrate God's hand in the development and distribution of the English Bible:

1. The fall of Constantinople
2. Gutenberg's invention of the printing press
3. Luther tacks his Ninety-Five Theses on the church door in Wittenberg
4. The publication of the Tyndale New Testament
5. Henry VIII's quarrel with the pope
6. Luther's translation of the Bible
7. The defeat of the Spanish Armada
8. The publication of the King James Bible
9. William Shakespeare brings the English language to its high point of expressive beauty
10. The Pilgrims arrive in America

Further Extension: Write twenty sentences.

7. Research and Study Skills: Write Working Thesis Statement, Gather Information From Overview Source, Choose Additional Source(s), and Start Color-Coded Research

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 too much 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 John Wycliffe, you might write, John Wycliffe was born on December 31, 1384 in the factory village of modern day Hipswell in the North Riding of Yorkshire, England. This would tell your reader that your **paragraph is going to be about John Wycliffe'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 a St Jerome might be, *St Jerome was the one of the first the translated the entire Bible into another language, and though he and his translation were not perfect, they provided the model for later translation work.*

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...*

Further Study: Study poisonous snakes and write a chart or essay comparing the venom of poisonous snakes to reviling 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.**

Examples of Thesis Statements

- St Jerome was the one of the first the translated the entire Bible into another language, and though he and his translation were not perfect, they provided the model for later translation work.
- William Carry, considered the father of the modern missions movement, laid one of the most crucial foundations for Protestant missions through his influence on Bible translation and literacy.

***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) 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 ten to fourteen paragraphs total about —and your book or source contains many paragraphs!

Character Focus: Many times when books are translated into a new language or copied by hand, the translator or copier makes mistakes, so if the Bible were just like other books, it should have a lot of mistakes like other books, but it does not because the Bible is not like all the other books.

(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).

- (2) Read the sections of your Overview source that pertains to your topic.
- (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**⁺--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 the material in your Overview Source until you have color coded all of your Section Topic lines and any of the information in your Overview Source that you think you might use.

Character Focus: People who rely on themselves compromise more easily if they think it will help them.

Character Focus: It hurts the most when we are reviled by someone we care about.

⁺You may use whatever you desire for your color coding—highlighters, colored pencils or pens, crayons, etc. (though some implements' shading 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 the edges of the source's pages) that you label.

Further Study: Read in a world history book about how God used the Roman Empire to prepare the world for the coming of Christ.

*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.)

Further Study: Find out which Hebrew letters, the jot and tittle, belong to and what sounds they make.

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 time period, 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.)
 - 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.

Topic of Section and Topic of Paragraph Box

All—Topic of Section I: _____
 Topic of PoB-A: _____
 Topic of PoB-B: _____
 Extensions—Topic of PoB-C: _____

All—Topic of Section II: _____
 Topic of PoB-A: _____
 Topic of PoB-B: _____
 Extensions—Topic of PoB-C: _____

All—Topic of Section III: _____
 Topic of PoB-A: _____
 Topic of PoB-B: _____
 Extensions—Topic of PoB-C: _____

All—Topic of Section IV: _____
 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 Birth and Childhood 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 **C. 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).

<> 7e. 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 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 Early Childhood is all highlighted in Pink for Section I in your Overview Source, use that same color for Section I information you find 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. 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. Study Skills/Research: Create Bibliography Cards

<> 9a. Study the “Major Works/Minor Works” Box provided in this lesson, if needed.

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. Grammar: Subject-Verb Agreement With the Subject Following the Verb

<> 10a. In the passage, highlight the sentences beginning this way:

1. Then were these two poor men brought before their examiners again, . . . (paragraph 10)
2. Then were they remanded to the cage again, . . . (paragraph 3)

<> 10b. Underline the subject of the sentences you highlighted in 10a.

As discussed earlier, 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. There
2. Here
3. Then
3. Any word that asks a question:
 - a. Where
 - b. Who
 - c. Why
 - d. When
 - e. Which
 - f. How
 - g. What


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.


For example:

1. There **are** many **ways** we can respond to persecution.
 - a. The plural subject *ways* requires the plural verb *are*.
 - b. Invert the sentence : Many ways are there.
2. There **is** a **fountain** filled with blood.
 - a. The singular subject *fountain* requires the singular verb *is*. The entire verb phrase would be *is filled*.
 - b. Invert the sentence: A fountain is there.
3. Here **are** the **mockers**.
 - a. The plural subject *mockers* requires the plural verb *are*.
 - b. Invert the sentence: The mockers are here.
4. Here **is** a **reviler**.
 - a. The singular subject *reviler* requires the singular verb *is*.
 - b. Invert the sentence: The reviler is here.
5. Where **are** the persecuted **Christians** hiding?
 - a. The plural subject *Christians* requires the plural verb *are*.
 - b. Invert the sentence: The persecuted Christians are hiding where?
6. What **is** the **topic** of this CQLA unit?
 - a. The singular subject *topic* requires the singular verb *is*.

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 sentences begin 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?

- b. Invert the sentence: The topic of this CQLA unit is what?
- 7. When **were** the **Bunyans** alive?
 - a. The plural subject *Bunyans* requires the plural verb *were*.
 - b. Invert the sentence: The Bunyans were alive when?
- 8. When **were Paul and Silas** imprisoned?
 - a. The compound subject *Paul and Silas* requires the plural verb *were*.
 - b. Invert the sentence: Paul and Silas were imprisoned when?

Of course, anytime 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 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?

↔ **10c.** Study the Grammar Card about subject-verb agreements provided in this lesson.

↔ **10d. Optional:** Make a Grammar Card about subject-verb agreement when the subject occurs later in the sentence, or add new information to an existing card.

↔ **10e.** In the sentences provided, complete the following steps:

- (1) Highlight the main subject of the sentence in one color.
- (2) Underline the main verb that goes with that subject in another color.

Note: It will be much easier to find the main subject and main verb if you first isolate the PP’s and subordinate clauses.

Note: Remember -- a compound sentence has two subjects -- one in each part.

1. There are organisms called pathogens in the body.
2. There are pathogens in the air we breathe and throughout our entire bodies.
3. There are diseases such as pneumonia, typhoid fever, and tetanus, which are caused by pathogens.
4. There are things like bacteria and viruses in the spiritual world, too.
5. There are reviling words, persecution, and false reports—just like bacteria and viruses.
6. There are those that are healthy in the body of Christ in spite of harassment.
7. There is a line of defense against pathogens.
8. There are three thousand square inches of skin on the outside of the body.
9. Some palm trees are short, and others are tall.
10. Some palm trees are wide, and others are slender.
11. Most palm trees have a single trunk that is as big around at the top as it is at its base, and palm trees seldom have branches.
12. Palm trees grow in a very different way from other trees, and they are able to withstand hurricane-force winds without breaking.
13. Palm trees are also resistant to droughts, so several varieties flourish in the Sahara Desert.

14. Oaks, maples, and most other woody trees have growth areas along the sides of their trunks, and as the tree grows taller, it also grows wider.
15. A cross section of a tree shows each season's growth very clearly as an alternating dark or light ring, and these rings approximate the tree's age.
16. Palm trees have no cambium layer along their trunks, so they never grow outward.
17. The circular layer of growth cells located at the top of a palm's trunk grows a new disk each year, for each new disk represents a year's growth.
18. A good year produces a thick disk, but a poor year produces a thin disk.

<> 10f. In your notebook, write sentences using some of the subjects from the chart provided with their correct verbs.

Basic Level: Write fifteen sentences.

Extension: Write twenty sentences.

Further Extension: Write twenty-five sentences.

<> 10g. Finish the sentences started for you below with the correct forms of verbs and any objects, descriptors, or prepositional phrases you might desire.

1. The audience _____
_____.
2. The Old Testament or any of the New Testament books

_____.
3. Most of the students _____
_____.
4. The number of archeologists _____
_____.
5. A number of archeologists _____
_____.
6. The family _____
_____.
7. Language arts _____
_____.
8. Nobody _____
_____.
9. *Cloud of Witnesses* _____
_____.
10. More of the kids _____
_____.

↔ **10h. Optional:** In your notebook, with information from a character book write sentences beginning with one of the following: a question word (where, when, what, who, which, why, how), the word there, or the word here. Be sure to use the proper subject-verb agreement.

Basic Level: Write twenty sentences.

Extension: Write twenty-five sentences.

Further Extension: Write thirty sentences.

Help Box for 10b.

You should have highlighted the following:

1. men (or these two poor men) [paragraph 1]
2. they [paragraph 3]

Grammar Card: Subject-Verb Agreement Chart of Special Words (page 1 of 3)

Subject	Singular/Plural	Examples
Collective noun: army, band family, team group, crowd, class, company, school, 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. Field and Stream <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. Ambassadors <u>is</u> her favorite book. Politics <u>is</u> a touchy subject with him.
Subjects joined by the word or	The verb should agree with the subject closest to its verb	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.

Subject	Singular/Plural	Examples
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: The verb should agree with the subject each of these words refers to (even though the word(s) referred to might be in a prepositional phrase. This is a rare rule as you usually disregard material in a prepositional phrase when matching a subject with its verb.	All (of the students) <u>have</u> done well. All (of the money) <u>is</u> donated. Any (of the girls) <u>have</u> answered.
Singular subjects joined with or; either/or; nor; neither/nor	Singular	Neither he nor she <u>knew</u> the answer.
Mixed subjects joined with or; either/or; nor; neither/nor	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 with or/either/or; nor; neither/nor	Depends on what the subject closer to the verb is	Neither you nor I <u>am</u> coming. joined (Would be better to say <i>Neither of us is coming.</i>) Neither I nor she <u>is</u> coming. (Would be better to say <i>She and I are not coming.</i>)
Time and money	Singular if referring to a total amount Plural if referring to individual events	Two months <u>is</u> not very long. Two months <u>have</u> flown past. Five dollars an hour <u>is</u> not much. Several dollars were brought it.
Subjects with intervening phrases and mini-projects,) <u>is</u> still doable She , (among others,) <u>was</u> chosen for the	Based on the subject, disregarding clauses, and other "interrupters"	The project , (though filled with many material and interrupters (by placing around them) award. She , (along with her brothers,) <u>sang</u> the closing song.
Phrase or clause as the subject	Singular	Whatever God has for me <u>is</u> fine.
Geographic names state. up of three large	Singular if referring to only one	The United States <u>has</u> added a fiftieth The Virgin Islands <u>is</u> made islands.

Subject	Singular/Plural	Examples
Positive and negative subjects coming together	Agree with positive subject (Again isolate with parentheses)	The girls (though not the boy) <u>are</u> coming. He (without his sisters) <u>is</u> coming soon.
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 <u>those</u>) who or One (of <u>those</u>) that	Plural (Another rare time when intervening material (of those) is considered the subject)	Susie is one (of <u>those</u>) who <u>work</u> hard.

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 earlier, 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 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.
 - 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, follow these steps with your sources:**

- 1. Always begin with the source that will help you choose your paragraph topics (i.e. your Overview Source).**
- 2. Then move on to the source that contains the next greatest amount of information you will need.**
- 3. 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).

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 diffi-

cult for you to create/write from or not your “style,” that outlining method might not be the best for you.

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. Study Skills/Research: Quotation Inclusion

➤ 12a. 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 three direct quotations in your papaer.** (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 missionary or evangelist, 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 The Bible's Beginnings,...).**
- (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.**
- (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.

<> **12b.** 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:
 - 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.

- <> **12c.** 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:

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.

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.

13. Spelling Practice: Write That Word!

<> 13a. On the lines provided, write two spelling words that you have never used in writing.

1. _____

2. _____

<> **13b.** Complete the following steps for one of the words you listed in 13a.

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

<> **13c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

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

14. 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.	<i>The Oxford Dictionary of Current English.</i>	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 About Yielded Individual

- <> **15a.** Before you begin writing your rough draft, study the details in the “Opening Sentence or Transition Sentence?” box provided below.

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 | • in addition to | • furthermore | • moreover | • besides |
| • than | • too | • also | • both-and | • another |
| • equally important | • first | • second, etc., | • again | • further |
| • last | • finally | • not only-but also | • as well as | • in the second place |
| • next | • likewise | • similarly | • in fact | • as a result |
| • consequently | • in the same way | • for example | • for instance | • however |
| • thus | • therefore | • otherwise | | |

To Indicate Space or Directions

- | | | | | |
|---------------|--------------------|---------------------|----------------|---------------------|
| • at the left | • at the right | • in the center | • on the side | • along the edge |
| • on top | • below | • beneath | • under | • around |
| • above | • over | • straight ahead | • at the top | • at the bottom |
| • surrounding | • opposite | • at the rear | • at the front | • in front of |
| • beside | • behind | • next to | • nearby | • in the distance |
| • beyond | • in the forefront | • in the foreground | • within sight | • out of sight |
| • across | • under | • nearer | • adjacent | • 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 on your first outlining.
- (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 paragraph 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 notebook (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: 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.

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.

<> 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 past participle verbs. Use information from a character book.

2E. In your notebook, take notes about reviling.

3E. In your notebook, write a paragraph(s) about reviling.

4E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.

5E. In your notebook, write thirty *ou* words.

6E. Read ten parables from the Bible.

7E. Find fifteen sentences with verb phrases from a character book and copy them into your notebook.

8E. Read a children's allegory to a younger sibling.

9E. Write a book report on 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 three of Jesus' parables.

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

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

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

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

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

Conjunctive Adverbs

One Minute

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

Interjection Rhyme

Thirty Seconds

_____, _____, _____,
_____, _____, _____,

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,

_____, _____, _____,

_____, & _____,

_____, & _____, _____,

_____,

_____, & _____, & _____,

are ones.

_____, _____, _____,

_____ --- they are fun

_____, _____, _____,

_____, _____, &

_____, _____, _____,

--- they are some as well,

_____, _____, _____,

_____, _____,

_____, & _____

First Subordinators Learned in Rhyme

Thirty Seconds

_____, _____, _____,

_____, _____, _____,

Section I: Outlining Cards

Section I: _____
PoB A: _____
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

Section I: _____
PoB B: _____
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.

Section I: _____

PoB C--Extensions: _____

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.

Section II: Outlining Cards

Section II: _____
PoB A: _____
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

Section II: _____
PoB B: _____
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.

Section II: _____

PoB C--Extensions: _____

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.

Section III: Outlining Cards

Section III: _____
PoB A: _____
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

Section III: _____
PoB B: _____
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.

Section III: _____

PoB C--Extensions: _____

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.

Section IV: Outlining Cards

Section IV: _____
PoB A: _____
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

Section IV: _____
PoB B: _____
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.

Section IV: _____

PoB C--Extensions: _____

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/Optional Outlining Cards--Section V

Section V: _____
PoB A: _____
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

Section V: _____
PoB B: _____
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.

Section V: _____

PoB C: _____

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/Optional Outlining Cards--Section VI

Section VI: _____
PoB A: _____
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

Section VI: _____
PoB B: _____
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.

Section VI: _____

PoB C: _____

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[†]] _____ :

[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.)

⁺ Include city and state of publisher if city is not widely known (Stillwater, MN: Voyager, 2004.).

⁺⁺ 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.

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⁺]

[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.)

⁺ Include city and state of publisher if city is not widely known (Stillwater, MN: Voyager, 2004.).

⁺⁺ 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.

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher*

I. Comprehension and Vocabulary

1. What does *ignominy* mean? _____
2. How did Christian and Faithful receive the ignominy and shame?

3. How many men in the fair were won to their side? _____
4. 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

5. What word or words did you include in your outline that would be hard to spell (names, technical words etc)? _____
6. When a name is given, the name should usually appear _____ in a List of Works Cited.
7. In the MLA citation in your paper, what word should always appear.

8. A thesis statement should tell what your _____ is about.

III. Grammar and Usage

9. When typing, minor works should be _____.

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

10. When typing, major works should be _____ .

11. List five transition words that indicate time or order.

- a. _____ b. _____ c. _____
d. _____ e. _____

12. List five transition words that show addition or more.

- a. _____ b. _____ c. _____
d. _____ e. _____

13. List five transition words that indicate space or directions.

- a. _____ b. _____ c. _____
d. _____ e. _____

14. List two transition words that introduce an illustration or example.

- a. _____ b. _____

15. List two transition words that show contrast.

- a. _____ b. _____

16. List two transition words that give specific examples.

- a. _____ b. _____

17. List five transition words that summarize.

- a. _____ b. _____ c. _____
d. _____ e. _____

IV. Homophones and Spelling

18. List five of the possible sounds for *ou*.

- a. _____ b. _____ c. _____ d. _____
e. _____

Red 3-C: Week Four

Character Focus: Endurance

Vocabulary Box

Synonyms of *revile*

ridicule	vilify	mock
defame	scorn	rail

Vocabulary Box

Character needed to *withstand reviling*

innocent	faultless	blameless
guiltless	irreproachable	unimpeachable

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

The men, Christian and Faithful, told them that they were pilgrims and strangers in the world and that they were going to their own country, which was the heavenly Jerusalem. They said that they had given no occasion to the men of the town thus to abuse them.

But they that were appointed to examine them did not believe them to be any other than bedlams and mad, or else such as came to put all thing into a confusion in the fair.

Extensions

Therefore they took them and beat them, and besmeared them with dirt, and then put them into the cage that they might be made a spectacle to all the men of the fair. There, therefore, they lay for some time and were made the objects of any man's sport, or malice, or revenge, the great one of the fair laughing still at all that befell them.

Further Extension

But the men being patient, and "not rendering railing for railing, but contrariwise, blessing," gave good words for bad, and kindness for injuries done. Then some men in the fair that were more observing and less prejudiced than the rest began to check and blame the baser sort for their continual abuses done by them to the men.

They, therefore, in an angry manner, let fly at them again, counting them as bad as the men in the cage and telling them that they seemed confederates and should be made partakers of their misfortunes. The other replied that for aught they could see the men were quiet and sober and intended nobody any harm; and that there were many that traded in their fair that were more worthy to be put into the cage, yea, and pillory too, than were the men that they had abused. Thus, after diverse words had passed on both sides—the men behaving themselves all the while very wisely and soberly before them—they fell to some blows and did harm one to another.

from *Pilgrim's Progress*
by John Bunyan

↔ 1a. Read this week's passage aloud.

This passage is another excerpt from the allegory by John Bunyan. Due to the time period in which this book was written, there may be many words that are unfamiliar to you.

↔ 1b. In the passage, highlight any words for which you do not know the meaning. (Do not be concerned if you find several unfamiliar words.)

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

- (1) Look up in the dictionary five of the difficult words you highlighted in the passage.
- (2) On the lines provided, write the words and their definitions.

Definition of the First Word

Definition of the Second Word

Definition of the Third Word

Definition of the Fourth Word

Definition of the Fifth Word

<> **1d.** On the lines provided, write four character qualities *needed to withstand reviling* from the shaded Vocabulary Box located at the beginning of this week's lesson.

Further Study: Read a biography of John Bunyan.

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

<> **1e.** On the lines provided, write three sentences about the passage. Use three of the words you listed for the character *needed to withstand reviling*.

1. _____

2. _____

3. _____

Further Study: Read *Pilgrim's Progress*.

Optional Penmanship Practice

For it was not an enemy that reproached me, that I could have borne it.

Psalm 55: 12

➤ **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.

(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: Make a list of the ways we should respond when we are reviled.

(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: Thus, after diverse words had passed on both sides--they fell to some blows, and did harm to one another.

Conjunctive adverb opener

Further Study: Using a Bible concordance and a Bible dictionary, make a list of things the tongue is compared to (like fire or sword).

<> **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: S Says z

Example: as, abuse

<> **2a.** In the first two paragraphs of the passage, highlight each of the words that has an s that makes the z sound.

Do you see a pattern with these words in which s says z?

1. When a word **ends in a single s, it often says z**. Remember that words ending in double s do not have the z sound at the end (e.g., pass, miss, fuss, glass).
2. When a word **ends in an r-controlled phoneme plus s, it often says z** (e.g., examiners, partakers).
3. Another pattern you may see in the list in the Help Box is a **vowel + s + e pattern**, as follows:
 - a. **wise**
 - b. **use**
4. Words **beginning with an s rarely make the z sound**.
5. Words **ending in ism have the s making a z sound: creationism**.

Sometimes finding word patterns can be interesting! It can also help you to spell well.

Teacher Tip: The letter s often says z. There is no "rhyme or reason" to when it does so; thus, students must memorize such words to know when the z sound is made by an s and not a z. Generally speaking, when a short vowel word ends in s making the z sound, it is not doubled as it is when it says s (e.g., is vs. miss).

Character Focus: It hurts the most when we are reviled by someone we care about.

<> **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.

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

Help Box for 2a.

You should have highlighted the following words:

Paragraph 1:

- | | |
|-------------|-------------------------|
| 1. pilgrims | 2. strangers (second s) |
| 3. was | 4. occasion |
| 5. abuse | |

Paragraph 2:

- | | |
|--------------|-------|
| 6. bedlams | 7. as |
| 8. confusion | |

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. martyrs	mar-tyrs			
2. analogies	a-nal-o-gies			
3. mosaic	mo-sa-ic			
4. enthusiasm	en-thu-si-asm			
5. physique	phy-sique			
6. magnetism	mag-net-ism			
7. romanticism	ro-man-ti-cism			
8. appraise	ap-praise			
9. turquoise	tur-quoise			
10. censure	cen-sure			
11. erasure	e-ra-sure			
12. allusion	al-lu-sion			
13. abrasion	a-bra-sion			
14. implosion	im-plo-sion			
15. mayonnaise	may-on-naise			
16. pantheism	pan-the-ism			
17. euphemism	eu-phe-mism			
18. embrace	em-brace			
19. usurious	u-su-r-i-ous			
20. polonaise	pol-o-naise			
21. cynosure	cy-no-sure			

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

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
22. photosynthesis*	pho-to-syn-the-sis			
23. perseverance*	per-se-ver-ance			
24. narcissism*	nar-cis-sism			
Further Extension				
25. anesthesia*	an-es-the-sia			
26. anesthesiologist*	an-es-the-si-ol-o-gist			
27. anachronism*	a-nach-ro-nism			
Optional				
28. irreproachable	ir-re-proach-a-ble			
29. unimpeachable	un-im-peach-a-ble			
30. blameless	blame-less			
*Commonly Misspelled				
**Note: You may write each 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-Verb Agreement

<> 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 each paragraph you corrected, highlight the main subject and the main verb of each sentence.

Further Study: Read a book about the different kinds of snakes.

Further Study: Read the book of Nehemiah and take notes as you go.

The bodys first line of defense is to prevent pathogens from entering this is accomplished by the unbroken covering of skin that line every inch of both the inside and outside of the body. as long as this covering remain intact the body remains pure. It is only when the skin is punctured scraped or cut that pathogens is able to infect the bodys healthy tissue

The average adult is covered by more then 3,000 square inches of skin on the outside and about the same amount of mucus-coated linings on the inside. These coverings forms physical barriers that separate defiling germs outside the body from healthy tissue inside

Skin offer the protection of 2 distinct layers the epidermis and the dermis. The epidermis is the outer layer of skin which is made of mostly dead skin cells only the new cells near the inner layer of the dermis is alive. As new cells are produced the older cells is slowly pushed upward toward the surface

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|----------------|------------|
| 1. marters | martyrs |
| 2. analogies | analogies |
| 3. mosaic | mosaick |
| 4. enthussiasm | enthusiasm |
| 5. physique | physeke |

Further Study: When we suffer for the right, we should focus on Christ.

6. magnetism	magnettism
7. romantisism	romanticism
8. apraise	appraise
9. turquoise	turquiose
10. censhure	censure
11. erasure	erashure
12. allusion	alusion
13. abrasion	abrashin
14. implosion	inplosion
15. mayonnaise	mayonaise
16. pantheism	pantheism
17. euphemism	euphenism
18. embrace	embrase
19. usureous	usurious
20. pollonaise	polonaise
21. cynosure	cinasure

Character Focus: People said wrong things about John Bunyan. He didn't strike back, but let God use those to teach him. Millions of other Christians have learned from his writings.

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

22. photosynthesis	photosinthesis
23. perseverance	perseverence
24. narcissism	narcissism

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

25. anasthesia	anesthesia
26. anesthesiologist	anesthesiologist
27. anackronism	anachronism

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

- | | |
|-------------------|----------------|
| 28. ireproachable | irreproachable |
| 29. unimpeachable | uninpeachable |
| 30. blameless | blaimless |

Further Study: Read through II Samuel 16 and write down the ways David responded to persecution.

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

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

Character Focus: We should know how to respond when people mock us.

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** passage: About the **Word of God**
 - b. **Song**: About the **Bible**, such as “The Word Stands”
 - c. **Story**: About your person’s difficulty in bringing God’s Word
 - d. **Definition**: *Printing, translating, etc.*
 - e. **Statistic**: About the **Bible**, such as how many copies each year, etc.
 - f. **Quote**: 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.

Further Study: Read *Grace Abounding to the Chief of Sinners*.

- 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.

***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, or definition 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 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

<> **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. 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.

6. Grammar: Main Subject

As you have learned earlier in this unit, it is important to learn how to find the main subject of the sentence and even the main subject in clauses in order to match the subject with the proper form of the verb.

Remember these facts about the **main subject** of sentences:

1. The main subject of the sentence is **who or what the sentence is about**.
2. The main subject is often **found in the beginning of the sentence**.
3. The main subject is **usually a noun or pronoun**.

To **determine the main subject** of the sentence, ask yourself one of the following two questions:


- 1. Who or what did the main action of the sentence?**
- 2. Who or what is the sentence about?**


The main subject of the sentence is not found within prepositional phrases or subordinate clauses, so you will be able to find main subjects much more easily if you have first isolated all prepositional phrases and subordinate clauses by placing parentheses around them.

If you have trouble spotting the main subject of the sentence, find the main verb of the sentence and

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?

ask yourself *who* or *what* is performing the action.

Sometimes, when the subject comes later in the sentence, it is hard to determine the main subject of the sentence, and thus to match the subject with the verb.


This often happens when sentences begin with any of the following:


1. Question words (when, where, what, who, which, why, how, etc.)
 - a. Who **are** the **members**?
 - b. Where **is** the **chair**?
2. The word *there*
 - a. There **are** the **birds**.
 - b. There **is** the **bird**.
3. The word *here*
 - a. Here **is** the **bird**.
 - b. Here **are** the **birds**.

When a sentence begins with one of these words, look farther in the sentence (usually after the verb) to find the main subject of the sentence.

Then match the subject with its correlating verb.

Teacher Tip: There are many subject rules in this unit! Be sure your student gets the sentence down to the “bare bones” by isolating prepositional phrases and subordinate clauses. This will leave the essentials of the sentence and make it easier to find the main subject and main verb. If, after isolating the PP’s, your student still cannot determine the main subject of the sentence, ask him what the main thing happening in the sentence is. If he can find the main verb, then ask him who or what is performing that verb.

 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?

<> **6a.** Study the Grammar Card about subjects.

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

<> **6c.** In the sentences provided, complete the following steps:

1. Isolate the prepositional phrases with parentheses ().
2. Place brackets [] around the sub clauses.
3. **Optional:** Place < > around other distractors.
4. Highlight the main subject of each sentence.

Example: There are many great **hymns** (of the faith). (Inverted sentence structure: *Many great hymns are there...*)

1. The largest quakes ever measured rated 8.9 on the Richter scale.
2. These were recorded in Ecuador in 1906 and Japan in 1933.
3. There is a thousandfold increase in the magnitude of the quake for a jump of two numbers.
4. A quake that registers three on the Richter scale is 1,000 times greater than a quake that registers one.
5. Earthquakes shake the very foundations upon which homes, businesses, and churches are built.

6. Foundations built upon bedrock are the safest.
7. They may shake and rumble, but they are the least likely to give way.
8. Sand and clay, on the other hand, crumble quickly.
9. When the earth quakes, waves spread out from its center just like ripples in a pond.
10. Most earthquakes (eighty-five percent) occur within five to forty miles of the surface.
11. A few, twelve percent, are as deep as two hundred miles, and only three percent are deeper than two hundred miles. (Compound sentence has two main subjects.)
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 and that the giant rifts in the earth's crust are the results rather than the causes of earthquakes.
15. A fault is a place where the earth's crust has already broken.
16. These faults are the first to quake when there is a disturbance deep in the earth.
17. Perhaps ninety percent of all earthquakes occur along these fault lines.
18. The most well-known fault in the United States is the San Andreas Fault in California.
19. The second largest belt of earthquakes runs right through Jerusalem.
20. It is part of the Mediterranean-Trans-Asiatic belt.

Further Study: Read about Charles the Second's reign in England.

<> 6d. Extensions: Finish the sentences with verbs or subjects as needed provided following the rules learned in this lesson.

1. There _____ evolutionists who believe that simple organisms evolved.
2. There is _____.
3. Here _____ the God of the universe.
4. Here are _____.
5. Who _____ the leading evolutionist today.
6. Where are _____?
7. Which of the _____ were created first?
8. How are the _____ claiming this?
9. There _____ only one creator.

<> 6e. Optional: In your notebook, complete the following steps:

- (1) Write fifteen sentences using information from a character book or another source.
- (2) Place parentheses around all prepositional phrases and subordinate clauses; highlight the subject of each sentence.
- (3) Highlight the main subject of each sentence.

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) **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.”

Notes for Closing Paragraph

<> 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 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.

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)

8. Grammar/Sentence Structure: Sentences vs. Clauses

You have already learned the five things a sentence must contain in order to be a sentence (CAVES).

Capital at the beginning

All makes sense

Verb

End mark

Subject

It is easy to confuse a subordinate (also called dependent) clause with a complete sentence.

Types of Clauses

We will call clauses the following:

1. Independent clauses—
We will call these sentences or complete sentences.
2. Dependent clauses—
We will call these clauses (since most people think of clauses as the dependent kind—the ones that cannot stand alone) or subordinate clauses (since they begin with subordinators).

You have probably already learned what a **clause** is.

1. A clause is a group of words that has two things:
 - a. A **subject**
 - b. A **verb**
2. There are **two types** of clauses:
 - a. **Independent clauses—complete sentences; can stand alone**
 - b. **Dependent clauses—incomplete sentences; cannot stand alone**

A dependent clause depends upon an accompanying independent clause to make it a complete sentence. **It is subordinate to an independent clause and begins with a subordinator; thus, it is often called a subordinate clause.**

We will call clauses the following:

1. Independent clauses—we will call these sentences or complete sentences.
2. Dependent clauses—we will call these clauses or subordinate clauses.

You can easily spot subordinate clauses if you read them aloud—they sound incomplete.

For example:

1. **If someone shows gratefulness, . . .**
2. **When someone is poor in spirit, . . .**
3. **Although humility comes by understanding depravity, . . .**

The length of the clause does not affect whether it is a clause or a complete sentence.

1. He was poor in spirit. (complete sentence—although it is only five words long)
2. When the great, talented composer Handel was asked many years ago by a friend to write music for a lengthy passage of Scripture in order to bless the world, . . . (Clause—although long, it does not make sense without something else added)

When a group of words begins with a subordinator, it is called a subordinate clause, and needs something else with it to make it a complete sentence. It needs to be combined with a complete sentence (an independent clause—a group of words that can stand alone) in order to be used.

Subordinate Clause or Sentence?

If you question whether a group of words in this exercise is a clause or a sentence, try reading it aloud. In simple terms, the subordinate clause does not “sound” right when read alone.

<> **8a.** Study the Grammar Cards about sentences and clauses provided in this lesson.

<> **8b. Optional:** Make Grammar Cards about sentences and clauses, or add new information to existing cards.

<> **8c.** In the sentences provided, complete the following steps:

- (1) Write **clause** beside each group of words that is a subordinate or dependent clause (cannot stand alone; not a complete sentence).
- (2) Write **sentence** beside each group of words that is a complete sentence (can stand alone).

Note: Each group of words has a punctuation mark at the end, regardless of whether it is a clause or a sentence.

1. Since a good year produces a thick disk, but a poor year produces a thin disk.

2. Because you can count the number of disks in the trunk of a palm to tell the age of the tree, it is easy to determine the tree's age. _____
3. Since hardwood trees are very rigid, they are often snapped in two by strong winds.

4. Though these trees get their strength from the multiple layers of new growth that are added each year, for the trunk is actually like many concentric tubes stacked inside each other. _____
5. Since one year's growth is wrapped tightly around the previous year's growth, such an arrangement is very strong and rigid. _____
6. When these trees are caught in a storm. _____
7. When these trees are caught in a storm, the tightly packed tubes cannot bend, so they break. _____
8. Since palm trees are also very strong, they are able to survive hurricane-force winds without breaking. _____
9. Inasmuch as their trunks are made of individual "growth disks" that result from growing upward rather than outward, the trunk is segmented. _____
10. Inasmuch as their trunks are made of individual "growth disks" that result from growing upward rather than outward. _____
11. Through palms bending in much the same way that the segments of a plastic bendable straw allow the straw to bend. _____
12. Because palm trees are palmately compound, or they are pinnately compound.

13. Since a hurricane blows in circles, palm trees can bend in any direction, and then they spring back up. _____
14. Because the trunks of most palms are made of a fibrous material that is slightly elastic, this material stretches and allows the trunk to bend. _____
15. Because palm trees are anchored securely in the soil by a root system that radiates in all directions from the base of the tree. _____
16. Palm roots are not branched and are not tapered, for their roots are the same thickness throughout their entire length. _____
17. Although trees with shallow surface roots are dependent on rain for the supply of water, palm trees send their roots out in all directions. _____

Subordinate Clause

A subordinate clause is one that is "subordinate to" or "less in rank" than a complete sentence. It is incomplete on its own.

Two Sub Clauses= One Sentence?

A subordinate clause must be accompanied by a complete sentence. Even if a group of words contains many subordinate clauses put together, it will still not be a complete sentence unless it has an independent clause with it. For example:

"Because injuries to the palm's trunk never heal, as in other trees, so that old palms are covered with scars, which mark each time they were battered or abused."

Even though the example contains several subordinate clauses, it is still not a complete sentence because it does not also contain an independent clause.

18. Since palms tap water that comes from deep underground sources, they are sometimes able to live in the Sahara Desert. _____
 19. Since palms tap water that comes from deep underground sources. _____
 20. Palm trees are like stalks of grass, so sap flows throughout the entire cross-section of the palm tree's trunk. _____
 21. If the whole trunk is alive and a section is damaged. _____
 22. If the whole trunk is alive and a section is damaged, the injury does not affect the whole tree. _____
 23. 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. _____
 24. Most palm trees grow in tropical or semi-tropical climates, and they grow best in heat and bright sunlight. _____
- ↔ **8d. Optional:** Choose eight of the clauses from the assignment for 6c, and put independent clauses with them to create complete sentences in your notebook.

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 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 work sheet 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. Spelling Practice: Write That Word!

<> **11a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **11b.** Complete the following steps for one of the words you listed in 11a.

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

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

<> **11c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

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

12. Grammar: Weekly Quizzes

- ↔ **12a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

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: Final Copy Biographical Research Report

- <> **15a.** 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).
- <> **15b.** Write or key the final copy of your outline and List of Works Cited.
- <> **15c.** Create a cover page for your research report as modeled below.
- <> **15d.** 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 eight sentences with dashes. Use information from a character book.
- 2E. In your notebook, take more notes about John Bunyan from a character book.
- 3E. In your notebook, write one or more paragraphs about John Bunyan. 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 ten s says z words.
- 6E. Read six Bible passages describing how Paul was reviled and persecuted.
- 7E. In a character book, find ten sentences with subordinate clause openers, and write them in your notebook.
- 8E. Read the book *Pilgrim's Progress*.
- 9E. Write a book report on 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.

Sample Cover Page

Research Report:
"Printer of God's Word"

Prepared for
Mrs. Reish
by
Kara Reish
Fall 2005
Ninth Grade

Checklist Challenge Red 3-C: 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**

☐ B **Basic Level only**

☐ E **Extension only**

☐ E's **Extensions**

☐ FE **Further Extension only**

☐ B,E **Basic and Extension only (No Further Extension)**

☐ **All levels—checks will vary**

Note: You will not complete each task in each paragraph. Just complete each item however many times check boxes are provided.

To Be Completed During Week Four

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

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

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

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

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

Be sure to circle all of the following verbs:

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

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

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

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

Examples:

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

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

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

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

Examples:

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

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

All	All	All	All	All
All	All	All	All	All
E's	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 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: **Life of Lollards**
- Something bold: **Dying for a Cause**
- A song title or line: **The B-I-B-L-E**
- A Scripture: **Not Return Void**
- Something biblical: **Neither Jot Nor Tittle**
- Something about character: **Enduring to the End**
- Something informative: **God's Word Printed**
- Other: **Tyndale's Truth**

➡ **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	E's	E's	

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

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

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

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

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

All

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

Examples:

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

☞ **Tips:**

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

All

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

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

All

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

Examples:

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

All

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	E's	E's	

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

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

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

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

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

Punctuate appropriately:

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

☞ **Interjections include words from the following rhyme:**

**My, well, oh
Wow, yes, no**

All	All
-----	-----

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
-----	-----

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

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

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.

B 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

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

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.**

B

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 **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.**

E's	E's	E's	E's	E's
E's	E's	E's	E's	E's
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.**

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

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

Six "S" Spelling Secret Sheet

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

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

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

_____, _____, _____,
_____, _____, _____,

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,

_____, _____, _____,

_____, & _____,

_____, & _____, _____,

_____,

_____, & _____, & _____,

are ones.

_____, _____, _____,

_____ --- they are fun

_____, _____, _____,

_____, _____, &

_____, _____, _____,

--- they are some as well,

_____, _____, _____,

_____, _____,

_____, & _____

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. Where were Christian and Faithful heading on their trip? _____

2. 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. Grammar and Usage

3. What two questions should you ask yourself to determine the main subject of the sentence?

a. _____

b. _____

Fill in the blanks for the following facts about the main subject of sentences.

4. The main subject of the sentence is _____ or _____ the sentence is _____.

5. The main subject is often found in the _____ of the sentence.

6. The main subject is usually a _____ or _____.

7. What two things does a clause contain?

a. _____

b. _____

8. What is an independent clause? _____

*** 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. What is a dependent clause? _____

III. Homophones and Spelling

10. When a word ends in a _____, it often says z.

11. Words ending in _____ do not have the z sound at the end.

IV. Editing and Revising

12. What Checklist Challenge change was best at making your paper clearer? _____

13. What interesting word did you find in the thesaurus? _____

14. What was the best adverb in you added in the Checklist Challenge? _____

15. What was the best adjective in you added in the Checklist Challenge? _____

16. What is the most interesting word you found in a thesaurus this week? _____

Teacher's Helps

Red 3-C

Character Focus: Endurance

Lesson Plans and Answer Keys

Lesson Plans

Red 3-C: Week One

For a Five-Day Week
Character Focus: Endurance

Day One		
Vocabulary Box Synonyms of <i>revile</i> ridicule vilify mock defame scorn rail	Vocabulary Box Character needed to <i>withstand reviling</i> innocent faultless blameless guiltless irreproachable unimpeachable	
<p>1. Copying and Comprehension: Passage and Vocabulary All</p> <p>One of the most inaccurate rhymes of all time is "Sticks and stones may break my bones, but words will never hurt me." Words do more than hurt. They leave deep wounds and destructive infections that, if improperly treated, can result in painful spiritual and physical death.</p> <p>Emotional and spiritual wounds inflicted by words can be compared to physical wounds generated by injury. A physical wound must be investigated and treated according to the type of injury it is. Likewise, a verbal wound must be recognized and treated according to the type it is. In essence, both physical and emotional hurts need to be identified, and the proper treatment carried out.</p> <p style="text-align: center;">Extensions</p> <p>For example, a deep physical cut will often produce shock, either mild or severe. Of course, bleeding will accompany a cut, and infection may ensue. The treatment for a cut takes into account the symptoms that usually follow the cut.</p> <p>In treating a cut, first, shock must be addressed since, left untreated, it can be fatal. To handle shock, a person should be made to lie down with his head level with or lower than the rest of his body. The victim should be kept warm and quiet. Once the shock is addressed, the bleeding should be terminated by applying direct pressure to the wound.</p> <p>After the bleeding is under control, impurities must be cleansed from the cut and the wounded area using water and a cleansing agent. The cut then should be dressed in order to protect it from being infected or reopened as it is healing. During the restoring process, there might be severe pain. Even after healing has taken place, there is sometimes sensitivity to the area.</p> <p style="text-align: center;">Further Extension</p> <p>Cutting words are unkind words that have sharp edges to them. They are often spoken with slicing sarcasm and motivated by envy or anger. Unfortunately, cutting words frequently come from close friends--those whom we trust and least suspect would be the source of verbal attacks.</p> <p>In treating a wound left by cutting words, a victim must first "rest" from the "shock" in a similar way that a person with a physical cut rests from physical shock. He should rest in the promises of the Lord, wait, and be quiet before Him. As a bleeding victim must have the bleeding halted by direct pressure, a verbally-cut person needs to have his "bleeding" stopped by direct contact with a friend or loved one who can give love and reassurance. Once the "bleeding" is subsided, the victim will need the cleansing power of God's Word to wash the wounded or broken area of his heart, just like an antiseptic is used to sterilize a physical cut. The "dressing" that is applied to the emotionally hurt person is the daily application of the Psalms (especially Psalm 35, 41, and 55). Lastly, just like a person must keep his physical wound cleaned and dressed in order to be free of infection, an emotionally and spiritually-injured person must maintain his heart free of bitterness through continual cleansing and dressing.</p> <p>2. Spelling: Ce, ci, ti All Say sh Examples: Conscious, ocean</p> <p style="text-align: center;">All</p> <div style="display: flex; justify-content: space-around;"> 1. oceanic 2. spacious 3. defamation </div>		

4. conscious 7. ascension 10. beautician 13. prima facie	5. rationalized 8. associate 11. beautification 14. impartiality	6. official 9. rationalization 12. appreciation
Extensions 15. voracious 16. machete 17. stationery 18. stationary		
Further Extension 19. surreptitious 20. reverential 21. retaliation 22. proportionate		
Optional 23. ridicule 24. defame 25. vilify		
3. Editor Duty: Correct Given Paragraph(s) Verbs, Colons		
4. Spelling Practice: Choose the Correct Spelling		
Day Two		
<p>5. Study Skills/Prewriting: Key Word Outline Over Given Material</p> <p>Extensions--Paragraph One of Body: 3 Sentences All--Paragraph Two of Body: 4 Sentences All--Paragraph Three of Body: 3 Sentences All--Paragraph Four of Body: 4 Sentences All--Paragraph Five of Body: 4 Sentences All--Paragraph Six of Body: 3 Sentences All--Paragraph Seven of Body: 6 Sentences</p> <p>6. Grammar: Nouns (Common and Proper)</p> <p>7. Write On: Negative Words</p>		
Day Three		
<p>8. Composition/Creative Writing: Write a Rough Draft Essay From a Key Word Outline</p> <p>9. Spelling Practice: Six "S" Spelling Secret</p> <p>10. Grammar: Main Subject</p>		
Day Four		
<p>11. Composition and Editing: Edit and Revise Using the Checklist Challenge</p> <p>12. Grammar/Sentence Structure: Comma Usage With Subordinate Clause Openers</p> <p>13. Spelling Practice: Write That Word!</p>		
Day Five		
<p>14. Grammar: Weekly Quizzes</p> <p>15. Spelling: Spelling Test</p> <p>16. Dictation: Dictation Quiz</p> <p>17. Composition: Final Copy Informative Essay From Given Material</p> <p>Optional: Extra Practice</p>		

Lesson Plans

Red 3-C: Week One

For a Four-Day Week
Character Focus: Endurance

Day One		
Vocabulary Box		
Synonyms of <i>revile</i>		
ridicule	vilify	mock
defame	scorn	rail

Vocabulary Box		
Character needed to <i>withstand reviling</i>		
innocent	faultless	blameless
guiltless	irreproachable	unimpeachable

1. Copying and Comprehension: Passage and Vocabulary All

One of the most inaccurate rhymes of all time is "Sticks and stones may break my bones, but words will never hurt me." Words do more than hurt. They leave deep wounds and destructive infections that, if improperly treated, can result in painful spiritual and physical death.

Emotional and spiritual wounds inflicted by words can be compared to physical wounds generated by injury. A physical wound must be investigated and treated according to the type of injury it is. Likewise, a verbal wound must be recognized and treated according to the type it is. In essence, both physical and emotional hurts need to be identified, and the proper treatment carried out.

Extensions

For example, a deep physical cut will often produce shock, either mild or severe. Of course, bleeding will accompany a cut, and infection may ensue. The treatment for a cut takes into account the symptoms that usually follow the cut.

In treating a cut, first, shock must be addressed since, left untreated, it can be fatal. To handle shock, a person should be made to lie down with his head level with or lower than the rest of his body. The victim should be kept warm and quiet. Once the shock is addressed, the bleeding should be terminated by applying direct pressure to the wound.

After the bleeding is under control, impurities must be cleansed from the cut and the wounded area using water and a cleansing agent. The cut then should be dressed in order to protect it from being infected or reopened as it is healing. During the restoring process, there might be severe pain. Even after healing has taken place, there is sometimes sensitivity to the area.

Further Extension

Cutting words are unkind words that have sharp edges to them. They are often spoken with slicing sarcasm and motivated by envy or anger. Unfortunately, cutting words frequently come from close friends—those whom we trust and least suspect would be the source of verbal attacks.

In treating a wound left by cutting words, a victim must first "rest" from the "shock" in a similar way that a person with a physical cut rests from physical shock. He should rest in the promises of the Lord, wait, and be quiet before Him. As a bleeding victim must have the bleeding halted by direct pressure, a verbally-cut person needs to have his "bleeding" stopped by direct contact with a friend or loved one who can give love and reassurance. Once the "bleeding" is subsided, the victim will need the cleansing power of God's Word to wash the wounded or broken area of his heart, just like an antiseptic is used to sterilize a physical cut. The "dressing" that is applied to the emotionally hurt person is the daily application of the Psalms (especially Psalm 35, 41, and 55). Lastly, just like a person must keep his physical wound cleaned and dressed in order to be free of infection, an emotionally and spiritually-injured person must maintain his heart free of bitterness through continual cleansing and dressing.

2. Spelling: *Ce, ci, ti* All Say *sh*

Examples: *conscious, ocean*

All

1. oceanic
2. spacious
3. defamation

4. conscious
5. rationalized
6. official
7. ascension
8. associate
9. rationalization
10. beautician
11. beautification
12. appreciation
13. prima facie
14. impartiality

Extensions

15. voracious
16. machete
17. stationery
18. stationary

Further Extension

19. surreptitious
20. reverential
21. retaliation
22. proportionate

Optional

23. ridicule
24. defame
25. vilify

3. Editor Duty: Correct Given Paragraph(s)

Verbs, Colons

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline Over Given Material

Extensions--Paragraph One of Body: 3 Sentences

All--Paragraph Two of Body: 4 Sentences

All--Paragraph Three of Body: 3 Sentences

All--Paragraph Four of Body: 4 Sentences

All--Paragraph Five of Body: 4 Sentences

All--Paragraph Six of Body: 3 Sentences

All--Paragraph Seven of Body: 6 Sentences

6. Grammar: Nouns (Common and Proper)

7. Write On: Negative Words

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

Day Three

9. Spelling Practice: Six "S" Spelling Secret

10. Grammar: Main Subject

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

12. Grammar/Sentence Structure: Comma Usage With Subordinate Clause Openers

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 3-C: Week One

3. Editor Duty: Correct Given Paragraphs

Verbs, 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 all of the verbs.

(3) In the last paragraph, highlight the colon.

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!

Paul recognized that believers would undergo the pressure of defamation, and he wrote, "Being defamed, we entreat." The Greek word for entreat is the word from which we get eulogy. It means "to bless; speaking to cause others to prosper." Only as a person has the truth will he or she be able to prosper. Thus, if we are defamed, we should explain what the truth is whenever that is possible. Both Christ and Paul clarified the defaming statements made against them.

The purpose of clarifying truth should not be to protect our reputations. That has already been turned over to Christ. It should be to benefit the defamer so that he will not need to live with guilt or be condemned before God's judgment.

Unscrupulous lawyers use the following guidelines when trying a case before a jury: If the law is on your side, concentrate on the law. If the facts are on your side, focus on the facts. If neither the law nor the facts are on your side, attack the character of your opponent.

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|----------------|------------|
| 1. oceanic | osheanic |
| 2. spacious | spacius |
| 3. deffamation | defamation |
| 4. conscious | consius |

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. rashenalized	rationalized
6. oficial	official
7. ascension	asension
8. associate	asociate
9. rashenalization	rationalization
10. beutician	beautician
11. beautification	beutification
12. appreciation	apreciation
13. prima face	prima facie
14. impartiality	inpartiality

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

15. vorracious	voracious
16. machete	mashette
17. stationnery	stationery
18. stationary	stationnary

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

19. surreptitious	surrupitious
20. reverential	reverrential
21. retalliation	retaliation
22. proportionit	proportionate

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

23. riddicule	ridicule
24. deefame	defame
25. villify	vilify

6. Grammar: Nouns (Common and Proper)

<> 6d. In the sentences provided, highlight the common and proper nouns.

Note: Do not highlight the pronouns such as *him, her, they, their, etc.*

Note: Most sentences have more than one noun—often performing various functions! Only highlight the nouns (common and proper) that are being used as nouns.

1. The victim of piercing wounds may initially go into shock .
2. There is also danger that deep infection may result from impurities on the piercing instrument .
3. Infection will produce a fever .
4. Internal bleeding or damage to internal organs can be fatal.
5. The procedures of treating puncture wounds should be followed when treating a victim of piercing words .
6. Initial treatment for shock should be administered.
7. The victim should immediately be made to lie down and should be kept warm and quiet.
8. A victim of piercing words should be given immediate instruction on how to be quiet before the Lord and how to rest in His promises .
9. The instrument that caused the puncture should then be removed with extreme care .
10. When David was cursed by Shimei , he knew that his previous sin of immorality was the cause of this ambush of words .
11. Experienced counsel is often needed to assist a victim of piercing wounds to accurately identify the cause of the attack and to deal properly with past failures .
12. Infection is much more likely to occur in a puncture wound than in a cutting wound .
13. Therefore, bleeding should be encouraged for a short time to flush out any impurities that are present.
14. When cursing comes because of past failures or offenses , we should not immediately attempt to stop it, but rather allow the Lord to accomplish His full purposes through it.
15. When Shimei cursed David , Abishai wanted permission to execute vengeance .
16. While the bleeding is cleansing the wound , the skin surface should be cleaned from bacteria and other impurities .
17. This process may cause additional pain ; however, it must be recognized as important for ultimate healing .
18. We should not react to those who ambush us with piercing words , but rather we should commit our souls to the Lord .
19. When we do this, we are able to deal with our own impurities and trust God to deal with our attackers .

20. After we receive piercing **words** , we should cleanse our **hearts** of bitterness by reading **Psalms** .

↔ **6e. Extensions:** Fill in the blanks below with the indicated form of each word as shown in the example.

Answers will vary. Suggestion answers are given.

Permanent:

1. Noun: She got a *permanent* at the beauty shop.
2. Adjective: His words were not *permanent*.
3. Adverb: He was *permanently* banished.

Write:

1. Noun: writing (a writing)
2. Adjective: written (written word)

Speak:

1. Noun: speaker
2. Verb: speak, spoke, etc.
3. Adjective: spoken (spoken word)

Spread:

1. Noun: a spread
2. Verb: spread it
3. Adjective: spreading (spreading oak)

Offer:

1. Noun: an offer
2. Verb: offer, offers, etc.

Turn:

1. Noun: a turn

2. Verb: turn, turns, turned, etc.
3. Adjective: turned (the turned page)
turning (turning point)
turn-around
turn-over

10. Grammar: Main Subject

<> 10d. In each of the sentences provided, complete the following steps:

- (1) Isolate any prepositional phrases and subordinate clauses with parentheses.
- (2) Highlight the main subject.
- (3) **Extensions:** Underline the main verb that goes with the main subject.

Note: Do not highlight the subjects in the sentence openers.

1. The **victim** (of piercing wounds) may initially go (into shock).
2. There is also **danger** [(that deep infection may result) (from impurities) (on the piercing instrument)]. (Sentence is inverted -- Danger is also there...)
3. **Infection** will produce a fever.
4. Internal **bleeding** or **damage** (to internal organs) can be fatal. (This sentence has a compound subject.)
5. The **procedures** (of treating puncture wounds) should be followed (when treating a victim of piercing words).
6. Initial **treatment** (for shock) should be administered.
7. The **victim** should immediately be made to lie down and should be kept warm and quiet. (Compound verb phrases.)
8. A **victim** (of piercing words) should be given immediate instruction (on how to be quiet) (before the Lord) and (how to rest) (in His promises).
9. The **instrument** (that caused the puncture) should then be removed (with extreme care).
10. (When David was cursed by Shimei), **he** knew (that his previous sin of immorality was the cause) (of this ambush) (of words).
11. Experienced **counsel** is often needed to assist a victim (of piercing wounds) to accurately identify the cause (of the attack) and to deal properly (with past failures).
12. **Infection** is much more likely to occur (in a puncture wound) than (in a cutting wound).
13. Therefore, **bleeding** should be encouraged (for a short time) to flush (out any impurities) (that are present).

14. (When cursing comes because of past failures or offenses), **we** should not immediately attempt to stop it, but rather allow the Lord to accomplish His full purposes (through it).
15. (When Shiemei cursed David), **Abishai** wanted permission to execute vengeance.
16. (While the bleeding is cleansing the wound), the skin **surface** should be cleaned (from bacteria and other impurities).
17. This **process** may cause additional pain; however, **it** must be recognized (as important) (for ultimate healing). (This is a compound sentence; each independent clause has a subject.)
18. **We** should not react (to those) (who ambush us) (with piercing words), but rather **we** should commit our souls (to the Lord). (This is a compound sentence; each independent clause has a main subject.)
19. (When we do this), **we** are able to deal (with our own impurities) and trust God to deal (with our attackers).
20. (After receiving piercing words,) **we** should cleanse our hearts (of bitterness) (by reading Psalms.)

12. Grammar/Sentence Structure: Comma Usage With Subordinate Clause Openers

↔ 12d. In the sentences provided, complete the following steps:

- (1) Highlight the subordinators at the beginning of the sentences.
- (2) Underline the subordinate clauses.
- (3) Place commas following the subordinate clause openers as needed.
- (4) Highlight the “real sentence” --- the words that follow the subordinate clause opener and could stand alone without the opener.

1. **When** someone says that words do not hurt other people, his statement is inaccurate .
2. **While** sticks and stones do hurt physically, words also do .
3. **Because** each verbal wound has a distinct treatment, the need to identify the type of verbal wound is important .
4. **Though** cutting words are usually motivated by envy or anger, they are often spoken with slicing sarcasm .
5. **Although** those we love are often closest to us, they often may be the source of the verbal attacks we experience .
6. **When** David's father sent him with food and other provisions to his brothers who were fighting the Philistines with King Saul, David was greeted with cutting words from his older brother .
7. **If** a person gets a deep cut, he is likely to go into shock .
8. **As** a person goes into shock, his pulse rate increases and his skin becomes pale,

cold, and clammy .

9. **Whenever** a person has severe shock, he will become unconscious, and his pulse rate will become barely detectable .
10. **As** soon as a person suffers a serious injury, he may not feel the pain .
11. **Even though** he does not feel the pain of his injury at first, it soon becomes very intense .
12. **When** a person evaluates cutting words, he needs to consider the steps used for treated deep knife wounds .
13. **When** a person first goes into shock, he should be treated immediately to keep his condition from becoming fatal .
14. **When** a person is bleeding badly, the bleeding should be stopped as soon as possible by applying direct pressure to the wound .
15. **Inasmuch** as a person who has been deeply cut physically needs immediate attention, a person who has been deeply cut by words needs the attention and direct contact of a friend who will give direction and reassurance .
16. **As** a person who is wounded needs the wound to be dressed immediately, a person who has been attacked by a friend needs to apply the Psalms each morning .
17. **When** a person is a victim of cutting words, he needs to wait on the Lord, be of good courage, and have his heart strengthened by Him.
18. **When** a person is a victim of piercing words, he will feel as though he has been attacked by deeply penetrating arrows .
19. **Whereas** cutting words may come from close friends, piercing words often come from enemies .
20. **While** King David fled from the revolt of his son, Absalom, a wicked man named Shimea followed him along the way .

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. In the passage, cutting words are compared to what? A physical cut
2. Why are the words *rest*, *shock*, *bleeding*, and *dressing* in quotation marks in the final paragraph?
Because they are being used metaphorically rather than literally
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. List four prefixes that mean *no* or *not*.
a. non b. in c. a d. dis
5. List twelve words containing prefixes that mean *no* or *not*. After listing them cover the

prefix with your hand and find out what root word is “not” or “un.” For example, unkind = not *kind*.

Answers will vary.

6. What symbol did you use in your Key Word Outline?

Answers will vary.

III. Grammar and Usage

7. When a noun is used as another part of speech, it is no longer considered a noun
8. Generally speaking, if a word has *a*, *an*, or *the* (articles or noun markers--marking nouns for you) before it, the word is probably a noun
9. Fill in the blanks for these tips for finding the main subject of a sentence:
- The main subject of the sentence is who or what the sentence is about.
 - The main subject is often found in the beginning of the sentence.
 - The main subject is usually a noun or a pronoun.
 - Every clause within a sentence will have its own subject, but that is not always the main subject of the sentence.
10. The main subject of the sentence is not found within prepositional phrases or subordinate clauses.
11. If you have trouble spotting the main subject of the sentence, find the main verb of the sentence, and ask yourself who or what is performing the action of that verb.
12. Fill in the blanks describing the characteristics of a subordinate clause.
- It is a clause.
 - It contains a subject and a verb.
 - It begins with a subordinator.
 - It cannot stand alone as a sentence.
 - It can be combined with a complete sentence (an independent clause) to make a longer, more interesting sentence.
13. A subordinate clause opener is found at the beginning of a sentence.
14. What is the subordinate clause opener rhyme?
When you start a sentence with a subordinate clause,
Put a comma in where you hear the pause!

IV. Homophones and Spelling

15. What are the five different spelling combinations that can make the *sh* sound?
- a. ce b. ci c. ti d. sh e. ch
16. What do you usually have to do to know which combination should be used in a word?
You have to memorize the word

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-C: Week Two

For a Five-Day Week
Character Focus: Endurance

Day One

<div>Vocabulary Box</div> <div>Synonyms of <i>revile</i></div> <div>ridicule vilify mock defame scorn rail</div>	<div>Vocabulary Box</div> <div>Character needed to <i>withstand reviling</i></div> <div>innocent faultless blameless guiltless irreproachable unimpeachable</div>
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1. Copying and Comprehension: Passage and Vocabulary All

Oaks, maples, and most other woody trees have growth areas along the sides of their trunks. As each tree grows taller, it also grows wider. The layer that produces the growth is called the *cambium*. A cross section of a tree shows each yearly season's development clearly as an alternating dark or light ring. This process gives wood its "grain." The number of "rings" approximates the tree's age.

Extensions

Palm trees, however, have no cambium layer along their trunks. They never develop outward; they always extend upward. The circular layer of growth cells located at the top of a palm's trunk grows a new disk each year. These are stacked on top of each other like checkers. Each new disk represents a year's proliferation. A good year produces a thick disk, while a poor year creates a thin disk. By counting the number of disks in the trunk of a palm, a person can determine the age of the tree.

Hardwood trees (such as oaks and maples) are extremely durable, yet they are often snapped in two by strong winds. These trees obtain their strength from the multiple layers of new growth that are added each year. The trunk is actually like many concentric tubes stacked inside each other. One year's growth is wrapped securely around the previous year's growth. Such an arrangement is well fortified and inelastic. Unlike the palms, however, when these trees are caught in a storm, the tightly packed tubes cannot curve, so they shatter.

Further Extension

Palm trees are also extremely strong, but they are able to survive turbulent winds without splintering. Because their trunks are made up of individual "growth disks" that result from expanding upward rather than outward, the trunk is segmented. Each segment is able to lightly bend. The older and taller a palm tree is, the more it can bend. Some strong winds are able to curve palms until they lie flat against the ground---without snapping the trunks.

2. Spelling: A, e, i, o, u Say the Schwa Sound

Examples: against, indicate

All

1. instability	2. cinnamon	3. pollination
4. supremacy	5. appetite	6. democracy
7. inadequate	8. orchestra	9. parallel
10. macaroni	11. broccoli	12. alkali
13. schizophrenia	14. enigma	15. convalescent
16. encyclopedia	17. aesthetical	

Extensions

18. osteopathy	19. nihilism	20. nonchalance
21. mnemonic	22. maraschino	

Further Extension

23. ophthalmologist 24. mononucleosis

Optional

25. mock 26. scorn 27. rail

3. Editor Duty: Correct Given Paragraph(s)

Main Subject, Subordinate Clause Opener

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

All--Paragraph One of Body: 6 Sentences

All--Paragraph Two of Body: 7 Sentences

All--Paragraph Three of Body: 6 Sentences

All--Paragraph Four of Body: 5 Sentences

6. Structural Analysis: Prefixes

7. Grammar: Subject-Verb

Day Three

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

9. Spelling Practice: Six "S" Spelling Secret

10. Grammar: Sentence Opener or Introductory Material

Day Four

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

12. Grammar: Subject-Verb Agreement

13. Spelling Practice: Write That Word!

Day Five

14. Grammar: Weekly Quizzes

15. Spelling: Spelling Test

16. Dictation: Dictation Quiz

17. Composition: Final Copy Informative Essay From Given Material

Optional: Extra Practice

Lesson Plans

Red 3-C: Week Two

For a Four-Day Week
Character Focus: Endurance

Day One																						
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Vocabulary Box Synonyms of <i>revile</i> <div style="display: flex; justify-content: space-between;"> <div>ridicule defame</div> <div>vilify scorn</div> <div>mock rail</div> </div> </div> <div style="border: 1px solid black; padding: 5px;"> Vocabulary Box Character needed to <i>withstand reviling</i> <div style="display: flex; justify-content: space-between;"> <div>innocent guiltless</div> <div>faultless irreproachable</div> <div>blameless unimpeachable</div> </div> </div> <p>1. Copying and Comprehension: Passage and Vocabulary All</p> <p>Oaks, maples, and most other woody trees have growth areas along the sides of their trunks. As each tree grows taller, it also grows wider. The layer that produces the growth is called the <i>cambium</i>. A cross section of a tree shows each yearly season's development clearly as an alternating dark or light ring. This process gives wood its "grain." The number of "rings" approximates the tree's age.</p> <p>Extensions</p> <p>Palm trees, however, have no cambium layer along their trunks. They never develop outward; they always extend upward. The circular layer of growth cells located at the top of a palm's trunk grows a new disk each year. These are stacked on top of each other like checkers. Each new disk represents a year's proliferation. A good year produces a thick disk, while a poor year creates a thin disk. By counting the number of disks in the trunk of a palm, a person can determine the age of the tree.</p> <p>Hardwood trees (such as oaks and maples) are extremely durable, yet they are often snapped in two by strong winds. These trees obtain their strength from the multiple layers of new growth that are added each year. The trunk is actually like many concentric tubes stacked inside each other. One year's growth is wrapped securely around the previous year's growth. Such an arrangement is well fortified and inelastic. Unlike the palms, however, when these trees are caught in a storm, the tightly packed tubes cannot curve, so they shatter.</p> <p>Further Extension</p> <p>Palm trees are also extremely strong, but they are able to survive turbulent winds without splintering. Because their trunks are made up of individual "growth disks" that result from expanding upward rather than outward, the trunk is segmented. Each segment is able to lightly bend. The older and taller a palm tree is, the more it can bend. Some strong winds are able to curve palms until they lie flat against the ground---without snapping the trunks.</p> <p>2. Spelling: A, e, i, o, u Say the Schwa Sound</p> <p>Examples: against, indicate</p> <p>All</p> <table style="width: 100%;"> <tr> <td>1. instability</td> <td>2. cinnamon</td> <td>3. pollination</td> </tr> <tr> <td>4. supremacy</td> <td>5. appetite</td> <td>6. democracy</td> </tr> <tr> <td>7. inadequate</td> <td>8. orchestra</td> <td>9. parallel</td> </tr> <tr> <td>10. macaroni</td> <td>11. broccoli</td> <td>12. alkali</td> </tr> <tr> <td>13. schizophrenia</td> <td>14. enigma</td> <td>15. convalescent</td> </tr> <tr> <td>16. encyclopedia</td> <td>17. aesthetical</td> <td></td> </tr> </table> <p>Extensions</p> <table style="width: 100%;"> <tr> <td>18. osteopathy</td> <td>19. nihilism</td> <td>20. nonchalance</td> </tr> </table>	1. instability	2. cinnamon	3. pollination	4. supremacy	5. appetite	6. democracy	7. inadequate	8. orchestra	9. parallel	10. macaroni	11. broccoli	12. alkali	13. schizophrenia	14. enigma	15. convalescent	16. encyclopedia	17. aesthetical		18. osteopathy	19. nihilism	20. nonchalance	
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21. mnemonic	22. maraschino
Further Extension 23. ophthalmologist 24. mononucleosis	
Optional 25. mock 26. scorn 27. rail	
3. Editor Duty: Correct Given Paragraph(s) Main Subject, Subordinate Clause Opener	
4. Spelling Practice: Choose the Correct Spelling	
Day Two	
5. Study Skills/Prewriting: Key Word Outline All--Paragraph One of Body: 6 Sentences All--Paragraph Two of Body: 7 Sentences All--Paragraph Three of Body: 6 Sentences All--Paragraph Four of Body: 5 Sentences	
6. Structural Analysis: Prefixes	
7. Grammar: Subject-Verb	
8. Composition/Creative Writing: Write a Rough Draft Essay From a Key Word Outline	
Day Three	
9. Spelling Practice: Six "S" Spelling Secret	
10. Grammar: Sentence Opener or Introductory Material	
11. Composition and Editing: Edit and Revise Using the Checklist Challenge	
12. Grammar: Subject-Verb Agreement	
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 3-C: Week Two

3. Editor Duty: Correct Given Paragraph(s)

Main Subject, Subordinate Clause Opener

<> 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 each paragraph you edited, highlight the subordinate clause openers

(3) In the first paragraph, highlight the main subject of each sentence with a different color.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

Under the bark of most trees is a thin, delicate **layer** of tissue called the phloem. (Note: This is a very tricky sentence with the subject following the verb.) The **phloem** carries food from the **leaves** to all parts of the tree. **Under the phloem** is the **cambium**, which produces growth, and inside the cambium is a thick ring of sapwood called the xylem. **These** are the only living tissues in the trunk of the tree; both the **bark** and the inner **heart** of these trees are dead.

If the cambium is damaged, the tree stops growing at the point of the injury. **If the phloem is girdled all the way around the tree**, the tree will die. It has no way of circulating the food produced by its leaves. **Because the heartwood of trees is dead**, it can rot, leaving the center of the tree hollow. Many large old trees are really only hollow shells, which may fail to support the tree in times of stress.

Palm trees, on the other hand, are like stalks of grass. **Sap** flows throughout the entire cross section of the palm tree's trunk. The whole trunk is alive. It is not merely a hollow shell. **If a section is damaged**, the injury does not affect the whole tree. **Unless the injury is very serious**, the rest of the trunk can carry enough nourishment to sustain the tree. **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. Each and every nick on a palm tree remains as a permanent scar.

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. instabillity **instability**

2. cinamon **cinnamon**

3. **pollination** polination

4. supremacy	supremacy
5. appetite	apetite
6. democrazy	democracy
7. inadequate	inaddequate
8. orchestra	orckestra
9. parallel	parrallel
10. macaronie	macaroni
11. broccoli	broccolli
12. alkalli	alkali
13. skizofrenia	schizophrenia
14. anigma	enigma
15. convalescent	convalesent
16. encyclopedea	encyclopedia
17. aesthetical	esthetical

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

18. osteopathy	osteeopathy
19. nihillism	nihilism
20. nonchalance	nonchalanse
21. nimonic	mnemonic
22. marashino	maraschino

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

23. opthalmologist	ophthalmologist
24. monnonucleosis	mononucleosis

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

25. mock	mok
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26. skorn

scorn

27. rail

rare

6. Structural Analysis: Prefixes

<> **6b.** Complete the following:

- (1) Look up each of the prefixes listed below in the dictionary.
- (2) Write its meaning in the chart.
- (3) Write a word using that prefix.
- (4) Write a definition of the word you listed.

Note: Your student may not have used the exact wording-or word choices provided in this Answer Key.

<u>Prefix</u>	<u>Definition</u>	<u>Word using prefix</u>	<u>Definition of word</u>
non	not	nonliving	not alive
arch	past	archaeology	study of the past
gen	beginning	geneology	study of the beginning
hydr	water	hydroplane	float on water
auto	individual	autograph	to write one's name
dia	through	diagnose	to identify a difficulty
dia	through	diabetic	a person who has diabetes
dict	word	dictionary	book with a list of words

10. Grammar: Sentence Opener or Introductory Material

<> **10d. All:** In the sentences provided, place commas where needed to set off non-essential material.

Extensions: Complete the following steps:

- (1) Isolate all non-essential material within the sentences (not just at the beginning

of each one) with parentheses, brackets, etc., to help get rid of distractors as needed:

- a. Parenthesis for Prepositional Phrases ()
 - b. Brackets for subordinate clauses []
 - c. Less-than/Greater-than (<>) for others
- (2) Highlight each sentence's main subject.

Example: (Without doubt), the mightiest thought the mind can entertain is the thought (of God).

1. [While the pitiful assembly shivered], the old priest briskly carried out his sacramental duties. (Out is an adverb here.)
2. [Because they had no Bibles to read], the true message (of the Gospel) remained hidden (from their unsaved souls).
3. [As John Wycliffe became aware (of the widespread hypocrisy and corruption)], he attacked the church.
4. <Solemnly>, the old preacher determined [that two changes were desperately needed] [in order to shatter the spiritual darkness [that had gripped England (for six centuries)]] .]
5. <First> he would translate the Latin Vulgate Bible (into English).
6. <Second> he would enlist a group (of priests) [who shared his concern to carry the Gospel (to every barnyard and village) (in England)]] .
7. [Labeling them "idle babblers" and "Lollards,"] authorities viewed these traveling preachers (with contempt).
8. (With a desire) (for spiritual truth) [that their messages inspired], John Wycliffe's "poor priests" helped the rapid growth (of truth spreading).
9. <Alarmed (at the growing influence) (of the Bible)>, priests, prelates, and churchmen began to officially criticize and condemn Mr. Wycliffe's attempt to enlighten the English masses (with God's Word).
10. <Actually>, the clergy felt [that making the Word (of God) available (to the common people) was like "casting the Gospel pearl (before swine) to be trodden underfoot."]
11. (In the spring) (of 1382), Courtenay assembled a synod (at Blackfriars) to discredit Mr. Wycliffe's writings.
12. <Protected (by the powerful nobleman) (John of Gaunt) and a group (of close friends) (at Oxford)>, John Wycliffe never faced the fiery stake [that the church officials had so eagerly prepared (for him)]] .
13. <Instead>, the old preacher suffered a massive stroke (during a church service) (in 1384) and died three days later.
14. [Writing to the pope twenty-eight years later], the Archbishop (of Canterbury) called John Wycliffe "that wretched and pestilent fellow (of damnable memory), son (of the old serpent), and the very herald and child (of anti-Christ . . .) [who crowned his wickedness by translating the Scriptures (into the mother tongue.)"]]

15. (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.
16. <Years (after his good work) (for God)>, **his ashes** were thrown (in the River Switft) (in a symbolic ceremony) to finalize the 'heretic's eternal destruction.
17. (Along with John Wycliffe's bones), **the church** tried to destroy his translation (of the Bible).
18. (With only a few tattered copies) (of single Gospels and Epistles), **the Lollards** struggled to preserve John Wycliffe's translation.
19. (Like a flickering candle) (against the constant winds) (of criticism and condemnation), **The English Bible** barely survived.

Teacher Tip: It is acceptable for your student to highlight the one-word main subject (priest) or describe them with the main subject (the old priest).

12. Grammar: Subject-Verb Agreement

<> **12c.** In the sentences provided, complete the following steps:

- (1) Isolate the prepositional phrases and subordinate clauses by placing parentheses (PP) and brackets [sub clause] around them.
- (2) Highlight the main subject of each sentence with one color.
- (3) Underline the main verb of each sentence with another color.

Note: Remember, sentences can have compound main subjects and compound main verbs.

Note: Compound sentences (sentences joined with a comma and a cc or with a semi-colon) have two separate main subjects and two separate main verbs.

Note: For this exercise, find only the main subject of the sentence and its corresponding verb (not the subjects within the subordinate clauses).

1. [While Christians think they are suffering (for Jesus' sake)], **they** are often being reproved (for their own sakes).
2. (In suffering), **we** are blessed (by the Lord) [only if we suffer [for doing what is right], (at the right time), (for the right motives), and (with the right attitude)].
3. (In the Psalms), (at least three times), **David** reports [that his greatest hurts came (from his closest friends)].
4. [When we try to ignore reviling], **it** is (like trying to ignore a burn or a wound).
5. **David** did not respond (by retaliating), but **he** cried out (to the Lord) (for deliverance).
6. **We** should live (in such a way [that our names stand {for integrity}]), but **we** should leave our reputations (in the Lord's hands).
7. [When we suffer (for doing right)], our **focus** should be (on Christ), [since we are suffering (with Him)].
8. [When we are reviled], **we** should bless the revilers.
9. [When we are persecuted], **we** should endure.

10. [When we are defamed], **we** should entreat.
11. Malicious **slander**, **distortions**, and **accusations** were aimed (at early believers) [in order to discredit their growing influence (in the Roman Empire)].
12. **They** were accused (of being atheistic, immoral, and unpatriotic).
13. The cruel **deception** (of these accusations) was [that each one had some credibility (to the undiscerning ear)].
14. **Believers** were accused (of being “atheistic”) [because they did not worship the Roman gods].
15. Two **books** [that were carried (by the Christian pioneers) [who pushed America’s frontiers westward]] had significant parts [which were written (in prison)].
16. (From prison cells), the Apostle **Paul** wrote the prison epistles (of the New Testament), and **John Bunyan** wrote *Pilgrim’s Progress*.
17. **God** assures us [that an undeserved curse has no more effect (upon us) (than a bird flying) (over our heads)].
18. The **conditions** and **forces** [that create wind, storms, hurricanes, and tornadoes] have significant parallels (in the spiritual realm).
19. **These** include the collision (of hot and cold air), the opposite directions (of hot and cold air), and the results (of destructive storms).
20. **Criticism** [that expresses an opinion (about a controversial issue)] is not defamation.
21. **Defamation** is a false attack (upon a person’s private life or personal affairs) [that hurts his reputation].
22. (In the Scriptures), **believers** are not encouraged or commanded to defend their own reputations.
23. **We** are only to protect Christ’s reputation.
24. (In so doing), **we** must obey Scripture, [which includes maintaining church discipline (for believers) and practicing good works (before unbelievers)].
25. A **razor** cuts quickly and deeply (without the immediate warning) (of pain).
26. Its **cut** often heals (on the surface) [while infection or tenderness remains underneath].
27. Rich **analogies** can be made (from six functions) (of our bodies) [that protect us (from invading germs.)]
28. A reviling **tongue** is (like a poisonous snake.)
29. The body’s immune **system** illustrates the protections we need (during a verbal attack).

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. What examples of hardwood trees are given in the passage? Oak and Maple
2. Can older or younger palm trees bend more? Older
3. Do palm trees grow outward or upward? Upward
4. What does the word *approximately* mean? An estimate
5. Look up and list the meanings of four spelling words that you did not already know.

Answers will vary.

II. Outlining and Write On

6. What symbol did you use in your Key Word Outline?
Answers will vary.
7. What synonym 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

8. You should place a comma after a prepositional phrase opener if the PP is five words or more.
9. You should place a comma after a prepositional phrase opener if there are two prepositional phrases in a row.
10. You should place a comma after a prepositional phrase opener if the PP ends in a date.
11. You should place a comma after a prepositional phrase opener if the PP is followed by a definite pause when you say the sentence out loud.
12. To locate the main subject and main verb get rid of all prepositional phrases, sentence openers, and subordinate clauses.

IV. Homophones and Spelling

13. What sound is the schwa sound? A quick, short u
14. What vowels in the example in the lesson can make the schwa sound?
 - a. *a*
 - b. *e*
 - c. *i*

15. Write three schwa sounds words that use the letter *a*.

Answers will vary.

16. Write three schwa sounds words that use the letter *e*.

Answers will vary.

17. Write three schwa sounds words that use the letter *i*.

Answers will vary.

V. Editing and Revising

18. What Checklist Challenge change was best at making your paper more clear?

Answers will vary.

19. What interesting word did you find in the thesaurus?

Answers will vary.

Lesson Plans

Red 3-C: Week Three

For a Five-Day Week
Character Focus: Endurance

Day One																														
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Day Two
<p>3. Editor Duty: Correct Given Paragraph(s) Subject-Verb Agreement, Main Subjects</p> <p>4. Spelling Practice: Choose the Correct Spelling</p> <p>5. Research and Study Skills: Choose Your Topic and Overview Sources</p> <p>Basic: 8 Paragraphs of Body; 6-8 sentences Extensions: 12 Paragraphs of Body; 7-10 sentences</p> <p>6. Grammar: Past Participles</p> <p>7. Research and Study Skills: Write Your Working Thesis Statement, Gather Information From Overview Source, Choose Additional Source(s), and Start Color-Coded Research</p> <p>8. Spelling Practice: Six "S" Spelling Secret</p>
Day Three
<p>9. Study Skills/Research: Create Bibliography Cards</p> <p>10. Grammar: Subject-Verb Agreement With Subject Following the Verb</p> <p>11. Study Skills/Research: Create Outlining Cards for Biographical Research Report</p>
Day Four
<p>12. Study Skills/Research: Quotation Inclusion</p> <p>13. Spelling Practice: Write That Word!</p> <p>14. Study Skills/Research: Create a list of Works Cited</p>
Day Five
<p>15. Composition: Write Rough Draft of Biographical Report About Yielded Individual</p> <p>16. Grammar: Weekly Quizzes</p> <p>17. Spelling: Spelling Test</p> <p>18. Dictation: Dictation Quiz</p> <p>Optional: Extra Practice</p>

Lesson Plans

Red 3-C: Week Three

For a Four-Day Week
Character Focus: Endurance

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- 3. Editor Duty:** Correct Given Paragraph(s)
Subject-Verb Agreement, Main Subjects
- 4. Spelling Practice:** Choose the Correct Spelling
- 5. Research and Study Skills:** Choose Your Topic and Overview Sources

Basic: 8 Paragraphs of Body; 6-8 sentences
Extensions: 12 Paragraphs of Body; 7-10 sentences

- | Day Two |
|--|
| <p>6. Grammar: Past Participles</p> <p>7. Research and Study Skills: Write Your Working Thesis Statement, Gather Information From Overview Source, Choose Additional Source(s), and Start Color-Coded Research</p> <p>8. Spelling Practice: Six "S" Spelling Secret</p> <p>9. Study Skills/Research: Create Bibliography Cards</p> |

- | Day Three |
|---|
| <p>10. Grammar: Subject-Verb Agreement With Subject Following the Verb</p> <p>11. Study Skills/Research: Create Outlining Cards for Biographical Research Report</p> <p>12. Study Skills/Research: Quotation Inclusion</p> <p>13. Spelling Practice: Write That Word!</p> |

- | Day Four |
|---|
| <p>14. Study Skills/Research: Create a list of Works Cited</p> <p>15. Composition: Write Rough Draft of Biographical Report About Yielded Individual</p> <p>16. Grammar: Weekly Quizzes</p> <p>17. Spelling: Spelling Test</p> <p>18. Dictation: Dictation Quiz</p> <p>Optional: Extra Practice</p> |

Answer Keys Red 3-C: Week Three

3. Editor Duty: Correct Given Paragraph(s)

Subject-Verb Agreement, Main Subjects

<> 3. Complete the following steps:

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

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the first paragraph, highlight the main subject and the main verb phrase of each sentence.

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!

Publication **is** a legal term that means that the abusive statement **was** communicated in one way or another to someone other **than** the person defamed. **Such publication may be either written or spoken**. **Publication takes** place wherever there is potential that a person's name or reputation may be injured before others.

Legally, even such things as showing a defamatory letter to someone else for counsel before mailing it can be considered as publication. When malicious words **are** limited to the original speaker and to the person verbally abused, these words can never **constitute** libel or slander, regardless of what was said.

Sometimes the question arises of whether the original speaker actually intended to disclose his statements to another person. Occasionally, charges of libel and slander must **establish** that the original speaker either intended to publish his statements to others or at least did not take reasonable precautions to prevent being overheard by others.

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|------------------|--------------|
| 1. slanderous | slanderus |
| 2. encouragement | encouragment |
| 3. luxzuriously | luxuriously |
| 4. counterfeit | counterfit |

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. cantaloupe	cantalope
6. curtier	courtier
7. souveneer	souvenir
8. boulevard	boulevard
9. carousel	carasel
10. troope	troupe
11. dubious	dubeous
12. heinous	haenous
13. superstitious	superstitous
14. raucus	raucous
15. luscous	luscious
16. pompadour	pompadoor
17. camouflage	camouflage
18. acoustics	acustics
19. curvacious	curvaceous
20. bourgeois	bourgeois
21. billious	bilious

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

22. loquacious	loquacous
23. intraveenous	intravenous
24. insidious	insiddious

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

25. efficacious	efficacous
26. disingenuous	disinjenuous

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

27. innocent innosent

28. guiltless giltless

29. faultless faltless

Teacher Tip: This Answer Key shows all sentence openers isolated.

6. Grammar: Past Participles

<> 6c. In the sentences provided, complete the following steps:

- (1) Highlight all of the verb phrases (not just each sentence's main verb phrase).
- (2) Write **Past P** above the past participles.
- (3) Correct any verbs that are incorrectly conjugated (whether they are in the verb phrase or not).

Note: Do not highlight one-word verbs or to+verb (infinitives) without a BHL.

Note: Remember, a sentence may have at least as many verb phrases as it has subordinate clauses and independent clauses.

Note: These sentences have been designed to use the past participle tense. In some cases, that might seem laborious.

1. The present warfare between God and Satan **has been pictured** as "verbal combat."

Past P

2. Only as we **have understood** the scope and ramifications of this battle of words

Past P

have (we) been able to rejoice when the world reviled us.

Past P

Past P

3. Though the world **has spoken** evil of us falsely, we **have rejoiced**.

Past P

4. Ridiculing, mocking, and scorning **have all been used to describe** reviling.

Past P

5. They **have been** innocent, blameless, irreproachable, and faultless.

6. In order to make sure that we **are being persecuted** for the Lord's sake and not for our own sake, we **have to be** guiltless.

Past P

7. When we **are reviled** for righteousness, we know that we **have invaded** a stronghold of the enemy.

Past P

8. By using the spiritual armor God provides, believers **have been able** to quench the fiery darts.

Past P

9. Ridicule **has occurred** when someone **has used** words or actions with the intent of arousing contemptuous laughter at a person or idea.
10. There **will always seem to be** something ridiculous about the standards of people

Past P

whom we **have ceased to love** .

Past P

11. Ridiculing **has been described** as sneering, teasing, and laughing at someone.
(*Sneering, teasing, and laughter* are multiple verbs.)

Past P

12. The opposite of ridiculing **has been described** as respecting, honoring, and praising.
(*Respecting, honoring, and praising*, are multiple verbs.)

Past P

13. In enduring each form of verbal attack, we **have followed** the example and teaching of our Lord Jesus Christ.
14. We **should work** out ready answers to the ridiculing questions and statements that **will come** to us.
15. We **will be mocked** if someone **distorts** a truth about us in order to belittle us.

Past P

16. Those who **have not examined** their own lives often mock high standards.
17. Mockery **is** an outlet for the guilt of those who **are living** in sin.

Past P

18. Mockers **have used** distorted names to cause godly qualities **to be rejected** .
19. The hypocrite's mocking voice **could be heard** above the whole crowd as he shouted his accusations.
20. The soldiers who **were taking** Jesus to His crucifixion distorted the truth of Christ's royalty.
21. The world **will mock** Christianity by looking for inconsistencies in the lives of believers.

Past P

22. We hope that we **have not given** them the advantage of finding any.
23. If the wicked **cannot find** inconsistencies, they **will be forced to mock** the truth of the Gospel.

Past P

24. They scorned those who **had not kept** the letter of the Law.

Past P

25. The Pharisees **had regarded** the disciples with scorn.

Past P

26. When an unbeliever **has scorned** us for bringing the truth to him, our response **should not be to answer or reprove** him.

Past P

27. After Jesus **had removed** the scornors, He performed His miracle.

Past P

28. A “villain” **has come to mean** someone who is vile.

Past P

29. To justify the stoning of Stephen, the Jews **had hired** men to vilify him.

Past P

30. Jesus **had come** into the world to provide the sacrifice of Himself for our sins.

Past P

31. When vilified by the crowd, He **could have called** the hosts of heaven to deliver

Past P

Him, but He **would then have missed** the purpose for His life.

Past P

32. Defaming **has been defined** as attacking the good name of someone or something by libel or slander.

Past P

33. Those who **do not know** God **have tried to defame** a godly man who runs for office.

Past P

34. When the Jewish leaders **had seen** Paul in the Temple of Jerusalem, they defamed him among the people.

Past P

35. Paul **had recognized** that Christians **would undergo** the pressure of defamation.

Past P

36. When Stephen **had entreated** the Jews, they railed him by stopping their ears and gnashing upon their teeth.

Past P

37. Railing **has been described** as using bitter, harsh, and abusive language.

38. The utter bitterness and anger of the Jews toward their Messiah

were most bitingly portrayed as Jesus **hanged** on the cross. (*Hanged means executed; hung means suspended.*)

10. Grammar: Subject-Verb Agreement With the Subject Following the Verb

↔ 10e. In the sentences provided, complete the following steps:

- (1) Highlight the main subject of the sentence in one color.
- (2) Underline the main verb that goes with that subject in another color.

Note: It will be much easier to find the main subject and main verb if you first isolate the PP's and subordinate clauses.

Note: Remember -- a compound sentence has two subjects -- one in each part.

This Answer Key has prepositional phrases and subordinate clauses isolated to help the teacher. This was an optional step for the student.

1. There are **organisms** called pathogens (in the body).
2. There are **pathogens** (in the air we breathe) and (throughout our entire bodies).
3. There are **diseases** (such as pneumonia, typhoid fever, and tetanus), [which are caused (by pathogens)].
4. There are **things** (like bacteria and viruses) (in the spiritual world), too.
5. There are reviling **words**, **persecution**, and **false reports** —(just like bacteria and viruses).
6. There are **those** [that are healthy (in the body) (of Christ) (in spite of harassment)].
7. There is a **line** (of defense against pathogens).
8. There are three thousand square **inches** (of skin) (on the outside) (of the body).
9. Some palm **trees** are short, and **others** are tall.
10. Some palm **trees** are wide, and **others** are slender.
11. Most palm **trees** have a single trunk [that is (as big around) (at the top) [as it is (at its base), and palm **trees** seldom have branches].]
12. Palm **trees** grow (in a very different way) (from other trees), and **they** are able to withstand hurricane-force winds (without breaking).
13. Palm **trees** are also resistant (to droughts), so several varieties flourish (in the Sahara Desert).
14. **Oaks**, **maples**, and most other woody **trees** have growth areas (along the sides) (of their trunks), and [as the tree grows taller], **it** also grows wider.
15. A **cross section** (of a tree) shows each season's growth very clearly (as an alternating dark or light ring), and these **rings** approximate the tree's age.
16. Palm **trees** have no cambium layer (along their trunks), so **they** never grow outward. (*Outward is an adverb here.*)
17. The circular **layer** (of growth cells) located (at the top) (of a palm's trunk) grows a new disk each year, for each new **disk** represents a year's growth. (Compound sentence-- each half has its own main subject and its own main verb.)
18. A good **year** produces a thick disk, but a poor **year** produces a thin disk.

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. What does *ignominy* mean? Disgrace, dishonor, or public contempt
2. How did Christian and Faithful receive the ignominy and shame? With meekness and patience
3. How many men in the fair were won to their side? Several
4. Look up and list the meanings of four spelling words that you did not already know.

Answers will vary.

II. Outlining and Write On

5. What word or words did you include in your outline that would be hard to spell (names, technical words etc)?

Answers will vary.

6. When a name is given, the name should usually appear first in a List of Works Cited.
7. In the MLA citation in your paper, what word should always appear. The first word in the list of works cited
8. A thesis statement should tell what your entire report is about.

III. Grammar and Usage

9. When typing, minor works should be surrounded by quotation marks
10. When typing, major works should be italicized.
11. List five transition words that indicate time or order.

Answers will vary.

12. List five transition words that show addition or more.

Answers will vary.

13. List five transition words that indicate space or directions.

Answers will vary.

14. List two transition words that introduce an illustration or example.

Answers will vary.

15. List two transition words that show contrast.

Answers will vary.

16. List two transition words that give specific examples.

Answers will vary.

17. List five transition words that summarize.

Answers will vary.

IV. Homophones and Spelling

18. List five of the possible sounds for *ou*.

- | | | | |
|--------------------------|-------------------------|-------------------|----------------------|
| a. <u>Short double o</u> | b. <u>Long double o</u> | c. <u>Short u</u> | d. <u>Pinched ow</u> |
| e. <u>er</u> | f. <u>Short e</u> | g. <u>or</u> | |

Lesson Plans

Red 3-C: Week Four

For a Five-Day Week
Character Focus: Endurance

Day One											
Vocabulary Box Synonyms of <i>revile</i> ridicule vilify mock defame scorn rail	Vocabulary Box Character needed to <i>withstand reviling</i> innocent faultless blameless guiltless irreproachable unimpeachable										
<p>1. Copying and Comprehension: Passage and Vocabulary All</p> <p>The men, Christian and Faithful, told them that they were pilgrims and strangers in the world and that they were going to their own country, which was the heavenly Jerusalem. They said that they had given no occasion to the men of the town thus to abuse them.</p> <p>But they that were appointed to examine them did not believe them to be any other than bedlams and mad, or else such as came to put all thing into a confusion in the fair.</p> <p>Extensions</p> <p>Therefore, they took them and beat them, and besmeared them with dirt, and then put them into the cage that they might be made a spectacle to all the men of the fair. There, therefore, they lay for some time and were made the objects of any man's sport, or malice, or revenge, the great one of the fair laughing still at all that befell them.</p> <p>Further Extension</p> <p>But the men being patient, and "not rendering railing for railing, but contrariwise, blessing," gave good words for bad, and kindness for injuries done. Then some men in the fair that were more observing and less prejudiced than the rest began to check and blame the baser sort for their continual abuses done by them to the men.</p> <p>They, therefore, in an angry manner, let fly at them again, counting them as bad as the men in the cage and telling them that they seemed confederates and should be made partakers of their misfortunes. The other replied that for aught they could see the men were quiet and sober and intended nobody any harm; and that there were many that traded in their fair that were more worthy to be put into the cage, yea, and pillory too, than were the men that they had abused. Thus, after divers words had passed on both sides—the men behaving themselves all the while very wisely and soberly before them—they fell to some blows and did harm one to another.</p> <p style="text-align: right;"><i>From Pilgrim's Progress by John Bunyan</i></p> <p>2. Spelling: S Says z Example: as, abuse</p> <p>All</p> <table style="width: 100%;"> <tr> <td>1. martyrs</td> <td>2. analogies</td> <td>3. mosaic</td> </tr> <tr> <td>4. enthusiasm</td> <td>5. physique</td> <td>6. magnetism</td> </tr> <tr> <td>7. romanticism</td> <td>8. appraise</td> <td>9. turquoise</td> </tr> </table>			1. martyrs	2. analogies	3. mosaic	4. enthusiasm	5. physique	6. magnetism	7. romanticism	8. appraise	9. turquoise
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10. censure 13. abrasion 16. pantheism 19. usurious	11. erasure 14. implosion 17. euphemism 20. polonaise	12. allusion 15. mayonnaise 18. embrace 21. cynosure
Extensions 22. photosynthesis 23. perseverance 24. narcissism		
Further Extension 25. anesthesia 26. anesthesiologist 27. anachronism		
Optional 28. irreproachable 29. unimpeachable 30. blameless		
<p>3. Editor Duty: Correct Given Paragraph(s) Subject-Verb Agreement</p>		
Day Two		
<p>4. Spelling Practice: Choose the Correct Spelling</p> <p>5. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph</p> <p>6. Grammar: Main Subject</p>		
Day Three		
<p>7. Study Skills/Prewriting/Composition: Take Notes and Write an Original Closing Paragraph</p> <p>8. Grammar/Sentence Structure: Sentences vs. Clauses</p> <p>9. Composition and Editing: Edit and Revise Using the Checklist Checklist Challenge</p>		
Day Four		
<p>10. Spelling Practice: Six "S" Spelling Secret</p> <p>11. Spelling Practice: Write That Word!</p> <p>12. Grammar: Weekly Quizzes</p>		
Day Five		
<p>13. Spelling: Spelling Test</p> <p>14. Dictation: Dictation Quiz</p> <p>15. Composition: Final Copy Original Biographical Research Report</p> <p>Optional: Extra Practice</p>		

Lesson Plans

Red 3-C: Week Four

For a Four-Day Week

Character Focus: Endurance

Day One	
Vocabulary Box Synonyms of <i>revile</i> ridicule vilify mock defame scorn rail	Vocabulary Box Character needed to <i>withstand reviling</i> innocent faultless blameless guiltless irreproachable unimpeachable

1. Copying and Comprehension: Passage and Vocabulary All

The men, Christian and Faithful, told them that they were pilgrims and strangers in the world and that they were going to their own country, which was the heavenly Jerusalem. They said that they had given no occasion to the men of the town thus to abuse them.

But they that were appointed to examine them did not believe them to be any other than bedlams and mad, or else such as came to put all thing into a confusion in the fair.

Extensions

Therefore, they took them and beat them, and besmeared them with dirt, and then put them into the cage that they might be made a spectacle to all the men of the fair. There, therefore, they lay for some time and were made the objects of any man's sport, or malice, or revenge, the great one of the fair laughing still at all that befell them.

Further Extension

But the men being patient, and "not rendering railing for railing, but contrariwise, blessing," gave good words for bad, and kindness for injuries done. Then some men in the fair that were more observing and less prejudiced than the rest began to check and blame the baser sort for their continual abuses done by them to the men.

They, therefore, in an angry manner, let fly at them again, counting them as bad as the men in the cage and telling them that they seemed confederates and should be made partakers of their misfortunes. The other replied that for aught they could see the men were quiet and sober and intended nobody any harm; and that there were many that traded in their fair that were more worthy to be put into the cage, yea, and pillory too, than were the men that they had abused. Thus, after divers words had passed on both sides—the men behaving themselves all the while very wisely and soberly before them—they fell to some blows and did harm one to another.

From *Pilgrim's Progress*
by John Bunyan

2. Spelling: S Says z

Example: as, abuse

All

- | | | |
|----------------|--------------|--------------|
| 1. martyrs | 2. analogies | 3. mosaic |
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| 7. romanticism | 8. appraise | 9. turquoise |

- | | | |
|---------------|---------------|----------------|
| 10. censure | 11. erasure | 12. allusion |
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| 19. usurious | 20. polonaise | 21. cynosure |

Extensions

- | | | |
|--------------------|------------------|----------------|
| 22. photosynthesis | 23. perseverance | 24. narcissism |
|--------------------|------------------|----------------|

Further Extension

- | | | |
|----------------|----------------------|-----------------|
| 25. anesthesia | 26. anesthesiologist | 27. anachronism |
|----------------|----------------------|-----------------|

Optional

- | | | |
|--------------------|-------------------|---------------|
| 28. irreproachable | 29. unimpeachable | 30. blameless |
|--------------------|-------------------|---------------|

3. Editor Duty: Correct Given Paragraph(s)

Subject-Verb Agreement

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

6. Grammar: Main Subject

7. Study Skills/Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

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Day Three

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Day Four

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

15. Composition: Final Copy Original Biographical Research Report

Optional: Extra Practice

Answer Keys Red 3-C: Week Four

3. Editor Duty: Correct Given Paragraph(s)

Subject-Verb Agreement

<> 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 each paragraph you corrected, highlight the main subject and the main verb of each sentence.

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's first **line** of defense **is to prevent** pathogens from entering. **This is accomplished** by the unbroken covering of skin that **lines** every inch of both the inside and outside of the body. **As** long as this covering **remains** intact, the **body remains** pure. **It is** only when the skin is punctured, scraped, or cut that pathogens **are** able to infect the body's healthy tissue.

The average **adult is covered** by more **than three thousand*** square inches of skin on the outside and about the same amount of mucus-coated linings on the inside. These **coverings form** physical barriers that separate defiling germs outside the body from healthy tissue inside.

Skin offers the protection of **two** distinct layers, the epidermis and the dermis. The **epidermis is** the outer layer of skin, which is made of mostly dead skin cells. **Only** the new **cells are** alive. As new cells are produced, the older **cells are** slowly **pushed** upward toward the surface.

*Some handbooks would say 3,000 written as a number is fine since it is a measurement. This is highly subjective. CQLA teaches that numbers requiring two words or less to write should be written in words, and numbers requiring three words or more to write out should be written in numerical form -- unless other rules (numbers as measurements, numbers at beginning or end of sentences, etc.) apply. Personal preference would dictate this. The author would write three thousand in words here since there is not a series of measurements included in that paragraph.

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. marters

martyrs

2. analogies

analogies

3. mosaic	mosaick
4. enthussiasm	enthusiasm
5. physique	physeke
6. magnetism	magnettism
7. romantisism	romanticism
8. apraise	appraise
9. turquoise	turquiose
10. censhure	censure
11. erasure	erashure
12. allusion	alusion
13. abrasion	abrashin
14. implosion	inplosion
15. mayonnaise	mayonaize
16. pantheeism	pantheism
17. euphemism	euphenism
18. embrace	embrase
19. usureous	usurious
20. pollonaise	polonaise
21. cynosure	cinosure

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

22. photosynthesis	photosinthesis
23. perseverance	perseverence
24. narcisism	narcissism

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

25. anasthesia	anesthesia
26. anesthesiologist	anesthesiologist
27. anackronism	anachronism

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

28. ireproachable irreproachable

29. unimpeachable uninpeachable

30. blameless blaimless

6. Grammar: Main Subject

<> 6c. In the sentences provided, complete the following steps:

1. Isolate the prepositional phrases with parentheses ().
2. Place brackets [] around the sub clauses.
3. **Optional:** Place < > around other distractors.
4. Highlight the main subject of each sentence.

Note: You may choose to isolate prepositional phrases and subordinate clauses throughout the sentences before finding the main subjects.

Example: There are many great hymns (of the faith). (Inverted sentence structure: *Many great hymns are there...*)

Teacher Tip: Your student may highlight the one-word subject (belt) or any describers, articles, or pronouns preceding it (the second largest belt).

1. The largest quakes ever measured rated 8.9 (on the Richter scale).
2. These were recorded (in Ecuador) (in 1906) and Japan (in 1933).
3. There is a thousandfold increase (in the magnitude) (of the quake) (for a jump) (of two numbers).
4. A quake [that registers three (on the Richter scale)] is 1,000 times greater (than a quake) [that registers one].
5. Earthquakes shake the very foundations [upon which homes, businesses, and churches are built].
6. Foundations built (upon bedrock) are the safest.
7. They may shake and rumble, but they are the least likely to give way.
8. Sand and clay , (on the other hand), crumble quickly.
9. [When the earth quakes], waves spread out (from its center) (just like ripples) (in a pond).
10. Most earthquakes <eighty-five percent> occur (within five (to forty miles)) (of the surface).
11. A few , <twelve percent>, are (as deep) (as two hundred miles), and only three percent are deeper (than two hundred miles). (Compound sentence has two main subjects.)

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] and [that the giant rifts (in the earth's crust) are the results (rather than the causes) (of earthquakes)].
15. A fault is a place [where the earth's crust has already broken].
16. These faults are the first to quake [when there is a disturbance deep (in the earth)].
17. Perhaps ninety percent (of all earthquakes) occur (along these fault lines).
18. The most well-known fault (in the United States) is the San Andreas Fault (in California).
19. The second largest belt (of earthquakes) runs right (through Jerusalem).
20. It is part (of the Mediterranean-Trans-Asiatic belt).

<> **6d. Extensions:** Finish the sentences provided following the rules learned in this lesson.

No Answer Key Needed. Answers will vary.

8. Grammar/Sentence Structure: Sentences vs. Clauses

<> **8c.** In the sentences provided, complete the following steps:

- (1) Write **clause** beside each group of words that is a subordinate or dependent clause (cannot stand alone; not a complete sentence).
- (2) Write **sentence** beside each group of words that is a complete sentence (can stand alone).

Note: Each group of words has a punctuation mark at the end, regardless of whether it is a clause or a sentence.

Example: When he was poor in spirit. C

1. Since a good year produces a thick disk, but a poor year produces a thin disk. clause
2. Because you can count the number of disks in the trunk of a palm to tell the age of the tree, it is easy to determine the tree's age. sentence
3. Since hardwood trees are very rigid, they are often snapped in two by strong winds. sentence
4. Though these trees get their strength from the multiple layers of new growth that are added each year, for the trunk is actually like many concentric tubes stacked inside each other. clause
5. Since one year's growth is wrapped tightly around the previous year's growth, such an

- arrangement is very strong and rigid. sentence
6. When these trees are caught in a storm. clause
7. When these trees are caught in a storm, the tightly packed tubes cannot bend, so they break. sentence
8. Since palm trees are also very strong, they are able to survive hurricane-force winds without breaking. sentence
9. Inasmuch as their trunks are made of individual "growth disks" that result from growing upward rather than outward, the trunk is segmented. sentence
10. Inasmuch as their trunks are made of individual "growth disks" that result from growing upward rather than outward. clause
11. Through palms bending in much the same way that the segments of a plastic bendable straw allow the straw to bend. clause
12. Because palm trees are palmately compound, or they are pinnately compound. clause
13. Since a hurricane blows in circles, palm trees can bend in any direction, and then they spring back up. sentence
14. Because the trunks of most palms are made of a fibrous material that is slightly elastic, this material stretches and allows the trunk to bend. sentence
15. Because palm trees are anchored securely in the soil by a root system that radiates in all directions from the base of the tree. clause
16. Palm roots are not branched and are not tapered, for their roots are the same thickness throughout their entire length. sentence
17. Although trees with shallow surface roots are dependent on rain for the supply of water, palm trees send their roots out in all directions. sentence
18. Since palms tap water that comes from deep underground sources, they are sometimes able to live in the Sahara Desert. sentence
19. Since palms tap water that comes from deep underground sources. clause
20. Palm trees are like stalks of grass, so sap flows throughout the entire cross-section of the palm tree's trunk. sentence
21. If the whole trunk is alive and a section is damaged. clause
22. If the whole trunk is alive and a section is damaged, the injury does not affect the whole tree. sentence
23. 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. sentence
24. Most palm trees grow in tropical or semi-tropical climates, and they grow best in heat and bright sunlight. sentence

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. Where were Christian and Faithful heading on their trip? Heavenly Jerusalem

2. Look up and list the meanings of four spelling words that you did not already know.

Answers will vary.

II. Grammar and Usage

3. What two questions should you ask yourself to determine the main subject of the sentence?

a. Who or what did the main action of the sentence?

b. Who or what is the sentence about?

Fill in the blanks for the following facts about the main subject of sentences.

4. The main subject of the sentence is who or what the sentence is about.

5. The main subject is often found in the beginning of the sentence.

6. The main subject is usually a noun or pronoun.

7. What two things does a clause contain?

a. Subject

b. verb

8. What is an independent clause? Complete sentences that can stand alone

9. What is a dependent clause? Incomplete sentences that cannot stand alone

III. Homophones and Spelling

10. When a word ends in a single s, it often says z.

11. Words ending in double s do not have the z sound at the end.

IV. Editing and Revising

12. What Checklist Challenge change was best at making your paper clearer?

Answers will vary.

13. What interesting word did you find in the thesaurus?

Answers will vary.

14. What was the best adverb in you added in the Checklist Challenge?

Answers will vary.

15. What was the best adjective in you added in the Checklist Challenge?

Answers will vary.

16. What is the most interesting word you found in a thesaurus this week?

Answers will vary.

Red 4-C: 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

All

Inside the chrysalis is a complete butterfly with six long legs, the most beautiful orange and black wings, a body, an extended antennae, and a protruded tongue. Because of the cramped space within the chrysalis, everything is neatly layered in place. Each wing is folded more than one hundred times.

As the monarch works itself free, fluid is pumped into its wings like air being pumped into an inner tube. At first, the wings are limp and wet, but as the fluid fills their veins, they unfold and the creases are smoothed out, expanding the wings to their full adult size. The multiple layers of the butterfly are intricate like the folds of an accordion.

Extensions

It is with tremendous struggle that the caterpillar enters into the chrysalis, and it is with even more struggle that the butterfly escapes. But once it has passed through these periods of exertion, the monarch is indeed a magnificent creature. It can fly at speeds of up to twenty-five miles an hour and can average more than eighty miles a day when migrating.

Further Extension

Some of these amazing insects have flown nonstop from the tip of Florida all the way across the Gulf of Mexico, a flight of more than 650 miles. Once the monarchs reach Mexico, they gather together by the millions and cover acres of trees and shrubs, unconsciously creating an elegant, beautiful display. The picture of these butterflies is one of the most glorious sights in all the earth.

1a. Read this week's passage aloud.

This passage is about how a butterfly struggles from a chrysalis.

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

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

<> 1c. On the lines provided, write three sentences about the passage using three of the synonyms you listed.

1. _____

2. _____

3. _____

<> 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.

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: Watch the video *The Hiding Place*.

Character Focus: When we are around people who are joyful, we are more likely to be joyful too.

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

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

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

Further Study: It is impossible to rejoice without hope.

Character Focus: Rejoicing requires hope.

(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.

↔ **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: Folded more than one hundred times, each wing is elaborate.

Ed 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.

2. Spelling: *I Before E*

believe, receive, vein

<> **2a.** In the passage, highlight the words that have *ie* or *ei* together:

1. veins (paragraph two)
2. eighty (paragraph three)

You probably remember the 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 look at them more carefully.

1. “*I before e*” means that in most cases (note the *c* exception below) when a word has a long *e* sound with the *i* and *e* combination, the *i* comes before the *e*. Examples:
 - a. grieve
 - b. relieve
 - c. grief
 - d. relief
2. “*Except after c*” means that in the case of a word having the long *e* sound with the *i* and *e* combination following the letter *c*, the *e* comes before the *i*. Examples:
 - a. receive
 - b. deceive
 - c. perceive
 - d. conceive
3. “*Unless it says ay as in neighbor or weigh*” means that in the case of a word having the *ay* sound spelled with the *i* and *e* combination, the *e* comes before the *i*. Examples:
 - a. neigh
 - b. neighborhood
 - c. freight
 - d. 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 six sentences using six of the spelling words.

Teacher Tip: The *ie* and *ei* combinations confuse students in their spellings more often than any other spelling combinations. 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*).

Rule for *i* and *e*

“*I before e, except after c, unless it says ay as in neighbor and weigh.*”

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

Words	Syllabication	Write it**	Tip	Your Tip
All --Study all ie words then all ei words				
1. prescience*	pre-sci-ence		knowledge of something before it happens	
2. stymie*	sty-mie		before it happens	
3. cavalier*	cav-a-lier			
4. mischievous*	mis-chie-vous			
5. sentient*	sen-tient			
6. chandelier*	chan-de-lier			
7. proprietary*	pro-pri-e-tar-y			
8. lieutenant*	lieu-ten-ant			
9. conceive	con-ceive			
10. surveillance*	sur-veil-lance		2 /'s	
11. Geiger	Gei-ger			
12. seismograph	seis-mo-graph			
13. inveigh	in-veigh			
14. poltergeist	pol-ter-geist			
15. sheik*	sheik			
16. tingeing*	tinge-ing		• one of only two verbs that end in e that keep the e when adding ing	
17. singeing*	singe-ing		• one of only two verbs that end in that keep the e when adding ing	
18. reveille*	rev-eil-le		bugle call	

*Commonly Misspelled

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

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
19. hierarchy*	hi-er-ar-chy			
20. milieu*	mi-lieu		French word meaning <i>environment or surroundings</i>	
Further Extension				
21. zeitgeist*	zeit-geist			
22. kaleidoscope*	ka-lei-do-scope			
Optional				
23. euphoric	eu-phor-ic			
24. ecstatic	ec-stat-ic			
25. overjoyed	o-ver-joyed			
26. triumph	tri-umph			

***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: Read a book about storytelling. Practice the techniques you learn on younger siblings or Sunday school children.

Capitalization, Sentences vs. 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 each paragraph that you corrected, highlight all of the subordinate clauses.

(3) In each paragraph that you corrected, highlight each capitalized word.

To bless means “to bestow good will or kindness upon, to grant forgiveness and favor”. In later english this word became *blessen* meaning “consecrated”. Thus when the greeting was given, “God bless you”, what was literally said was, “god bathe you in the protection of his blood”.

Just as the israelites was protected when the death angel past through egypt if they had the blood of the sacri-ficial lamb applied to there homes so christians are protected by the blood of christ applied to they’re hearts. When god covers our sin with the blood of his son that sin is blotted out of his sight. He instructs us in his word to forgive our offenders in the same way that he has forgive us. the blood covering signifies the blessing of forgiveness.

Another definition of bless is “to praise or glorify for benefits received”. This definition applies to the psalmists testimony of blessing the lord. we should follow his leed

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|----------------|-------------|
| 1. prescience | presceince |
| 2. styme | stymie |
| 3. cavaleir | cavalier |
| 4. mischievous | mischeivous |
| 5. sentient | senteint |
| 6. chandeleir | chandelier |

7. proprietary	propreitary
8. leiutenant	lieutenant
9. concieve	conceive
10. surveillance	surviellance
11. Geiger	Gieger
12. seismograph	siesmograph
13. inveigh	inviegh
14. poltergeist	poltergiest
15. shiek	sheik
16. tingeing	tinging
17. singgeing	singeing
18. revielle	reveille

Teacher Tip: Highlighting numbers as descriptive adjectives is optional for your student.

Character Focus: When something happens to us, we can choose how we react to it.

Character Focus: Joyfulness is having the perspective of Christ to see good in all situations---even difficult ones.

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

19. hierarchy	heirarchy
20. milieu	mileiu

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

21. zietgeist	zeitgeist
22. kaleidoscope	kaliidoscope

Further Study: Study a counseling book or manual to see how you can help others find true joy.

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

23. euphoric	uphoric
24. exstatic	ecstatic
25. overjoied	overjoyed
26. triumph	tryumph

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

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

Further Study: Read about the character quality of joyfulness in the book, *The Power for True Success*, pages 120- 124.

Optional Penmanship Practice

Rejoice, and be exceedingly glad: for great is your reward in heaven: for so persecuted the prophets which were before you.

Matthew 5: 10

Alternative Writing for Red 4-C: Week One

- Write a three-paragraph story using all of the synonyms for rejoice.
- Write a story about a butterfly.

5. Study Skills/Prewriting: Key Word Outline

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

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

Character Focus: Joyfulness is the unplanned expression of what I feel when I am in fellowship with the Lord.

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 eight words for Sentence Two; it is a compound sentence, so you may desire to divide it in two.)

Sentence 3 _____

All--Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

All--Paragraph Four of Body

Topic of Paragraph 4 _____

Sentence 1 _____

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

Sentence 2 _____

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

Sentence 3 _____

KWO Symbols

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

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

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

can mean number, pound, or numeral

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

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

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

" " can mean spoken words or special words

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

Sample KWO

Paragraph 3

Topic of Paragraph 3: Caterpillars endure a great struggle to become amazing monarch butterflies.

Sentence 1: ++ struggle caterpillar → chrysalis ++++ struggle = butterfly escape

Sentence 2: passed → exertion = monarch magnificent creature

Sentence 3: speeds = 25 mph & ++ 80 miles/per day when migrating

Further Study: Learn the story behind the song, "When We See Christ."

Sample Paragraph from KWO Paragraph 3

Even though it is an enormous endeavor for a caterpillar to construct a chrysalis, it takes even more effort for the monarch to fight for its freedom. After the butterfly has finally achieved its independence, it has become a glorious creation. When migrating, these amazing insects can cover more than eighty miles per day and can fly as fast as twenty-five miles an hour.

6. Grammar: Descriptive Adjectives

Adjectives tell the following:

1. **What kind?** purple, ugly, demolished
2. **Which one?** that, this, yours
3. **How many?** the, five, a
4. **Whose?** Mom's, the child's, the dogs'

Some grammar handbooks make distinctions among all the various types of adjectives, such as the following:

1. Articles -- a, an, the
2. Pronouns -- this, that
3. Possessive pronouns -- her, his, their
4. Possessive nouns -- Josiah's, Donna's, the girls'

These "adjectives" do not tell what kind--and do not follow the normal punctuation rules for double and triple adjectives.

In CQLA, we will consider any word that tells *what kind*, *which one*, *how many*, and *whose* to be an adjective, but the most descriptive adjectives are the ones you should use in your writing whenever possible--and the ones we will emphasize.

Descriptive adjectives are those that tell what kind.

At this level, you need to be able to recognize adjectives in the predicate part of the sentence (the second half of the sentence) as well. These are called **predicate adjectives since they are adjectives in the predicate part** of the sentence. Describing the subject, they answer the questions *what kind*, *which one*, *how many*, or *whose*.

A predicate adjective is present in a sentence only following a Be, a Helper, Link verb. Predicate adjectives describe the subject (noun or pronoun) before the BHL verb.

1. He remained **quiet**. (The adjective *quiet* describes the pronoun subject *He*.)
2. They were **late**. (The adjective *late* describes the pronoun subject *They*.)

<> **6a.** In the first paragraph of the passage, highlight only the descriptive adjectives—not articles (a, an, or the), pronouns (this, that, his, hers) possessive pronouns (his, her), or possessive nouns. Do not highlight numbers or colors for this exercise.

Note: An adjective may be positioned just before the noun it modifies, or it may follow a Be, a Helper, Link verb—in the case of an adjective in the predicate part of the sentence (a predicate adjective).

<> **6b.** Now use a different color highlighter to draw arrows from the adjectives to the words they modify or describe in the passage.

Another great writing tip is to write with double and triple adjectives (two or three adjectives used to describe one noun or pronoun).

When you write with **double adjectives**, you have two choices for punctuating them:

1. **Place an *and* between them.**
 - a. the kind **and** gentle shepherd
 - b. the basic **and** practical principles
 2. **Place a comma between them.**
 - a. the kind₁ gentle shepherd
 - b. the basic₁ practical principles
- c. Our hearts matted dry.
- d. Our hearts are dry, matted
- e. Consider your personal, hidden sins.
- f. Consider your hidden personal sins.

Do not place a comma between two adjectives unless one of the following two conditions is met:

1. The **adjectives can trade places with each other** and the sentence will still make sense.
 - a. the kind₁ gentle shepherd
 - b. the gentle₂ kind shepherd
 2. You **could put an *and* between them and the sentence will still make sense** (the kind and gentle shepherd).
 - a. He spoke about the eternal, holy gospel.
 - b. He spoke about the eternal and holy gospel.
- c. He has a just, virtuous jealousy.
- d. He has a just and virtuous jealousy.

These “tests” show that nondescriptive adjectives do not require a comma between them, as in the following example:

- a. Inside the chrysalis is a compete butterfly with six **long** legs, the **most beautiful** orange and black wings, a body, an extended antennae, and a protruded tongue.
 - No comma between *six* and *long* or *most* and *beautiful*.
- b. Each wing is folded more than **one hundred** times.
 - Non descriptive number adjective
- c. It can fly at speeds of up to **twenty-five** miles an hour and can average more than **eighty** miles a day when migrating.
 - (1) *Twenty-five* is a non-descriptive number adjective

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

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 nondescriptive adjective telling which one: **those pleasant** foods
 - 1) Not those and pleasant foods
 - 2) Not pleasant, those foods
 - One adjective is a nondescriptive adjective telling how many: **five healthful** foods
 - 1) Not five and healthful foods
 - 2) Not healthful five foods

Further Study: Watch a teaching video of someone who instructs on how to counsel.

Further Study: Play charades to further learn how to act things out and make people smile!

(2) *Eighty* is a non-descriptive number adjective

Triple adjectives are relatively simple to punctuate. Treat them like any other series of three or more words.

1. **Use a comma between each item—but not immediately before the noun the adjectives are describing.** Examples:
 - a. gentle₁ kind₁ caring shepherd
 - b. kind₁ gentle₁ caring shepherd
2. Use a comma before the *and* if an *and* is used. Examples:
 - a. gentle₁ kind₁ **and** caring shepherd
 - b. kind₁ caring₁ **and** gentle shepherd
3. Again, as when using the double adjectives, **only use a comma between descriptive adjectives** -- only if all three adjectives can be re-ordered and still make sense.
 - a. matted, dry, hard hearts
 - b. dry, matted, hard hearts
 - c. hard, dry, mated hearts

In addition to adjectives that come directly before the noun they describe, a sentence may also have a predicate adjective--an adjective in the predicate part that describes a word earlier in the sentence.

Grammar Card: **Predicate Adjective**

(Abbreviated: PA)

- **An adjective in the predicate part of the sentence**
- Describes/refers to the subject of the sentence
- Usually follows a Be, a Helper, Link verb:
 - The boy **is** *happy*. (*Happy* describes *boy*.)
 - She **feels** *isolated*. (*Isolated* describes *she*.)



Do not use an adverb following a BHL verb. An adjective should be used following a BHL verb--it describes a noun or pronoun before the BHL: She is *kind* (not *kindly*).

Predicate adjectives (PA's) do not have to be as complicated as some people make them:

1. A PA is an adjective in the predicate part of the sentence.
 - a. The predicate part of the sentence is the second half of the sentence (from the sentence's main verb [and its adverb if it has one] on).
 - b. The PA describes a noun or pronoun found earlier in the sentence.
2. A PA is only found in a sentence after a BHL verb.
 - a. It cannot come after an action verb or else it would be an adverb!
 - b. It goes back to a noun or pronoun before the BHL verb--and describes it.

Study the Predicate Adjectives or Adverbs box provided.

Predicate Adjectives or Adverbs

Predicate Adjectives

- **follow Be a Helper, Link verbs**

- He is nice. (*Nice* describes *he*.)
- She became angry. (*Angry* describes *she*.)
- That smells good. (*Good* describes *that*.)

Adverbs

- **usually precede or follow action verbs**

- He acted nicely. (*Nicely* describes how *he* acted.)
- He shouted angrily. (*Angrily* describes how *he* shouted.)
- That permeated well. (*Well* tells how it *permeated*.)

➤ **6c.** Study the Grammar Cards about adjectives and double and triple adjectives provided in this lesson.

<> **6d. Optional:** Make Grammar Cards about adjectives and about double and triple adjectives, or add new information to existing cards.

<> **6e.** In the sentences provided, complete the following steps:

- (1) Highlight the descriptive adjectives. (Do not highlight articles, possessive nouns, or possessive pronouns used as adjectives for this assignment.)
- (2) Write **PA** above any adjectives that are predicate adjectives.

Note: You may highlight number adjectives for this assignment.

1. Inside the chrysalis is a complete butterfly with six long legs, the most beautiful orange and black wings, a body, an extended antennae, and a protruded tongue.
2. Because of the cramped space within the chrysalis, everything is neatly layered in place.
3. Each wing is folded more than one hundred times. (**More is an adverb here.**)
4. As the monarch works itself free, fluid is pumped into its wings like air being pumped into an inner tube.
5. At first, the wings are limp and wet, but as the fluid fills their veins, they unfold and the creases are smoothed out, expanding the wings to their full adult size.
6. The multiple layers of the butterfly are intricate like the folds of an accordion.
7. It is with tremendous struggle that the caterpillar enters into the chrysalis, and it is with even more struggle that the butterfly escapes. (**Even is an adverb here, modifying the adjective more.**)
8. But once it has passed through these periods of exertion, the monarch is a magnificent creature. (**Once is an adverb here, modifying the verb passed.**)
9. It can fly at speeds of up to twenty-five miles an hour and can average more than eighty miles a day when migrating.
10. Some of these amazing insects have flown nonstop from the tip of Florida all the way across the Gulf of Mexico, a flight of more than 650 miles.
11. Once the determined monarchs reach Mexico, they gather together by the millions

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):

ABCDEFGH

Be, a Helper, Link verbs,

IJKLMNOP

Is, Are, Am, Was, & Were.

QRSTUW

Be, & Being, Been, Become,

WXYZ

Has, & Had, & Have are ones.

Now I said my ABC's

Can, Could, Shall, Should—they are fun

Next time won't you sing with me?

Will, Would, Do, Did, Does, & Done

ABCDEFGH

May, Might, Must—they are some as well,

IJKLMNOP

Appear, Look, Seem, Remain, Taste, Feel, & Smell

- 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
- When a sense BHL verb (also called a linking verb) is used in a tactile way (not a “sense” way), it is no longer considered a BHL verb but is then an action verb:
 1. Feel
 - a. She feels bad. (Internally—BHL with predicate adjective.)
 - b. He felt the rock carefully (Physical—action verb with an adverb.)
 2. See
 - a. He could not see her point of view.
 - b. She could see well with her glasses.
 3. Appear
 - a. She appeared sad.
 - b. He appeared instantly through the gate.



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.

Teacher Tip: This curriculum differentiates between de-scriptive adjectives (those that answer the question "What kind?") and nondescriptive adjectives (those that answer the questions "Which one?" "How many?" and "Whose?"), since punctuating double and triple adjectives is based on whether the adjective is descriptive or nondescriptive.

and cover acres of trees and shrubs like decorations.

12. The picture of these butterflies is one of the most glorious sights in all the earth.

(*Most* is an adverb here, modifying the adjective *glorious*.)

<> 6f. In the sentences provided, insert descriptive adjectives.

Extensions: Use double or triple adjectives at least five times

Note: Try to use the most descriptive adjectives you can find. You may use the thesaurus or another source.

1. Inside the chrysalis is a _____ butterfly with _____
_____ legs, the most _____
and _____ wings, a body, an _____ antennae, and
a _____ tongue.
2. Because of the _____ space within the chrysalis, everything is neatly
layered in place.
3. Each wing is folded more than _____
times.
4. As the monarch works itself free, fluid is pumped into its wings like air being pumped
into an _____ tube.
5. At first, the wings are _____ and _____, but as the
fluid fills their veins, they unfold and the creases are smoothed
out, expanding the wings to their _____
size.
6. The _____ layers of the butterfly are _____ like the
folds of an accordion.
7. It is with _____ struggle that the caterpillar enters into the chrysalis,
and it is with even _____ struggle that the butterfly escapes.
8. But once it has passed through these periods of exertion, the monarch is a
_____ creature.
9. Once the _____ monarchs reach Mexico, they gather together by
the millions and cover acres of trees and shrubs like decorations.
10. The picture of these butterflies is one of the most _____ sights in all
the earth.

<> 6g. On the lines provided, write ten sentences, using a synonym for each of the adjectives provided. Try to use the most descriptive synonyms possible. (You may use a thesaurus.)

- | | | |
|------------|------------|----------|
| 1. various | 2. free | 3. long |
| 4. pretty | 5. wet | 6. full |
| 7. good | 8. amazing | 9. smart |
| 10. nice | | |

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

<> 6h. **Extensions:** Finish each of the sentences provided with a BHL verb and PA that goes back to describe the noun or pronoun used as the sentence's subject.

Note: You may use two or more BHL verbs in a sentence as needed (*has been, is being, etc.*)

Further Study: Learn the song "When We See Christ."

1. The butterfly _____ .
(BHL) (PA)
2. The chrysalis _____ .
(BHL) (PA)
3. The monarch _____ .
(BHL) (PA)
4. The space _____ .
(BHL) (PA)
5. The wings _____ .
(BHL) (PA)
6. The caterpillar _____ .
(BHL) (PA)
7. Everything _____ .
(BHL) (PA)
8. Each wing _____ .
(BHL) (PA)
9. The creases _____ .
(BHL) (PA)
10. The multiple layers _____ .
(BHL) (PA)

Help Box for 6a.

You should have highlighted the following words:

- | | | | |
|-------------|------------|--------------|-------------|
| 1. complete | 2. long | 3. beautiful | 4. extended |
| 5. long | 6. cramped | 7. Each* | |

***Each is not a true "descriptive adjective."**

Help Box for 6b.

You should have marked the following

- | | | |
|-------------------------|------------------|----------------------|
| 1. complete → butterfly | 2. long → legs | 3. beautiful → wings |
| 4. extended → antennae | 5. long → tongue | 6. cramped → space |
| 7. Each → wing | | |

7. Write On: Figurative Language

<> **7a.** In the second paragraph of the passage, underline the sentence *The multiple layers of the butterfly are like the folds of an accordion.*

Like the folds of an accordion comprise a simile. A simile is a comparison using *like* or *as*. A simile is a form of figurative language.

Figurative language is wording that is used in an abstract way. This week's "incarcerated" is one way of doing this. **This is an example of using a concrete meaning to refer to something in the abstract.**

Figurative language is all around you. Music, poetry, movie lines, books—they all use figurative language. That is, **they often use physical things to show feelings or abstracts.**

You have heard many of these over and over—so much so that they may have become clichés:

1. sunburned like a burned lobster
2. so bloated...felt like a beached whale
3. so untanned...white as a ghost
4. as peaceful as a baby sleeping

The passage's use of this figurative language is especially effective as it is comparing a natural item (butterfly) to a man-made item (an accordion).

<> **7b.** On the lines provided, write six examples (**Extensions:** Write eight) of figurative language. If you are unable to come up with any of your own, feel free to look in classics of literature or search for some by using an online search engine (with your teacher's permission).

Note: These sentences may contain similes, metaphors, words used in an unusual way, etc.

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

6. _____
7. _____
8. _____

8. Spelling Practice: Six “S” Spelling Secret

- ↔ **8a.** Take a spelling "pre-test" in your notebook.
- ↔ **8b.** Turn to the Six "S" Spelling Secret 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. Punctuation and Sentence Structure:

Coordinating Conjunctions (cc) Joining Two Complete Sentences (CS)

<> **10a.** In the second and third paragraphs of the passage, highlight the *and* and *but* in the following sentences:

1. At first, the wings are limp and wet, **but** as the fluid fills their veins, they unfold, and the creases are smoothed out....”
2. It is with tremendous struggle that the caterpillar enters into the chrysalis, **and** it is with even more struggle that the butterfly escapes.

These sentences are examples of combining two sentences with a comma and a coordinating conjunction (cc).

<> **10b.** In the first paragraph of the passage, highlight the sentence that has an *and* without a comma before it: beautiful orange and black wings.

In this sentence, the coordinating conjunction joins two parts of a sentence, but since each side of the cc is not a complete sentence, a comma does not come before the cc (FANBOYS).

A list of coordinating conjunctions has been taught by a wise grammar teacher. It goes as follows:

For
And
Nor
But
Or
Yet
So

If you remember that cc's (coordinating conjunctions) are FANBOYS, you will be able to remember them and use them well in your writing!

To use cc's (FANBOYS) to combine two sentences, follow these tips:

1. When two **complete**, related sentences are joined into one with a FANBOYS in the middle, a **comma must come before the FANBOYS**.
2. When two parts of sentences that are **incomplete** are joined with a FANBOYS, a **comma should not be put before the FANBOYS**.

<> **10c.** Study the Grammar Card about coordinating conjunctions provided in this lesson.

<> **10d. Optional:** Make a Grammar Card about coordinating conjunctions, or add new information to an existing card.

<> **10e.** In the sentences provided, combine two sentences by using a comma followed with a coordinating conjunction.

Optional: Copy the new, compound sentences on the lines provided.

Example: Blessed are they that mourn. They shall be comforted.

Changed to: Blessed are they that mourn, **for** they shall be comforted.

1. Baby opossums weigh less than 1/200th of an ounce at birth. They are blind, hairless, and only partially developed. _____

2. They must struggle through a long and arduous three-inch quest to find their mother's pouch. Inside that pouch is nourishing milk that keeps the tiny opossums alive.

3. Young wood ducks leap from their nests when they are only one day old. Their reward is survival and protection. _____

4. 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. _____

5. It takes twenty-one days for a chicken egg to hatch. On the fifteenth day, the tiny chick begins to twist and turn so that its head is facing towards the large end of the egg. _____

6. On the twentieth day, the chick begins cutting a circle around the large end of the egg. In two to five hours the chicken will have cut far enough around the shell to begin pushing on the egg cap with all its might. _____

7. For forty minutes the chick exhausts itself in one last struggle to be free. When the egg cap finally pops off, the chick tumbles out, completely exhausted. _____

8. One of the strangest sights in the whole world is the sight of grunion struggling to shore. They fight against the waves until they are free of the surf and then flop and squirm their way up the beach. _____

9. Grunion eggs must be laid at precisely the right moment. If they are laid on the shore several days early, the eggs will be washed out to sea by the next high tide.

10. Alligator snapping turtles bury their eggs in deep holes, which they dig with their back legs. Newly-hatched turtles head straight for the water. _____

Teacher Tip: Help your student check each side of the coordinating conjunction before inserting a comma. There must be a complete sentence on both sides of the coordinating conjunction in order for a comma to be needed.

Teacher Tip: Be sure your Level C student can recite all seven of the coordinating conjunctions. Encourage him to use the FANBOYS acronym if he has trouble remembering them.

- <> **10f. Optional:** In your notebook, write sentences in which coordinating conjunctions join two complete sentences.

Basic Level: Write fifteen sentences.

Extension: Write twenty sentences.

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

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

- <> **11a. Extensions**--Now that you have written the body of your report, you are ready to write notes for an original opening paragraph. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
 - a. A Scripture: **"The earth is the Lord's and the beauty thereof"**
 - b. Song: **"Bullfrogs and Butterflies--We've Both Been Born Again!"**
 - c. Story: **One of a butterfly making its migration**
 - d. Definition: **Migration or butterfly**
 - 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.

Teacher Tip: Encourage your Level C student to design creative openings for his reports. Have him read the body of his report and try to think of an opening that corresponds with the body and captures the reader's attention.

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

- (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

<> 11b. Extensions--Follow these steps for writing your opening paragraph:

- ### Red 4-C: Week One

12. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: conscious vs. conscience

<> 12a. In the fourth paragraph of the passage, highlight the word *unconsciously*.

The word *conscious* is a word that is often confused with *conscience*. Conscious and conscience are Wacky Words because they are often confused with each other.

1. Conscious

- a. Adjective -- describer
- b. Means *to be **awake or alert***
- c. Also used to show that **someone was aware of something**
- d. Often has *un* in front of it to signify that someone was **not** aware of it:

He was unconscious when they brought him to the hospital.

2. Conscience

- a. Noun -- thing
- b. Means ***the part of you that feels guilt over bad behavior or actions***
- c. Is **spelled with con and science put together**
- d. Clue -- His conscience bothered him because he tried to **con** the science teacher.

<> 12b. Fill in each blank provided with the correct Wacky Word--**conscious** and **conscience**.

- 1. He was not _____ after the accident.
- 2. It is important to clear your _____ if you have wronged someone.
- 3. After he thought about what he had said, he had a guilty _____ .
- 4. The basket was so full of laundry that she was not _____ that she had dropped some on the floor.
- 5. The thought of lying pricked his _____ .
- 6. The pain medicine was so strong he was not _____ of what he was saying.
- 7. Knowing he did the right thing gave him a clear _____ .

<> 12c. On the lines provided, write two sentences using the WW's **conscious** and **conscience**.

- 1. _____

- 2. _____

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. _____

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

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

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

15. 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: Final Copy Informative Essay

- <> **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 twenty sentences with commas and coordinating conjunctions joining two complete sentences. Use information from a character book.
- 2E. In your notebook, take more notes about a struggle in nature. Use information from a character book.
- 3E. In your notebook, write one or more paragraph(s), using your notes from this lesson.
- 4E. In your notebook, write thirty *ie* and *ei* words.
- 5E. Read ten Biblical references to struggles.
- 6E. Find fifteen sentences with adjectives and predicate adjectives from a character book and copy them in your notebook.
- 7E. In your notebook, write any additional poems, essays, letters, journal entries, etc., 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 4-C: 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).

☐ All **All Levels**

☐ B **Basic Level only**

☐ E **Extensions only**

☐ E's **Extensions**

☐ FE **Further Extensions only**

☐ B,E **Basic and Extensions only (No Further Extension)**

☐ **All levels—checks will vary**

☐ 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

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 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. (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

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 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: **Marvelous Monarch**
- Something comical: **Accordian Wings**
- Something bold: **Caterpillar. Chrysalis. Cresendo.**
- A song title or line: **"For the Beauty of the Earth"**
- A Scripture: **"The Earth Is Full of His Glory"**
- Something biblical: **"Ye Must Be Born Again"**
- Something about character: **Joy After Struggle**
- Something informative: **Metamorphous and Migration**
- Other: **Magnificent Insect**

☞ **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).**

E's

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

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.**

FE

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

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 **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

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.

B,E

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

Examples:

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

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

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.**

E's

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*.**

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 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.**

E's

Add a **subordinate clause, which is set off with commas, to the middle of one of your sentences**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Orb webs, **which people see most often**, are created by two families of spiders.
- The Venus' flytrap, **which is a plant that catches and eats bugs and flies**, provides another example of entrapment.

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.**

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 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
1. To See: 1. Copy the word you need to practice on the first empty line of this column. 2. Look at this first word carefully. 3. Pay attention to the parts of the word that follow spelling rules you already know. 4. Look closely at the shape of the word. 5. See if there are parts of the word you know easily.	2. To Say: 1. Say the word you wrote in column one loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. 2. Try to picture the word in your mind. 3. Close your eyes to picture the word, if needed.	4. To Spell: 1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. 2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot: 1. Uncover the word in the 1. SEE column. 2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)	6. To Stop/Start: 1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. 2. If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

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)

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 a sentence using the word *intricate*. _____

2. **Extensions:** Why is the phrase *monarch butterfly* not capitalized? _____

II. Spelling and Homophones

3. List two *ei* words that do not have the *e* following the letter *c*.
a. _____ b. _____
4. List the two words that are the only two verbs that end in *e* and keep the *e* when *ing* is added to them.
a. _____ b. _____
5. Write four words (**Extensions:** write six) from the spelling list of which you have never used in writing before. (You may look back at the spelling list.)
a. _____ b. _____
c. _____ d. _____
e. _____ f. _____
6. Write the trick for remembering how to spell *conscience*. _____
7. Fill in the blanks for the *conscience* trick that reminds you of its meaning:
The boy's _____ bothered him because he had tried to _____ the
_____ teacher.

III. Outlining and Write On

8. Write two (**Extensions:** Write four) figurative phrases or sentences using the physical items listed below.
Example: After not eating for so many hours, my stomach was louder than the creaky door that my captors came and went through.
(1) creaky door (2) locked box with no key
(3) prairie dog burrowed deep underground (4) bright meteor
(5) deeply immersed submarine (6) cold feet
(7) final straw

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

1. _____

2. _____

3. **Extensions:** _____

4. **Extensions:** _____

IV. Grammar and Usage

9. Adjectives answer the following four questions:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
10. List examples of the three types of words that some handbooks consider adjectives—but that are not descriptive adjectives (and do not follow the rules for punctuating double and triple adjectives, etc.):
 - a. articles
 - i. _____
 - ii. _____
 - iii. _____
 - b. pronouns
 - i. _____
 - ii. _____
 - iii. _____
 - c. possessive pronouns
 - i. _____
 - ii. _____
 - iii. _____
11. Descriptive adjectives are those that tell _____.
12. Fill in the blanks for the rules for when you should insert a comma between two adjectives in a row:
 - a. Place a comma between two adjectives when you can _____
_____ and they still make sense.
 - b. Place a comma between two adjectives when you can put an *and* _____
_____ and they still make sense.
13. **Extensions:** What kind of adjectives do not require a comma between them?

14. **Further Extension:** In a triple “descriptive” adjective, where does the last comma fall?

15. Fill in the blank for an important adjective rule: Do not place a comma between an adjective and the _____.
16. What acronym can you use to remember coordinating conjunctions? _____
17. When you put a comma-cc between two groups of words, what must each side of the comma-cc contain? _____

18. **Extensions:** When you combined two sentences into one with a comma-cc, what type of sentence are you creating? _____

V. Editing and Revising

19. Write four sentences (**Extensions:** Write six) from your essay with sentence openers added to them.

- a. _____

- b. _____

- c. _____

- d. _____

- e. _____

- f. _____

20. What two Banned Words did your report contain this week, and what did you substitute for them?

- a. banned word: _____
substitute words: _____
- b. banned word: _____
substitute words: _____

Red 4-C: 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

All

Hugh M'Kail, a brilliant young man, was born about 1640 and educated at the University of Edinburgh in Scotland. He entered the ministry, but he was expelled from the state church at age twenty after signing the Presbyterian Covenant. The Scottish Crown considered adopting this covenant to be treasonous. Royal troops pursued him, and he barely escaped time and again.

While hiding near his father's farmhouse, M'Kail often withdrew into the mountains and prayed in nooks and hollows and caves. But eventually, he was caught. In Edinburgh, he was intensely questioned, but he said little. A device called the boot was then secured around his leg. Staves and wedges were driven into his leg an inch at a time until his bones were crushed. This had no effect. Still he said nothing.

Extensions

He was condemned to be hanged in four days. His sole comment was, "O how good news, to be within four days' journey of enjoying the sight of Jesus Christ!" He spent his remaining time in praise and prayer, fellowship with his friends and his elderly father, his cheerfulness never forsaking him.

Further Extension

On the day of his execution, he was up at five, waking his companions and quoting Scripture. He prayed a final time with his father, then spent the morning encouraging others. At mid-afternoon, he was taken to the scaffold, his young face strong and undaunted. Looking out at the crowd, he lifted his voice and sang Psalm 31.

➤ 1a. Read this week's passage aloud.

This passage is about how a young Christian man joyfully faced persecution for spreading the Gospel.

Further Study: Read a book about Corrie ten Boom, and explain the ways she showed joy in hard times.

2. _____

↔ **1i.** On the lines provided, write four synonyms of rejoice from the shaded Vocabulary Box located at the beginning of this week's lesson.

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

↔ **1j.** Using three of the synonyms you listed of rejoice, write three sentences about this week's passage on the lines provided.

1. _____

2. _____

3. _____

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.

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

Character Focus: Happiness depends on our situation. Joy depends on our perspective.

(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: Read the story of Horatio Spafford, who wrote "It Is Well With My Soul" despite tremendous hardships.

(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.

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

<> **1m. 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 Scottish Crown considered adopting this covenant to be treasonous. Conjunctive adverb opener

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

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

Further Study: Learn the story behind the song, "It Is Well With My Soul."

Teacher Tip: Occasionally, a word has fewer phonetic components than sight-word components and should simply be memorized. A good example of this in early writing stages is the word *you*.

2. Spelling/Structural Analysis: *Ng* and *nk* at the Ends of Words

Examples: *sing*, *sink*

<> **2a.** In the first two copy boxes of the passage, highlight the words that have a vowel plus *ng* or a vowel plus *nk* with them.

When a vowel is followed by the letters *nk*, it no longer has a short vowel sound. The letters *nk* control the vowel so that it does not say its normal short sound.

The same is true with *ng*. When a vowel is followed by the letters *ng*, it no longer has a short vowel sound. The letters *ng* control the vowel so that it does not say its normal short sound.

The most common *ng* sound in the English language is probably *ing* since it is added to many words as a suffix.

<> **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.

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

<> **2c.** Add this week's new words (minus the **Optional Words**) to pages 39 and 40 of your *Spelling Notebook*.

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

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

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

Help Box for 2a

You should have highlighted the following words:

Paragraph 1:

- | | | |
|----------|------------|-------------|
| 1. young | 2. signing | 3. adopting |
|----------|------------|-------------|

Paragraph 2:

- | | |
|-----------|------------|
| 4. hiding | 5. nothing |
|-----------|------------|

Paragraph 3:

- | | | |
|------------------|---------------|--------------|
| 6. hanged | 7. enjoying | 8. remaining |
| 9. fellowshiping | 10. forsaking | |

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. tinge*	tinge	_____	<i>Tinge</i> and <i>singe</i> are the only two verbs in English that end in e--	_____
2. tingeing*	tingeing	_____	and keep that e when <i>ing</i> is added.	_____
3. singe*	singe	_____	(Without the e, <i>singe</i> becomes <i>singing</i> and <i>tinge</i> becomes <i>tinging</i> --and the soft g sound is gone.)	_____
4. singeing*	singe-ing	_____	(mp word)	_____
5. tangential*	tan-gen-tial	_____		_____
6. junket	jun-ket	_____		_____
7. angular	an-gu-lar	_____		_____
8. sanguine*	san-guine	_____		_____
9. coordinating	co-or-di-nat-ing	_____		_____
10. condescending	con-de-scend-ing	_____		_____
11. solidifying	so-lid-i-fy-ing	_____		_____
12. picknicking*	pick-nick-ing	_____	A k must be added to the c before adding the suffix <i>ing</i> ---in order to	_____
13. panicking*	pan-ick-ing	_____	keep the c hard: pickknicking and panicking.	_____
14. necessitating	ne-ces-si-tat-ing	_____		_____
15. philosophizing	phi-los-o-phiz-ing	_____		_____

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

Words	Syllabication	Write it**	Tip	Your Tip
Extensions -- <i>gn</i> rather than <i>ng</i>				
16. vignette*	vi-gnette			
17. terra incognita*	ter-ra in-cog-ni-ta			
18. stagnation*	stag-na-tion			
19. repugnant*	re-pug-nant			
20. recognizance*	re-cog-ni-zance			
21. pugnacious*	pug-na-cious			
22. prognosis*	prog-no-sis			
23. agnostic*	ag-nos-tic			
24. diagnosis*	di-ag-no-sis			
25. prognostication*	prog-nos-ti-ca-tion			
Optional				
26. blessing	bles-sing			
27. exultant	ex-ult-ant			
28. despair	de-spair			
29. regret	re-gret			

***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)

Prepositional Phrases, Coordinating Conjunctions

<> 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 each paragraph you corrected, place parentheses around all of the prepositional phrases.
(3) In the first paragraph, highlight the coordinating conjunctions.

Further Study: Study Psalms and Proverbs, looking for passages related to *delight, bless, sing, praise, joy, and glory.*

Further Study: Read a biography about David Brainerd who experienced joy despite trying situations.

Since roman law did not cover the theft of magical powers these greedy men devised a false charge. they accused Paul and Silas of bringing disorder to the city by there teaching. Shouts of support and of accusation rung out from the surrounding crowd. Wanting to appease the accusers and to retain law and order the magistrates commanded that the offenders be immediately punished

Without trial or hearing paul and silas was stripped of they're outer garments and flogged with rods. then they we're carried away to the inner prison where the worst criminals were kept. Then, they're legs were spread painfully apart and clamped in heavy wooden stocks. finally a guard was placed outside the dungeon door to stand watch so that no effort to rescue them would be made

As paul and silas thought about all that had happened they wondered at the strange ways of God. they were certain of their calling to preach in philippi. But there 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, was a heart of joy. he was suffering for his savior

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|-------------|----------|
| 1. tinje | tinge |
| 2. tinjeing | tingeing |

Character Focus: Joy is not an emotion, but an act of the will.

Further Study: Learn the song "It Is Well With My Soul."

3. singe	sinje
4. sinjeing	singeing
5. tangential	tanjential
6. junkit	junket
7. angullar	angular
8. sanguine	sanguene
9. coordinaiting	coordinating
10. condesending	condescending
11. solidifying	sollidifying
12. picknicking	pickniking
13. panicking	pannicking
14. neccessitating	necessitating
15. filosofizing	philosophizing

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

16. vignette	vignete
17. terra incognita	terra incognitta
18. staggnation	stagnation
19. repugnant	repugnent
20. recognisance	recognizance
21. pugnacious	pugnacous
22. prognoesis	prognosis
23. agnostick	agnostic
24. diagnoesis	diagnosis
25. prognostication	prognosticatin

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

- | | |
|--------------|----------|
| 26. blessing | blesing |
| 27. exaltant | exultant |
| 28. dispair | despair |
| 29. regret | reegret |

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

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

Alternative Writing for Red 4-C: Week Two

- Write three paragraphs about an instance in which a persecuted Christian was joyful.
- Write three paragraphs describing someone you personally know who is joyful.

KWO Tips

Keep these things in mind as you make your outline:

1. Use only 3–6 words.
2. Use words that will best help your writing; these may be verbs, adverbs, adjectives, names, etc.
3. You may use symbols or numbers without including them in your 3–6 words.
(Examples: +, =, #, 2)

Optional Penmanship Practice

I will run the way of thy commandments, when thou shalt enlarge my heart.

Psalm 119:32

Further Study: In the Bible, look up the passages with the word *joyfulness*.

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*.

Topic of Paragraph Line

The "Topic of Paragraph Line" that is above each paragraph of each essay is provided as a comprehension and a composition exercise. As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.

As a composition exercise, its merits are endless. It is one of the first keys that CQLA uses to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years have become very adept at knowing when a paragraph ends and when a new one should be started. It narrows the student's thinking to see that everything I write in this paragraph has to be about that topic.

Do not let your students skip this vital step! The "Topic of Paragraph Line" is different than many other outlining tools (like the KWO) that require a student to use no more than a certain number of words, write in phrases or sentences only, etc. On this line, students may use as many words as they desire and may write phrases or complete sentences. Encourage your students to use this line to help them.

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 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

All--Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

(You may include the quote in your outline word-for-word, if desired.)

Sentence 3 _____

All--Paragraph Four of Body

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sample KWO

Paragraph 2

Topic of Paragraph 2: M'Kail tried to hide from authorities, but he was eventually caught and tortured

Sentence 1: hiding → father's farmhouse → mountains → pray

Sentence 2: eventually caught

Sentence 3: → Edinburgh + + + questioned/said little

Sentence 4: device → boot secured around leg

Sentence 5: staves & wedges → leg = bones crushed

Sentence 6: effect

Sentence 7: still said nothing

Sample Paragraph from KWO

Paragraph 2

Eventually, M'Kail found shelter close to his father's farmhouse where he would frequently escape to pray in the crevices, gaps, and caves of the nearby hills. Unfortunately, the authorities located and captured him. He was taken to Edinburgh where he was interrogated, but he refused to respond. Then they attached an apparatus to his leg called a boot. The "boot" would slowly force rods and spikes into Hugh's leg causing his bones to crumble. This did not change his response. He had nothing to confess.

6. Sentence Structure/Grammar: Appositives

<> **6a.** In the first paragraph of the passage, highlight the following: *a brilliant young man*.

This is an example of an appositive.

An appositive is simply **a word, a phrase, or a clause used to rename or restate something**.

An **appositive** has the following characteristics:

1. It is used to **rename or restate a noun or pronoun**.
2. It is **set off with commas** (unless it is a one-word name appositive).

Further Study: Read about the chickadee in *Character Sketches*, Volume II.

Appositives are excellent for combining sentences. Two sentences can be combined into one by using one of the sentences as an appositive.

1. Two separate sentences: The Great Awakening was likely the greatest revival ever. It took place in 1740 and 1741.

2. Two sentences combined using the first sentence as an appositive: The Great Awakening, **likely the greatest revival ever**, took place in 1740 and 1741.

3. Two sentences combined using the second sentence as an appositive: The Great Awakening, **during the years 1740 and 1741**, was likely the greatest revival ever.

Various types of clauses may function as appositives.

1. **During the Great Awakening, in the years 1740 and 1741, many were saved.** -- *in the years 1740 and 1741* is a prepositional phrase used as an appositive.

2. **During the Great Awakening, that great revival, many were saved.** -- *that great revival* is a phrase used as an appositive.

3. **During the Great Awakening, likely the greatest revival, many were saved.** -- *likely the greatest revival* is an ly phrase used as an appositive.

4. **During the Great Awakening, which was a great revival, many were saved.** -- *which was a great revival* is a subordinate clause used as an appositive.

5. **During the Great Awakening, taking place in 1740 and 1741, many were saved.** -- *taking place in 1740 and 1741* is an ing or verbal clause used as an appositive.

6. **During the Great Awakening, hailed as the greatest revival ever, many were saved.** -- *hailed as the greatest revival ever*, is an ed clause used as an appositive.

You do not need to be concerned about the various types of appositives. Your main concern should be to use them often, well, and correctly.

➤ **6b.** In the above examples, highlight all of the commas that set off the appositives.

In order to write well with appositives, you need to learn their comma rules:

1. When using an appositive to rename or restate something, unless it is a one-word name—set it off with commas (commas on both sides of the appositive).

2. If an appositive comes at the end of the sentence, the sentence's end mark replaces the final comma: Jonathan Edwards was involved in starting the Great Awakening, **likely the greatest revival ever**.

3. When an appositive is a one-word name, a comma is not usually needed: The great minister **Edwards** was an impetus in the Great Awakening. (Edwards is a one-word appositive.)

Appositives are punctuated according to these rules:

1. One-word name appositives are not usually set off with commas.

a. God's Son Jesus was the meekest man who ever lived.

b. Cami's brother Joshua is a meek man.

2. An appositive that is more than one word should always be set off with commas (commas surrounding 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 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 the 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.

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.

- a. Jesus, the meekest man who ever lived, yielded all of His rights.
- b. A husband, one who truly wants to submit to God, should love and serve his wife as Christ loved the church.

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

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

<> **6e.** In the sentences provided, complete the following steps:

- (1) Highlight the appositives.
- (2) Place commas around the ones that are not one-word names.

1. A martyr or Christian witness places his affection on eternal things.
2. Paul and Silas some of the first believers to suffer persecution had been falsely accused, denied a fair trial, illegally beaten, and unlawfully imprisoned.
3. Wise believers those following in the footsteps of Christ love their enemies by blessing when cursed, doing good when hated, and praying when persecuted.
4. The human observer might have asked Jesus the ultimate Martyr "Why did you choose such a common collection of peasants, townsmen, and fishermen to be Your witnesses and mighty workmen?"
5. James the apostle shared some of Christ's most intimate experiences.
6. The transformed soldier the one who guarded James during his imprisonment confessed his faith and was killed with the same sword that beheaded James.
7. Historians trace Philip's travels to Phrygia with his sister Marianne.
8. When he rebuked the Phrygians those who worshipped a giant serpent many repented and became believers.
9. Matthew the tax collector gladly left the wealth of this world to follow a greater King than Caesar.
10. The early church in Africa the one in which Matthew preached grew in strength and numbers because of his martyrdom.
11. Luke a bondsman to Jesus Christ established many churches in India.
12. This bondsman Luke had his life ended near Bombay when persecutors thrust a lance through his body as he prayed.
13. Christ prophesied Peter's death the apostle's crucifixion in John 21:18.
14. Peter the one crucified in a similar manner as Christ 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."

<> **6f. Extensions**--Use the sentences below to create ten new sentences that contain appositives, following these steps:

- (1) Combine any two sentences together.
- (2) Use part of one sentence as an appositive for the other "combined" sentences.
- (3) Punctuate according to this week's rules.

Example: Ezra was a prophet of God.

Ezra wept.

Ezra, a prophet of God, wept.

Further Study: Read a book about Joni Eareckson Tada. You might enjoy her biography *Joni*.

Teacher Tip: The purpose for learning appositives is to help your student write better. Appositives greatly enhance writing. For instance, "The student is a nice boy. He enjoys school." Or, "The student, who is a nice boy, enjoys school." If your student does not use appositives in his writing, you might work with him orally. Give him two or three sentences like the one in this "teacher tip" and have him tell you how he can combine them using appositives. Through this oral exercise he will learn how helpful appositives are to good writing.

Further Study: Learn the names of God and use them in your quiet time to rejoice in the Lord.

Appositives

Think of appositives just like any other non-essential information you have learned about: if you remove it from the sentence, a complete sentence will remain.

Further Study: Sing praise songs with your family that include the names of God.

- a. Inside the chrysalis is a complete butterfly.
- b. The chrysalis is cramped.

1. _____

- a. Each wing is folded one hundred times.
- b. The wing is orange and black.

2. _____

- a. The monarch works itself free.
- b. The monarch is a butterfly.

3. _____

- a. The wings are limp and wet.
- b. The wings are filled with fluid.

4. _____

- a. Some of these amazing insects have flown non-stop from the tip of Florida all the way across the Gulf of Mexico.
- b. This flight is more than 650 miles.

5. _____

➤ **6g.** Now you list two sentences with information from this week's passage on each a. and b. line provided then create on sentence containing an appositive.

Note: It will be easier to create a sentence with an appositive if one of your a. or b. sentences contains a BHL verb for its main verb.

a. _____

b. _____

6. _____

a. _____

b. _____

7. _____

a. _____

b. _____

8. _____

a. _____

b. _____

9. _____

a. _____

b. _____

10. _____

Further Study: Read a book about the names of God, such as *His Name Is Wonderful* or *God: Knowing Him by His Names*.

<> 6h. Optional: In your notebook, write sentences of your own using appositives.

Basic Level: Write ten sentences.

Extension: Write fifteen sentences.

Further Extension: Write fifteen sentences containing information from a character book or another source.

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

Teacher Tip: Encourage your Level C student to design creative openings for his reports. Have him read the body of his report and try to think of an opening that ties into the body and captures the reader's attention.

<> **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 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 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. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: *affect, effect*

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

The word *effect* is a noun, You can tell this in the passage because it has an adjective before it. A noun usually has one of two words before it, signifying that a noun is coming:

Adjective:

1. This had **no** effect.---adjective
2. This had **little** effect.--adjective

Noun marker (article):

1. What is **the** effect?
2. Will this have **an** effect?

The word *affect* is a verb. It tells what mourning does -- or what it affects.

The words *affect* and *effect* 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:

Remember
Affect
Verb
Effect
Noun

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.

 Remember these keys:

Remember
Affect
Verb
Effect
Noun

🔑 If RAVEN doesn't help you, remember that you usually have an article (*a, an, the* -- also called noun markers) before a noun--so remember ***the effect***.

↔ 9b. Fill in the blanks for RAVEN below:

R _____

A _____

V _____

E _____

N _____

↔ 9c. Fill in each blank provided with the correct Wacky Word--***affect*** and ***effect***.

1. Some pain medication may _____ your ability to drive.
2. Loud music can _____ your hearing.
3. The _____ of the drought was clearly seen in the fields.
4. The darkness may _____ our ability to find the ball.
5. His hurtful words had an _____ on the dinner party.
6. The accident _____ the flow of traffic for miles.
7. The sound of his mother's voice had a soothing _____ on the crying child.

↔ 9d. On the lines provided, write two sentences using ***affect*** and ***effect***.

1. _____

2. _____

↔ 9e. Fill in each blank provided with the correct Wacky Word--***conscious*** and ***conscience***.

1. She was so busy talking that she was not _____ that the food was burning.
2. We stayed in his room until he became _____.
3. His _____ would not allow him to lie.

4. The child was not _____ that everyone was staring at him.
5. After she cleared her _____, the evening went better.

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. Scripture: **About martyrdom or enduring**
 - b. Song: **"At the Cross"**
 - c. Quote: **About martyrdom**
 - d. Quote: **Use Mr. M'Kail's quote**
 - e. Definition: **Mourning, endurance, faith, martyrdom, etc.**
 - f. 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

[illegible]

<> 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. 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. Grammar: Introductory Material or Non-Essential Information

<> 12a. In the passage, highlight the following sentence openers:

1. While hiding near his father's farmhouse, (paragraph 2)
2. But eventually, (paragraph 2)
3. In Edinburgh, (paragraph 2)
4. On the day of his execution, (paragraph 4)
5. At mid-afternoon, (paragraph 4)
6. Looking out at the crowd, (paragraph 4)

You have probably learned the following about sentence openers:

1. A prepositional phrase of five words or more at the beginning of a sentence should be followed by a comma: **In the parable of the Pharisee and the Publican**, Jesus provided a significant

Introductory Material
Introductory material may be:

1. *Ly* openers
2. *Ed* openers
3. Verbal openers
4. Short PP's
5. Conjunctive adverbs
6. Other non-essential information

Punctuating Introductory
Material

When writing with non-essential or introductory material, place a comma after these at the beginning of a sentence if you hear a pause when reading it aloud.

contrast between a man who was poor in spirit and a man who was proud in spirit.

2. A subordinate clause at the beginning of a sentence should be followed by a comma: **As Nebuchadnezzar looked out over the magnificent city which he had built**, he must have smiled with great satisfaction.

Another name for these—or any opener that needs to be followed by a comma—is introductory or non-essential material. PP openers and subordinate clause openers are types of introductory material or non-essential information. Any opener that is not needed to make the sentence a complete sentence is considered non-essential.

Non-essential information at the beginning of a sentence is a word or words that are not needed to make the sentence a complete sentence.

In other words, the sentence can stand alone without the information.

Although the sentence is still a complete sentence without it, non-essential information remains valuable to good writing because it adds details to a sentence. For example:

1. **Hiding near his father's farmhouse**, M'Kail often withdrew into the mountains and prayed in nooks and hollows and caves.
 - a. This is an *ing* opener—a clause beginning with an *ing* word.
 - b. Since the rest of the sentence is a complete sentence without the opener, follow the opener with a comma.
2. **In Edinburgh**, he was intensely questioned, but said little.
 - a. This is a short PP opener—prepositional phrase.
 - b. The rest of the sentence is still complete without it. (Cover the opener up and read the rest of the sentence. Do you see how the opener gives more information, but the sentence is still a real sentence without it?)
 - c. Even though it is a short PP, a definite pause is heard (as is the case with most short openers containing dates, names, and places), so use a comma after it.
3. **On the day of his execution**, he was up at five, waking his companions and quoting Scripture.
 - a. This is a long PP opener.
 - b. The rest of the sentence is complete without the PP. (Cover the opener up and read the rest of the sentence. Do you see how the opener gives more information but the sentence is still a real sentence without it?)
 - c. Since it is a PP of more than five words, use a comma after it.
4. **At mid-afternoon**, he was taken to the scaffold, his young face strong and undaunted.
 - a. This is a short PP opener.
 - b. The rest of the sentence without a PP is still a complete sentence. (Cover the opener up and read the rest of the sentence. Do you see how the opener gives more information but the sentence is still a real sentence without it?)
 - c. Even though it is a short PP, a definite pause is heard, so use a comma after it.
5. **Looking out at the crowd**, he lifted his voice and sang Psalm 31.
 - a. This is an *ing* opener—a clause beginning with an *ing* word.
 - b. Since the rest of the sentence is still a sentence without the *ing* opener, use a comma after it. (Cover the opener up and read the rest of the sentence. Do you see how the opener gives more information but the sentence is still a real sentence without it?)

A good key to determine whether non-essential material (other than PP's and subordinate clauses that have their own rules) at the beginning of a sentence should be followed by a comma is this little tip: **Cover the non-essential material at the beginning, and read the rest of the sentence. If the rest of the sentence is a complete sentence without the introductory material, put a comma following the opener.**

Another key to determining whether non-essential material at the beginning of a sentence should be followed by a comma is this little tip: **If your voice goes down when you come to the end of the opener, place a comma following it.**

Obviously, that is a subjective method for determining comma usage, but believe it or not, it is often the most reliable method. After all, comma usage has two purposes: (1) To make the sentence sound right when reading it aloud, and (2) To make the message of the sentence clear to the reader.

<> 12b. Study the Grammar Card about introductory material or non-essential information provided in this lesson.

<> 12c. Optional: Make a Grammar Card about introductory material or non-essential information, or add new information to an existing card.

<> 12d. In the sentences provided, complete the following steps:

(1) Highlight the introductory material.

(2) Place a comma following the introductory material in each sentence as needed.

Example: In an act of patriotism, he refused to back down.

1. According to Polybus Andrew ministered to cannibals and pirates near the Black Sea.
2. In 60 A.D. he was martyred in Greece on an X-shaped cross.
3. After the conversion of the governor's wife Andrew was cruelly crucified when she refused to deny her faith in Christ.
4. Fearing a revolt the governor ordered Andrew's removal from the cross.
5. In the Book of Acts and Paul's own epistles a clear record of the cities and individuals that Paul influenced during his three missionary journeys is preserved.
6. Exhorting the people all through his suffering to remain true to the Lord Andrew hung alive for two days.
7. With tremendous devotion and gladness Paul counted every loss a gain.
8. Since Paul was a Roman citizen he escaped crucifixion.
9. As the axe fell he joyfully anticipated heaven.
10. Because of Paul's willingness to suffer for the cause of Christ thousands of first-century believers continued in the faith.
11. When believers illustrate the character qualities of humility, meekness, forgiveness, and inward purity they will become effective witnesses for Christ.
12. Driven into the arena and torn by wild animals they responded with joy that they were counted worthy to suffer for their Lord.
13. During Nero's extreme madness and insanity many were covered with pitch and burned alive to light the walkways of his courtyards.
14. In the midst of a mockery of the Christian faith the mime Genesius was suddenly convicted by the Holy Spirit of his sin.
15. When the cruel Roman emperor Diocletian understood what was happening he ordered Genesius martyred.
16. In his very last moments Genesius kept repeating that there is no King except Christ.
17. In wave after wave of persecution the emperors tried to force a confession from believers that Caesar was lord.

18. In the persecution during 64–68 A.D. Paul was martyred at Rome with a huge multitude of believers on the false pretext that they had set fire to Rome.
19. Under the charge of “atheism” a number of believers were put to death.
20. Reaching into Asia Minor in the middle of the second century persecution continued, due to the emperor’s desire to be worshiped as god.
21. After torturing a slave to find Polycarp’s home the Roman guards finally located him.
22. Surprised by Polycarp’s quiet manner the Roman soldier took advantage of his hospitality—and then arrested him.
23. Built by Herod the Great the Roman Theater in Caesarea was also a place of persecution.
24. After repeated attempts had failed to persuade the aged and faithful Polycarp to renounce his Savior he was sentenced to die the fiery death of a martyr.
25. In 303 A.D. Diocletian issued the first edict that churches should be destroyed and sacred Scriptures burned.
26. Following that the third edict imprisoned clergy who refused to sacrifice and caused them to suffer cruel tortures.
27. Decreeing that all believers everywhere in towns should sacrifice on threat of being put to death in a war of extermination the fourth edict came into effect in 304.
28. Finally in March 313 A.D. Constantine gave complete freedom to Christians by the Edict of Milan.
29. During George A. Young’s ministry to small congregations he served faithfully and trusted God for his family’s provisions.
30. Eventually the Youngs were able to build a small home of their own.
31. Because they were building it themselves and were committed to doing only as much as funds would allow it took several years to complete this little home.
32. While the Youngs were away holding special meetings someone not in sympathy with the pastor’s ministry set fire to their home.
33. As George Young viewed the desolate picture before his eyes and reflected upon the many priceless treasures he possessed in the Lord the words of what would become a new song came to his heart.
34. Because believers throughout the years have been faithful unto death hundreds of thousands of bystanders were drawn to the Savior.
35. Watching a Christian being burned at the stake and observing the results of his testimony an officiating attendant rushed into the presence of the ruler and shouted that this burning of Christians must be stopped as it causes so many people in the village to become believers.

<> 12e. Optional: In your notebook, write sentences using nonessential, introductory material.

Basic Level: Write twenty sentences.

Extensions: Write twenty-five sentences.

13. Spelling Practice: Write That Word!

<> **13a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **13b.** Complete the following steps for one of the words you listed in 13a.

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

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

<> **13c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

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

14. Grammar: Weekly Quizzes

<> **14a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

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.

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

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

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

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

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

15. Spelling: Spelling Test

- <> **15a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **15b.** (T) Have your teacher check your Spelling Test.
- <> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

16. Dictation: Dictation Quiz

- <> **16a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **16b.** (T) Review your dictation with your teacher.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

17. Composition: Final Copy Informative Essay-- Retelling/Narrative

- <> **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 with semicolons. Use information from a character book.
- 2E. In your notebook, take more notes about persecution from a character book.

- 3E. In your notebook, write a paragraph(s) 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 thirty *ng* and *nk* words.
- 6E. Read twenty of the places in the Bible discussing persecutions and trials.
- 7E. Find fifteen sentences with appositives in a character book, and copy them in your notebook.
- 8E. In your notebook, write twenty sentences with introductory material.
- 9E. Read the book *Tortured for Christ*.
- 10E. Write a book report on the book you read in this lesson. You may use the Book Report Guide provided in the Appendix of the *Teacher's Guide*.
- 11E. In your notebook, write any additional poems, essays, letters, journal entries, etc., as directed by your teacher.

Checklist Challenge Red 4-C: 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).

☐ All **All Levels**

☐ FE **Further Extension only**

☐ B **Basic Level only**

☐ B,E **Basic and Extensions only (No Further Extension)**

☐ E **Extensions only**

☐ **All levels—checks will vary**

☐ E's **Extensions**

☐ All ☐ All ☐ All ☐ All ☐ All Read your essay to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.
🔑 **Focus on content errors at this time.**

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

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

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

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

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

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

☐ All ☐ All ☐ All ☐ All ☐ All 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.**

☐ ☐ ☐ ☐ ☐ 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*.**

☐ ☐ ☐ ☐ ☐ 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.**

☐ 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.**

☐ 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 bold: **Tortured for his Faith**
- A song title or line: **Amazing Grace**
- A Scripture: **“He Who Shall Endure...”**
- Something biblical: **Faithful Till the End**
- Something about character: **Enduring for Christ**
- Something informative: **Hugh M’Kail, Martyred for his Faith**
- Other: **“Oh, How Good!”**

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

All

Add a **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 All All All All

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

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

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

All All All All All

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

Examples:

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

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

All All 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

Combine two complete sentences with either a **coordinating conjunction** (cc) or a **semi-colon** 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

E's

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

Examples:

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

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

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

All

E's

Add a **subordinate clause**, which is set off with commas, to the middle of one of your sentences. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Orb webs, **which people see most often**, are created by two families of spiders.
- The Venus' flytrap, **which is a plant that catches and eats bugs and flies**, provides another example of entrapment.

FE

Add a **subordinate clause to the end of one of your sentences**. 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 **as many others do**.
- Two families create orb webs, **which are the ones most often seen by people**.

🔑 **Do not set a subordinate clause at the end of a sentence off with a comma unless you hear a definite pause (such as when the clause begins with the subordinator *which*).**

All

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.

E's

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

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 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 compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

All All 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
1. To See: 1. Copy the word you need to practice on the first empty line of this column. 2. Look at this first word carefully. 3. Pay attention to the parts of the word that follow spelling rules you already know. 4. Look closely at the shape of the word. 5. See if there are parts of the word you know easily.	2. To Say: 1. Say the word you wrote in column one loud. 2. Try to spell the word aloud with out looking in the SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. 2. Try to picture the word in your mind. 3. Close your eyes to picture the word, if needed.	4. To Spell: 1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. 2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot: 1. Uncover the word in the 1. SEE column. 2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)	6. To Stop/Start: 1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. 2. If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

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)

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. Use the word *expelled* in a sentence.

2. Use the word *treasonous* in a sentence.

II. Spelling and Homophones

3. Fill in the blanks for this week's Wacky Word trick:

R _____
A _____
V _____
E _____
N _____

4. Write sentences containing the words *effect* and *affect*.

a. _____

b. _____

III. Outlining and Write On

5. 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. _____

6. List another way that you could have opened this week's essay (that you did not use).

* 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

7. Write the two characteristics of an appositive.

- a. _____
- b. _____

8. Combine the sentences below using an appositive.

- a. Hugh M'Kail was born in 1640 and educated in Scotland.
- b. He was martyred for his faith.

- a. M'Kail hid near his father's farmhouse.
- b. He withdrew to the mountains to pray.

V. Editing and Revising

9. List two words (**Extensions:** four) from the Vocabulary Boxes that you could have used in this week's report.

- a. _____
- b. _____
- c. _____
- d. _____

10. List another title you could have used.

Red 4-C: 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	PoB-A	Perhaps the most poignant quotation outside of the Bible was said by respected scientist Albert Einstein when he stated, "There are only two ways to live... one is as though nothing is a miracle... the other is as if everything is." Einstein is responding to those who try to explain everything in the world in purely natural or physical terms; he contrasts their viewpoint with the idea that all of these "physical laws" are miracles in and of themselves if thought about correctly. This quotation is a reminder to all who hear it to view the world as a wonder created by God.
All	PoB-B	Einstein's sentiment is echoed by writer Ralph Waldo Emerson when he said, "All I have seen teaches me to trust the Creator for all I have not seen." Emerson's perspective dictated that the world around him was not contradictory to belief in a Creator, but evidence <i>for</i> Him. Furthermore, he saw this as a reason to trust in that Creator. Those who hear this quotation are inspired to view the world in a different way because what they see builds their faith in a loving God.
All	PoB-C	Quotations about a person's viewpoint on the world are especially poignant because how a person views the world, including nature, has a significant impact on how he lives his life and the decisions he makes. CS Lewis summed this up in his quote: "I believe in Christianity as I believe that the sun has risen: not only because I see it, but because by it I see everything else." Nature shows us over and over that God exists—and that He cares for His children.

↔ 1a. Read this week's passage aloud.

The passage provided this week is an example of an Expository Essay (though with a little "tweaking," it could become persuasive—as in, these are the three **most** poignant quotes of all time). However, we

will just deal with the expository nature of this writing for this week—and we'll get to persuasive/argumentative essay writing in the last half of this book.

This passage is a simplified expository piece. It is simplified, and, therefore, easy to learn to write from because its paragraph breaks are well-defined. Each paragraph is only about the one topic—the quote that the writer included. Writing three body paragraphs about three different topics (albeit, related) is a great way to begin essay writing.

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

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

<> **1c.** Using three of the synonyms you listed of *rejoice*, write three sentences about this week's passage on the lines provided.

1. _____

2. _____

3. _____

<> **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.

Further Study: Write out ways you can learn from the persecution of the early church.

Optional Penmanship practice

Count it all joy when you fall into diverse temptations.

James 1: 3

Character Focus: We can be joyful in anything because we know that God has something better prepared for us in heaven.

Optional Penmanship Practice

If we suffer with him, we also shall reign with him.

II Timothy 2: 12a

Further Study: If we respond rightly to wrong things happening, God can use it to spread the Gospel.

(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. _____

Further Study: Read the account of Paul and Silas in prison in Acts 16.

(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.

Character Focus: We affect others by our attitudes.

➤ **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: viewing nature over and over, we see that God exists--and that He cares for His children.

Ing 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.

2. Spelling: Unusual Homophones

Further Study: Learn how each of the disciples died.

<> **2a.** In the passage, highlight the following words:

- | | | |
|------------------------|-----------------------|----------------------|
| 1. There (Paragraph A) | 2. two (Paragraph A) | 3. too (Paragraph A) |
| 4. one (Paragraph A) | 5. hear (Paragraph A) | 6. not (Paragraph B) |
| 7. way (Paragraph B) | 8. not (Paragraph C) | 3. see (Paragraph C) |

You have learned dozens of homophones and Wacky Words in this CQLA book so far! But there are still more to learn!

This spelling lesson will detail more unusual homophones—those that you might not use all of the time, and thus, might be at a loss as to which one to use when.

Some of the words you will study are not true homophones. For example, you have learned the difference between *than* and *then*. They are confusing words, but they are not pronounced exactly the same, like true homophones are.

Be sure you study these words with their definitions—and that your teacher tests you over them in sentences. This will actually be more of a vocabulary test than a spelling test since you likely know how to spell most of the words. However, you might not know when to use which one.

<> **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 41 and 42 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.

Further Study: Read II Chronicles, and outline how Jehoshaphat showed joy in an impossible situation.

Words All	Syllabication	Write it **	Tip	Your Tip
1. wreak*	wreak		to cause; long e	
2. reek*	reek		to smell badly	
3. stationary*	sta-tion-ar-y		in place	
4. stationery*	sta-tion-ery		cards, etc.	
5. statute*	stat-ute		law	
6. statue*	stat-ue		a molding or figure	
7. tenant*	ten-ant		person who lives there <small>tenant(s) live in there</small>	
8. tenet*	ten-et		guidelines	
9. tacit*	tac-it		implied (adjective)	
10. tacet*	ta-cet		direction in music	
11. cede*	cede		yield	
12. seed*	seed		plant	
13. romaine*	ro-maine		a type of lettuce	
14. romantic*	ro-man-tic		loving (adjective)	
15. repel*	re-pel		to ward off	
16. rappel*	rap-pel		to climb down	
17. cue*	cue		a hint (noun); or to give a hint (verb)	
18. queue*	queue		a line	
19. proceed*	pro-ceed		to move forward (verb)	
20. precede*	pre-cede		to come before (verb)	
21. pistil*	pis-til		a flower's organs	
22. pistol*	pis-tol		a gun	

*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
All (continued)				
23. missile*	mis-sile	_____	a weapon	_____
24. missal*	mis-sal	_____	a book of prayers	_____
25. moral*	mor-al	_____	righteous or upstanding (adj.)	_____
26. morale*	mor-ale	_____	spirits or fervor (noun)	_____
27. lightning*	light-ning	_____	weather condition	_____
28. lightening*	light-en-ing	_____	to move lightly (verb)	_____
29. libel*	li-bel	_____	a damaging statement (noun)	_____
30. liable*	li-a-ble	_____	responsible (adj.)	_____
Extensions				
31. prospective*	pro-spec-tive	_____	a possibility (noun)	_____
32. perspective*	per-spec-tive	_____	a point of view (noun)	_____
33. interstate*	in-ter-state	_____	a highway (noun)	_____
34. intrastate*	in-tra-state	_____	within a state (adj.)	_____
35. imminent*	im-mi-nent	_____	about to happen (adj.)	_____
36. eminent*	em-i-nent	_____	esteemed (adj.)	_____
Optional				
37. criticize	crit-i-cize	_____		_____
38. deplorable	de-plor-a-ble	_____		_____
39. forlorn	for-lorn	_____		_____
40. 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.

Further Study: Read a biography or book about Jim and Elisabeth Elliott. Notice how Elisabeth Elliot viewed her terrible circumstances.

3. Editor Duty: Correct Given Paragraph(s)

Semicolons, 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) Combine two sentences into one with a semicolon between the two sentences to form a compound sentence.

(3) In each paragraph that you corrected, highlight any introductory material.

(4) In the second paragraph, highlight all of the misused homophones, and write the correct ones above each one, if you have not already done so.

farmers have learned to plant fertilize irrigate cultivate and harvest but they have never learned how to make a seed grow only god is able to give the increase that cause plants to mature and bear fruit. the actual process of growth have been studied for years yet it still remains a mystery the more man learn the more puzzling the process becomes

hailstorms drought floods insects and frost destroy millions of acres of crops every year all of these perils are beyond mans' control recently hailstorms in one midwestern state destroyed the flowers of both the state's potato and cranberry crops in just a matter of ours. Once the flowers had been damaged their could be no pollination and know fruit, meaning no harvest in the fall. They're is simply no weigh too protect a crop from the consequences of the curse that is upon the earth

Because god ultimately controls the increase of the harvest it is essential that farmers obey his principals of farming. It is also important for christian farmers to honor Him with the fruits of all there increase

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.

4. Spelling Practice: Choose the Correct Spelling

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

1. wreak

wreek

2. reak

reek

3. statoinary	stationary
4. stationery	statoinery
5. statute	statut
6. stateu	statue
7. tenant	tennant
8. tennet	tenet
9. taccit	tacit
10. tacet	taccet
11. ceede	cede
12. sead	seed
13. romaine	romain
14. romantec	romantic
15. repell	repel
16. rappel	rapell
17. cue	kue
18. queue	queu
19. procede	proceed
20. precede	preceed
21. pistill	pistil
22. pistol	pistoll
23. missile	misile
24. missal	misal
25. morall	moral
26. morale	moralle
27. lightning	lighting
28. lightnening	lightening
29. libel	libell
30. liabell	liable

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.

Further Study: Learn the background behind some of the Psalms. What situations caused David to rejoice?

Character Focus: If we serve the Lord on this earth, we will be rewarded for it in heaven.

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

- | | |
|-----------------|-------------|
| 31. prospective | prospecteve |
| 32. perspective | perspecteve |
| 33. interstat | interstate |
| 34. intrastat | intrastate |
| 35. imminent | iminrent |
| 36. emenint | eminent |

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

Further Study: Look up the word *rejoice* in a concordance and cross-reference other words that come from the same Greek word.

- | | |
|----------------|------------|
| 37. criticize | criticize |
| 38. deplorable | deplorable |
| 39. forlorn | forlern |
| 40. meloncholy | melancholy |

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

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

Alternative Writing for Red 4-C: Week Three

- Write a 6–8 paragraph informative essay about someone in Scripture who had a plow pan in his heart, such as Achan, Peter, or Gehazi.
- Write a 6–8 paragraph essay summarizing the sermon “Sinners in the Hands of an Angry God,” by Jonathan Edwards.
- Write a 6–8 paragraph informative essay about plowing.
- Write a 6–8 paragraph informative essay about the groundwater system.

5. Write On: Quotations

You will be writing a quotation essay this week and next. Thus, you need to review quotation rules that you have already had earlier in this book.

The Quotations you will include in your essay will be quotations with simple attributions. That is, you will not use a formal report (MLA) citation like you have or will learn in formal report writing. You will “attribute” the quote to its author with speech tags as shown in this review lesson.

Rule # 1: Basic Quote With Speech Tag at the Beginning

A wise person once said, “If at first you don’t succeed, try, try again.”

Tips:

1. Write the **speech tag** (showing who said the words you are quoting), **then a comma, then the quote.**
2. An ending period always goes **inside** the closing quotation mark.
3. This type of quote inclusion is best if you are just assigned the addition of a quote (no book citation in parentheses, etc).

Details of Quote Rule #1:

A wise person once said, “If at first you don’t succeed, try, try again.”

*said.—A comma should follow most speech tags. (Only use a colon if the speech tag is a complete sentence.)

*“If—Most of the time, a quote begins with a capital letter.

* again.”—Be sure your ending period goes inside the closing quotation mark.

Rule # 2: Basic Quote With Speech Tag at the End

“If at first you don’t succeed, try, try again,” said a wise person.

Tips:

1. Write the quote first, beginning with a capital letter.
2. At the end of the quote, **do not put a period**, but rather **put a comma**. (You may only have one period per sentence. If your quotation-with-ending-speech-tag is a statement, you must put a comma at the end of the quote rather than a period since your sentence will end with a period.)
3. The **comma** at the end of the quotation **must be inside the closing quotation mark**. (Ending periods and commas always go inside the closing quotation mark.)
4. This type of quote inclusion is best if you are just assigned a quote (no parenthetical book citation in parentheses, etc.).
5. Put a period at the end of the entire sentence.

Details of Quote Rule # 2:

“If at first you don’t succeed, try, try again,” said a wise person.

***If**—Most of the time, a quote begins with a capital letter.

* again,—Be sure to end your quote with a comma when you have an ending speech tag (rather than a period) since your complete sentence will end in a period. Also be sure that your comma is inside the closing quotation mark.

* said a wise person.—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 is a statement.

Rule # 3: Question Quote With Speech Tag at the Beginning

Charlie Brown asked, “Where have I gone wrong?”

Tips:

1. Write your speech tag just like you do in any quote with a beginning speech tag.
2. **Follow the speech tag with a comma**, just like always.
3. Begin the quote with a capital letter, just like always.
4. Put the **question mark inside the closing quotation mark since the question mark itself is part of the quote**. **Question marks** and **exclamation points** go inside the closing quotation mark **when they are part of the quoted material**.

Details of Quote Rule # 3:

Charlie Brown asked, “**Where** have I gone wrong?”

*, “**Where**—Most of the time, a quote begins with a capital letter.

* wrong?—A question mark or exclamation point goes inside the closing quotation mark if it is part of the quote itself, such as a question or exclamatory sentence that is a quote.

* asked,—A comma should follow most beginning speech tags. (Only use a colon if the speech tag is a complete sentence.)

Rule # 4: Question Quote With Speech Tag at the End

“Where have I gone wrong?” asked Charlie Brown.

Tips:

1. Start your quote with a capital letter (assuming it is a complete sentence).
2. Put your **question mark inside your closing quotation mark if the question mark is part of the quote.** **Question marks** and **exclamation points** go inside the closing quotation mark **when they are part of the quoted material.**
3. **Begin the speech tag with a lower case letter** (*asked Charlie Brown*) unless your speech tag starts with a proper noun (Charlie Brown): “Where have I gone wrong?” **C** harlie Brown asked.
4. End the entire sentence (following the speech tag) with a period.

Details of Quote Rule # 4:

“**Where** have I gone **wrong?**” asked Charlie Brown.

*“**Where** —Most of the time, a quote begins with a capital letter.

* **wrong?** —A question mark or exclamation point goes inside the closing quotation mark if it is part of the quote itself, such as a question or exclamatory sentence that is a quote.

* Charlie Brown.—Place a period at the end of the entire sentence. This is the punctuation for the whole sentence.

Note: If speech tag at the end does not begin with a proper noun, do not capitalize the first word of it:

“Where have I gone wrong?” **he** asked. Or “Where have I gone wrong?” **a**s ked Charlie Brown. Or

“Where have I gone wrong?” **C**harlie Brown asked.

Rule # 5: Exclamatory Quote With Speech Tag at the Beginning

He exclaimed, “Watch out!”

Tips:

1. Write your speech tag just like you do in any quote with a beginning speech tag.
2. Follow the speech tag with a comma, just like always.
3. Begin the quote with a capital letter, just like always.
4. **Put the exclamation point inside the closing quotation mark since the exclamation point itself is part of the quote.** **Question marks** and **exclamation points** go inside the closing quotation mark **when they are part of the quoted material.**

Details of Quote Rule # 5:

He exclaimed, “**Watch** out!”

*, “**Watch** —Most of the time, a quote begins with a capital letter.

* **out!** --A question mark or exclamation point goes inside the closing quotation mark if it is part of the quote itself, such as a question or exclamatory sentence.

* exclaimed, – A comma should follow most beginning speech tags. (Only use a colon if the speech tag is a complete sentence.)

Rule # 6: Exclamatory Quote With Speech Tag at the End

"Watch out!" he exclaimed.

Tips:

1. Write your quote beginning with a capital letter just like always.
2. **Put the exclamation point inside the closing quotation mark since the exclamation point itself is part of the quote.** Question marks and exclamation points go inside the quotation mark **when they are part of the quoted material.**
3. Begin the speech tag with a lower case letter (unless its first word is a proper noun).
4. Follow the entire sentence (after the speech tag) with a period.

Details of Quote Rule # 6:

"**Watch out!**" he exclaimed.

- * "**Watch** —Most of the time, a quote begins with a capital letter.
- * **out!**" --A question mark or exclamation point goes inside the closing quotation mark if it is part of the quote itself, such as a question or exclamatory sentence.
- * exclaimed. – A period should follow the entire sentence.

Rule # 7: Quote With Complete Sentence as Speech Tag at Beginning

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."

Tips:

1. Write the speech tag (showing who said the words you are quoting), then a colon. A beginning **speech tag is followed by a colon only when the speech tag is a complete sentence** that could stand alone.
2. An ending period always goes inside the closing quotation mark.
3. This type of quote inclusion is best if you are just assigned the addition of a quote (no book citation in parentheses, etc.).

Details of Quote Rule # 7:

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.**"

- * today: --A colon should follow a speech tag at the beginning of a quote when the speech tag is a complete sentence.
- * "**If**—Most of the time, a quote begins with a capital letter.
- * **again.**" —Ending periods always go inside closing quotation marks.

Rule # 8: Quotation Use When Adding Own Words to Sentence

"If at first you don't succeed, try, try again," said a wise person, and we still give that advice today.

Tips:

1. Write the quote first, beginning with a capital letter.
2. At the end of the quote, **do not put a period, but rather put a comma.** You may only have one period per sentence. If your quotation is a statement, you must put a comma at the end of an opening quote rather than a period since your sentence will also end with a period.
3. The **comma at the end of the quotation must be inside the closing quotation mark.** (Ending periods and commas **always** go inside the closing quotation mark.)
4. Following the speech tag, place a comma then a coordinating conjunction (cc). **This will create a compound sentence with your quote.** The words following the coordinating conjunction (cc) are your words and are not quoted.
5. Be sure the words following the coordinating conjunction (cc) make up a complete sentence and are directly related to the quote. You must have a complete sentence on each side of the ,cc in order to create a compound sentence. (If your addition does not constitute a complete sentence, you will probably not need a comma before the cc.)
6. Coordinating conjunctions (cc) include the following: **For, And, Nor, But, Or, Yet, So (FANBOYS).**

Details of Quote Rule # 8:

CS

,CC

CS

"If at first you don't succeed, try, try again," said a wise person, and ***we still give that advice today.***

- * **CS** = complete sentence (on both sides of the cc)
- * **"If**—Most of the time, a quote begins with a capital letter.
- * **again,"** —Be sure to end your quote with a comma rather than a period since your complete sentence will end in a period; also be sure that your comma is inside the closing quotation mark.
- * said a wise person, —Speech tags found at the end of the quote begin with a lower case letter (unless the first word of it is a proper noun).
- *, and **we still give that advice today.**—After the speech tag, put a comma then a coordinating conjunction. Then add a complete sentence that could stand alone (we still give that advice today).

Overview of Original 1-3-1 Expository Quotation Essay

In this 1-3-1 Essay, you will be writing about three quotations, like the passage has in it. However, this time, you will come up with three quotes that you would like to write about. Do not worry! You will be helped step-by-step in how to do this during this two-week project.

I. TOPIC OF ESSAY

You will be writing about **three quotations for the body of your essay**.

You may choose any type/combination of three quotes that you would like to write about, including, but not limited to:

1. Three quotes about a certain topic
2. Three quotes from a certain time period
3. Three quotes by three similar people (i.e. three statesmen, three Christian thinkers, three people from a certain ethnic group, three women, etc.)
4. Three quotes that are meaningful to you
5. Three quotes by one individual

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

All students will write **3 paragraphs** for the body.

III. SENTENCES PER PARAGRAPH

All students will write **7-10 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 student **will** write a **closing paragraph**.

VI. SOURCES

Students will **not** cite sources, but may use sources to find information about their chosen quotes if needed or desired.

VII. QUOTATIONS WITHIN YOUR REPORT

All students **will** include at least three quotations (one quote per paragraph of body)--though you may also choose to include a quote(s) in the opening and/or closing paragraph(s) as well.

VIII. WRITE ON/ADDITIONAL SKILLS

- A. Learning About the Five Paragraph Expository Essay
- B. Brainstorming
- C. Directed Brainstorming
- D. Quotation Inclusion
- E. First, Second, and Third Person Writing
- F. Definition Paragraph
- G. Patterned Paragraph
- H. 1-3-1 Essay

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).

6. Study Skills/PreWriting: Learning About the Five Paragraph Expository Essay

An Expository Essay (also called an informative essay) is a writing that **exposes** its readers to ideas. The root word of *expository* is *expose*. Thus, if you think of expository writing as writing that exposes—or informs—you will be on the right path.

Further Study: Make a list of ways you can show joy.

There are many, many ways to write expository essays. We will continue with the 1-3-1 format of this week's passage, but even within that format, there are different ways to organize material.

For example, a 1-3-1 Expository/Informative Essay may be formatted in two main ways that you will practice in this book:

1. Three Topics--Each paragraph is about a different topic

- a. In this type, an opening paragraph introduces a major topic of which you will be writing about three "sub-parts" in the body of your paper.
- b. This is what your younger brother and sister in earlier essay lessons might be learning--with much "easier" topics.
- c. This is the most simplified method because it is truly **like writing three one-paragraph essays and then putting those three together into one**. (You do not need as much information in your head about one topic—but rather smaller amounts of information about three.)
- d. For example, in the three-paragraphs-three topics format, you may write about three of any-thing:
 - i. Three favorites of something--examples: three favorite cookies, like chocolate chip, peanut butter, and sugar
 - ii. Three different people who all exhibit the same thing--examples: three creative people like George Washington Carver, Thomas Edison, and Alexander Graham Bell
 - iii. Three important qualities--examples: kindness, diligence, and responsibility
 - iv. Three different animals--examples: dogs, cats, birds

Further Study: Read the biography of a godly athlete, such as Eric Liddell, Billy Sunday, or Charles Thomas (CT) Studd.

OR

2. One Topic--Each paragraph is about one topic—but three different aspects of it

- a. In this type, an opening paragraph introduces the topic and tells what three aspects you will write about.
- b. This is the beginning of persuasive writing since persuasive essays (like those in test taking and contest situations) utilize this approach.
- c. This is more elaborate than three different items (like above) but similar enough to it that once you learn to do that well, you will be able to do this more extensive one well.
- d. For example, in the three-paragraphs-one topic format, you may write about **three aspects of one thing or three reasons for one certain position**.
 - i. Three aspects of George Washington Carver's success
 - ii. Three reasons people should buy organic produce
 - iii. Three reasons that a person should not _____
 - iv. Three things you appreciate about our country

- e. The “three aspects” method can seem a lot like the “three topics” method--however, in the “three aspects,” you are still writing about one topic--but including three new aspects.
- f. The “three topics” method will prepare you for the “one topic” method--which is the basis for all 1-3-1 Essays as well as for the SAT or Timed Essay.

We will do the first method in this project--three different quotes.

➤ **6a.** Re-read this week’s “poignant quotation” passage (given below) with an opening paragraph and a closing paragraph added.

Poignancy conveys the idea that a statement is especially profound, insightful, or appropriate to a situation or discussion. The more poignant an idea is, the more universal its insight and application. Poignancy serves as a standard of powerful, motivating quotations. Throughout history, the most poignant statements have been those that force a person to reevaluate the glasses through which they see the world. Three poignant quotations that I enjoy reading came from the pens of Albert Einstein, Ralph Waldo Emerson, and C.S. Lewis. **[Opening Paragraph]**

Perhaps the most poignant quotation outside of the Bible was said by respected scientist Albert Einstein when he stated, "There are only two ways to live... one is as though nothing is a miracle... the other is as if everything is." Einstein is responding to those who try to explain everything in the world in purely natural or physical terms. He contrasts their viewpoint with the idea that all of these "physical laws" are miracles in and of themselves if thought about correctly. This quotation is a reminder to all who hear it to view the world as a wonder created by God. **[PoB-A]**

Einstein’s sentiment is echoed by writer Ralph Waldo Emerson when he said, "All I have seen teaches me to trust the Creator for all I have not seen." Emerson’s perspective dictated that the world around him was not contradictory to belief in a Creator, but evidence for Him. Furthermore, he saw this as a reason to trust in that Creator. Those who hear this quotation are inspired to view the world in a different way because what they see builds their faith in a loving God. **[PoB-B]**

Quotations about a person’s viewpoint on the world are especially poignant because how a person views the world, including nature, has a significant impact on how he lives his life and the decisions he makes. C.S. Lewis summed this up in his quote: "I believe in Christianity as I believe that the sun has risen: not only because I see it, but because by it I see everything else." Nature shows us over and over that God exists—and that He cares for His children. **[PoB-C]**

How we look at the world around us will dictate our decisions and attitudes about life. These form the frame through which everything else is measured. Einstein, Milton, and Emerson, in these three poignant quotes, remind us of both

the power of our viewpoint, and that these viewpoints should be framed by God and a recognition of his power in the world. [Closing Paragraph]

Now it is your turn to choose quotations! You may choose any type/combination of three quotes that you would like to write about, including, but not limited to the ones provided in this lesson's Overview Box:

1. Three quotes about a **certain topic**
2. Three quotes from a **certain time period**
3. Three quotes by **three similar people** (i.e. three statesmen, three Christian thinkers, three from a certain ethnic group, three women, etc.)
4. Three quotes that are **meaningful to you**
5. Three quotes by one **individual**

<> 6b. In the Brainstorming Boxes (BB) provided, brainstorm about topics you might enjoy finding quotes about, people you might want to use quotes from, or quotes that you might partially remember in the following way:

- (1) Go to whichever section of the BB that helps you the most to get started—you may start where ever you like and go in any order, come back to a column later, etc.
- (2) Think about topics that interest you and jot them down in the Topic column.
- (3) Think about people who interest you and jot their names down in the People column.
- (4) Think about quotes you have read or heard—even if you do not recall the entire quote—and jot down anything that will help you find that quote if you choose to use it.
- (5) Jump around from column to column as you think.
 - a. Do not be concerned with whether you will use the information or not.
 - b. Do not worry about making a final decision about what you are going to write about at this stage.
 - c. Do not be concerned about each column being related to another column--or not being related to the others.
 - d. Just think and jot!

Note: If you already know the category, quotable person, or quotes you would like to use, you may skip this assignment.

[illegible]

Sample Brainstorming Boxes		
Topic	People	Quotes
creation	G W Carver	Gain respect of man...
success	C S Lewis	Don't tell me what to think when I read--
children	Hymnwriters	
marriage	Elisabeth Elliot	Treated like a queen, treat husband like a king
selflessness	Joni Ereckson Tada	Found 999 things didn't work
sanctity of Life	Amy Carmichael	Children do to and for others what is done to and for them

<> 6c. Now “work” in your Brainstorming Boxes by doing any or all of the following:

- (1) Use colored pencils or colored highlighters to mark up your box---star, circle, box, highlight with certain colors, etc., anything that you think you might want to use.
- (2) Add more to the BB as you are working in it.
- (3) See if anything jumps out at you and how the three might be connected.
- (4) From this BB work, see if you are ready to commit to any of the following:
 - a. One person that you want to write quotes from
 - b. Three quotes that you want to use
 - c. One topic that you want to find quotes about
 - d. Three people that you want to quote
 - e. A category of people that you want to use quotes from
- (5) Even though you are writing about three different quotes, you will “link” your quotes together in one thesis statement later in your opening paragraph--so think about this “link” as you work in your Brainstorming Boxes. You might even want to jot down your link in the margin of your paper (i.e. *C.S. Lewis quotes, quotes about faith, quotes by three US Presidents, etc.*)

<> 6d. Optional: If you think you want to use Patterned Paragraphs for this essay, flip over to the teaching text beneath <> 9. to review the how to's of Patterned Paragraphs before you complete the Directed Brainstorming Boxes assignments.

<> 6e. Do any of the following that will help you find your three quotations:

- (1) If you are writing quotes from one individual, look up that person's name online, along with the word QUOTES (*Abraham Lincoln quotes*).
- (2) If you are writing quotes about a topic, look up that topic online, along with the word QUOTES (*reading quotes*).
- (3) If you are writing quotes from a certain group of people, look up that people group online, along with the word QUOTES (*quotes by African Americans or African American Quotes*).
- (4) If you already know what three quotes you wish to use, find the exact quote online and any additional information that you might desire to have for your essay.

<> 6f. Write the three quotes and the people who said them, along with any other information that you think you want (from your “research” above) in the Directed Brainstorming Boxes provided.

- (1) You might want when the quote was spoken, who it was spoken to, the impact of the quote, the book it came from, the reason it was said, etc.
- (2) The type and amount of additional information that you will need for your essay will depend upon the “link” of your quotes. You may desire to find various types of information:
 - a. If your quotes are by one person, your “link” is the common author-- his life (and perhaps death), his worldview or spiritual condition, his life's work or ministry, etc.
 - b. If your quotes are about a certain topic, your “link” is that topic. While you might need information about each one's author, but you will likely want to gather information about how each quote points to the big topic.
- (3) Be sure you include enough information in your Directed Brainstorming Boxes to write seven to ten sentences for each paragraph/quote. (You will organize this information in a little while as you create an outline.)

Directed Brainstorming Box 1

Quote 1: _____

Additional information I might need: _____

Directed Brainstorming Box 2

Quote 2: _____

Additional information I might need: _____

Directed Brainstorming Box 3

Quote 3: _____


Additional information I might need: _____

7. Punctuation and Sentence Structure: Semicolon Usage to Combine Two Complete, Related Sentences

◁> **7a.** In the passage, highlight the semicolon: *Einstein is responding to those who try to explain everything in the world in purely natural or physical terms; he contrasts their viewpoint with the idea that all of these “physical laws” are miracles in and of themselves if thought about correctly.*

The rules for combining two complete, related sentences using a semicolon are similar to those for combining two sentences with a cc or FANBOYS.

1. Each side of the semicolon must be a complete sentence that can stand alone.
2. Each side must be related to the other; that is, they must both be about the same topic.

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

<> 7b. Study the Grammar Card about semicolons provided in this lesson.

<> 7c. **Optional:** Make a Grammar Card about semicolons, or add new information to an existing card.

<> 7d. In the sentences provided, place semicolons where they belong.

Example: Sow to yourself break up your fallow ground.


Sow to yourself; break up your fallow ground.

Hint: Look for where the first sentence ends and the second sentence begins.

1. The Jews were a nation of farmers it is common to refer to their occupation for illustrations.
2. The prophet Hosea addresses them as a nation of backsliders he reproves them for their idolatry.
3. To break up the fallow ground is to break up your hearts it is to prepare your minds to bring forth fruit unto God.
4. Look back over your past history take up your individual sins one by one.
5. Your sins were committed one by one they ought to be reviewed and repented of one by one.
6. Think how grieved and alarmed you would be if you discovered any flagging of affection in your wife, husband, or children think how you would feel if you saw another engrossing their hearts.
7. Look around upon your friends and relatives, and remember how little compassion you have felt for them you have stood by and have seen them going right to hell, and it seems as though you did not care if they did go.
8. In how many instances you have hurried over your private duties how often have you entirely neglected to watch your conduct and have sinned before the world?
9. You are under a solemn oath to watch over them what have you done to make yourself acquainted with them?
10. You have seen them beginning to neglect one duty after another you did not reprove them.
11. They only give of their surplus wealth perhaps that poor woman who puts in her mite has exercised more self-denial than they have in giving thousands.
12. Look at the cases in which you were envious of those whom you thought were above you in any respect perhaps you have envied those who have been more talented or more useful than yourself.
13. Understand now what lying is any species of designed deception is lying.

Grammar Card: Semicolon

- **Used to combine two completely different sentences**
 - Both sides must contain complete sentences
 - Both sides 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.

14. You need not lie to be guilty of slander to tell the truth with the design to injure is to slander.

<> 7e. Use complete sentences below that are related to each other to complete the following steps on the lines provided:

- (1) Combine two complete (related) sentences into one using a semicolon between them.
- (2) Change words as needed to be sure your sentences make sense.

**Example: Ezra was a prophet of God.
Ezra wept over the people's sins.**

Ezra was a prophet of God; he wept over the people's sins.

- a. Baby opossums weigh less than 1/200th of an ounce at birth.
- b. They are blind, hairless, and only partially developed.

1. _____

- a. They must struggle through a long and arduous three-inch quest to find their mother's pouch.
- b. Inside that pouch is nourishing milk that keeps the tiny opossums alive.

2. _____

- a. Young wood ducks leap from their nests when they are only one day old.
- b. Their reward is survival and protection.

3. _____

- a. The struggle of each newborn is different, having its own purpose and its own reward.
- b. These struggles and rewards have specific applications to our spiritual lives as we seek to grow in the Lord.

4. _____

- a. It takes twenty-one days for a chicken egg to hatch.
- b. On the fifteenth day, the tiny chick begins to twist and turn so that its head is facing towards the large end of the egg.

5. _____

- a. On the twentieth day, the chick begins cutting a circle around the large end of the egg.
- b. In two to five hours the chicken will have cut far enough around the shell to begin pushing on the egg cap with all its might.

6. _____

- a. For forty minutes the chick exhausts itself in one last struggle to be free.
- b. When the egg cap finally pops off, the chick tumbles out, completely exhausted.

7. _____

- a. One of the strangest sights in the whole world is the sight of grunion struggling to shore.
- b. They fight against the waves until they are free of the surf and then flop and squirm their way up the beach.

8. _____

- a. Grunion eggs must be laid at precisely the right moment.
- b. If they are laid on the shore several days early, the eggs will be washed out to sea by the next high tide.

9. _____

- a. Alligator snapping turtles bury their eggs in deep holes, which they dig with their back legs.
- b. Newly-hatched turtles head straight for the water.

10. _____

<> **7f. Optional:** In your notebook, write ten sentences, using semi colons to combine two complete sentences into one. Use information from a character book or another source.

8. Research and Study Skills: Design a Working Thesis Statement

Now, the reason you chose the quote (i.e. the person, the impact, the words, the setting/time, etc.) might be your main topic. Maybe your main topic will just be like the sample from last week—three poignant quotes. Whatever the “main topic” of your quotes—this will become your thesis—and also the link that makes your three quotes into one essay. That is, this is what your entire essay will be about.

A thesis statement is 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**.

However, in the case of a thesis statement, you will not write just what one paragraph is about—but you will write **what the entire essay is going to be about**.

For instance, if you were writing an opening sentence about one of your quotes by Ralph Waldo Emerson, you might say *Ralph Waldo Emerson knew that the world around him was not just for his pleasure—but was to bring him closer to God.*

However, you can not use that sentence for the thesis statement of your entire essay because it only tells what the one paragraph is about—the paragraph about the Emerson quote. **The thesis statement must tell what the entire essay is about.**

For example, *Three poignant quotations that I enjoy reading came from the pens of Albert Einstein, Ralph Waldo Emerson, and C.S. Lewis* is an appropriate thesis statement for the “three poignant quotes” essay topic.

<> 8. Now that you have thought about your quotes and researched them, you are probably ready to write a working thesis statement about your essay. Consider these tips when you design your thesis statement:

- (1) Write one sentence that tells the reader what your essay is about.
- (2) Be sure it includes all aspects of your essay.
- (3) Tell your reader what you plan to include in your essay (to a small extent, if desired).
- (4) Do not say, *In this essay, you will learn about....* or *In this essay, I will tell you about...**

*Remember from earlier chapters that you may jump from first and third person (and even second person in the case of a challenge closing paragraph) in an essay. Thus, if your link is “three quotes that are meaningful to me,” you may include *I, me, etc.*, (first person writing) in your opening paragraph—and even in each paragraph’s topic/transition sentence. However, the body of your essay will be written in a more formal third person, just like the sample.

Sample Working Thesis Statement

- Three poignant quotations that I enjoy reading came from the pens of Albert Einstein, Ralph Waldo Emerson, and C.S. Lewis.

My Working Thesis statement for this report: _____

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 your outlining.

9. Study Skills and Prewriting: Outline Original Paragraphs for Expository Quotation Essay

Now you are ready to consider what you would like to put in each paragraph of the body of your essay. You may design the Paragraphs of the Body (P'soB) in one of two ways:

1. **Patterned Paragraphs**—in which **each paragraph contains the same basic information as the others**. In this method, you will describe the exact same aspects of each quote in the same order in each paragraph.
 - a. This is the easier method for three paragraph body essays in which the three paragraphs are extremely closely linked. For example, three colors in which you can write the exact same type of information about all three colors, (You might have to look something up or research a little, but you will not have decisions about what you will write about in each paragraph.)
 - b. This can be easier for the reader to follow when each paragraph contains similar information. (It would not be easier for the reader to follow if the information were forced, however, so only use this method if your topics are extremely intertwined.)
 - c. An example of "Patterned Paragraphs" is one about three colors. You might put the exact same information about each color in each paragraph in the same order. For example:
 - i. Color used through history
 - ii. How that color makes you feel personally
 - iii. Foods that have that color
 - iv. What that color means to a different culture
 - v. Famous artist associated with that color

- d. In the “quotation essay,” the Patterned Paragraph approach might work well if you have three quotes by the same person (i.e. when each quote was spoken, why each one was spoken, to whom each one was spoken, what the person meant by it, what it means to you) or three quotes in the same time period, etc.

OR

2. **Free Style**—in this method, you may choose to write about different aspects or **some** of the same aspects (but not all aspects for each quote in the exact same order) about each quote.
- This allows you to emphasize different things about each quote.
 - This allows you to be more **creative in your paragraphs**.
 - While Patterned Paragraphs are easy to read, Free Style Paragraphs are often more interesting to read.
 - This week’s passage is an example of Free Style Paragraphs. It would not have worked as well to have Patterned Paragraphs for those three quotes since each quote is by a different person about broad topics.

Note: If your three quotes are linked by their theme (such as the sample), the Free-Style Paragraph Approach will work better than the Patterned Paragraph Approach.

- <> **9a.** Choose whether you will use Patterned Paragraphs or Free Style Paragraphs for your quotation essay and place a check on the line indicating your style for this essay.

_____ **Patterned Paragraphs**

_____ **Free Style Paragraphs**

- <> **9b.** On the outlining lines provided, outline each paragraph of your quotation essay, following these tips:

- (1) Review the list of ideas underneath each quote that you wrote in the Directed Brainstorming Boxes.
- (2) “Work” in the *Additional Information I might need* area of your Directed Brainstorming Boxes by doing the following:
 - a. Review the material and add to it as you think of more ideas.
 - b. Mark through anything you do not want to include in your essay.
 - c. Number the ideas you have in the order that you think you would like to include them in your paragraph.

Note: If you are writing Patterned Paragraphs, you will want to include all the information in the same order for each paragraph.

- (3) Outline your essay one paragraph at a time in a Sentence-by-Sentence (S-by-S) manner. You may use complete sentences, statements, or key words for each sentence.
- (4) You may or may not use all of the outlining lines provided--plan for at least seven sentences per paragraph.
- (5) Somewhere in your first sentence or two, you need to transition into your paragraph--a sentence or two that does all of the following:

- a. Transitions from the previous paragraph into this one.
- b. Introduces the next quote
- c. "Links" that quote with the thesis--the type of quotes, person you are using for entire essay, etc. This is why the first two outlining lines for each paragraph have the words Link/Transition provided--to remind you to include that link/transition.

All--Paragraph of Body-A

Topic of Paragraph A _____

Link/Transition Sentence 1 _____

Link/Transition Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

All--Paragraph of Body-B

Topic of Paragraph B _____

Link/Transition Sentence 1 _____

Link/Transition Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

All--Paragraph of Body-C

Topic of Paragraph C _____

Link/Transition Sentence 1 _____

Link/Transition Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

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. Composition: Writing Original Expository Essay

<> 11. Follow these steps to write your essay.

- (1) Read your original working thesis statement to remind you of what your entire essay needs to be about. (If, after researching and outlining, you do not feel that your thesis statement is representative of your topic, feel free to tweak it.)
- (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 that you do not want or renumber the sentence lines if you want your information in a different order.

Note About Thesis Statement: You will be writing an opening paragraph later. You do not need to include your thesis statement in your essay yet. You will tweak the working thesis statement you wrote earlier and include it in the opening paragraph of your essay (at the time of that writing). For now, you will just write the three paragraphs of the Body (P'soB) of your essay--as though the thesis or link has already been introduced in the opening paragraph.

- (4) Write the first paragraph of the body of your essay (PoB-A in your notebook or key it on the computer.
- (5) Be sure to double space (if keying) or write on every other line if writing by hand.
- (6) Continue the steps above for the rest of the essay.

Note: Be sure you write in the third person for the body. This is not a narrative, re-telling, story, or journal entry. Write it in the “formal” third person. Use the words people, others, individuals, etc. not *I* or *you*--unless your thesis is “three quotes that are meaningful to me.” In that case, you may write topic/transition sentence for each paragraph in the first person--but not the rest of the paragraph.

12. Grammar/Punctuation: Conjunctive Adverbs

Conjunctive adverbs are words that add variety to writing. As its name suggests, the conjunctive adverb joins and modifies.

1. Conjunctive (joining)
2. Adverb (acting as an adverb—modifying)

Conjunctive adverbs are easy to identify because there are not many of them. Conjunctive adverbs include the following:

however	moreover	more so
for example	alas	whatsoever
for instance	wherefore	hence

henceforth	similarly	consequently
in fact	therefore	nonetheless
nevertheless	thus	however
incomparision	furthermore	likewise
in spite of	in addition to	

<> 12a. In the second paragraph of the passage, highlight the conjunctive adverb: *Furthermore, he saw this as a reason to trust in that Creator.*

Conjunctive adverbs are easy to use in writing because unlike many other parts of speech, they are nearly always punctuated the same way.

A conjunctive adverb usually has punctuation on both sides of it—especially if it adds non-essential information to the sentence.

A conjunctive adverb is often surrounded by commas, because you can usually remove it from the sentence (along with the commas surrounding it), and a complete sentence will remain.

☞ 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.

When it comes at the beginning of the second half of a compound sentence, it should be proceeded with a semicolon: You should desire the milk of the Word; **therefore**, taste and see that the Lord is good.

You will know that you need a semicolon before the CA (rather than a comma) because each side of the semicolon will be a complete sentence--able to stand alone--just like any compound sentence.

Some grammarians consider other non-essential information to also be conjunctive adverbs; others just call these interrupting elements.

1. We should have, **say**, ten people here tonight.
2. We invited Tom and Joe, but we could, **if you desire**, also include Steve.
3. You can come at noon, or you could, **if more convenient**, come at one.

Regardless of what you call these interrupters, **be sure that they are set off with commas if they truly interrupt the sentence.**

Whenever a word is used (regardless of whether it is a conjunctive adverb, subordinator, preposition, etc.) in an essential way, do not set it off with commas.

Remember, commas are for non-essential information—words, phrases, and clauses that are not needed to make the sentence complete. Mostly, though, comma usage is based on voice inflection. If you hear a pause, a comma is usually needed.

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 nonessential 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.**

Teacher Tip: Be sure your Level C student does all of the memorization/ recitation work. He needs to memorize the parts of speech in order to recognize them and then punctuate them properly.

<> **12b.** (T) Memorize and recite conjunctive adverbs to your teacher.

Basic Level: Recite ten CA's.

Extension: Recite fifteen CA's.

Further Extension: Recite twenty CA's.

🔑 **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 semi-colon before the conjunctive adverb and a comma following it.**

<> **12c.** Study the Grammar Card about conjunctive adverbs provided in this lesson.

<> **12d. Optional:** Make a Grammar Card about conjunctive adverbs, or add new information to an existing card.

<> **12e.** In the sentences provided, place CA's at the beginning of them, punctuation their properly.

1. _____ Einstein is responding to those who try to explain everything in the world in purely natural or physical terms; he contrasts their viewpoint with the idea that all of these "physical laws" are miracles in and of themselves if thought about correctly.
2. _____ this quotation is a reminder to all who hear it to view the world as a wonder created by God.
3. _____ Einstein's sentiment is echoed by writer Ralph Waldo Emerson when he said, "All I have seen teaches me to trust the Creator for all I have not seen."
4. _____ Emerson's perspective dictated that the world around him was not contradictory to belief in a Creator, but evidence *for* Him.
5. _____ he saw this as a reason to trust in that Creator.
6. _____ those who hear this quotation are inspired to view the world in a different way because what they see builds their faith in a loving God.
7. _____ quotations about a person's viewpoint on the world are especially poignant because how a person views the world, including nature, has a significant impact on how he lives his life and the decisions he makes.
8. _____ nature shows us over and over that God exists—and that He cares for His children.

<> **12f.** In the sentences provided, complete the following steps:

- (1) Highlight all of the conjunctive adverbs.
- (2) Place punctuation around them, as needed.

1. Alas during reviling and persecution it does not seem realistic to "rejoice and be exceedingly glad."

2. From the larger picture that God sees however He commands us to do this.
3. From His perspective therefore He sees not only the present, but the future also.
4. Moreover during and after times of persecution God wants us to rejoice and delight in Him.
5. For instance from the descriptive word rejoice we can also see “delight,” “praise,” and “bless.”
6. In fact in the Christian life, one of the hallmarks of maturity is the ability to enjoy the fellowship of Christ’s sufferings in the same way that we delight in another person.
7. From the word delight in fact we get the meanings “to take great pleasure in” and “to be greatly pleased by.”
8. In comparison when studying the thesaurus, we find the synonyms for delight meaning “to please,” “to fulfill,” “to fascinate,” and “to satisfy.”
9. In rebuilding the walls around Jerusalem and seeking the welfare of God’s people, Nehemiah nevertheless suffered much persecution.
10. Consequently in not keeping the Sabbath, the people would not continue to receive God’s blessing.
11. Through delighting ourselves in Him therefore God promises that He will grant us the desires of our hearts.
12. From failing to delight in the Lord therefore we begin to despair.

<> **12g.** In your notebook, write sentences that have conjunctive adverbs set off with commas. Use information from a character book or another source.

Basic Level: Write twelve sentences.

Extension: Write fifteen sentences.

Further Extension: Write fifteen sentences with conjunctive adverbs set off with commas and semicolons.

13. Study Skills and Pre-writing: Learning About the Definition Patterned Paragraph

Earlier in this unit, you learned about the Patterned Paragraph, that is, a paragraph that has the exact same types of information--in the exact same order--as another paragraph. You may have used Patterned Paragraphs in your quotation essay--giving the exact same facts, tidbits, and information about the paragraph’s quote in each of the three P’soB. **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 an essay about a certain type of quotation. A Patterned Definition Paragraph is one in which you use the Definition Template (given below) to write about a word you are defining. One could write an essay that is nothing but definition paragraphs—for example, an essay in which three character qualities are defined—one per paragraph.

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. Consider how it could be used in any of these scenarios:

- a. In an essay about three colors, a Definition Paragraph may be used as an opening or closing paragraph, defining the term *color* or *color wheel*.
- b. In an essay about three character qualities, a Definition Paragraph may be used as an opening or closing paragraph about the term *character* or *virtue* or *reputation*.
- c. In an essay about three things that influence a person's success, a Definition Paragraph may be used as an opening or closing paragraph about the term *success* or *goals*.

Definition Patterned Paragraphs are suited for body of paragraphs in many Three Paragraph--3 Topics Essays. 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.

Definition Paragraph Template

1. Topic Sentence
2. Definition
3. Synonyms
4. Antonyms
5. Related terms
6. Examples
7. Closing Sentence

***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 = character quality people nearly all walks of life & all occupations use further selves.

Definition: Responsibility → defined = "the ability to follow through on tasks"

Synonyms: Synonymous w/ *dependability, conscientiousness, reliability, & trustworthiness, steadfast, trusty, loyal*

Antonyms: unreliable, untrustworthily, variable, unpredictable, changeable, erratic, fickle, and capricious, are all antonyms of responsibility.

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 1 thinks responsibility, thinks of something/someone boring/dull, but +++ exciting events → world required responsibility 2 happen
2. Thomas Edison +++ creative & original invent light bulb, took responsibility & sticking → project even after failed +++ times .
3. Often someone → responsible w/ < things people trust w/ > things. George Washington leader → French-Indian War. He developed good reputation responsible time 2 fight American War Independence, leaders asked him lead armies as general. After war he lead country = 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.

↔ 13a. Practice the Definition Patterned Paragraph by creating an outline for one about a character quality (besides responsibility) using the prompts and outlining lines.

Note: If you would rather define a word that pertains to your quote essay, (so you may use it for your opening paragraph), you may do so. For example, in the case of the "three poignant quotations" passage, the writer could define the word *poignant*, like the sample opening paragraph has.

Character Quality: _____

Topic Sentence: _____

Definition: _____

Synonyms: _____

Antonyms: _____

Related terms: _____

Examples: _____

<> **13b.** Write a Definition Patterned Paragraph using your notes from above.

14. Write On: Types of Opening Paragraphs

When you write an Expository Essay that is about a varied topic (such as three quotes, like the KWO passage this week), you have many options for writing an opening paragraph.

Like any other opening paragraph, you want this opening paragraph to “grab” the reader’s attention. You want to make the reader want to read what your essay contains. However, there are many ways to do this!

↔ **14a.** Read through the sample opening paragraphs provided below to get some ideas on various types of opening paragraphs you could use for this week’s “poignant quotation” passage.

1. Opening Paragraph Explaining Why Quotations Are Important

Words are some of the most powerful tools humans have. They are how we communicate with one another, express our feelings, spread the good news of Jesus Christ, and record our thoughts. Every so often, a person uses words to express an idea so powerful or important that his or her arrangement of words becomes memorialized in a quotation. These quotations carry the author’s ideas throughout history to our current generation, bringing with them the wisdom of previous thinkers and followers of Christ. Three quotations by three remarkable men have had their words memorialized in the hearts of many—including me.

2. Opening Paragraph Containing a Story of Someone Who Was Influenced by a Quote

During the middle of the twentieth century, two great men came to prominence among civil rights leaders. The first of these, known to the world as Gandhi, arose in India several years before his American parallel, Martin Luther King, Junior. What stands out about these two men is not only the impact their words had on the world, but the impact their worlds had on one another. Gandhi learned much of his ideas of non-violent resistance from reading early American Civil rights leaders. In turn Martin Luther King, Jr. was greatly impacted by reading the words of Gandhi such as “an eye for an eye and a tooth for a tooth only makes the whole world blind and toothless.” The simple quotations and words of these men shaped the rest of the twentieth century and beyond, and helped shape each others’ ideas and beliefs. Truly, quotations affect people! Three quotations, from three remarkable people, have impacted my life, as well.

3. Opening Paragraph With a Song About Words Impacting People

"Beautiful words, wonderful words, wonderful words of life." This old hymn, by the famous hymnwriter, Philip Bliss, reminds us of the power and importance of words. Words can be simple things--- "yes, no, maybe"--- but they can also impact and change a decision, a life, or a whole nation. When words are strung together in certain ways, they are able to encapsulate powerful ideas and truths and convey these truths to future generations. Three people have written beautiful, wonderful words of life for me, including Einstein, Emerson, and Lewis.

4. Opening Paragraph Containing a Definition of the Types of Quotations (The Definition Patterned Paragraph)

Poignancy conveys the idea that a statement is especially profound, insightful, or appropriate to a situation or discussion. The more poignant an idea is, the more universal its insight and application. Poignancy serves as a standard of powerful, motivating quotations. Throughout history, the most poignant statements have been those that force a person to re-evaluate the glasses through which they see the world. Three amazing men have left us with poignant words that help us re-evaluate our worldview spectacles--Einstein, Emerson, and Lewis.

↔ **14b.** Highlight the final sentence of each of the sample opening paragraphs from above.

Each of these opening paragraphs has its thesis statement at the very end. **Each one's thesis statement does double duty as a thesis statement--telling the reader what the essay is all about and as a transition sentence--linking the opening paragraph with the body of the essay.** Now the writer is ready to introduce the first quote right off the bat in the first sentence or two of PoB-A.

Help Box for 14b.

You should have highlighted the following sentences:

1. Three quotations by three remarkable men have had their words memorialized in the hearts of many--including me.
2. Three quotations, from three remarkable people, have impacted my life, as well.
3. Three people have written beautiful, wonderful words of life for me, including Einstein, Emerson, and Lewis.
4. Three amazing men have left us with poignant words that help us re-evaluate our worldview spectacles--Einstein, Emerson, and Lewis.

15. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

↔ 15a. 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: **“May the words of my mouth...”**
 - b. Song: **“Be Careful Little Mouth What You Say”**
 - c. Story: **About the person who authored all three of your quotes (if all of your quotes came from one person)**
 - d. Definition: **About the types of quotes**
 - e. Something you want to use to open and close your essay (a continuing poem, verse, story, etc.),

Note: When designing your opening paragraph, keep in mind the “Link” between all your quotes.

- a. If your quotes are about a topic, your opening paragraph might be about that topic (i.e. courage, faith, hope, etc.).
 - b. If your quotes are from a certain time period, your opening paragraph might be about that time period--what was happening at that time that makes your quotes significant.
- (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 closing 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.

[illegible]

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

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 a sentence.

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

<> **16c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

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

17. Write On: Types of Closing Paragraphs

When you write an Expository Essay that is about a varied topic (such as three quotes, like the KWO passage this week), you have many options for writing a closing paragraph.

Like any other closing paragraph, you want this closing paragraph to leave the reader satisfied with having read your essay. You want to leave a challenge, a thought to contemplate, or some other “wow” for your reader. However, there are many ways to do this!

<> **17a.** Read through the sample closing paragraphs provided below to get some ideas on various types of closing paragraphs you could use for this week’s “poignant quotation” passage.

1. Closing Paragraph Containing a Continuing Story From Your Opening Paragraph (start the story in the opening and continue it to the closing)

Martin Luther King, Junior's words continue to echo through history reminding us all that words, when correctly combined and communicated can impact a person and a generation. Like Gandhi and Martin Luther King Jr., Einstein, Emerson, and Lewis passed on powerful bits of wisdom in the quotations they leave behind.

2. Closing Paragraph Containing a Summary of Your Three Quotes

How we look at the world around us will dictate our decisions and attitudes about life. These form the frame through which everything else is measured. Einstein, Lewis, and Emerson remind us of both the power of our viewpoint, and that these viewpoints should be framed by God and a recognition of his power in the world.

3. Closing Paragraph Continuing Song From Opening

Wonderful words of life can come from Scripture, or they can come from great thinkers and writers of the past as they pass on the truths contained in the Scriptures. Einstein, Lewis, and Emerson all ministered words of life through their choice to remind others to reevaluate their thinking in light of God and his greatness as it is displayed in the world around us.

<> 17b. In each of the three sample closing paragraphs, highlight the sentence containing the three names (Einstein, Emerson, Lewis).

The sentences that you highlighted above are all “thesis statements reloaded.” That is, each one re-states the essay's thesis in some way. This is one effective way to close an essay.

Another way to close an essay is to re-state the essay's title (rather than its thesis statement).

For example, the following “title reloaded” closing sentence might work for the passage for this week.

Title	Potential Closing Sentence
Einstein, Emerson, Lewis.....	Einstein, Emerson, and Lewis inspire us to look at the Creator through His creation.
Poignancy.....	Einstein, Emerson, and Lewis leave us with poignant thoughts about our Creator and His creation.
Viewing the World.....	These three quotes give us a phenomenal view of the world.
Nature, Quotes, and God.....	Einstein, Emerson, and Lewis bring us closer to the Creator through nature and quotes.
Three Profound Thinkers, Three Profound Quotes.....	Three profound thinkers give us three profound thoughts.

Help Box for 17b.

You should have highlighted the following sentences:

1. Like Gandhi and Martin Luther King Jr., Einstein, Lewis, and Emerson passed on powerful bits of wisdom in the quotations they leave behind.
2. Einstein, Lewis, and Emerson remind us of both the power of our viewpoint, and that these viewpoints should be framed by God and a recognition of his power in the world.
3. Einstein, Lewis, and Emerson all ministered words of life through their choice to remind others to reevaluate their thinking in light of God and his greatness as it is displayed in the world around us.

18. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph

<> **18a.** 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.”

- (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 a 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.

Note: If you desire, you may title your paper at this time and plan to include a **“title reloaded” closing sentence rather than a **“thesis statement re-loaded.”****

Notes for Closing Paragraph

<> **18b.** 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.

19. Grammar: Weekly Quizzes

<> **19a.** Do the portion(s) of the Think Fast Grammar Quiz (provided after 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.

<> **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 ten sentences using conjunctive adverbs with information from a character book or another source.
- 2E. In your notebook, write ten unusual homophones.
- 3E. Read ten passages from the Bible where words are discussed.
- 4E. Find ten sentences with either a comma and a FANBOYS (, cc) or a semicolon joining two complete sentences in a character book or another source, and copy them into your notebook.
- 5E. In your notebook, write ten sentences using facts from this week's passage.
- 6E. Read the Book of Hosea.
- 7E. Write a book report on 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.

Six “S” Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
1. To See: 1. Copy the word you need to practice on the first empty line of this column. 2. Look at this first word carefully. 3. Pay attention to the parts of the word that follow spelling rules you already know. 4. Look closely at the shape of the word. 5. See if there are parts of the word you know easily.	2. To Say: 1. Say the word you wrote in column one loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. 2. Try to picture the word in your mind. 3. Close your eyes to picture the word, if needed.	4. To Spell: 1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. 2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot: 1. Uncover the word in the 1. SEE column. 2. Check your spelling right on the spot. (Do not go on to the next word until you have “spot checked” this word.)	6. To Stop/Start: 1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. 2. If you spelled that word wrong, you should START the Six “S” Spelling Secret over again for that word.

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

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)

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. Spelling and Homophones

1. Write ten (**Extensions:** twelve) sentences using ten (**Extensions:** twelve) of the following unusual homophones:

- | | | | |
|----------------|----------------|----------------|-----------------|
| (1) stationary | (2) stationery | (3) tenant | (4) tenet |
| (5) tacit | (6) tacet | (7) repel | (8) rappel |
| (9) moral | (10) morale | (11) lightning | (12) lightening |
| (13) imminent | (14) eminent | | |

- (1) _____

- (2) _____

- (3) _____

- (4) _____

- (5) _____

- (6) _____

- (7) _____

- (8) _____

- (9) _____

- (10) _____

- (11) _____

- (12) _____

* **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.

2. Write four tips (**Extensions:** Write six) that you can use or did use to remember some of the homophones/confusing words from this week's spelling list.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
3. **Extensions:** Write the definitions (or clues) for the following roots or prefixes from some of this week's spelling words:
 - a. pro _____
 - b. pre _____
 - c. inter _____
 - d. intra _____

II. Outlining and Write On

4. What are your paragraph topics for this week's writing assignment?
 - (1) _____
 - (2) _____
 - (3) _____

III. Grammar and Usage

5. What are the two most common ways that you can combine two sentences into one?
 - a. _____
 - b. _____
6. What kind of sentence do you create when you combine two sentences into one? _____
7. List the two rules for combining two sentences into one with a semicolon.
 - a. _____
 - b. _____
8. List eight (**Extensions:** List ten) conjunctive adverbs.

(1) _____	(2) _____
(3) _____	(4) _____
(5) _____	(6) _____
(7) _____	(8) _____
(9) _____	(10) _____
9. Rewrite the sentence provided below three times with a conjunctive adverb in three different positions (**Extensions:** rewrite it four times).

We should break up the fallow ground of our hearts.

- a. _____

- b. _____

- c. _____

- d. _____

10. **Extensions:** How do you know that you need to use a semicolon before the conjunctive adverb rather than a comma? _____

IV. Editing and Revising

11. List four words that you had to work hard with in order to reduce redundancy in this week's report.

- a. _____ b. _____
c. _____ d. _____

12. Write three sentences from your report with conjunctive adverbs added to them.

- a. _____

- b. _____

- c. _____

13. What two vocabulary words would have fit in your report this week?

- a. _____ b. _____

Red 4-C: 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	<p>For every important spiritual truth, there are clear analogies in the world of nature. The rewards that believers will receive in heaven are illustrated by the laws of the harvest. God combines these concepts in Galatians 6:7–8. One of the important benefits of actually seeing God's truths worked out in nature is that they continually confront our lives with bold and dramatic reminders of the reality of God's ways. The fact that God has established laws related to our rewards in heaven encourages our hearts to not be weary in well-doing, for in due season we will reap if we do not give up.</p>
Extensions	<p>The second law of the harvest is that all things bring forth after their own kind. Pumpkin seeds always produce pumpkins. They never produce tomatoes. Cows always give birth to calves, never foals. Bees hatch from bees. Dogs have puppies, not kittens. Ears of corn grow only on corn stalks. Corn stalks are never found weighed down heavily with hundreds of pea pods.</p> <p>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. If you want a harvest of carrots, you must sow carrots. If you sow any other kind of seed, it will not bring forth a harvest of carrots.</p>
Further Extension	<p>The mechanism for ensuring that each kind brings forth only its kind is found in the nucleus of every living cell. The nucleus contains long strands of nucleic acids called chromosomes. The sequence in which the acids inside the nucleus are linked together make up coded bits of information that every cell "understands." This information acts like a blueprint to ascertain that each new cell is an exact replica of its parent. Each kind of plant or animal, as well as man, has its own distinct arrangement of these chromosomes. Man has twenty-three pairs of chromosomes, making a total of forty-six strands of coded information. Some animals have fewer chromosomes than man; others have more. Crayfish have one hundred pairs of chromosomes. Rabbits have twenty-two pairs. Horses have thirty-two, and peas have only seven.</p>

↔ 1a. Read this week's passage aloud.

An analogy compares two similar things. **This passage is about one of the clear analogies in nature, comparing the laws of the harvest to the rewards that Christians will receive in heaven.**

Further Study: Compare how a muscle moves to show how Christians should react to hard times.

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

1. Look up the word *analogy* in the dictionary.
2. On the lines provided, write the definition.
3. On the lines provided, write a one or two sentence analogy comparing harvesting to the Christian life.

Definition of *analogy*

Analogy comparing harvesting and the Christian life

Character Focus: Our muscles are stretched every-time we move them. The stretching makes them stronger, just like hard times make us stronger.

<> **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.

(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

We went through fire and through water: but thou broughtest us out into a wealthy place."

Psalms 66: 12

Further Study: Learn about an animal who must struggle early in life, such as the eel, sea turtle, wood duck, or chicken.

Character Focus: Animals are helped by the struggles they go through when they are young. Christians are helped by the struggles they go through.

Teacher Tip: When your student was learning to read, he may have learned this rule in one of the following two rhymes: When two vowels go walking, the first does the talking; or, When two vowels go out to play a game, the first one always says its own name. Generally speaking, when two vowels are together in the middle of a syllable, especially in a one-syllable word (e.g., *bead*), the first vowel makes its long sound and the second vowel is silent.

(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.

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

↔ **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: For example, the rewards that believers will receive in heaven are illustrated by the laws of the harvest.

Conjunctive adverb opener

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

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

2. Spelling: Long and Short ea

Examples: reach, break

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

1. heaven
2. weary
3. reap

Ea without an *r* makes three different sounds.

1. *a* as in break
2. *e* as in bread
3. *ee* as in reach

When *ea* is put with *r*, it drastically changes the sounds it can make. For this lesson, we will focus on the sounds of *ea* without an *r* following them.

<> **2b.** Study the Sounds of *ea* box provided below.

Sounds of <i>ea</i>		
<u><i>a</i> as in <i>break</i></u>	<u><i>e</i> as in <i>bread</i></u>	<u><i>ee</i> as in <i>reach</i></u>
break	breadth	reach
great	headache	leak

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

Teacher Tip: Usually, the short *e* sound is made in the consonant-vowel-consonant pattern (c-v-c) in words such as *bed* and *met*. *Ea* is an unusual spelling for the short *e* sound.

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

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

<> **2d.** Add this week's new words (minus the **Optional Words**) to pages 22, 33, and 94 of your *Spelling Notebook*.

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

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

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

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

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. malfeasance*	mal-fea-sance			
2. immeasurable	im-meas-ur-a-ble			
3. bequeath	be-queath			
4. surrealistc*	sur-re-al-is-tic			
5. Neapolitan*	Ne-a-pol-i-tan			
6. nauseam*	nau-se-am			
7. entreaty	en-treat-y			
8. treachery	treach-er-y			
9. genealogist*	ge-ne-al-o-gist			
10. feasibility*	fea-si-bil-i-ty			
11. endeavor*	en-deav-or			
12. misdemeanor*	mis-de-mean-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
Extensions				
13. complimentary*	com-pli-men-ta-ry	_____	“l” like compliments	_____
14. complementary*	com-ple-men-ta-ry	_____	each matches the others when something is complementary	_____
15. censure*	cen-sure	_____		_____
16. censor*	cen-sor	_____		_____
17. biannual*	bi-an-nu-al	_____		_____
18. biennial*	bi-en-ni-al	_____		_____
Optional				
19. woebegone	woe-be-gone	_____		_____
20. retaliate	re-tal-i-ate	_____		_____
21. despondent	de-spond-ent	_____		_____
22. despair	de-spair	_____		_____

***Commonly Misspelled**

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

Further Study: Read about the persecution under Bloody Queen Mary in England.

3. Editor Duty: Correct Given Paragraph(s)

Conjunctive 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) Highlight the conjunctive adverbs.

the ultimate purpose of history are the exaltation of christ. related to his final glory therefore is his glorious marriage to his Bride—all the believers that make up the 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 consequently, every circumstance of life are designed to contribute to that ultimate goal

similarly 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 in fact that israel will one day return to him in belief

believers in preparation for becoming the bride of christ must go through persecution since suffering, when properly responded to, will produce the character and disposition required for our fellowship with christ throughout eternity hence this sharing in Christ's suffering is emphasized in Scripture Christ is love; however genuine love cannot operate without suffering

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|------------------|--------------|
| 1. malfeasance | malfaesance |
| 2. immeasurable | immeasurable |
| 3. bequaeth | bequeath |
| 4. surrealistich | surrealistic |
| 5. Neapoletan | Neapolitan |
| 6. nauseam | nausaem |

Further Study: Learn how a muscles works.

7. entreaty	entreety
8. treachary	treachery
9. genealogest	genealogist
10. feasibility	feasibility
11. endeavor	endeaver
12. misdemeaner	misdemeanor

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.

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

13. complimentary	complimentery
14. complementery	complementary
15. censur	censure
16. censor	censore
17. biannual	bianual
18. bienial	biennial

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 benefits or problems.

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

19. wobegone	woebegone
20. retaliate	rettaliate
21. despondent	despondant
22. dispair	despair

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

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

Further Study: Think of a time that your parents had to punish you because you did not obey what they told you. If you had chosen not to do that action, you would not have gotten in trouble.

Further Study: Learn the ways animals camouflage themselves to hide from enemies.

5. Structural Analysis: Positive, Comparative, and Superlative Degrees of Words

↔ 5a. In the last paragraph of the passage, highlight the following words:

1. fewer
2. more

↔ 5b. In the list above, highlight the word *more*.

The word *more* expresses the comparative degree of words.

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 so properly.

There are three degrees of describing words, as follows:

1. Positive

- a. Word used to **describe** items
- b. Often an **adjective** (pretty)

2. Comparative

- a. Word used to **compare two items**
- b. Also used **often as an adjective** (prettier)
- c. Takes on one of these forms:
 - 1) **more**
 - 2) **lesser**
 - 3) **er words**: prettier, happier, humbler

3. Superlative

- a. Word used to **compare three or more items**
- b. Also used **often as an adjective** (prettiest)
- c. Takes on one of these forms:
 - 1) **most**
 - 2) **least**
 - 3) **est words**: prettiest, happiest, humblest

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 (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 by Da Vinci- 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 by Da Vinci -- comparing one to many.

The key to writing well with comparative and superlative degrees of words is to ascertain whether you are comparing two items or three or more. Then choose the correct degree (comparative or superlative).

For instance:

1. When comparing two items, you should always use the comparative form.

- 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 items or more, you should always use the superlative degree.

- 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.

Some words do not sound right with *er* or *est* added. This occurs when adding these suffixes to longer words (e.g., beautifuler) and occasionally to shorter words (e.g., honestest). In these cases, it is best to put *more* or *most* in front of the root word instead (e.g., more beautiful, most honest). Follow these guidelines for knowing when to add the suffixes and when to use *more/most*:


1. *Er*, *more*, and *lesser* are used to compare two items.


2. *Est*, *most*, and *least* are used to compare three or more items.

Teacher Tip: Once again, oral instruction is very important. Your student may make mistakes in his speech. ("She is the kindest of the two"—should be "kinder of the two.") At such times, discuss his errors and help him speak properly, which, in turn, will carry over into his writing.

<> **5c.** Study the chart provided about positive, comparative, and superlative degrees provided in this lesson.

Positive	Comparative	Superlative
-no comparison; describes items	-compare two items	-compare three or more items
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

 Use *er, more, lesser, fewer* with two items or two groups: The more beautiful art was created by Da Vinci—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 by Da Vinci -- comparing one to many.

<> **5d.** Study the Grammar Card about positive, comparative, and superlative degrees of words provided in this lesson.

<> **5e. Optional:** Make a Grammar Card about positive, comparative, and superlative degrees of words, or add new information to an existing card.

<> **5f.** Write the following words in their correct columns:

1. Positive: An adjective—not comparing anything
2. Comparative: Comparing two items—*er, more, lesser*
3. Superlative: Comparing three or more items—*est, most, least*

- | | | |
|---------------------|-------------------|--------------------|
| 1. most persecuted | 2. more glorious | 3. godly |
| 4. most joyful | 5. most glorious | 6. mature |
| 7. more joyful | 8. most godly | 9. most mature |
| 10. glorious | 11. more mature | 12. delightful |
| 13. greatest | 14. dynamic | 15. faster |
| 16. great | 17. most moral | 18. strongest |
| 19. most delightful | 20. bolder | 21. fastest |
| 22. greater | 23. most faithful | 24. strong |
| 25. more delightful | 26. faithful | 27. fast |
| 28. moral | 29. boldest | 30. most honorable |
| 31. most powerful | 32. more faithful | 33. more honorable |
| 34. more dynamic | 35. bold | 36. honorable |
| 37. more moral | 38. stronger | 39. tiniest |
| 40. most dynamic | | |

Er or More? Est or Most?

Two keys for knowing when to use *more, er, most, or est*:

1. When a small word sounds odd with *er* or *est* added to it, use *more* or *most* in front of the word instead.
2. When a word has three or more syllables, use *more* or *most* instead of adding *er* or *est*.

Further Study: Learn treatments for sore or injured muscles after exercising.

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.

Positive (Adjective Only—No Comparison)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Further Study: Learn about how the birth process (the struggle) helps prepare a child's lungs for breathing.

Comparative (Comparing Two Items)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Superlative (Comparing Three or More Items)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

↔ **5g.** In the sentences provided, highlight the positive, comparative, and superlative words, and correct them as needed.

1. Paul warned Timothy that his ministry could not withstand attack if he was not faithful.
2. A clear conscience requires the more honest self-examination on the basis of Scripture.

3. This kind of self-examination makes one boldest than those who do not follow through on this.
4. Paul knew that he would receive most glory in eternity after suffering through his earthly trials.
5. When we have applied the first seven Beatitudes to our lives, we will be more godly than we were before.
6. The more important measure of maturity is how long a person can wait between achievement and reward.
7. These martyrs were the more powerful and influential of all.
8. Stephen gave the wiser and most powerful overview of history.
9. The most impressed man watching Stephen's execution was later converted.
10. Faithful unto death, these early believers received greatest rewards in heaven because of their boldness.
11. A baby chick must be one of the most persevering animals.
12. The most inactive muscles will atrophy.
13. The tinier of all the powerhouses of the cell are called mitochondria.

Further Study: Watch the video *Chariots of Fire*.

6. Grammar: Helping Verbs and Verb Phrases

<> 6a. In the first and second paragraphs of the passage, highlight the following verb phrases (any two or more verb combinations containing a BHL verb).

- | | |
|--------------------|--------------------|
| 1. will receive | 2. are illustrated |
| 3. has established | 4. will reap |
| 5. do (not) give | |

In CQLA (to ensure subject-verb agreement between the subject of the sentence and the first verb of the verb phrase), we will consider a verb phrase to be any combination of two verbs.


1. BHL + BHL: **has been**
2. BHL + action verb: **has gone**
3. BHL + infinitive: **has to go**
4. Verb phrase with adverb in middle: **had quickly gone**

We will also consider adverbs between the verbs in the verb phrase (verbs of two or more words) to be part of the verb phrase, as well—since they modify the verbs in the verb phrase.

It is important to understand what helping verbs are since **in a verb phrase, a helping verb is usually the one that changes tense according to the number of the subject and when the action occurred.**

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.)**

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):

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

- 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

In order to be a helping verb, a verb must meet both of the following two qualifications:

1. It must be one of the Be, a Helper, Link verbs.
2. It must be written before another verb (the action, BHL, or infinitive) -- as its helper.

All you have to know to recognize helping verbs is the song for the Be, a Helper, Link verbs.

The main reason you should learn Be, a Helper, Link verbs is that when you write a verb phrase (the helpers and main verb), you need to be sure the helpers 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.)

Sometimes in a verb phrase, a helper will “help” two different verbs in a phrase. This happens especially when a helper is present with two verbs following it and the two verbs are joined by and.

1. The boy **has given and received** throughout his life.
2. The girl **was running and jumping** around the block.

☞ **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.)**

Verb Phrases

A verb phrase consists of any two-word verb including:

1. The main verb (action, infinitive, or Be, a Helper, Link verb).
2. Any helpers before the main verb.
3. Any adverbs modifying verbs in the verb phrase.
4. An infinitive verb phrase.

- <> **6b.** Study the Grammar Cards about Be, a Helper, Link verbs and verb phrases provided in this lesson.
- <> **6c. Optional:** Make Grammar Cards about Be, a Helper, Link verbs and verb phrases, or add new information to existing cards.
- <> **6d.** (T) Memorize the Be, a Helper, Link verbs song, and recite it to your teacher.
- <> **6e.** Complete the following steps for the sentences provided.
- (1) Highlight all of the verb phrases.
 - (2) Underline any Be, a Helper, Link verbs used as helping verbs (even though they are already highlighted from step one).

Note: Some sentences do not contain any verb phrases but have only single verbs. Do not highlight these.

Example: We should keep our hearts on God.

1. Hugh M'Kail, a brilliant young man, was born about 1640 and educated at the University of Edinburgh in Scotland.
2. He entered the ministry, but he was expelled from the state church at age twenty after

signing the Presbyterian Covenant.

3. The Scottish Crown considered adopting this covenant to be treasonous.
4. Royal troops were pursuing him, and he barely escaped time and again.
5. While hiding near his father's farmhouse, M'Kail would often withdraw into the mountains and pray in nooks and hollows and caves.
6. But eventually, he was caught.
7. In Edinburgh, he was intensely questioned, but he said little.
8. A device called the boot was then secured around his leg.
9. Staves and wedges were driven into his leg an inch at a time until his bones were crushed.
10. This had no effect.
11. Still he said nothing.
12. He was condemned to be hanged in four days.
13. His sole comment was, "O how good news, to be within four days' journey of enjoying the sight of Jesus Christ!"
14. He spent his remaining time in praise and prayer, fellowshiping with his friends and his elderly father, his cheerfulness never did forsake him.
15. On the day of his execution, he was awakened at five, waking his companions and quoting Scripture.
16. He prayed a final time with his father, then spent the morning encouraging others.
17. At mid-afternoon, he was taken to the scaffold, his young face strong and undaunted.
18. Looking out at the crowd, he lifted his voice and sang Psalm 31.

<> 6f. Optional: In your notebook, write sentences with verb phrases (two or more verbs) containing information from a character book or another source.

Basic Level: Write ten sentences.

Extensions: Write fifteen sentences.

Further Study: Learn hymns or songs about the kingdom of God, such as "Crown Him With Many Crowns."

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.)

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.

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: Adverbs

Ly words and others

- ↔ 8a. In the second paragraph of the passage, highlight the adverbs in one color, and with another color draw an arrow from each adverb to the word it modifies.

An adverb modifies or describes. It is one of the most versatile elements of language since it can be placed in a variety of places within a sentence:

1. The abundant life that comes when God fills us is **fully** intended to prepare the spirit for a time of service.
2. The abundant life that comes when God fills us is intended to **fully** prepare the spirit for a time of service.
3. The abundant life that comes when God fills us is intended to prepare the spirit **fully** for a time of service.
4. The abundant life that comes when God fills us is intended to prepare the spirit for a time of service **fully**.

An adverb should be placed as close as possible to the word it modifies. For example, in the first sentence above, the adverb **fully** is modifying the word **intended**; however, when used in the same sentence but in a different placement, the same adverb modifies the word **prepared**.

An adverb should also be placed where it sounds best. For example, in the third sentence, the adverb **fully**, following the phrase **prepare the spirit**, sounds much better than the placement of that adverb at the end of the fourth sentence, after the words **a time of service**.

Adverbs can **modify three different kinds of words**.

1. **Verbs**
 - a. Actions—most common
 - b. **Greatly** multiply (modifies the verb multiply)
2. **Adjectives**
 - a. Especially when saying to what extent
 - b. **Extremely** meek person (modifies the adjective meek)

3. Other adverbs

- a. Also, especially when saying to what extent
- b. **Very** submissively obeyed (modifies the adverb, submissively)

Adverbs answer four main questions a reader might ask:

1. **How?** (obeyed **submissively**)
2. **When?** (obeyed **immediately**)
3. **To what extent?** (obeyed **very** submissively)
4. **Where?** (ran **up**)

Adverbs are easier to spot if you first find the verbs that they modify (or in some cases the adjectives or adverbs). That is one of the reasons this curriculum instructs students to highlight all of the verbs in essays before beginning revisions with the Checklist Challenge.

Adverbs are often called *ly* words, although not all adverbs have *ly* at the end, such as the following:

- | | |
|----------------------------|------------------------------|
| 1. tomorrow | 2. always |
| 3. never | 4. sometimes |
| 5. very | 6. often |
| 7. up (also a preposition) | 8. down (also a preposition) |

Adverbs can be one of your most useful writing tools—if you learn to write well with them and do not use them with weak verbs in the place of strong verbs. Do not use weak adverbs—the thesaurus is filled with strong, descriptive adverbs that, when used in writing, engage the reader much more.

Level C students should try to avoid using the following weak and overused adverbs:

- | | |
|-----------|------------|
| 1. very | 2. well |
| 3. so | 4. badly |
| 5. really | 6. quickly |
| 7. fast | 8. greatly |

<> **8b.** Study the Grammar Card about adverbs provided in this lesson.

<> **8c. Optional:** Make a Grammar Card about adverbs, or add new information to an existing card.

<> **8d.** Insert descriptive adverbs into the blanks provided.

1. The loud, repeated knock at the door was _____ well-known by the young people assembled in the room.
2. Her father and family members _____ pleaded with her to renounce her new faith in Christ.
3. She _____ replied, “I am now a Christian.”
4. _____ the father of the young mother rushed up to her and tried once more to convince her to renounce Christ.

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.

Adjective or Adverb?

Sometimes a comparative or superlative word is used as an adverb. This happens most often when it is used to tell “to what extent,” such as in *more*, *most*, *greatest*, etc.

5. He held her young son in front of her in a _____ desperate attempt to persuade her.
6. One of the prison guards was so impressed with the manner and attitudes of the brave group facing martyrdom for the sake of Christ that he himself _____ became a believer.
7. They _____ met their cruel execution with the joy of the Lord.
8. Unable to find peace in his own life, the brother _____ examined what had recently happened to his brother and sister-in-law.
9. The inward peace and changed behavior of the young man and his wife _____ dumbfounded his rebellious brother.
10. He _____ became bold in his witness for Christ.
11. His former friends were _____ aghast at his new message and changed attitudes.
12. This young believer was to _____ experience the reality of those words with shocking suddenness.
13. He, along with his brother, his sister-in-law, and his pastor, were _____ arrested one cold winter morning.
14. During the trial he _____ experienced robust health.
15. The news of his faithful witness _____ spread like wildfire across that land, giving believers much encouragement.

Help Box for 8a.

You should have highlighted the following words:

- | | |
|--------------------|---------------------|
| 1. forth → bring | 2. always → produce |
| 3. never → produce | 4. always → give |
| 5. only → grow | 6. never → found |
| 7. down → weighed | |

9. Write On: Strong Verbs or Adverbs?

You have been learning how to use adverbs in your writing. There is another tool you need to learn how to use in order to write well: strong verbs.

Descriptors—both adverbs and adjectives—are essential elements of good writing. However, even more important to good writing is the strong verb.

Sometimes people use descriptors (adverbs and adjectives) instead of using strong verbs or strong nouns. This makes his sentences heavy-laden and wordy instead of descriptive and precise.

Yes, descriptors are good and have their place in your writing, but do not use them instead of using strong verbs!

Descriptors or Verbs?

Do not use a “boring” verb with an adverb in place of a strong verb. For example:

<u>Instead of</u>	<u>Use</u>
softly spoke	whispered
joyfully said	exclaimed
very fast	rapidly
walked slowly	sauntered
sat back	reclined
stood tall	straightened
surprisingly found	discovered
looked closely	peered
studied deeply	investigated

<> 9. Choose sentences from the previous lesson on adverbs, and rewrite them in your notebook, taking out the adverb you inserted and the word it modified (a verb in most cases). Substitute one strong word (usually a strong verb) for the two words you omitted.

Basic Level: Rewrite twenty sentences.

Extensions: Rewrite twenty-five sentences.

Examples:	<u>Instead of:</u>	<u>Use:</u>
	1. actually go	delve
	2. fully affects	overtake
	3. often lack	eliminate
	4. deeply break	destroy
	5. simply received	enveloped
	6. softly spoke	whispered
	7. joyfully said	exclaimed
	8. very fast	rapidly
	9. walked slowly	sauntered
	10. sat back	reclined
	11. stood tall	straightened
	12. surprisingly found	discovered
	13. looked closely	peered
	14. studied deeply	investigated

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

<> 10. Use the Checklist Challenge located after this week’s lesson to edit your report.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.

- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

11. Grammar: Subject-Verb Agreement in Complex Sentences

➤ **11a.** In each sentence of the first two paragraphs of the passage, highlight the main subject(s).

It is common when writing with advanced sentence structures to make mistakes in subject-verb agreement. That is, mistakes are often made in making the verb (action) of the sentence agree with the subject.

It is obviously incorrect to write sentences like this:

1. Tears **contains** substances that relieve stress.
2. The chemicals **is** found in tears of sorrow.
3. Tears **has** no such substances.

Sentences written like that sound terrible! You can easily hear that the subject and the verb do not belong together. However, when sentences have prepositional phrases, multiple descriptors (both adverbs and adjectives), objects of the verb, and subordinate clauses, these “distracters” may make the main subject and the main verb difficult to find. And then, of course, you have to be sure that the subjects and verbs within clauses agree also!

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.

Determining whether the subject and verb are in agreement will be easier if you mentally eliminate from the sentence the distracting parts. When you are writing long sentences and you are unsure of the verb that you need to agree with your subject, place parentheses around your prepositional phrases, descriptors, sentence openers, subordinate clauses, objects, and other nonessential elements—in order to find your subject.

1. (For every important spiritual truth), there **are** clear **analogies** (in the world) (of nature).

DO PP

2. **God combines** (these concepts) (in Galatians 6:7–8).

3. The second **law** (of the harvest) **is** (that all things bring forth) (after their own kind).

ADJ ADV DO
4. Pumpkin **seeds** (always) **produce** (pumpkins).

ADV DO
5. **They** (never) **produce** (tomatoes).

ADV DO PP
6. **Cows** (always) **give** (birth) (to calves).

PP
7. **Bees hatch** (from bees).

DO
8. **Dogs have** (puppies, not kittens). (*Have* is used as an action verb here.)

PP ADV PP
9. **Ears** (of corn) **grow** (only) (on corn stalks).

ADJ ADV ADV phrase PP PP
10. Corn **stalks are** (never) **found** (weighed down heavily) (with hundreds) (of pea pods).

🔑 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.

↔ 11b. Study the Grammar Card about subject-verb agreement provided in this lesson.

↔ 11c. **Optional:** Make a Grammar Card about subject-verb agreement, or add new information to an existing card.

↔ 11d. In the sentences provided, complete the following steps:

- (1) Place parentheses around the following:
 - a. Prepositional phrases
 - b. Conjunctive adverbs
 - c. Subordinate clauses
 - d. Anything else that might "distract" you -- like direct objects, adverbs, etc.
- (2) Highlight the main subject in one color. Do not highlight subjects within clauses.
- (3) Highlight the main verb phrase in another color. Again, do not highlight verbs within clauses. (You may highlight an adverb between a BHL and main verb as part of the verb phrase).

Note: Be on the lookout for compound subjects (two main subjects joined by and) and compound verbs (two main verbs joined by and).

Note: Remember, the main subject of the sentence is not found within a clause. Clauses usually begin with words such as: that, when, here, while, though, although, because, and since.

Example: **The second law** (of the harvest) **is** (that all things bring forth) (after their own kind).

1. Regardless of method, the seed must be planted, nourished, and rooted before it will grow upward and bear fruit.
2. As God predicted after the fall of Adam and Eve, a farmer is often hindered in his harvest by competing crops of thistles, thorns, and weeds.
3. Although a good crop must be nurtured, a crop of thistles and thorns will flourish without care.

Main Subjects

The main subject of a sentence is never found within:

1. A prepositional phrase.
2. A subordinate clause.

Teacher Tip: Your student may try to find the subject and verb within the subordinate clauses or phrases. Phrases—as in prepositional phrases, etc. do not normally contain a verb, whereas, clauses typically do ("that farmers use today"). While the subject and verb do have to agree in clauses, just as in other parts of a sentence, this assignment is focusing on finding the main subject(s) and main verb(s) in sentences. Anytime students practice subject-verb agreement, it will help them in all subject-verb writing.

4. The mechanism for ensuring that each kind brings forth only its kind is found in the nucleus of every living cell.
5. The sequence in which the acids in the nucleus are linked together makes coded bits of information which every cell understands.
6. This information acts like a blueprint to ensure that each new cell is an exact replica of its parent.
7. The basic structure of chemicals that make these chromosomes is the same for all living things.
8. It is estimated that there are more than 250,000 different kinds of seeds.
9. The third major law of the harvest is that the magnitude of the harvest is proportionate to the number of seeds that were sown.
10. This law means that if you sow sparingly, you shall also reap sparingly.
11. Corn farmers know that planting more acres increases the overall harvest.
12. The optimum number of seeds depends on the soil, water, fertility, planting date, and particular crop.
13. The fourth law is that the process of growth and maturation multiplies that which was sown.
14. This means that the harvest returns many times more seeds than were sown.
15. They should anticipate reaping many times more seeds than they sowed.
16. The first step toward maturity is the process of germination.
17. Germination time may vary, depending on moisture and temperature.
18. After a seed germinates, it must grow to maturity.
19. Soils are classified according to their color, particle size, consistency, and chemical composition.
20. The action of freezing water breaks rock into smaller and smaller particles.
21. The particle sizes of soil range from the microscopic grains in clay to the large grains in sand.
22. Particles that are between these two sizes are called silt.
23. Most soils are combinations of these three types.
24. Soils that are mostly clay hold water and are often muddy.
25. Chemicals in the soil determine how many nutrients are available to plants for their growth.
26. The three most important minerals in the soil are nitrogen, phosphorus, and potassium.
27. Soil tests can be used to determine if any of these minerals are missing from the soil.
28. Fertilizer that remains on the surface does not do plants any good.
29. As nitrogen, phosphorus, and potassium dissolve in water, they form positively charged particles.
30. When soil is tilled with heavy equipment, only the surface is broken and softened.
31. Just beneath the depth of the plow, a hard layer called a plow pan may develop.
32. Unless it is broken up, the soil's hardness can severely limit both the size and

quality of the harvest.

33. Farmers have learned to plant, fertilize, irrigate, cultivate, and harvest, but they have never learned how to make a seed grow.

34. Because God ultimately controls the increase of the harvest, it is essential that farmers obey His principles of farming.

<> 11e. Optional: Write sentences containing prepositional phrases, subordinate clauses, and other distracters. Isolate these distracters with parentheses. Highlight the subject(s) of your sentence in one color and your verb(s) in another color.

Basic level: Write fifteen sentences.

Extensions: Write fifteen sentences containing information from a character book.

Help Box for 11a.

You should have highlighted the following words:

Paragraph 1:

- | | |
|-------------------------|--------------------------------------|
| 1. analogies (inverted) | 2. rewards |
| 3. God | 4. One |
| 5. fact | 6. we (will reap; compound sentence) |

Paragraph 2:

- | | |
|---------------|------------------|
| 7. second law | 8. Pumpkin seeds |
| 9. They | 10. Cows |
| 11. Bees | 12. Dogs |
| 13. Ears | 14. corn stalks |

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 1-3-1 Quote Essay

- <> **16a.** Write the final copy of your essay in your notebook (on every line). If you prefer, you may key it on the computer (double spaced).
- <> **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 using quotation marks, but not dialogue. Use information from a character book.
- 2E. In your notebook, take notes about the laws of the harvest.
- 3E. In your notebook, write a paragraph(s) about the laws of the harvest. Use 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 long and short ea words.
- 6E. Read fifteen passages in the Bible where harvesting, reaping, and sowing are discussed.
- 7E. Find fifteen sentences with quotations from a character book, and copy them into your notebook.
- 8E. In your notebook, write twenty sentences that contain "distracters." Find the main subject and main verb of each sentence.
- 9E. Write a book report on 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 additional poems, essays, letters, journal entries, etc., as directed by your teacher.

Six “S” Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
1. To See: 1. Copy the word you need to practice on the first empty line of this column. 2. Look at this first word carefully. 3. Pay attention to the parts of the word that follow spelling rules you already know. 4. Look closely at the shape of the word. 5. See if there are parts of the word you know easily.	2. To Say: 1. Say the word you wrote in column one loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. 2. Try to picture the word in your mind. 3. Close your eyes to picture the word, if needed.	4. To Spell: 1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. 2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot: 1. Uncover the word in the 1. SEE column. 2. Check your spelling right on the spot. (Do not go on to the next word until you have “spot checked” this word.)	6. To Stop/Start: 1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. 2. If you spelled that word wrong, you should START the Six “S” Spelling Secret over again for that word.

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

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)--E's Only

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. Spelling and Homophones

1. List three (**Extensions**: List four) ea words from this week's spelling list that you have never used in writing before.

a. _____

b. _____

c. _____

d. _____

2. **Extensions**: Write two of the **Extensions** words from this week's spelling list.

a. _____

b. _____

3. **Extensions**: Use four of the words you listed in #5 in sentences.

a. _____

b. _____

c. _____

d. _____

II. Outlining and Write On

4. What were some of the key words that you listed in your Opening Paragraph notes this week?

5. What were some of the key words that you listed in your Closing Paragraph notes this week?

III. Grammar and Usage

6. What are the three degrees of words listed in this week's lesson?

a. _____

b. _____

c. _____

7. Fill in the blanks for the degree lesson rules this week:

a. When comparing two items, you should always use the _____ form.

b. When comparing three items or more, you should always use the _____ form.

c. *Er*, *more*, and *lesser* are used to compare _____ items.

d. *Est*, *most*, and *least* are used to compare _____ items.

* 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. List fifteen BHL verbs.

- | | | |
|------------|------------|------------|
| (1) _____ | (2) _____ | (3) _____ |
| (4) _____ | (5) _____ | (6) _____ |
| (7) _____ | (8) _____ | (9) _____ |
| (10) _____ | (11) _____ | (12) _____ |
| (13) _____ | (14) _____ | (15) _____ |

9. Adverbs can modify three different kinds of words. What are these three?

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | |

10. List the four main questions that adverbs answer.

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |

11. List six non-ly adverbs.

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
| e. _____ | f. _____ |

12. List four adverbs that you should try to avoid using.

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |

13. Write one strong verb that can replace the weak verb with its adverb.

- (1) softly spoke - _____
- (2) surprisingly found - _____
- (3) looked closely - _____
- (4) studied deeply - _____
- (5) spoke loudly - _____
- (6) walked quickly - _____
- (7) stopped suddenly - _____

IV. Editing and Revising

14. List four weak adverbs that you found in your report this week.

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |

15. Write two of the transitions you used in this week's report.

- | | |
|----------|----------|
| a. _____ | b. _____ |
|----------|----------|

16. What two words did you change to more advanced words in this week's report?

- | | |
|----------|----------|
| a. _____ | b. _____ |
|----------|----------|

17. Write two of the sentences you created (or found) in your report this week using conciseness tech-

niques.

- a. _____
- _____
- b. _____
- _____

Checklist Challenge Red 4-C: 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).

☐ All **All Levels**

☐ FE **Further Extension only**

☐ B **Basic Level only**

☐ B,E **Basic and Extensions only (No Further Extension)**

☐ E **Extensions only**

☐ **All levels—checks will vary**

☐ E's **Extensions**

To Be Completed On 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.

🔑 **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:

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

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

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

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

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

All All All All All

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:

Instead of	Use	Instead of	Use
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 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 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: **Wise Words**
- Something comical: **“...Words Will Never Hurt Me”**
- Something bold: **Speak Up!**
- A song title or line: **Be Careful Little Mouth What You Say**
- A Scripture: **Out of the Abundance of the Heart, the Mouth Speaks**
- Something biblical: **The Words of Thy Mouth**
- Something about character: **Words That Change**
- Something informative: **The Quotable CS Lewis**
- Other: **Winsome Words**

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

☐ All Add a **transition sentence** to the beginning of the second paragraph or at end of the first paragraph. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **First**, they set snares and traps for their victims.
- **After that**, there is no way for the creature to get loose.

🔑 **Be sure your transition sentence takes the reader smoothly from the first paragraph to the body of your paper.**

☐ All ☐ All ☐ All ☐ All 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 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.**

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

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

Example:

- The **sneaky, subtle spider seldom skips supper!**

☞ **Alliteration is a technique in which two or more words in a sentence begin with the same *sound*.**

E's

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

Example:

- A spider's web is as intricate **as a lace tablecloth**.

☞ **A simile is a comparison *using like* or *as*.**

E's

Add one 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

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

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 ☐ 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 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

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

Teacher's Helps

Red 4-C

Character Focus: Joyfulness

Lesson Plans and Answer Keys

Lesson Plans

Red 4-C: 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>bless</td> <td>delight</td> <td>ecstatic</td> </tr> <tr> <td>elated</td> <td>euphoric</td> <td>exuberant</td> </tr> <tr> <td>exult</td> <td>felicity</td> <td>gaiety</td> </tr> <tr> <td>glory</td> <td>jubilant</td> <td>merriment</td> </tr> <tr> <td>overjoyed</td> <td>praise</td> <td>sing</td> </tr> <tr> <td>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>bewail</td> <td>brood</td> <td>complain</td> </tr> <tr> <td>criticize</td> <td>deplorable</td> <td>despair</td> </tr> <tr> <td>despondent</td> <td>disappointed</td> <td>distress</td> </tr> <tr> <td>doleful</td> <td>forlorn</td> <td>melancholy</td> </tr> <tr> <td>regret</td> <td>retaliate</td> <td>sorrowful</td> </tr> <tr> <td>woebegone</td> <td></td> <td></td> </tr> </table>	bewail	brood	complain	criticize	deplorable	despair	despondent	disappointed	distress	doleful	forlorn	melancholy	regret	retaliate	sorrowful	woebegone		
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<p>1. Copying and Comprehension: Passage and Vocabulary All</p> <p>Inside the chrysalis is a complete butterfly with six long legs, the most beautiful orange and black wings, a body, an extended antennae, and a protruded tongue. Because of the cramped space within the chrysalis, everything is neatly layered in place. Each wing is folded more than one hundred times.</p> <p>As the monarch works itself free, fluid is pumped into its wings like air being pumped into an inner tube. At first, the wings are limp and wet, but as the fluid fills their veins, they unfold and the creases are smoothed out, expanding the wings to their full adult size. The multiple layers of the butterfly are intricate like the folds of an accordion.</p> <p>Extensions</p> <p>It is with tremendous struggle that the caterpillar enters into the chrysalis, and it is with even more struggle that the butterfly escapes. But once it has passed through these periods of exertion, the monarch is indeed a magnificent creature. It can fly at speeds of up to twenty-five miles an hour and can average more than eighty miles a day when migrating.</p> <p>Further Extension</p> <p>Some of these amazing insects have flown nonstop from the tip of Florida all the way across the Gulf of Mexico, a flight of more than 650 miles. Once the monarchs reach Mexico, they gather together by the millions and cover acres of trees and shrubs unconsciously creating an elegant, beautiful display. The picture of these butterflies is one of the most glorious sights in all the earth.</p> <p>2. Spelling: / Before E believe, receive, vein</p> <p>All--Study all ie words then all ei words</p> <table style="width: 100%; border: none;"> <tr> <td>1. prescience</td> <td>2. stymie</td> <td>3. cavalier</td> </tr> <tr> <td>4. mischievous</td> <td>5. sentient</td> <td>6. chandelier</td> </tr> <tr> <td>7. proprietary</td> <td>8. lieutenant</td> <td>9. conceive</td> </tr> <tr> <td>10. surveillance</td> <td>11. Geiger</td> <td>12. seismograph</td> </tr> <tr> <td>13. inveigh</td> <td>14. poltergeist</td> <td>15. sheik</td> </tr> <tr> <td>16. tingeing</td> <td>17. singeing</td> <td>18. reveille</td> </tr> </table> <p>Extensions</p> <table style="width: 100%; border: none;"> <tr> <td>19. hierarchy</td> <td>20. milieu</td> </tr> </table>		1. prescience	2. stymie	3. cavalier	4. mischievous	5. sentient	6. chandelier	7. proprietary	8. lieutenant	9. conceive	10. surveillance	11. Geiger	12. seismograph	13. inveigh	14. poltergeist	15. sheik	16. tingeing	17. singeing	18. reveille	19. hierarchy	20. milieu																
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<p>Further Extension</p> <p>21. zeitgeist 22. kaleidoscope</p> <p>Optional</p> <p>23. euphoric 24. ecstatic 25. overjoyed</p> <p>26. triumph</p>
<p>3. Editor Duty: Correct Given Paragraph(s) Capitalization, Sentences vs. Clauses</p> <p>4. Spelling Practice: Choose the Correct Spelling</p>
Day Two
<p>5. Study Skills/Prewriting: Key Word Outline</p> <p>All--Paragraph One of Body: 3 Sentences</p> <p>All--Paragraph Two of Body: 3 Sentences</p> <p>All--Paragraph Three of Body: 3 Sentences</p> <p>All--Paragraph Four of Body: 3 Sentences</p> <p>6. Grammar: Descriptive Adjectives</p> <p>7. Write On: Figurative Language</p> <p>8. Spelling Practice: Six "S" Spelling Secret</p>
Day Three
<p>9. Composition/Creative Writing: Write a Rough Draft Essay From a Key Word Outline</p> <p>10. Punctuation and Sentence Structure: Coordinating Conjunctions (cc) Joining Two Complete Sentences</p> <p>11. Extensions--Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph</p>
Day Four
<p>12. Vocabulary/Structural Analysis: Wacky Words Confusing Words: conscious vs. conscience</p> <p>13. Composition and Editing: Edit and Revise Using the Checklist Challenge</p> <p>14. Spelling Practice: Write That Word!</p>
Day Five
<p>15. Grammar: Weekly Quizzes</p> <p>16. Spelling: Spelling Test</p> <p>17. Dictation: Dictation Quiz</p> <p>18. Composition: Final Copy Informative Essay</p> <p>Optional: Extra Practice</p>

Lesson Plans

Red 4-C: Week One

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

Inside the chrysalis is a complete butterfly with six long legs, the most beautiful orange and black wings, a body, an extended antennae, and a protruded tongue. Because of the cramped space within the chrysalis, everything is neatly layered in place. Each wing is folded more than one hundred times.

As the monarch works itself free, fluid is pumped into its wings like air being pumped into an inner tube. At first, the wings are limp and wet, but as the fluid fills their veins, they unfold and the creases are smoothed out, expanding the wings to their full adult size. The multiple layers of the butterfly are intricate like the folds of an accordion.

Extensions

It is with tremendous struggle that the caterpillar enters into the chrysalis, and it is with even more struggle that the butterfly escapes. But once it has passed through these periods of exertion, the monarch is indeed a magnificent creature. It can fly at speeds of up to twenty-five miles an hour and can average more than eighty miles a day when migrating.

Further Extension

Some of these amazing insects have flown nonstop from the tip of Florida all the way across the Gulf of Mexico, a flight of more than 650 miles. Once the monarchs reach Mexico, they gather together by the millions and cover acres of trees and shrubs unconsciously creating an elegant, beautiful display. The picture of these butterflies is one of the most glorious sights in all the earth.

2. Spelling: / Before E

believe, receive, vein

All--Study all *ie* words then all *ei* words

- | | | |
|------------------|-----------------|-----------------|
| 1. prescience | 2. stymie | 3. cavalier |
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| 16. tingeing | 17. singeing | 18. reveille |

Extensions

- | | |
|---------------|------------|
| 19. hierarchy | 20. milieu |
|---------------|------------|

Further Extension

- | | |
|---------------|------------------|
| 21. zeitgeist | 22. kaleidoscope |
|---------------|------------------|

Optional

- | | | |
|--------------|--------------|---------------|
| 23. euphoric | 24. ecstatic | 25. overjoyed |
| 26. triumph | | |

3. Editor Duty: Correct Given Paragraph(s)

Capitalization, Sentences vs. Clauses

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline

All--Paragraph One of Body: 3 Sentences

All--Paragraph Two of Body: 3 Sentences

All--Paragraph Three of Body: 3 Sentences

All--Paragraph Four of Body: 3 Sentences

Day Two

6. Grammar: Descriptive Adjectives

7. Write On: Figurative Language

8. Spelling Practice: Six "S" Spelling Secret

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

Day Three

10. Punctuation and Sentence Structure: Coordinating Conjunctions (cc) Joining Two Complete Sentences

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

12. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: conscious vs. conscience

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: Final Copy Informative Essay

Optional: Extra Practice

Answer Keys Red 4-C: Week One

3. Editor Duty: Correct Given Paragraph(s)

Capitalization, Sentences vs. 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 each paragraph that you corrected, highlight all of the subordinate clauses.

(3) In each paragraph that you corrected, highlight each capitalized word.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

To bless means "to bestow good will or kindness upon or to grant forgiveness and favor." **in** later **English**, this word became *blessen*, meaning "consecrated." **Thus**, **when the greeting was given,** "**God bless you**," **what was literally said was,** "God bathe you in **the protection of his blood.**"

Just as the Israelites were protected **when the death angel passed through Egypt** **if they had the blood of the sacrificial lamb applied to their homes**, so **Christians** are protected by the blood of **Christ** applied to **their** hearts. **When God covers our sin with the blood of His Son**, that sin is blotted out of **His** sight. **He** instructs us in **His Word** to forgive our offenders in the same way **that He has forgiven us**. **The** blood covering signifies the blessing of forgiveness. (*That in the sentence that sin is blotted out of his sight is used as a descriptor not as a subordinator.*)

Another definition of bless is "to praise or glorify for benefits received." **This** definition applies to the **Psalmist's** testimony of blessing the **Lord**. **We** should follow his **lead**.

4. Spelling Practice: Choose the Correct Spelling

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

1. **prescience** presceince

2. **styme** stymie

3. **cavaleir** cavalier

4. **mischievous** mischeivous

5. sentient	senteint
6. chandeleir	chandelier
7. proprietary	propreitary
8. leiutenant	lieutenant
9. concieve	conceive
10. surveillance	surviellance
11. Geiger	Gieger
12. seismograph	siesmograph
13. inveigh	inviegh
14. poltergeist	poltergiest
15. shiek	sheik
16. tingeing	tinging
17. singgeing	singeing
18. revielle	reveille

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

19. hierarchy	heirarchy
20. milieu	mileiu

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

21. zietgeist	zeitgeist
22. kaleidoscope	kaliedoscope

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

23. euphoric	uphoric
24. exstatic	ecstatic
25. overjoied	overjoyed
26. triumph	tryumph

6. Grammar: Descriptive Adjectives

<> 6e. In the sentences provided, complete the following steps:

- (1) Highlight the descriptive adjectives.
- (2) Write PA above any adjectives that are predicate adjectives.

1. Inside the chrysalis is a **complete** butterfly with **six** **long** legs, the most **beautiful** **orange** and **black** wings, a body, an **extended** antennae, and a **protruded** tongue.
2. Because of the **cramped** space within the chrysalis, everything is neatly layered in place.
3. Each wing is folded more than **one** **hundred** times. (**More is an adverb here.**)
4. As the monarch works itself free, fluid is pumped into its wings like air being pumped into an **inner** tube.
5. At first, the wings are **limp** and **wet**, but as the fluid fills their veins, they unfold and the creases are smoothed out, expanding the wings to their **full** **adult** size.
PA PA
6. The **multiple** layers of the butterfly are **intricate** like the folds of an accordion.
PA
7. It is with **tremendous** struggle that the caterpillar enters into the chrysalis, and it is with even **more** struggle that the butterfly escapes. (**Even is an adverb here, modifying the adjective more.**)
8. But once it has passed through these periods of exertion, the monarch is a **magnificent** creature. (**Once is an adverb here, modifying the verb passed.**)
9. It can fly at speeds of up to **twenty-five** miles an hour and can average more than **eighty** miles a day when migrating.
10. Some of these **amazing** insects have flown nonstop from the tip of Florida all the way across the Gulf of Mexico, a flight of more than **650** miles.
11. Once the **determined** monarchs reach Mexico, they gather together by the millions and cover acres of trees and shrubs like decorations.
12. The picture of these butterflies is one of the most **glorious** sights in all the earth. (**Most is an adverb here, modifying the adjective glorious.**)

<> 6f. In the sentences provided, insert descriptive adjectives.

Answers will vary

<> 6g. In the sentences provided, insert descriptive adjectives.

Answers will vary

10. Punctuation and Sentence Structure: Coordinating Conjunctions (cc) Joining Two Complete Sentences

<> 10e. In the sentences provided, combine two sentences by using a comma followed with a coordinating conjunction.

Optional: Copy the new, compound sentences on the lines provided.

Example: Blessed are they that mourn. They shall be comforted.

Changed to: Blessed are they that mourn, **for** they shall be comforted.

1. Baby opossums weigh less than 1/200th of an ounce at birth, **and** they are blind, hairless, and only partially developed.
2. They must struggle through a long and arduous three-inch quest to find their mother's pouch, **for** inside that pouch is nourishing milk that keeps the tiny opossums alive.
3. Young wood ducks leap from their nests when they are only one day old, **yet** their reward is survival and protection.
4. The struggle of each newborn is different, having its own purpose and its own reward, **but** these struggles and rewards have specific applications to our spiritual lives as we seek to grow in the Lord.
5. It takes twenty-one days for a chicken egg to hatch, **but** on the fifteenth day, the tiny chick begins to twist and turn so that its head is facing towards the large end of the egg.
6. On the twentieth day, the chick begins cutting a circle around the large end of the egg, **and** in two to five hours the chicken will have cut far enough around the shell to begin pushing on the egg cap with all its might.
7. For forty minutes the chick exhausts itself in one last struggle to be free, **and** when the egg cap finally pops off, the chick tumbles out, completely exhausted.
8. One of the strangest sights in the whole world is the sight of grunion struggling to shore, **for** they fight against the waves until they are free of the surf and then flop and squirm their way up the beach.
9. Grunion eggs must be laid at precisely the right moment, **for** if they are laid on the shore several days early, the eggs will be washed out to sea by the next high tide.

10. Alligator snapping turtles bury their eggs in deep holes, which they dig with their back legs, and newly-hatched turtles head straight for the water.

12. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: conscious vs. conscience

<> 12b. Fill in each blank provided with the correct Wacky Word--**conscious** and **conscience**.

1. He was not conscious after the accident.
2. It is important to clear your conscience if you have wronged someone.
3. After he thought about what he had said, he had a guilty conscience .
4. The basket was so full of laundry that she was not conscious that she had dropped some on the floor.
5. The thought of lying pricked his conscience .
6. The pain medicine was so strong he was not conscious of what he was saying.
7. Knowing he did the right thing gave him a clear conscience .

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. Write a sentence using the word *intricate*.

Answers will vary

2. Why is the phrase *monarch butterfly* not capitalized? It is not a proper noun

II. Spelling and Homophones

3. List two *ei* words that do not have the *e* following the letter *c*.
- a. reign
 - b. eight
4. List the two words that are the only two verbs that end in *e* and keep the *e* when *ing* is added to them.
- a. tingeing
 - b. singeing

5. Write four words (**Extensions:** write six) from the spelling list of which you have never used in writing before. (You may look back at the spelling list.)

Answers will vary.

6. Write the trick for remembering how to spell *conscience*. Con the science teacher
7. Fill in the blanks for the *conscience* trick that reminds you of its meaning:
The boy's conscience bothered him because he had tried to con the science teacher.

III. Outlining and Write On

8. Write two (**Extensions:** Write four) figurative phrases or sentences using the physical items listed below.

Example: After not eating for so many hours, my stomach was louder than the creaky door that my captors came and went through.

- | | |
|---|----------------------------|
| (1) creaky door | (2) locked box with no key |
| (3) prairie dog burrowed deep underground | (4) bright meteor |
| (5) deeply immersed submarine | (6) cold feet |
| (7) final straw | |

Answers will vary.

IV. Grammar and Usage

9. Adjectives answer the following four questions:
- | | |
|----------------------|----------------------|
| a. <u>what kind?</u> | b. <u>which one?</u> |
| c. <u>How many?</u> | d. <u>whose?</u> |
10. List examples of the three types of words that some handbooks consider adjectives—but that are not descriptive adjectives (and do not follow the rules for punctuating double and triple adjectives, etc.):
- | | | |
|------------------------|-----------------|-------------------|
| a. articles | | |
| i. <u>a</u> | ii. <u>an</u> | iii. <u>the</u> |
| b. pronouns | | |
| i. <u>this</u> | ii. <u>that</u> | iii. <u>those</u> |
| c. possessive pronouns | | |
| i. <u>his</u> | ii. <u>her</u> | iii. <u>their</u> |
11. Descriptive adjectives are those that tell what kind.
12. Fill in the blanks for the rules for when you should insert a comma between two adjectives in a row:
- | |
|---|
| a. Place a comma between two adjectives when you can <u>trade places with them</u> and they still make sense. |
| b. Place a comma between two adjectives when you can put an <u>and</u> <u>between them</u> and they still make sense. |
13. **Extensions:** What kind of adjectives do not require a comma between them?
nondescriptive

14. **Further Extension:** In a triple “descriptive” adjective, where does the last comma fall?
after the second adjective -- just before the and if there is one
15. Fill in the blank for an important adjective rule: Do not place a comma between an adjective and the noun that it is describing.
16. What acronym can you use to remember coordinating conjunctions? FANBOYS
17. When you put a comma-cc between two groups of words, what must each side of the comma-cc contain? a complete sentence
18. **Extensions:** When you combined two sentences into one with a comma-cc, what type of sentence are you creating? compound sentence

V. Editing and Revising

19. Write four sentences (**Extensions:** Write six) from your essay with sentence openers added to them.

Answers will vary.

20. What two Banned Words did your report contain this week, and what did you substitute for them?

a. banned word: find

substitute words: discover encounter

b. banned word: fast

substitute words: expeditious fleeting

Answers will vary.

Lesson Plans

Red 4-C: Week Two

For a Five-Day Week

Character Focus: Joyfulness

Day One

Vocabulary Box

Synonyms for *rejoice*

bless

elated

exult

glory

overjoyed

triumph

delight

euphoric

felicity

jubilant

praise

ecstatic

exuberant

gaiety

merriment

sing

Vocabulary Box

Antonyms for *rejoice*

bewail

criticize

despondent

doleful

regret

woebegone

brood

deplorable

disappointed

forlorn

retaliate

complain

despair

distress

melancholy

sorrowful

1. Copying and Comprehension: Passage and Vocabulary

All

Hugh M'Kail, a brilliant young man, was born about 1640 and educated at the University of Edinburgh. He entered the ministry, but he was expelled from the state church at age twenty after signing the Presbyterian Covenant. The Scottish Crown considered adopting this covenant to be treasonous. Royal troops pursued him, and he barely escaped time and again.

While hiding near his father's farmhouse, M'Kail often withdrew into the mountains and prayed in nooks and hollows and caves. But eventually, he was caught. In Edinburgh, he was intensely questioned, but he said little. A device called the boot was then secured around his leg. Staves and wedges were driven into his leg an inch at a time until his bones were crushed. This had no effect. Still he said nothing.

Extensions

He was condemned to be hanged in four days. His sole comment was, "O how good news, to be within four days' journey of enjoying the sight of Jesus Christ!" He spent his remaining time in praise and prayer, fellowshiping with his friends and his elderly father, his cheerfulness never forsaking him.

Further Extension

On the day of his execution, he was up at five, waking his companions and quoting Scripture. He prayed a final time with his father, then spent the morning encouraging others. At mid-afternoon, he was taken to the scaffold, his young face strong and undaunted. Looking out at the crowd, he lifted his voice and sang Psalm 31.

2. Spelling/Structural Analysis: *Ng* and *nk* at the Ends of Words

Examples: sing, sink

All

1. tinge

2. tingeing

3. singe

4. singeing

5. tangential

6. junket

7. angular

8. sanguine

9. coordinating

10. condescending

11. solidifying

12. picknicking

13. panicking

14. necessitating

15. philosophizing

Extensions--*gn* rather than *ng*

16. vignette

17. terra incognita

18. stagnation

19. repugnant

20. recognizance

21. pugnacious

22. prognosis

23. agnostic

24. diagnosis

25. prognostication

Optional

26. blessing

27. exultant

28. despair

29. regret

3. Editor Duty: Correct Given Paragraph(s)

Prepositional Phrases, Coordinating Conjunctions

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: 7 Sentences

All -- Paragraph Three of Body: 3 Sentences

All -- Paragraph Four of Body: 4 Sentences

6. Sentence Structure/Grammar: Appositives

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

8. Spelling Practice: Six "S" Spelling Secret

Day Three

9. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: *affect*, *effect*

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

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

Day Four

12. Grammar: Introductory Material or Non-Essential Information

13. Spelling Practice: Write That Word!

14. Grammar: Weekly Quizzes

Day Five

15. Spelling: Spelling Test

16. Dictation: Dictation Quiz

17. Composition: Final Copy Informative Essay--Retelling/Narrative

Optional: Extra Practice

Lesson Plans

Red 4-C: 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 All

Hugh M'Kail, a brilliant young man, was born about 1640 and educated at the University of Edinburgh. He entered the ministry, but he was expelled from the state church at age twenty after signing the Presbyterian Covenant. The Scottish Crown considered adopting this covenant to be treasonous. Royal troops pursued him, and he barely escaped time and again.

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Extensions

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2. Spelling/Structural Analysis: *Ng* and *nk* at the Ends of Words

Examples: sing, sink

All

- | | | |
|-------------------|-------------------|--------------------|
| 1. tinge | 2. tingeing | 3. singe |
| 4. singeing | 5. tangential | 6. junket |
| 7. angular | 8. sanguine | 9. coordinating |
| 10. condescending | 11. solidifying | 12. picknicking |
| 13. panicking | 14. necessitating | 15. philosophizing |

Extensions--*gn* rather than *ng*

- | | | |
|---------------------|---------------------|----------------|
| 16. vignette | 17. terra incognita | 18. stagnation |
| 19. repugnant | 20. recognizance | 21. pugnacious |
| 22. prognosis | 23. agnostic | 24. diagnosis |
| 25. prognostication | | |

Optional

- | | | |
|--------------|--------------|-------------|
| 26. blessing | 27. exultant | 28. despair |
| 29. regret | | |

3. Editor Duty: Correct Given Paragraph(s)

Prepositional Phrases, Coordinating Conjunctions

4. Spelling Practice: Choose the Correct Spelling

Day Two

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16. Dictation: Dictation Quiz

17. Composition: Final Copy Informative Essay--Retelling/Narrative

Optional: Extra Practice

Answer Keys Red 4-C: Week Two

3. Editor Duty: Correct Given Paragraph(s)

Prepositional Phrases, Coordinating Conjunctions

<> 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 each paragraph you corrected, place parentheses around all of the prepositional phrases.
- (3) In the first paragraph, highlight the coordinating conjunctions.

Teacher Tip: The possessive nouns in this Editor Duty are functioning as adjectives.

Since Roman law did not cover the theft (of magical powers), these greedy men devised a false charge. They accused Paul and Silas (of bringing disorder) (to the city) (by their teaching). Shouts (of support) and (of accusation) rang out (from the surrounding crowd). Wanting to appease the accusers and to retain law and order, the magistrates commanded that the offenders be immediately punished.

(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 kept. Then, their legs were spread painfully apart and clamped (in heavy wooden stocks). Finally, a guard was placed (outside the dungeon door) to stand watch so that no effort to rescue them would be made.

As Paul and Silas thought (about 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), was a heart (of joy). He was suffering (for his Savior). (*Inside is an adjective (seemingly out of place), describing heart.; comma after now is optional*)

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|-------------|----------|
| 1. tinje | tinge |
| 2. tinjeing | tingeing |
| 3. singe | sinje |
| 4. sinjeing | singeing |

Teacher Tip: Your student may highlight any of the shaded words in this Answer Key for the number of items he was to highlight.

5. tangential	tanjential
6. junkit	junket
7. angullar	angular
8. sanguine	sanguene
9. coordinaiting	coordinating
10. condesending	condescending
11. solidifying	sollidifying
12. picknicking	pickniking
13. panicking	pannicking
14. neccessitating	necessitating
15. filosofizing	philosophizing

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

16. vignette	vignete
17. terra incognita	terra incognitta
18. staggnation	stagnation
19. repugnant	repugnent
20. recognisance	recognizance
21. pugnacious	pugnacous
22. prognoesis	prognosis
23. agnostick	agnostic
24. diagnoesis	diagnosis
25. prognostication	prognosticatin

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

26. blessing	blesing
27. exaltant	exultant
28. dispair	despair
29. regret	reegret

6. Sentence Structure/Grammar: Appositives

<> 6e. In the sentences provided, complete the following steps:

- (1) Highlight the appositives.
- (2) Place commas around the ones that are not one-word names.

1. A martyr, **or Christian witness**, places his affection on eternal things.
2. Paul and Silas, **some of the first believers to suffer persecution**, had been falsely accused, denied a fair trial, illegally beaten, and unlawfully imprisoned.
3. Wise believers, **those following in the footsteps of Christ**, love their enemies by blessing when cursed, doing good when hated, and praying when persecuted.
4. The human observer might have asked Jesus, **the ultimate Martyr**, "Why did you choose such a common collection of peasants, townsmen, and fishermen to be Your witnesses and mighty workmen?"
5. James, **the apostle**, shared some of Christ's most intimate experiences.
6. The transformed soldier, **the one who guarded James during his imprisonment**, confessed his faith and was killed with the same sword that beheaded James.
7. Historians trace Philip's travels to Phrygia with his sister **Marianne**.
8. When he rebuked the Phrygians, **those who worshipped a giant serpent**, many repented and became believers.
9. Matthew, **the tax collector**, gladly left the wealth of this world to follow a greater King than Caesar.
10. The early church in Africa, **the one in which Matthew preached**, grew in strength and numbers because of his martyrdom.
11. Luke, **a bondsman to Jesus Christ**, established many churches in India.
12. This bondsman **Luke** had his life ended near Bombay when persecutors thrust a lance through his body as he prayed.
13. Christ prophesied Peter's death, **the apostle's crucifixion**, in John 21:18.
14. Peter, **the one crucified in a similar manner as Christ**, 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."

<> 6f. **Extensions**--Use the sentences below to create ten new sentences that contain appositives, following these steps:

- (1) Combine any two sentences together.
- (2) Use part of one sentence as an appositive for the other "combined" sentences.
- (3) Punctuate according to this week's rules.

Example: Ezra was a prophet of God.
Ezra wept.

Ezra, **a prophet of God**, wept.

Answers will vary

9. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: **affect**, **effect**

<> 9b. Fill in the blanks for RAVEN below:

R emember

A ffect

V erb

E ffect

N oun

<> 9c. Fill in each blank provided with the correct Wacky Word--**affect** and **effect**.

1. Some pain medication may affect your ability to drive.
2. Loud music can affect your hearing.
3. The effects of the drought was clearly seen in the fields.
4. The darkness may affect our ability to find the ball.
5. His hurtful words had an effect on the dinner party.
6. The accident affected the flow of traffic for miles.
7. The sound of his mother's voice had a soothing effect on the crying child.

<> 9e. Fill in each blank provided with the correct Wacky Word--**conscious** and **conscience**.

1. She was so busy talking that she was not conscious that the food was burning.
2. We stayed in his room until he became conscious .
3. His conscience would not allow him to lie.
4. The child was not conscious that everyone was staring at him.
5. After she cleared her conscience the evening went better.

12. Grammar: Introductory Material or Non-Essential Information

<> 12d. In the sentences provided, complete the following steps:

- (1) Highlight the introductory material.
- (2) Place a comma following the introductory material in each sentence as needed.

Example: In an act of patriotism, he refused to back down.

1. **According to Polybus**, Andrew ministered to cannibals and pirates near the Black Sea.
2. **In 60 A.D.**, he was martyred in Greece on an X-shaped cross.
3. **After the conversion of the governor's wife**, Andrew was cruelly crucified when she refused to deny her faith in Christ.
4. **Fearing a revolt**, the governor ordered Andrew's removal from the cross.
5. **In the Book of Acts and Paul's own epistles**, a clear record of the cities and individuals that Paul influenced during his three missionary journeys is preserved.
6. **Exhorting the people all through his suffering to remain true to the Lord**, Andrew hung alive for two days.
7. **With tremendous devotion and gladness**, Paul counted every loss a gain.
8. **Since Paul was a Roman citizen**, he escaped crucifixion.
9. **As the axe fell**, he joyfully anticipated heaven.
10. **Because of Paul's willingness to suffer for the cause of Christ**, thousands of first-century believers continued in the faith.
11. **When believers illustrate the character qualities of humility, meekness, forgiveness, and inward purity**, they will become effective witnesses for Christ.
12. **Driven into the arena and torn by wild animals**, they responded with joy that they were counted worthy to suffer for their Lord.
13. **During Nero's extreme madness and insanity**, many were covered with pitch and burned alive to light the walkways of his courtyards.
14. **In the midst of a mockery of the Christian faith**, the mime Genesius was suddenly convicted by the Holy Spirit of his sin.
15. **When the cruel Roman emperor Diocletian understood what was happening**, he ordered Genesius martyred.
16. **In his very last moments**, Genesius kept repeating that there is no King except Christ.
17. **In wave after wave of persecution**, the emperors tried to force a confession from believers that Caesar was lord.
18. **In the persecution during 64–68 A.D.**, Paul was martyred at Rome with a huge multitude of believers on the false pretext that they had set fire to Rome.
19. **Under the charge of "atheism"**, a number of believers were put to death.
20. **Reaching into Asia Minor in the middle of the second century**, persecution continued, due to the emperor's desire to be worshiped as god. (Three openers in a row)
21. **After torturing a slave to find Polycarp's home**, the Roman guards finally located him.

22. **Surprised by Polycarp's quiet manner**, the Roman soldier took advantage of his hospitality—and then arrested him.
23. **Built by Herod the Great**, the Roman Theater in Caesarea was also a place of persecution.
24. **After repeated attempts had failed to persuade the aged and faithful Polycarp to renounce his Savior**, he was sentenced to die the fiery death of a martyr.
25. **In 303 A.D.**, Diocletian issued the first edict that churches should be destroyed and sacred Scriptures burned.
26. **Following that**, the third edict imprisoned clergy who refused to sacrifice and caused them to suffer cruel tortures.
27. **Decreeing that all believers everywhere in towns should sacrifice on threat of being put to death in a war of extermination**, the fourth edict came into effect in 304.
28. **Finally, in March 313 A.D.**, Constantine gave complete freedom to Christians by the Edict of Milan.
29. **During George A. Young's ministry to small congregations**, he served faithfully and trusted God for his family's provisions.
30. **Eventually**, the Youngs were able to build a small home of their own.
31. **Because they were building it themselves and were committed to doing only as much as funds would allow**, it took several years to complete this little home.
32. **While the Youngs were away holding special meetings**, someone not in sympathy with the pastor's ministry set fire to their home.
33. **As George Young viewed the desolate picture before his eyes and reflected upon the many priceless treasures he possessed in the Lord**, the words of what would become a new song came to his heart.
34. **Because believers throughout the years have been faithful unto death**, hundreds of thousands of bystanders were drawn to the Savior.
35. **Watching a Christian being burned at the stake and observing the results of his testimony**, an officiating attendant rushed into the presence of the ruler and shouted that this burning of Christians must be stopped as it causes so many people in the village to become believers.

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. Use the word *expelled* in a sentence.

Answers will vary.

2. Use the word *treasonous* in a sentence.

Answers will vary.

II. Spelling and Homophones

3. Fill in the blanks for this week's Wacky Word trick:

Remember

Affect

Verb

Effect

Noun

4. Write sentences containing the words *effect* and *affect*.

Mourning will affect your appetite.

The effects of mourning can be physical.

Answers will vary.

III. Outlining and Write On

5. 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.

6. List another way that you could have opened this week's essay (that you did not use).

Answers will vary.

IV. Grammar and Usage

7. Write the two characteristics of an appositive.

a. It is used to rename or restate a noun or pronoun.

b. It is set off by commas.

Answers will vary.

8. Combine the sentences below using an appositive.

a. Hugh M'Kail was born in 1640 and educated in Scotland.

b. He was martyred for his faith.

Hugh M'Kail, martyred for his faith, was born in 1640 and educated in Scotland.

a. M'Kail hid near his father's farmhouse.

b. He withdrew to the mountains to pray.

M'Kail, hiding near his father's farmhouse, withdrew to the mountains to pray.

V. Editing and Revising

9. List two words (**Extensions:** four) from the Vocabulary Boxes that you could have used in this week's report.

Answers will vary.

10. List another title you could have used.

Answers will vary.

Lesson Plans

Red 4-C: Week Three

For a Five-Day Week

Character Focus: Joyfulness

Day One

Vocabulary Box

Synonyms for *rejoice*

bless

elated

exult

glory

overjoyed

triumph

delight

euphoric

felicity

jubilant

praise

ecstatic

exuberant

gaiety

merriment

sing

Vocabulary Box

Antonyms for *rejoice*

bewail

criticize

despondent

doleful

regret

woebegone

brood

deplorable

disappointed

forlorn

retaliate

complain

despair

distress

melancholy

sorrowful

1. Copying and Comprehension: Passage and Vocabulary

All - PoB-A

Perhaps the most poignant quotation outside of the Bible was said by respected scientist Albert Einstein when he stated, "There are only two ways to live... one is as though nothing is a miracle... the other is as if everything is." Einstein is responding to those who try to explain everything in the world in purely natural or physical terms; he contrasts their viewpoint with the idea that all of these "physical laws" are miracles in and of themselves if thought about correctly. This quotation is a reminder to all who hear it to view the world as a wonder created by God.

All - PoB-B

Einstein's sentiment is echoed by writer Ralph Waldo Emerson when he said, "All I have seen teaches me to trust the Creator for all I have not seen." Emerson's perspective dictated that the world around him was not contradictory to belief in a Creator, but evidence *for* Him. Furthermore, he saw this as a reason to trust in that Creator. Those who hear this quotation are inspired to view the world in a different way because what they see builds their faith in a loving God.

All - PoB-C

Quotations about a person's viewpoint on the world are especially poignant because how a person views the world, including nature, has a significant impact on how he lives his life and the decisions he makes. CS Lewis summed this up in his quote: "I believe in Christianity as I believe that the sun has risen: not only because I see it, but because by it I see everything else." Nature shows us over and over that God exists—and that He cares for His children.

2. Spelling: Unusual Homophones

All

1. wreak

4. stationery

7. tenant

10. tacet

13. romaine

16. rappel

19. proceed

22. pistol

25. moral

28. lightening

2. reek

5. statute

8. tenet

11. cede

14. romantic

17. cue

20. precede

23. missile

26. morale

29. libel

3. stationary

6. statue

9. tacit

12. seed

15. repel

18. queue

21. pistil

24. missal

27. lightning

30. liable

Extensions

31. prospective

32. perspective

33. interstate

34. intrastate

35. imminent

36. eminent

Optional

37. criticize

38. deplorable

39. forlorn

40. melancholy

***Note: See student list and explanation. Test your student with the words out of order and in context.**

3. Editor Duty: Correct Given Paragraph(s)

Semicolons, Introductory Material

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Write On: Quotations

6. Study Skills/Prewriting: Learning About the Five Paragraph Expository Essay

All--3 Paragraphs, 7-10 Sentences

7. Punctuation and Sentence Structure: Semicolon Usage to Combine Two Complete, Related Sentences

8. Research and Study Skills: Design a Working Thesis Statement

Day Three

9. Study Skills and Prewriting: Outline Original Paragraphs for Expository Quotation Essay

10. Spelling Practice: Six "S" Spelling Secret

11. Composition: Writing Original Expository Essay

12. Grammar/Punctuation: Conjunctive Adverbs

Day Four

13. Study Skills and Prewriting: Learning About the Definition Patterned Paragraph

14. Write On: Types of Opening Paragraphs

15. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

16. Spelling Practice: Write That Word!

Day Five

17. Write On: Types of Closing Paragraphs

18. Study Skills/Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

19. Grammar: Weekly Quizzes

20. Spelling: Spelling Test

21. Dictation: Dictation Quiz

Optional: Extra Practice

Lesson Plans

Red 4-C: Week Three

For a Four-Day Week
Character Focus: Joyfulness

Day One	
Vocabulary Box Synonyms for rejoice bless elated exult glory overjoyed triumph delight euphoric felicity jubilant praise ecstatic exuberant gaiety merriment sing	Vocabulary Box Antonyms for rejoice bewail criticize despondent doleful regret woebegone brood deplorable disappointed forlorn retaliate complain despair distress melancholy sorrowful

1. Copying and Comprehension: Passage and Vocabulary

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Perhaps the most poignant quotation outside of the Bible was said by respected scientist Albert Einstein when he stated, "There are only two ways to live... one is as though nothing is a miracle... the other is as if everything is." Einstein is responding to those who try to explain everything in the world in purely natural or physical terms; he contrasts their viewpoint with the idea that all of these "physical laws" are miracles in and of themselves if thought about correctly. This quotation is a reminder to all who hear it to view the world as a wonder created by God.

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All - PoB-C

Quotations about a person's viewpoint on the world are especially poignant because how a person views the world, including nature, has a significant impact on how he lives his life and the decisions he makes. CS Lewis summed this up in his quote: "I believe in Christianity as I believe that the sun has risen: not only because I see it, but because by it I see everything else." Nature shows us over and over that God exists—and that He cares for His children.

2. Spelling: Unusual Homophones

All

- | | | |
|----------------|--------------|---------------|
| 1. wreak | 2. reek | 3. stationary |
| 4. stationery | 5. statute | 6. statue |
| 7. tenant | 8. tenet | 9. tacit |
| 10. tacet | 11. cede | 12. seed |
| 13. romaine | 14. romantic | 15. repel |
| 16. rappel | 17. cue | 18. queue |
| 19. proceed | 20. precede | 21. pistil |
| 22. pistol | 23. missile | 24. missal |
| 25. moral | 26. morale | 27. lightning |
| 28. lightening | 29. libel | 30. liable |

Extensions

- | | | |
|-----------------|-----------------|----------------|
| 31. prospective | 32. perspective | 33. interstate |
| 34. intrastate | 35. imminent | 36. eminent |

Optional

- | | | |
|----------------|----------------|-------------|
| 37. criticize | 38. deplorable | 39. forlorn |
| 40. melancholy | | |

***Note: See student list and explanation. Test your student with the words out of order and in context.**

3. Editor Duty: Correct Given Paragraph(s)

Semicolons, Introductory Material

4. Spelling Practice: Choose the Correct Spelling

5. Write On: Quotations

Day Two

6. Study Skills/Prewriting: Learning About the Five Paragraph Expository Essay

All-3 Paragraphs, 7-10 Sentences

7. Punctuation and Sentence Structure: Semicolon Usage to Combine Two Complete, Related Sentences

8. Research and Study Skills: Design Working Thesis Statement

9. Study Skills and Prewriting: Outline Original Paragraphs for Expository Quotation Essay

10. Spelling Practice: Six "S" Spelling Secret

Day Three

11. Composition: Writing Original Expository Essay

12. Grammar/Punctuation: Conjunctive Adverbs

13. Study Skills and Prewriting: Learning About the Definition Patterned Paragraph

14. Write On: Types of Opening Paragraphs

15. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

Day Four

16. Spelling Practice: Write That Word!

17. Write On: Types of Closing Paragraphs

18. Study Skills/Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

19. Grammar: Weekly Quizzes

20. Spelling: Spelling Test

21. Dictation: Dictation Quiz

Optional: Extra Practice

Answer Keys Red 4-C: Week Three

3. Editor Duty: Correct Given Paragraph(s)

Semicolons, 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) Combine two sentences into one with a semicolon between the two sentences to form a compound sentence.
- (3) In each paragraph that you corrected, highlight any introductory material.
- (4) In the second and third paragraphs, highlight all of the misused homophones, and write the correct one above each one, 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.

Farmers have learned to plant, fertilize, irrigate, cultivate, and harvest, but they have never learned how to make a seed grow. Only God is able to give the increase that causes plants to mature and bear fruit. The actual process of growth has been studied for years, yet it still remains a mystery. The more man learns, the more puzzling the process becomes.

Hailstorms, drought, floods, insects, and frost destroy millions of acres of crops every year; all of these perils are beyond man's control. Recently, hailstorms in one midwestern state destroyed the flowers of both the state's potato and cranberry crops in just a matter of hours. Once the flowers had been damaged, there could be no pollination and no fruit, meaning no harvest in the fall. There is simply no way to protect a crop from the consequences of the curse that is upon the earth.

Because God ultimately controls the increase of the harvest, it is essential that farmers obey His principles of farming. It is also important for Christian farmers to honor Him with the fruits of all their increase.

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|---------------|------------|
| 1. wreak | wreek |
| 2. reak | reek |
| 3. statoinary | stationary |
| 4. stationery | statoinery |
| 5. statute | statut |
| 6. stateu | statue |

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. tenant	tenant
8. tennet	tenet
9. taccit	tacit
10. tacet	tacet
11. ceede	cede
12. sead	seed
13. romaine	romain
14. romantec	romantic
15. repell	repel
16. rappel	rapell
17. cue	kue
18. queue	queu
19. procede	proceed
20. precede	preceed
21. pistill	pistil
22. pistol	pistoll
23. missile	misile
24. missal	misal
25. morall	moral
26. morale	moralle
27. lightning	lighting
28. lightnening	lightening
29. libel	libell
30. liabell	liable

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

31. prospective	prospecteve
-----------------	-------------

32. perspective	perspecteve
33. interstat	interstate
34. intrastat	intrastate
35. imminent	iminnent
36. emenint	eminent

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

37. critisize	criticize
38. deplorable	deplorable
39. forlorn	forlern
40. meloncholy	melancholy

7. Punctuation and Sentence Structure:

Semicolon Usage to Combine Two Complete, Related Sentences

<> 7d. In the sentences provided, place semicolons where they belong.

Example: Sow to yourself break up your fallow ground.

Sow to yourself; break up your fallow ground.

Hint: Look for where the first sentence ends and the second sentence begins.

1. The Jews were a nation of farmers; it is common to refer to their occupation for illustrations.
2. The prophet Hosea addresses them as a nation of backsliders; he reproves them for their idolatry.
3. To break up the fallow ground is to break up your hearts; it is to prepare your minds to bring forth fruit unto God.
4. Look back over your past history; take up your individual sins one by one.
5. Your sins were committed one by one; they ought to be reviewed and repented of one by one.

6. Think how grieved and alarmed you would be if you discovered any flagging of affection in your wife, husband, or children; think how you would feel if you saw another engrossing their hearts.
7. Look around upon your friends and relatives, and remember how little compassion you have felt for them; you have stood by and have seen them going right to hell, and it seems as though you did not care if they did go.
8. In how many instances you have hurried over your private duties; how often have you entirely neglected to watch your conduct and have sinned before the world?
9. You are under a solemn oath to watch over them; what have you done to make yourself acquainted with them?
10. You have seen them beginning to neglect one duty after another; you did not reprove them.
11. They only give of their surplus wealth; perhaps that poor woman who puts in her mite has exercised more self-denial than they have in giving thousands.
12. Look at the cases in which you were envious of those whom you thought were above you in any respect; perhaps you have envied those who have been more talented or more useful than yourself.
13. Understand now what lying is; any species of designed deception is lying.
14. You need not lie to be guilty of slander; to tell the truth with the design to injure is to slander.

- ↔ **7e.** Use complete sentences below that are related to each other to complete the following steps on the lines provided:
- (1) Combine two complete (related) sentences into one using a semicolon between them.
 - (2) Change words as needed to be sure your sentences make sense.

Example: Ezra was a prophet of God.
Ezra wept over the people's sins.

Ezra was a prophet of God; he wept over the people's sins.

Answers will vary.

12. Grammar/Punctuation: Conjunctive Adverbs

- ↔ **12e.** In the sentences provided, place CA's at the beginning of them, punctuation their properly.

Answers will vary.

- ↔ **12f.** In the sentences provided, complete the following steps:

- (1) Highlight all of the conjunctive adverbs.
- (2) Place punctuation around them, as needed.

1. **Alas,** during reviling and persecution it does not seem realistic to "rejoice and be exceeding glad."

2. From the larger picture that God sees, **however**, He commands us to do this.
3. From His perspective, **therefore**, He sees not only the present, but the future also.
4. **Moreover**, during and after times of persecution God wants us to rejoice and delight in Him.
5. **For instance**, from the descriptive word rejoice we can also see “delight,” “praise,” and “bless.”
6. **In fact**, in the Christian life, one of the hallmarks of maturity is the ability to enjoy the fellowship of Christ’s sufferings in the same way that we delight in another person.
7. From the word delight, **in fact**, we get the meanings “to take great pleasure in” and “to be greatly pleased by.”
8. **In comparison**, when studying the thesaurus, we find the synonyms for delight meaning “to please,” “to fulfill,” “to fascinate,” and “to satisfy.”
9. In rebuilding the walls around Jerusalem and seeking the welfare of God’s people, Nehemiah, **nevertheless**, suffered much persecution.
10. **Consequently**, in not keeping the Sabbath, the people would not continue to receive God’s blessing.
11. Through delighting ourselves in Him, **therefore**, God promises that He will grant us the desires of our hearts.
12. From failing to delight in the Lord, **therefore**, we begin to despair.

Weekly Review Quiz Answer Key

I. Spelling and Homophones

1. Write ten (**Extensions:** twelve) sentences using ten (**Extensions:** twelve) of the following unusual homophones:

- | | | | |
|----------------|----------------|----------------|-----------------|
| (1) stationary | (2) stationery | (3) tenant | (4) tenet |
| (5) tacit | (6) tacet | (7) repel | (8) rappel |
| (9) moral | (10) morale | (11) lightning | (12) lightening |
| (13) imminent | (14) eminent | | |

Answers will vary.

2. Write four tips (**Extensions:** Write six) that you can use or did use to remember some of the homophones/confusing words from this week’s spelling list.

Answers will vary.

3. **Extensions:** Write the definitions (or clues) for the following roots or prefixes from some of this week’s spelling words:
 - a. pro - favoring, in support of
 - b. pre - before in time, place, order, or importance
 - c. inter - between, among
 - d. intra - inside, within

II. Outlining and Write On

4. What are your paragraph topics for this week's writing assignment?

Answers will vary.

III. Grammar and Usage

5. What are the two most common ways that you can combine two sentences into one?

- a. using a semicolon
- b. comma -- coordinating conjunction

6. What kind of sentence do you create when you combine two sentences into one?
compound

7. List the two rules for combining two sentences into one with a semicolon.

- a. both sides must contain complete sentences
- b. both sides must be related to each other and about the same topic

8. List eight (**Extensions**: List ten) conjunctive adverbs.

- | | |
|-------------------------|------------------------|
| (1) <u>however</u> | (2) <u>for example</u> |
| (3) <u>for instance</u> | (4) <u>in fact</u> |
| (5) <u>likewise</u> | (6) <u>alas</u> |
| (7) <u>thus</u> | (8) <u>hence</u> |

Answers will vary.

9. Rewrite the sentence provided below three times with a conjunctive adverb in three different positions (**Extensions**: rewrite it four times).

We should break up the fallow ground of our hearts.

Answers will vary.

10 **Extensions**: How do you know that you need to use a semicolon before the conjunctive adverb rather than a comma? When it comes at the beginning of the second half of a compound sentence.

IV. Editing and Revising

11. List four words that you had to work hard with in order to reduce redundancy in this week's report.

Answers will vary.

12. Write three sentences from your report with conjunctive adverbs added to them.

Answers will vary.

13. What two vocabulary words would have fit in your report this week?

Answers will vary.

Lesson Plans

Red 4-C: Week Four

For a Five-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

For every important spiritual truth, there are clear analogies in the world of nature. The rewards that believers will receive in heaven are illustrated by the laws of the harvest. God combines these concepts in Galatians 6:7–8. One of the important benefits of actually seeing God’s truths worked out in nature is that they continually confront our lives with bold and dramatic reminders of the reality of God’s ways. The fact that God has established laws related to our rewards in heaven encourages our hearts to not be weary in well-doing, for in due season we will reap if we do not give up.

Extensions

The second law of the harvest is that all things bring forth after their own kind. Pumpkin seeds always produce pumpkins. They never produce tomatoes. Cows always give birth to calves, never foals. Bees hatch from bees. Dogs have puppies, not kittens. Ears of corn grow only on corn stalks. Corn stalks are never found weighed down heavily with hundreds of pea pods.

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. If you want a harvest of carrots, you must sow carrots. If you sow any other kind of seed, it will not bring forth a harvest of carrots.

Further Extension

The mechanism for ensuring that each kind brings forth only its kind is found in the nucleus of every living cell. The nucleus contains long strands of nucleic acids called chromosomes. The sequence in which the acids inside the nucleus are linked together make up coded bits of information that every cell “understands.” This information acts like a blueprint to ascertain that each new cell is an exact replica of its parent. Each kind of plant or animal, as well as man, has its own distinct arrangement of these chromosomes. Man has twenty-three pairs of chromosomes, making a total of forty-six strands of coded information. Some animals have fewer chromosomes than man, others have more. Crayfish have one hundred pairs of chromosomes. Rabbits have twenty-two pairs. Horses have thirty-two, and peas have only seven.

2. Spelling: Long and Short ea
Examples: reach, break

All

1. malfeasance	2. immeasurable	3. bequeath
4. surrealistic	5. Neapolitan	6. nauseam
7. entreaty	8. treachery	9. genealogist
10. feasibility	11. endeavor	12. misdemeanor

Extensions

13. complimentary	14. complementary	15. censure
16. censor	17. biannual	18. biennial

Optional

19. woebegone	20. retaliate	21. despondent
22. despair		

3. Editor Duty: Correct Given Paragraph(s)
Conjunctive Adverbs

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Structural Analysis: Positive, Comparative, and Superlative Degrees of Words

6. Grammar: Helping Verbs and Verb Phrases

Day Three

7. Spelling Practice: Six “S” Spelling Secret

8. Grammar: Adverbs
Ly words and others

9. Write On: Strong Verbs or Adverbs?

Day Four

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

11. Grammar: Subject-Verb Agreement in Complex Sentences

12. Spelling Practice: Write That Word!

Day Five

13. Grammar: Weekly Quizzes

14. Spelling: Spelling Test

15. Dictation: Dictation Quiz

16. Composition: Final Copy Original 1-3-1 Quote Essay

Optional: Extra Practice

Lesson Plans

Red 4-C: Week Four

For a Four-Day Week
Character Focus: Joyfulness

Day One	
Vocabulary Box Synonyms for <i>rejoice</i> bless delight ecstatic elated euphoric exuberant exult felicity gaiety glory jubilant merriment overjoyed praise sing triumph	Vocabulary Box Antonyms for <i>rejoice</i> bewail brood complain criticize deplorable despair despondent disappointed distress doleful forlorn melancholy regret retaliate sorrowful weebegone

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2. Spelling: Long and Short ea

Examples: reach, break

All

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|-----------------|-----------------|-----------------|
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| 4. surrealistic | 5. Neapolitan | 6. nauseam |
| 7. entreaty | 8. treachery | 9. genealogist |
| 10. feasibility | 11. endeavor | 12. misdemeanor |

Extensions

- | | | |
|-------------------|-------------------|--------------|
| 13. complimentary | 14. complementary | 15. censure |
| 16. censor | 17. biannual | 18. biennial |

Optional

- | | | |
|---------------|---------------|----------------|
| 19. weebegone | 20. retaliate | 21. despondent |
| 22. despair | | |

3. Editor Duty: Correct Given Paragraph(s)

Conjunctive Adverbs

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Structural Analysis: Positive, Comparative, and Superlative Degrees of Words

6. Grammar: Helping Verbs and Verb Phrases

7. Spelling Practice: Six "S" Spelling Secret

8. Grammar: Adverbs

Ly words and others

Day Three

9. Write On: Strong Verbs or Adverbs?

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11. Grammar: Subject-Verb Agreement in Complex Sentences

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Day Four

13. Grammar: Weekly Quizzes

14. Spelling: Spelling Test

15. Dictation: Dictation Quiz

16. Composition: Final Copy Original 1-3-1 Quote Essay

Optional: Extra Practice

Answer Keys Red 4-C: Week Four

3. Editor Duty: Correct Given Paragraph(s)

Conjunctive 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) Highlight the conjunctive adverbs.

Teacher Tip: Your student may highlight any of the shaded words in this Answer Key for the number of items he was to highlight.

The ultimate purpose of history is the exaltation of Christ. Related to His final glory, therefore, is His glorious marriage to His Bride—all the believers that make up the Church. As Scripture explains God's program with reference to Christ, every event in history relates to the final objective of preparing a spotless Bride for Him; consequently, every circumstance of life is designed to contribute to that ultimate goal.

Similarly, in terms of God the Father, the purpose throughout history has been the calling out and preparing of the chosen nation of Israel to be His faithful wife. Scripture assures us, in fact; that Israel will one day return to Him in belief.

Believers, in preparation for becoming the Bride of Christ, must go through persecution, since suffering, when properly responded to, will produce the character and disposition required for our fellowship with Christ throughout eternity. Hence, this sharing in Christ's suffering is emphasized in Scripture, Christ is love; however, and genuine love cannot operate without suffering. (Capitalizing Bride is optional.)

4. Spelling Practice: Choose the Correct Spelling

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

1. malfeasance malfaesance

2. immeasurable immeasurable

3. bequaeth bequeath

4. surrealistic surrealistic

5. Neapolitan Neapolitan

6. nauseam nausaem

7. entreaty	entreey
8. treachary	treachery
9. genealogest	genealogist
10. feasibility	feasibility
11. endeavor	endeaver
12. misdemeaner	misdemeanor

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

13. complimentary	complimentery
14. complementery	complementary
15. censur	censure
16. censor	censore
17. biannual	bianual
18. bienial	biennial

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

19. wobegone	woebegone
20. retaliatie	rettaliate
21. despondent	despondant
22. dispair	despair

5. Structural Analysis: Positive, Comparative, and Superlative Degrees of Words

<> 5f. Write the following words in their correct columns:

1. Positive: An adjective—not comparing anything
2. Comparative: Comparing two items—*er, more, lesser*
3. Superlative: Comparing three or more items—*est, most, least*

Positive (Adjective only—no comparison)

godly	great	faithful	strong
mature	moral	bold	fast
glorious	dynamic	delightful	honorable

Comparative (Comparing two items—er, more, lesser)

more glorious	more delightful	more mature	stronger
more joyful	more dynamic	bolder	faster
greater	more moral	more faithful	more honorable

Superlative (Comparing three or more items—est, most, least)

most persecuted	most delightful	most moral	strongest
most joyful	most powerful	most faithful	fastest
most glorious	most dynamic	boldest	most honorable
greatest	most godly	most mature	tiniest

<> **5g.** In the sentences provided, highlight the positive, comparative, and superlative words and correct them as needed.

1. Paul warned Timothy that his ministry could not withstand attack if he was not **faithful**.
2. A **clear** conscience requires the **most honest** self-examination on the basis of Scripture.
3. This kind of self-examination makes one **bolder** than those who do not follow through on this.
4. Paul knew that he would receive **more glory** in eternity after suffering through his earthly trials.
5. When we have applied the first seven Beatitudes to our lives, we will be **more godly** than we were before.
6. The **most important** measure of maturity is how long a person can wait between achievement and reward.
7. These martyrs were the **most powerful** and influential of all.
8. Stephen gave the **wisest** and **most powerful** overview of history.
9. The **most impressed** man watching Stephen's execution was later converted.
10. Faithful unto death, these **early** believers received **greater** rewards in heaven because of their boldness.
11. A baby chick must be one of the **most persevering** animals.
12. The **most inactive** muscles will atrophy.
13. The **tiniest** powerhouses of the cell are called mitochondria.

6. Grammar: Helping Verbs and Verb Phrases

<> **6e.** Complete the following steps for the sentences provided.

1. Highlight all of the verb phrases.

2. Underline any Be, a Helper, Link verbs used as helping verbs (even though they are already highlighted from step one).

Note: Some sentences do not contain any verb phrases but have only single verbs. Do not highlight these.

Note: We will consider infinitives (to + verb) to be verb phrases.

Example: We should keep our hearts on God.

1. Hugh M'Kail, a brilliant young man, was born about 1640 and educated at the University of Edinburgh in Scotland.
2. He entered the ministry, but he was expelled from the state church at age twenty after signing the Presbyterian Covenant.
3. The Scottish Crown considered adopting this covenant to be treasonous.
4. Royal troops were pursuing him, and he barely escaped time and again.
5. While hiding near his father's farmhouse, M'Kail would often withdraw into the mountains and pray in nooks and hollows and caves.
6. But eventually, he was caught .
7. In Edinburgh, he was intensely questioned , but he said little.
8. A device called the boot was then secured around his leg.
9. Staves and wedges were driven into his leg an inch at a time until his bones were crushed .
10. This had no effect.
11. Still he said nothing.
12. He was condemned to be hanged in four days.
13. His sole comment was, "O how good news, to be within four days' journey of enjoying the sight of Jesus Christ!"
14. He spent his remaining time in praise and prayer, fellowshiping with his friends and his elderly father, his cheerfulness never did forsake him.
15. On the day of his execution, he was awakened at five, waking his companions and quoting Scripture.
16. He prayed a final time with his father, then spent the morning encouraging others.
17. At mid-afternoon, he was taken to the scaffold, his young face strong and undaunted.
18. Looking out at the crowd, he lifted his voice and sang Psalm 31.

8. Grammar: Adverbs

Ly words and others

<> **8d.** Insert descriptive adverbs into the blanks provided.

Answers will vary

11. Grammar: Subject-Verb Agreement in Complex Sentences

<> 11d. In the sentences provided, complete the following steps:

- (1) Place parentheses around the following:
 - a. Prepositional phrases
 - b. Conjunctive adverbs
 - c. Subordinate clauses
 - d. Anything else that might “distract” you -- like direct objects, adverbs, etc.
- (2) Highlight the main subject in one color. Do not highlight subjects within clauses.
- (3) Highlight the main verb phrase in another color. Again, do not highlight verbs within clauses. (You may highlight an adverb between a BHL and main verb as part of the verb phrase).

Note: Be on the lookout for compound subjects (two main subjects joined by and) and compound verbs (two main verbs joined by and).

Note: Remember, the main subject of the sentence is not found within a clause. Clauses usually begin with words such as: that, when, here, while, though, although, because, and since.

Example: The second law (of the harvest) is (that all things bring forth) (after their own kind).

1. (Regardless of method), the seed must be planted, nourished, and rooted , (before it will grow upward and bear fruit).
2. (As God predicted) (after the fall) (of Adam and Eve), a farmer is often hindered (in his harvest) (by competing crops) (of thistles, thorns, and weeds).
3. (Although a good crop must be nurtured), a crop (of thistles and thorns) will flourish (without care).
4. The mechanism (for ensuring) (that each kind brings forth only its kind) is found (in the nucleus) (of every living cell).
5. The sequence (in which the acids [in the nucleus] are linked together) makes coded bits (of information) (which every cell understands).
6. This information acts (like a blueprint) to ensure [that each new cell is an exact replica] (of its parent).
7. The basic structure (of chemicals) (that make these chromosomes) is the same (for all living things).
8. It is estimated (that there are more than 250,000 different kinds [of seeds]).
9. The third major law (of the harvest) is (that the magnitude [of the harvest] is proportionate [to the number] [of seeds]) (that were sown).
10. This law means (that [if you sow sparingly], you shall also reap sparingly).
11. Corn farmers know (that planting more acres increases the overall harvest).
12. The optimum number (of seeds) depends (on the soil, water, fertility, planting date, and particular crop).
13. The fourth law is (that the process [of growth and maturation] multiplies that which was sown).
14. This means (that the harvest returns many times more seeds than were sown).

15. **They** **should anticipate** reaping many times more seeds (than they sowed).
16. The first **step** (toward maturity) **is** the process (of germination).
17. Germination **time** **may vary**, depending (on moisture and temperature).
18. (After a seed germinates), **it** **must grow** (to maturity).
19. **Soils** **are classified** (according to their color, particle size, consistency, and chemical composition).
20. The **action** (of freezing water) **breaks** rock (into smaller and smaller particles).
21. The particle **sizes** (of soil) **range** (from the microscopic grains) (in clay) (to the large grains) (in sand).
22. **Particles** (that are [between these two sizes]) **are called** silt.
23. Most **soils** **are** combinations (of these three types).
24. **Soils** (that are mostly clay) **hold** water and **are** often muddy.
25. **Chemicals** (in the soil) **determine** (how many nutrients are available [to plants] [for their growth]).
26. The three most important **minerals** (in the soil) **are** nitrogen, phosphorus, and potassium.
27. Soil **tests** **can be used to determine** (if any [of these minerals] are missing [from the soil]).
28. **Fertilizer** (that remains [on the surface]) **does not do** plants any good.
29. (As nitrogen, phosphorus, and potassium dissolve [in water]), **they** **form** positively charged particles.
30. (When soil is tilled [with heavy equipment]), only the **surface** **is** broken and softened.
31. (Just [beneath the depth] [of the plow]), a hard **layer** called a plow pan **may develop**.
32. (Unless it is broken up), the soil's **hardness** **can severely limit** both the size and quality (of the harvest).
33. **Farmers** **have learned to plant, fertilize, irrigate, cultivate, and harvest**, but **they** **have never learned** (how to make a seed grow).
34. (Because God ultimately controls the increase [of the harvest]), **it** **is** essential (that farmers obey His principles [of farming]).

Weekly Review Quiz Answer Key

I. Spelling and Homophones

1. List three (**Extensions**: List four) *ea* words from this week's spelling list that you have never used in writing before.

Answers will vary.

2. **Extensions**: Write four of the **Extensions** words from this week's spelling list.

Answers will vary.

3. **Extensions:** Use four of the words you listed in #5 in sentences.

Answers will vary.

II. Outlining and Write On

4. What were some of the key words that you listed in your Opening Paragraph notes this week?

Answers will vary.

5. What were some of the key words that you listed in your Closing Paragraph notes this week?

Answers will vary.

III. Grammar and Usage

6. What are the three degrees of words listed in this week's lesson?

a. positive b. comparative c. superlative

7. Fill in the blanks for the degree lesson rules this week:

a. When comparing two items, you should always use the comparative form.

b. When comparing three items or more, you should always use the superlative form.

c. Er, more, and lesser are used to compare two items.

d. Est, most, and least are used to compare three or more items.

8. List fifteen BHL verbs.

(1) am (2) is (3) are
(4) was (5) be (6) being
(7) been (8) have (9) has
(10) can (11) could (12) should
(13) would (14) may (15) was

9. Adverbs can modify three different kinds of words. What are these three?

a. verbs b. adjectives c. adverbs

10. List the four main questions that adverbs answer.

a. How? b. When?
c. To what extent? d. Where?

11. List six non-ly adverbs.

a. tomorrow b. always
c. never d. sometimes
e. very f. often

Answers will vary.

12. List four adverbs that you should try to avoid using.

a. very b. really
c. slowly d. softly

13. Write one strong verb that can replace the weak verb with its adverb.

(1) softly spoke - whispered
(2) surprisingly found - discovered

- (3) looked closely - investigated
- (4) studied deeply - examined
- (5) spoke loudly - screamed
- (6) walked quickly - scurried
- (7) stopped suddenly - halted

IV. Editing and Revising

14. List four weak adverbs that you found in your report this week.

Answers will vary.

15. Write two of the transitions you used in this week's report.

Answers will vary.

16. What two words did you change to more advanced words in this week's report?

Answers will vary.

17. Write two of the sentences you created (or found) in your report this week using conciseness techniques.

Answers will vary.

Red 5-C: Week One

Character Focus: Initiative

Vocabulary Box

Synonyms and antonyms for *initiative*--**nouns**

Synonyms

aggressiveness aspiration
determination enterprise
enthusiasm fortitude
gumption ingenuity
resourcefulness tenacity

Antonyms

aloofness apathy
disinclination disinterest
indifference laxity
lethargy slackness
slothfulness

Vocabulary Box

Characteristics of one who shows *initiative*--**adjectives**

ambitious ardent
desirous ebullient
fervent impassioned
industrious irrepressible
passionate sedulous

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	One of Charles Finney's most unusual sermons was preached in a village near Evans Mills, New York. During the service, Finney, who rarely prepared his sermons in advance, asked God to give him a passage of Scripture. Suddenly, he remembered the story of Sodom, the city of Lot. Genesis 19:14 raced to his mind: "Get up, get out of this place; for the Lord will destroy this city!"
Extensions	In his sermon, Finney described the condition of Sodom before God destroyed it. "I had not spoken in this strain more than a quarter of an hour when an awful solemnity seemed to settle upon them. The congregation began to fall from their seats in every direction and cry for mercy. If I had, had a sword in each hand, I could not have cut them down as fast as they fell. Everyone prayed who was able to speak at all."
Further Extension	Finney had not known the name of the village in which he was led to preach this sermon. Only afterward did he learn that this village was known as Sodom. And the man who had invited Finney to speak was also unknown to him; however, he soon discovered that this man was called Lot.

➤ **1a.** Read this week's passage aloud.

What an amazing story! This is just one of millions of examples of God's blessing and confirmation on someone's path when that person shows initiative. Finney showed great initiative in ministering to the people of this village, and God confirmed that Finney had done the right thing through the "coincidence" of the village being named Sodom and the man being called Lot.

➤ **1b.** In the second paragraph of the passage highlight the words *had* and *had*.

Notice the comma between the two *had*'s. When you write with the same word twice in a row, you should place a comma between the two of them for clarity. This will happen sometimes with the word *had* and *that*.

1. He had, had enough of their tricks.
2. It was clear that, that boy was responsible.

This is an unusual comma rule -- and obviously is not based on voice inflection since when you read aloud, you do not pause between two identical words.

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

1. strain
2. quarter of an hour
3. solemnity

<> 1d. Look up these words in a dictionary. On the lines provided, write in your own words the meaning of each, as used in the passage.

Definition of *strain*

Definition of *quarter of an hour*

Definition of *solemnity*

<> 1e. In the second paragraph of the passage, find the sentence containing the words that you defined. On the lines provided, rewrite this sentence, using synonyms for the words you defined.

<> 1f. From the shaded Vocabulary Box, choose four words that are *synonyms for initiative*, and write them on the lines provided.

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

<> 1g. On the lines provided, write three sentences about this week's passage. In your sentences, use three of the Vocabulary Words that you listed.

1. _____
- _____
- _____

Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only. Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated 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: Other people "taste" Christ through us.

Optional Penmanship Practice

A soft answer turneth away wrath: but grievous words stir up anger.

Proverbs 15: 1

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

Ye are the salt of the earth...

Matthew 5: 13a

2. _____

3. _____

➤ **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.

(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.

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

<> 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 Charles Finney preached the gospel, many people came to
Christ. Subordinate clause opener

<> 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/Structural Analysis: Spellings for the *shun* and *chun* Sounds at the Ends of Words

Examples: invention, aggravation

<> 2a. In the second paragraph of the passage, highlight the words that have *tion* at or near the end of them.

The spelling patterns ***sion*** and ***tion*** have two common sounds:

1. chun (as in invention)
2. shun (as in aggravation)

Like most other confusing spelling patterns, *tion* and *sion* words are learned best through frequent reading and writing.

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

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

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

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

<> **2c.** Add this week's new words (minus the **Optional Words**) to pages 70 and 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.

Help Box for 2a.

You should have highlighted the following words:

1. condition
2. congregation
3. direction

Words	Syllabication	Write it	Tip	Your Tip
All				
1. vindication*	vin-di-ca-tion			
2. requisition*	re-qui-si-tion			
3. origination*	o-rig-i-na-tion			
4. concentration	con-cen-tra-tion			
5. notification*	no-ti-fi-ca-tion			
6. litigation*	li-ti-ga-tion			
7. recognition*	rec-og-ni-tion			
8. communication	com-mu-ni-ca-tion			
9. qualification*	qua-li-fi-ca-tion			
10. validation*	val-i-da-tion			
11. accommodation*	ac-com-mo-da-tion			
12. resumption*	re-sump-tion			
13. excursion*	ex-cur-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
Extensions				
14. quantification*	quan-ti-fi-ca-tion			
15. pronunciation*	pro-nun-ci-ation			
Further Extension				
16. provocation*	pro-vo-ca-tion			
17. procrastination*	pro-crast-i-na-tion			
18. exfoliation	ex-fo-li-a-tion			
19. cognition	cog-ni-tion			
Optional				
20. aggressiveness	ag-gres-sive-ness			
21. ingenuity	in-gen-u-i-ty			
22. gumption	gump-tion			
23. 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)

Subject-Verb Agreement, Sentence 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 all of the paragraphs, highlight the sentence openers, and place commas after them, if you have not already done so.

(3) In all of the paragraphs, highlight all of the subject-verb agreement errors, and correct them if you have not already done so.

Optional Penmanship Practice

For the ear trieth words, as the mouth tasteth meat.

Job 34:3

Further Study: Learn what the four sensations of taste on the tongue are.

Originally roman soldiers was gave a regular allowance of salt. As time went on they received money instead with which they could purchase there own salt. This financial allowance were called salarium from which we get our word salary

Since salt is essential for life many of the ancient trade routes was specifically built to transport it. one of the oldest roads in italy were called the Via Salaria, or "salt route". It was so named because it's primary use were transporting salt.

When salt was scarce it was used for money. At times it was traded ounce for ounce for gold Salt was considered to be as precious as gold!

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|------------------|---------------|
| 1. vindication | vendication |
| 2. requisitium | requisition |
| 3. origination | origenation |
| 4. concintration | concentration |
| 5. notification | notificatium |
| 6. litigation | littigation |

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. reccognition | recognition |
| 8. communication | comunication |
| 9. quallification | qualification |
| 10. validaetion | validation |
| 11. accomodation | accomodation |
| 12. resumtion | resumption |
| 13. excursion | excersion |

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

- | | |
|---------------------|----------------|
| 14. quanntification | quantification |
| 15. pronounceiation | pronunciation |

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

- | | |
|---------------------|-----------------|
| 16. provocation | provoevation |
| 17. prokrastication | procrastination |
| 18. exfoliation | exfuliation |
| 19. cognition | cognision |

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

- | | |
|-------------------|----------------|
| 20. agressiveness | aggressiveness |
| 21. inqenoity | ingenuity |
| 22. gumtion | gumption |
| 23. tenacity | tenasity |

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

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

Alternative Writing for Red 5-C: Week One

- Write a four-paragraph essay about Lot's wife being turned into a pillar of salt.
- Using the synonyms from the Vocabulary Box, write three paragraphs about how Lot should have retarded evil.

KWO Topic Lines: When you write the topic of a paragraph on the topic line, be sure to think about the main idea of the paragraph. Avoid details here—just convey the main idea of the paragraph.

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*.

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

(You may use up to eight words for Sentence Four, divide into two sentences at the semi-colon, or quote the reference in your notes and put the verse word-for-word in your essay.)

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

KWO Symbols

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

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

= 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 Connection: Salt always leaves the tongue wanting more. Christians should leave others wanting to know more about God.

- Sentence 2** _____
(You may write quoted material word-for-word here.)
- Sentence 3** _____
(You may write quoted material word-for-word here.)
- Sentence 4** _____
(You may write quoted material word-for-word here.)
- Sentence 5** _____
(You may write quoted material word-for-word here.)

All--Paragraph Three of Body

Topic of Paragraph 3 _____

Further Study: Find out which American Indians used salt as a way to seal their agreements.

- Sentence 1** _____
- Sentence 2** _____
- Sentence 3** _____
(You may divide this sentence into two sentences, if desired, since it is a compound sentence.)

Sample KWO

Paragraph 3

Topic of Paragraph 3: Finney was invited by a man named Lot to preach in a town called Sodom.

Sentence 1: Finney ~~know~~ village name → preached sermon

Sentence 2: afterward learned village known Sodom

Sentence 3: Finney ~~know~~ man invited

Sentence 4: later discovered man called Lot

Sample Paragraph from KWO

Paragraph 3

Finney was not aware of the name of town where he delivered this message. Later he discovered that the town's name was Sodom. He also did not know the name of the man who had invited him to speak. He soon ascertained that his name was Lot.

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

<> **6a.** Follow these steps for writing your story from your Key Word Outline:

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

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

<> **6b.** Read your story aloud. Do you like the way it sounds?

Further Study: Read a book or part of a book about how the tongue tastes things.

Optional Penmanship Practice
...the words of the pure are pleasant words.

Proverbs 15: 26

7. Vocabulary/Structural Analysis: Wacky Words

Homophones: lead, led, lead

<> **7a.** In the third paragraph of the passage, highlight the word *led*.

The word **led** is a **past tense verb meaning was led**—like God leads His children along--God led His children.

The word **leads** (pronounced leeds) is a **current or future tense verb meaning to lead**--like God leads his children along--not lead, which is a metal.

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--and it sounds like led!!!

Character Connection: In the Old Testament, God commanded Israel to use salt with their offerings.

Further Study: Look up the phrase "salt the oats."

This word (lead--pronounced ledd) is an element--like pencil lead or a lead pipe. It is a 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. Use to mean **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.

Character Connection: Salt plays a large part in helping us to taste things.

2. Led

- a. **Past tense of verb lead (leed)**
- b. Tells that **someone or something 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.

↔ **7b.** Fill in each blank provided with the correct Wacky Word--*lead, led, or leed*.

- 1. We should _____ others to the understanding that we must love our enemies.
- 2. We are often _____ astray by our own selfish desires.
- 3. The _____ in Levi's pencil was made of graphite.
- 4. Our GPS _____ us to a dead end.
- 5. The purity of God can _____ us to repentance.

↔ **7c.** On the lines provided, write three sentences using *lead (leed)*, *led (ledd)*, and *lead (ledd)* rhymes with read--*I read the book*).

1. _____

2. _____

3. _____

8. Punctuation: Colon Usage

↔ 8a. In the first paragraph of the passage, highlight the colons.

A colon is a punctuation mark used to introduce a quotation, a list or continuing thought or ideas. A colon looks similar to a semicolon, but instead of looking like a comma with a period above it, a colon looks like a “period with another period above it.”

Colons are used in the following situations:

1. To introduce a list of items--it is often used when a complete sentence introduces a list of items.

For example--By His words and actions, Jesus taught us three principles: 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 with a long speech tag that is a complete sentence.

For example--Jesus said it by words and actions: “I am meek and lowly.” (following a lengthy, detailed speech tag)

3. To introduce a thought or topic--again, usually when a complete sentence is on each side.

For example--Jesus taught by words and actions: 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

Grammar Card: Colon

- Looks like a period with a period above it (:)
 - A list of three or more items-- Jesus taught us, by words and actions; to yield our rights, to submit to God, and to be meek.
 - A subject or topic when a complete sentence is before colon and the first half introduces or anticipates the second half-- Jesus taught by words and actions; meekness is the key to relationships.
 - A quotation--only when the speech tag is long, detailed, and a complete sentence: Jesus said it by words and action; “I am meek and lowly.”
- Used to introduce:
 - Business letter salutation--- Dear Mr. Jones;
 - Bible references--- John 3:16
 - Time--- 4:30 P.M.
- Also used in:
 - Short speech tags--- Jesus said, “I am meek and lowly.” (not Jesus 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...)
- Does not follow:
 - Short speech tags--- Jesus said, “I am meek and lowly.” (not Jesus 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...)
- 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).


Colon rules are somewhat subjective; they vary from handbook to handbook. In general, follow these colon rules:

1. **Do not use a colon to introduce items if the first half of your sentence is not a complete sentence.**
2. **Do not follow a preposition with a colon.**
3. When possible, **avoid following a verb with a colon.** However, this is permissible in some instances, 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. That is, the speech tag is not a complete sentence that could stand alone.

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 quotation where the speech tag is a complete sentence. This is shown in the passage--*Genesis 19:14 raced to his mind: "Get up, get out of this place; for the Lord will destroy this city!"*

 **Regardless of the situation with colon use (i.e. following a speech tag, before a list, etc.), if you only use a colon following a complete sentence that could stand all by itself, you will not go wrong in colon use. Remember--the words on the left of the colon (before the colon) must be a complete sentence.**

➤ **8b. Optional:** Make a Grammar Card about colons, or add new information to an existing card.

➤ **8c.** Study the Grammar Card about colons.

➤ **8d.** Complete the following steps for the sentences provided:

(1) Place colons where needed according to this week's colon rules.

(2) Write on the lines the letter of the reason that each colon was needed:

- a. To indicate line, verse, chapter, column, etc. in poetry or other prose
- b. To indicate that the sentence or clause following the first complete sentence "answers" the first half
- c. Following a lengthy speech tag that is a complete sentence that could stand alone
- d. To introduce a list of items (when the words before the colon comprise a complete sentence)

1. Finney preached one of his most unusual sermons in a most unusual place a village near Evans Mills, New York known as Sodom. _____

2. Finney asked God to give him a passage of Scripture God gave him Genesis 19.

3. The verse that Finney zeroed in on was in Genesis 19 14. _____

4. It reminded him to get out of this place the Lord will destroy this city. _____

5. Finney described the condition of Sodom before God destroyed it “Sodom was overcome with sin.” _____
6. Finney was relieved with the people’s response humble, prayerful, heart-felt, and hungry.

7. Finney read the verse from Genesis 19 “Get up, get out of this place; for the Lord will destroy this city!” _____
8. Finney described the response of the people “The congregation began to fall from their seats in every direction and cry for mercy.” _____
9. Finney later learned the name of this village he discovered that it was known as Sodom.

10. Finney continued speaking about this experience “Everyone prayed who was able to speak at all.” _____
11. He discovered that the man who invited him to speak was also unusual his name was Lot. _____
12. There are many synonyms for the word initiative aggressiveness, aspiration, enthusiasm, gumption, resourcefulness, and tenacity. _____
13. Finney told of his experience later “I had not spoken in this strain more than a quarter of an hour when an awful solemnity seemed to settle upon them.” _____
14. There are many characteristics of one who shows initiative ambitious, fervent, industrious, sedulous, and ebullient. _____
15. Finney rarely prepared his sermons in advance today God gave him a special passage.

<> 8e. 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.

Basic Level: Write **eight sentences**.

Extensions: Write **ten sentences** containing information from a character book or another source.

Help Box for 8a.

You should have highlighted the following colons in the following sentence:

Genesis 19:14 raced to his mind: “Get up, get out of this place; for the Lord will destroy this city!”

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. Write On: Strong, Action Verbs With Helpers/Synonyms

As you have probably learned, it is best to use strong, active verbs in your writing. It is important that you learn to easily recognize verbs; this will help you complete the Checklist Challenge in each writing assignment.

A verb is the backbone of a sentence. Strong, active verbs make your writing come alive and grab the reader's attention, while weak, inactive verbs make your writing seem boring and uneventful.

One way to write with stronger, more active verbs is to use synonyms—words that have similar meanings. Find your boring verbs, then look in the dictionary or thesaurus for synonyms that are more interesting.

Action verbs can have helpers or they can be infinitives (to + verb).

Helping verbs (Be, a Helper, Link verbs in front of another verb) tell when the action occurred.

1. **is filled** (is filled right now)
2. **was filled** (was filled earlier)
3. **will be filled** (will be filled later)

Action verbs with helpers:

1. **been born**
2. **has worked**
3. **are coming**
4. **have been laughing**

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)

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.
- 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 sometimes 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*.)

Action verbs as infinitives:

1. **to go**
2. **to write**
3. **to submit**

<> **10a.** In the first paragraph of the passage, highlight all of the action verbs, including the ones with helpers in front of them and action verbs that are infinitives. (Do not highlight Be, a Helper, Link verbs by themselves.)

<> **10b. Optional:** Make Grammar Cards about action verbs, Be, a Helper, Link verbs, and verb phrases; or add information to existing cards.

<> **10c.** Study the Grammar Cards about verbs.

<> **10d.** In the sentences provided, complete the following steps:

- (1) For the underlined verb in each sentence, write a more interesting, active verb on the line following the sentence.
- (2) **Optional:** In your notebook, copy the sentences provided, choosing another more interesting verb to replace the underlined verb in each sentence.

Note: If the verb you chose requires rewording or adding more words in order for your sentence to make sense, be sure to change the sentence accordingly.

Example: We can see that Christ carried out every action as an expression of meekness. discern

1. One of Charles Finney's most unusual sermons was preached in a village near Evans Mills, New York. _____
2. During the service, Finney, who rarely prepared his sermons in advance, asked God to give him a passage of Scripture. _____
3. Suddenly, he remembered the story of Sodom, the city of Lot. _____
4. Genesis 19:14 raced to his mind: "Get up, get out of this place; for the Lord will destroy this city!" _____
5. In his sermon, Finney described the condition of Sodom before God destroyed it. _____
6. Everyone prayed who was able to speak at all." _____

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,

HIJKLMNOP

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

ABCDEFG

May, Might, Must—they are some as well,

HIJKLMNOP

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

Teacher Tip: Helping verbs (Be, a Helper, Link verbs in front of other verbs) 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)

Helping Verbs

Helping verbs help your strong, active verbs tell when the action occurred.

Infinitives vs. Prepositions

An infinitive is a type of verb that is made with to + verb.

Do not confuse infinitives with prepositional phrases.

1. Infinitives are to + verb (e.g., *to go, to run, to jump, to speak, to be*).

2. Prepositional phrases starting with *to* are *to* + a word or group of words ending with the object of the prepositional phrase (e.g., *to the store, to Mom, to the policeman*) (Prepositional phrases do not usually contain verbs.).

7. Finney had not known the name of the village in which he was led to preach this sermon.

8. Only afterward did he learn that this village was known as Sodom. _____

9. And the man who had invited Finney to speak was also unknown to him; however, he soon discovered that this man was called Lot. _____

10. This is just one of millions of examples of God's blessing and confirmation on someone's path when that person shows initiative. _____

11. Finney showed great initiative in ministering to the people of this village and God confirmed that Finney had done the right thing through the "coincidence" of the village being named Sodom and the man being called Lot. _____

<> **10e.** Using a thesaurus, write three stronger, more descriptive verbs in place of the verbs listed.

Example: live: exist, breathe, inhabit

1. speak _____

2. give _____

3. think _____

4. came _____

5. told _____

6. know _____

7. learn _____

8. called _____

9. show _____

10. do _____

11. get _____

12. fall _____

13. cry _____

14. held _____

15. pray _____

<> **10f. Optional:** In your notebook, write sentences with the strong, descriptive verbs you listed in the previous exercise.

Basic Level: Write **six sentences**.

Extension: Write **eight sentences**.

Further Extension: Write **ten sentences**.

Help Box for 10a.

- | | |
|---------------|---------------------------|
| 1. preached | 2. prepared |
| 3. asked | 4. to give (or just give) |
| 5. remembered | 6. raced |
| 7. Get | 8. get |
| 9. destroy | |

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 essay aloud to yourself, and consider these options for opening your essay.
 - a. Scripture passage: **About *initiative* or *repentance***
 - b. Song: **“Holy Spirit, Thou Art Welcome in This Place”**
 - c. Story: **Bible story of Lot**
 - d. Definition: **Define *initiative*, *repentance*, or *coincidence***
 - e. Example in Scripture: **Lot**
 - f. Something you want to use to open and close your essay (a continuing poem, verse, story, etc.)
- (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.
 - e. Write enough notes for an **eight to twelve sentence paragraph**.

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 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 word for you (e.g., *dill/i/gent*). Practice writing them syllable by syllable just as your teacher did.

Spelling Practice

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

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2. Have a partner dictate your spelling words 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 word for you (e.g., *dill/i/gent*). Practice writing them syllable by syllable just as your teacher did.

- ### Spelling Practice
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 2. Have a partner dictate your spelling words 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 word for you (e.g., *dill/i/gent*). Practice writing them syllable by syllable just as your teacher did.

Notes for Opening Paragraph

<> 11b. Read your report aloud. Do you like the way it sounds?

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 story.

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

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

Checklist Challenge

Do not do anything in the Checklist Challenge that makes your essay sound worse! The Checklist Challenge is a tool to improve your essay. If some portion of it does not improve your essay, you may omit that step (with your teacher's permission).

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. _____

Possessive Nouns

Proper nouns and common nouns are made possessive (made to show ownership) in one of these two ways:

1. If the word does not end in s—add an apostrophe and s ('s), Examples:
 - a. dentist—dentist's office
 - b. teacher—teacher's chair
2. If the word ends in s—add an apostrophe after the (s'). Examples:
 - a. books—books' covers
 - b. dentists—dentists' practice

Plural or Not?

When writing possessive nouns, do not confuse yourself by trying to figure out whether or not the word is plural and whether or not the apostrophe should go on the inside or outside of the s. Follow this simple rule and you will never go wrong: When using possessive nouns, write the noun first, then make it possessive.

Possessive Nouns

Possessive nouns are nouns that show possession (or ownership).

14. Structural Analysis: Possessive Nouns

<> **14a.** In the first paragraph of the passage, highlight the phrase *Finney's most unusual sermons*.

The word *Finney's* is a possessive noun. The possessive noun *Finney's* shows that he owns or possesses the sermons.

Possessive nouns, whether common or proper, are made possessive (made to show ownership) in one of these two ways:

1. If the word does not end in s—add an apostrophe and s ('s).

Examples:

- a. dentist—**dentist's** office
- b. teacher—**teacher's** chair

2. If the word ends in s—add an apostrophe after the s (s').

Examples:

- a. books—**books'** covers
- b. dentists—**dentists'** practice



If you follow this one possessive noun rule you will always write correctly with them:

Always write the word without possession first - that is, just write the noun (singular, plural-- doesn't matter) as you would if you were not showing possession. Then look at the word you wrote--and show possession:

1. If the word does not end in s—add an apostrophe and s ('s).

2. If the word ends in s—add an apostrophe after the s (s').

<> **14b.** Make the nouns provided possessive, and write the name of something each one possesses.

Examples: shepherd—shepherd's sheep
shepherds—shepherds' fields

1. Finney _____
2. village _____
3. sermons _____
4. passage _____
5. passages _____
6. story _____
7. stories _____
8. city _____
9. cities _____

10. heart _____
11. hearts _____
12. congregation _____
13. mercy _____
14. mercies _____
15. Lot _____

<> **14c. Optional:** In your notebook, write sentences with possessive nouns from a character book or another source.

Example: Christ left **heaven's glory** for us.

Basic Level: Write **six sentences**.

Extensions: Write **eight sentences**.

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.

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.)

17. Dictation: Dictation Quiz

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

18. Composition: Final Copy Informative Essay From Given Material

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

Optional: Extra Practice

- 1E. In your notebook, write ten sentences using the words *lead* (leed), *led* (ledd), and *lead* (ledd).
- 2E. Edit and revise your paragraph from this lesson, using this week’s Checklist Challenge.
- 3E. In your notebook, write twenty possessive nouns.
- 4E. In the Character Sketches or another source, find ten sentences that use Be, a Helper, Link verbs, and write them in your notebook.
- 5E. Read a book about Charles Finney.
- 6E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Red 5-C: 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**

☐ 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
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 ☐ All ☐ All ☐ All

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

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: **City of Sodom**
- Something bold: **Mercy!**
- Something bold: **Finney’s Faith**
- A song title or line: **“Give Me That Old Time Religion”**
- A Scripture: **Praying for Mercy**
- Something biblical: **Initiative Pays Off!**
- Something about character: **Initiative Pays Off!**
- Something informative: **Ancient Sodom and Modern Day Sodom**

• Other: **Unusual Sermon**

- ☞ 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 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.

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 /y word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An /y 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.**

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

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

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. What does the word *solemnity* mean? _____

2. Use the word *solemnity* in a sentence.

3. What Definition Dissection tip did you use? _____
4. List four of the six Definition Dissection tips (**Extensions:** List all six).
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____

II. Outlining and Write On

5. What symbols did you use this week in your Key Word Outline?

6. Where can you find stronger verbs to use instead of boring ones? _____
7. What is the strongest verb you used in your essay? _____
8. List three words you found in a thesaurus this week?
 - a. _____ b. _____
 - c. _____

III. Grammar and Usage

9. Write a colon. _____

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

10. A colon is used to _____

11. A colon should be used as a speech tag...(one answer)

- a. When the speech tag ends in a verb
- b. When a speech tag is short
- c. When a speech tag is not a complete sentence
- d. When a speech tag is a complete sentence

12. It is correct to use a colon to introduce a list of three or more items?

- a. Yes
- b. No

13. Write a sentence in which you use a colon in a sentence as a speech tag.

14. Write a sentence in which you use a colon to introduce a series of three or more items.

15. Write a sentence in which you use a colon to combine two sentences. (The sentence before the colon should be introductory to the clause/sentence after the colon.)

16. When a noun does **not** end in an s, how do you make it possessive? _____

17. When a noun **does** end in an s, how to you make it possessive? _____

18. Make the following nouns possessive.

a. lion prey - _____

b. Jason book - _____

c. crowds cheer - _____

d. clowns props - _____

e. President men - _____

IV. Homophones and Spelling

19. What spelling words did you miss this week? _____

20. Do you have a key or rhyme to help you remember these words?

a. lead (pronounced *leed*) means what? _____

b. led means what? _____

c. lead pronounced *ledd* means what? _____

21. Write three sentences using *lead* (leed), *led* (ledd), and *lead* (ledd).

a. _____

b. _____

c. _____

V. Editing and Revising

22. What is the strongest adverb in your essay? _____

23. What is the strongest adjective in your essay? _____

24. What sentence opener did you use in your essay? _____

25. What sentence combining technique did you use in your essay? _____

26. What simile or metaphor did your use? _____

Red 5-C: Week Two

Character Focus: Initiative

Vocabulary Box

Synonyms and antonyms for *initiative*--**nouns**

Synonyms

aggressiveness aspiration
determination enterprise
enthusiasm fortitude
gumption ingenuity
resourcefulness tenacity

Antonyms

aloofness apathy
disinclination disinterest
indifference laxity
lethargy slackness
slothfulness

Vocabulary Box

Characteristics of one who shows *initiative*--**adjectives**

ambitious ardent
desirous ebullient
fervent impassioned
industrious irrepressible
passionate sedulous

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

More than two million tons of salt (sodium) are produced in the United States for food products annually. Salt is used as both a seasoning and a preservative. It enhances the taste of food and is used to pickle some products. Almost all canned food contains it. Many cereals, breads, and chips have sodium added to keep them fresh. Even desserts have salt in them!

Disease-producing bacteria can multiply 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!

Extensions

One of the most effective ways to kill bacteria is by using salt. Salt retards the spread of bacteria by drawing the moisture out of them, 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.

Further Extension

When fresh meat is "cured" by working salt into it, the meat can remain unspoiled for more than six months. Meat without salt can begin to spoil in less than a week in a refrigerator. The preservative power of salt makes it an essential ingredient in many of our food products.

➤ 1a. Read this week's passage aloud.

This passage is about how salt is used in food preservation. It shows some of the amazing qualities of salt—especially in stopping the growth of bacteria.

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

- | | |
|-----------------|------------------|
| 1. retards | 2. bacteria |
| 3. dehydration | 4. magnification |
| 5. preservative | |

<> 1c. Look up these words in a dictionary, and write their definitions in your own words on the lines provided.

Definition of *retard*

Definition of *bacteria*

Definition of *dehydration*

Definition of *magnification*

Definition of *preservative*

<> 1d. On the lines provided, rewrite the paragraph containing these words. In this paragraph, use synonyms for the words you defined.

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

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

Which words are stronger--the words you substituted or the original words? Do you see how important word choice is in writing?

↔ **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.

Further Study: Learn verses in the Roman Road to Salvation, so you will be ready to be salt if someone needs you.

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

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

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

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

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

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

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

Character Focus: Salt preserves food, just like Christians preserve a nation.

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

1. _____
2. _____
3. _____

Character Focus: Salt needs to be spread evenly just like Christians need to be spread throughout the whole world.

(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: Because salt kills bacteria, it helps keep our food from killing us.

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.

2. Spelling/Structural Analysis: Adding Suffixes

Examples: controlling, producing

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

- | | |
|-------------|--------------|
| 1. enhances | 2. products |
| 3. contains | 4. producing |
| 5. doubling | 6. billions |

<> 2b. With a different color, highlight the suffixes at the end of the words you highlighted in 2a.

As you have probably learned, suffixes have the following characteristics:

Further Study: Look up the word salt in a concordance and study at least six times it is used in the Bible.

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 their listeners.

Further Study: Make a list of things that salt preserves.

1. A suffix **may change the spelling of a word**.
2. A suffix does **not change the meaning of a word**.
3. A suffix **will change the type of word**. (*Glad* is an adjective; *gladness* is a noun.)

Some suffixes are easily added to words without much change in the spelling; others require new spellings.

Here are two basic rules for adding suffixes to the ends of words:

1. When a word ends in a vowel or a consonant (other than a *y*), **just add the suffix** to the word without changing the spelling:
 - a. glad—**gladness**
 - b. hate—**hateful**
 - c. room—**roomful**
 - d. solo—**soloist**
2. When a word ends in a *y*—**change the *y* to an *i* before adding a suffix** that begins with a **consonant**:
 - a. pity—**pitiful**
 - b. happy—**happiness**
 - c. fancy—**fanciful**
 - d. beauty—**beautiful**

There is another set of rules for adding suffixes to words that have two or more syllables:

1. When adding a suffix that begins with a vowel to a two or more syllable word that ends with a short syllable, follow this guide:
 - a. **Double the final consonant if *do* you hear the accent on the final syllable.**
 - 1) be/fit'—**befitting**
 - 2) be/gin'—**beginning**
 - 3) com/mit'—**committing**
 - b. **Do not double the final consonant if you do *not* hear the accent on the final syllable.**
 - 1) de/vel'/op—**developing**
 - 2) a/ban'/don—**abandoning**
 - c. Do not double the final consonant, regardless of where you hear the accent, if the word already ends in a double consonant.
 - 1) refill—**refilling**
 - 2) fulfill—**fulfilling**
 - 3) enroll—**enrollment**
2. When adding a suffix of any kind to a word that ends with a long syllable, an *r*-controlled syllable, or a *y*, do not double the final consonant.
 - a. attain—**attainment**
 - b. devour—**devouring**
 - c. employ—**employment**
 - d. recoil—**recoiling**
 - e. refrain—**refraining**

Be careful when adding a suffix to a word that has two or more syllables—even adults misspell these sometimes. Use a dictionary to double-check whenever you are unsure about how to spell a word when a suffix is added.

↔ **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 83, 88, 89, and 90 of your *Spelling Notebook*.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. refer*	re-fer			
2. referring*	re-fer-ring		the emphasis is on the second syllable so double the r	
3. consequence*	con-se-quence			
4. consequences*	con-se-quenc-es			
5. deter*	de-ter			
6. deterring*	de-ter-ring		the emphasis is on the second syllable so double the r	
7. attain	at-tain			
8. attainment	at-tain-ment			
9. community*	com-mu-ni-ty			
10. communities*	com-mu-ni-ties			
11. analogy	a-nal-o-gy			
12. analogies	a-nal-o-gies			
13. restrain	re-strain			
14. restraining	re-strain-ing			

*Commonly Misspelled

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

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
15. archeology	ar-che-ol-o-gy			
16. archeologist	ar-che-ol-o-gist			
17. impulsive	im-pul-sive			
18. impulsiveness	im-pul-sive-ness			
Further Extension				
19. refrigerate*	re-frig-er-ate			
20. refrigeration*	re-frig-er-a-tion			
21. develop	de-vel-op			
22. developing	de-vel-op-ing			
23. abandon	a-ban-don			
24. abandoning	a-ban-don-ing			
Optional				
25. aspiration	as-pir-a-tion			
26. enterprise	en-ter-prise			
27. enthusiasm	en-thu-si-asm			

***Commonly Misspelled**

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

- <> **2e. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.
- <> **2f.** Every day this week, study these words and any others you have listed in your **Review Words** section.
- <> **2g. Optional:** In your notebook, write six sentences using six of the spelling words.

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

Help Box for 2b.

You should have highlighted the following:

- | | |
|-------------|--------------|
| 1. enhances | 2. products |
| 3. contains | 4. producing |
| 5. doubling | 6. billions |

3. Editor Duty: Correct Given Paragraph(s)

Double Negatives, Appositives, *Ly* 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 paragraph, insert an appositive surrounded by commas.

- (3) **Further Extension:** In the last paragraph, highlight the appositive, and place commas around it, if you have not already done so.

James taylor took the matter of his childrens training very seriously. He spent a great deal of time with them and often took them into his prayer closet with him so that they would be able to witness firsthand the reality of gods faithfulness He also enoraged tham to prey on there own

A special devotional time for each child was a required part of the taylor home schedule. James taylor encouraged reading aloud and books of history travel and creation were frequently discussed. When hudson was 11 years of age he was especially captivated by the book *peter parley's china*

Hudsons enthusiasm for spiritual things and his growing burden for china was enlarged by the frequent visitors

invited into the taylor home. it was not until he was fourteen that god opened his heart to the claims of the savior. while alone one day in his fathers study he came across a Gospel tract. He did not know it at the time but at that precise moment his mother a prayer warrior was prompted by the holy spirit to pray for her sons salvation. He gave his heart to god and later at age 17 surrendered his life for gods service

4. Spelling Practice: Choose the Correct Spelling

Character Focus: Missionaries are salt throughout the whole world.

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

- | | |
|-----------------|--------------|
| 1. reffer | refer |
| 2. referring | referring |
| 3. consequence | consequence |
| 4. consequences | consequenses |
| 5. deter | detter |
| 6. detering | deterring |
| 7. attain | atain |
| 8. atainment | attainment |
| 9. comunity | community |
| 10. communities | comunities |
| 11. analogy | anaegy |
| 12. analigies | analogies |
| 13. restrane | restrain |
| 14. restraning | restraining |

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

- | | |
|------------------|--------------|
| 15. archeology | arkeology |
| 16. archeologist | archeologist |
| 17. impulsive | impullsive |

18. impolsiveness impulsiveness

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

19. refrigerate refridgerate

20. refrigeration refridgeration

21. devvelop develop

22. developping developing

23. abandon abandon

24. abandoneing abandoning

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

25. aspiration asperation

26. enterprize enterprise

27. enthusiasm enthuseasm

Further Study: Read about George Mueller and how God miraculously provided for him and the orphans in his care.

Character Focus: Salt protects food from spoiling, just like police officers protect people from criminals.

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

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

Character Focus: When we act like we are better than others, we make our salt leave a "bad taste."

Alternative Writing for Red 5-C: Week Two

- Write a three-paragraph report about salt in the Bible.
- Write a three-paragraph essay about Lot's wife.

Further Study: Draw a diagram of the tongue and label the different parts.

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.

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.

- (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 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

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 _____

All--Paragraph Four of Body

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sample KWO

Paragraph 4

Topic of Paragraph 4: Salt is An essential ingredient for preserving meat.

Sentence 1: meat "cured" → salt = ~~spoil~~ > 6 months

Sentence 2: meat ~~salt~~ spoil < week → refrigerator

Sentence 3: preservative → salt = essential ingredient 4 + + + foods

Sample Paragraph from KWO

Paragraph 4

Meat can stay fresh for six months or more when it becomes "cured" by having salt "kneaded" into it. Even if meat is held at a constant temperature via refrigeration, it can begin to spoil within several days if salt has not been added. As a preservative, salt is a vital additive to numerous foods.

KWO Symbols

Symbols may help you 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

6. Grammar: Helping Verbs and Verb Phrases

<> **6a.** Highlight all the verb phrases in the first paragraph of the passage (a helper with another verb).

Understanding what helping verbs are is important 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 **two or more verbs**--with the first one being a BHL-- such as the following:

1. A BHL verb with another BHL verb: **has been**
2. A BHL verb with an action verb: **has run**
3. A BHL with an infinitive: **has to run**
4. An infinitive containing a BHL with an action verb: **to be running**
5. Two verbs with an adverb between them: **has already run**

Helping verbs are not difficult to use in writing since you use them often in speaking. In order to be a

KWO Synonyms

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, you could choose *returned* as a key word for *came back*.

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.
- 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 sometimes 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*.)

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):
ABCDEFGH
Be, a Helper, Link verbs,
IJKLMNOP
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,
IJKLMNOP
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

helping verb, a verb must:

1. Be one of the Be, a Helper, Link verbs
2. Be written before the base verb—which can be another BHL verb, an action verb, or an infinitive

In a nutshell, a verb phrase consists of a base verb (the main verb of the phrase) and a helper. A sentence may have many verb phrases—in subordinate clauses, in the main sentence, etc.

↔ **6b.** Highlight the Be, a Helper, Link verbs in the BHL verbs song on the BHL Grammar Card.

The main reason you should learn about Be, a Helper, Link verbs is that when you write a verb phrase (with helping verbs), you need to be sure the helpers match the subject and the other verbs in the sentence in the following ways:

1. In number
 - a. The boy **has** given his best.
 - b. The boys **have** given their best.
2. In tense
 - a. Yesterday, the boy **had** given his best. (Use the past tense because it happened yesterday.)
 - b. She **is** going to town. (Use the present tense because the action is happening now.)

↔ **6c. Optional:** Make Grammar Cards about Be, a Helper, Link verbs and verb phrases, or add new information to existing cards.

↔ **6d.** Study the Grammar Cards about Be, a Helper, Link verbs and verb phrases.

↔ **6e.** (T) Memorize the BHL verbs song, and recite it to your teacher.

↔ **6f.** In the sentences provided, complete the following steps:

- (1) Underline all of the complete verb phrases with a highlighter. (Not all of the sentences contain verb phrases.)
- (2) Highlight all of the verbs within the verb phrases you underlined as follows:
 - a. Highlight the helping verbs in one color.
 - b. Highlight the base verb of each verb phrase in another color.
- (3) Place () around all prepositional phrases.
- (4) Circle the main subject of each sentence (regardless of whether you found a verb phrase in each one or not).

Note: Do not highlight infinitives (to + verb) without helpers in front of them. In CQLA, we will not consider infinitives alone to be verb phrases.

Note: There are many verbs alone—just find verb phrases for this

exercise.

Note: Remember, subordinate clauses have verbs and verb phrases too-though they are not the sentence's main verb, so they do not contain the sentence's main subject either. For this exercise, you are to mark all verb phrases--not just the ones that are main verb phrases of sentences.

Example: We should always keep our hearts (on God).

1. More than two million tons of salt (sodium) are produced in the United States for food products annually.
2. Salt is used as both a seasoning and a preservative.
3. It enhances the taste of food and is used to pickle some products.
4. Almost all canned food contains it.
5. Many cereals, breads, and chips have sodium added to keep them fresh.
6. Even desserts have salt in them!
7. Disease-producing bacteria can multiply rapidly on meat and other food products.
8. A single bacterium can reproduce itself in less than half an hour.
9. One of the most effective ways to kill bacteria is by using salt.
10. Salt retards the spread of bacteria by drawing the moisture out of them, causing them to die.
11. This process of dehydration can be observed under high magnification.
12. The preservative power of salt is illustrated by the fact that it can keep meat fresh longer than a refrigerator can.
13. When fresh meat is "cured" by working salt into it, the meat can remain unspoiled for more than six months.
14. Meat without salt can begin to spoil in less than a week in a refrigerator.
15. The preservative power of salt makes it an essential ingredient in many of our food products.

<> **6g. Optional:** In your notebook, write sentences with verb phrases, and highlight the verb phrases.

Basic Level: Write ten sentences.

Extensions: Write fifteen sentences.

Help Box for 6a.

You should have highlighted the following words:

1. are produced
2. is used
3. is used to pickle

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 Verbs

The helping verb is the one that changes tense according to the number of the subject and when the action occurred.

Verb Phrases

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.
 - b. The boys have given their best.
2. In tense
 - a. Yesterday, the boy had given his best. (Use *had* because it happened yesterday.)
 - b. She *did* go to town. (Use *did* because it shows past tense.)

Character Focus: Christians can be good salt only if they are walking in the light of God's word.

Further Study: Read a book about how salt can sustain things and make them last longer.

7. Vocabulary/Structural Analysis: Wacky Words

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

Paragraph 1:

- | | |
|---------|------------------------------|
| 1. more | 2. than (not true homophone) |
| 3. two | 4. are (not true homophone) |
| 5. in | 6. for |
| 7. to | 8. some |
| 9. to | |

Paragraph 2:

- | | |
|-------------------------------|----------|
| 10. meat | 11. in |
| 12. than (not true homophone) | |
| 13. hour | 14. to |
| 15. there | 16. be |
| 17. in | 18. four |
| 19. hours | |

By now you have learned a multitude of Wacky Words in CQLA—homophones and confusing words galore! A brief overview of many of these is below—including tips and tricks.

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

1. Hear—There is an **ear** in **hear**.
2. Here—There is not an ear in here.
3. There—It is here and **there**. There is a **here** in **there**!
4. Their—The word **heir**, which can mean ownership, is in the word **their**, and **their** is a pronoun that shows ownership!
5. See—Do you **see** two eyes in the word **see** ?
6. Boar--Has an **a** and is an **animal**.
7. Then--Has an **e** and means **next**.
8. **Isle**--is like the word **island**.
9. Chord--Has an **h** like **chorus** (both musical).
10. Compliment--Has an **i**--I like compliments.
11. **Sensor**--Relates to the **sense**.
12. Herd—**herd** of **deer**—almost the same letters in a different order!
13. **Heard**—has the word **ear** in it
14. **Through**---It is **rough** when you go **through** hard times
15. **Threw**—He **threw** a **new stew**.
16. **Pair**—Love is in the **air** for this loving **pair**.
17. **Pare**—After he caught it, he was gong to **pare** the **hare**.
18. **Pear**—A **pear** half looks like an **ear**—and has the word **ear** in it.
19. **Desert**—has one **s** and you only want to be stuck in the **desert** one time!
20. **Dessert**—has two **s**'—and you want two **desserts**!
21. **Main**—The **main** (for first) murderer was **Cain**—both spelled **ain**.
22. **Mane**—The lion has a **mane** and is not **tame**!

23. Its—pronoun that shows ownership—never use an apostrophe to show ownership to a pronoun; that makes a contraction.
24. It's—always say the two words uncontracted---if you say it is when you see this word, you will never use it's for possession—the dog lost it's (it is!?) collar—WRONG.
25. Sense— Can you think of a trick?
26. Cents—There are **one hundred cents** in a dollar and **one hundred years** in a **century**.
27. Since— Can you think of a trick?
28. Presence— Can you think of a trick?
29. Present—have you ever heard the saying that “the present is a true present”?

Further Study: Read Acts 2-3 and learn how the early church showed initiative in being salt to those around them.

<> **7b.** Circle the correct Wacky Word in the following sentences.

1. More then/than two million tons of salt (sodium) are produced in the United States four/fore/for food products annually.
2. It enhances the taste of food and is used to pickle some/sum products.
3. Disease-producing bacteria can multiply rapidly on meet/meat and other food products.
4. A single bacterium can reproduce itself in less then/than half an our/hour.
5. If this doubling process is allowed to continue without interruption, their/they're/there will be billions of bacteria in just twenty-four hours!
6. One of the most effective/affective ways to kill bacteria is by using salt.
7. Salt retards the spread of bacteria by drawing the moisture out of them, causing them to/two/too dye/die.
8. This process of dehydration can be observed under high/hi magnification.
9. The preservative power of salt is illustrated by the fact that it can keep meet/meat fresh longer than/then a refrigerator can.
10. When fresh meat is “cured” by working salt into it, the meat can remain unspoiled for more/moar than six months.
11. Meat without salt can begin to spoil inn/in less then/than a week in a refrigerator.
12. The preservative power of salt makes it an essential ingredient in many of our/hour food products.
13. Even desserts/deserts have salt in them.

Character Focus: Salt naturally does what it was made to do. Christians must show initiative in what God wants them to do.

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

↔ 8a. Follow these steps for writing your story from your Key Word Outline:

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

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

↔ 8b. Read your story aloud. Do you like the way it sounds?

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

↔ 9. Use the Checklist Challenge located after this week's lesson to edit your story.

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

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. Grammar: Adverbs

<> 11a. In the second and third paragraphs of the passage, highlight the adverbs in one color. With another color, draw an arrow from each adverb to the word it modifies.

You probably remember that an adverb modifies or describes. It is one of the most versatile writing tools. Although it is usually best to place it as close as possible to the word it modifies, it can be placed in a variety of places in a sentence. Examples:

1. This **greatly** multiplies their productivity.
2. **Greatly**, this multiplies their productivity.
3. This multiplies, **greatly**, their productivity.
4. This multiplies their productivity **greatly**.

Adverbs can modify three different kinds of words:

1. Verbs
 - a. Usually action verbs
 - b. **greatly** multiplies
2. Adjectives
 - a. Especially when telling to what extent
 - b. **extremely** meek person (modifies the adjective meek)
3. Other adverbs
 - a. Especially when telling to what extent
 - b. **very** submissively obeyed (modifies the adverb submissively)

Adverbs answer four questions a reader might want to know:

1. How? (obeyed **submissively**)

Grammar Card:

Adverb (Abbreviated: ADV)

- Describes/modifies:
 - Verbs: **profusely** thanked (To what extent?)
 - Adjectives: an **extremely** grateful boy (How grateful?)
 - Other adverbs: **extensively** 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**.
- Not all adverb placements sound correct; the best sounding placement is often closest to the verb.
- It is easier to spot adverbs if you first find all the verbs.



You will know when to use an adverb and when to use an adjective by how the describer sounds.

Adverb Placement

Adverbs can be placed before or after the verb. Experiment with your adverbs until you find the best placement.

Avoiding Redundancy

Redundancy is repeating. When words such as *a*, *the*, *him* are repeated within one paragraph, it usually does not sound redundant. Redundancy occurs when you write words such as *freedom*, *liberty*, *prayer*, *God*—the important words in your writing—multiple times in a paragraph. Use synonyms for these words the second time you see them, and your report will improve dramatically.

2. When? (obeyed **immediately**)
3. Where? (obeyed **upstairs**)
4. To what extent? (obeyed **very** submissively)

Adverbs can be one of your most useful tools in writing—if you learn to write well with them. Do not use weak adverbs when the thesaurus is filled with strong, descriptive adverbs that will captivate your reader.

For example, avoid using these weak, over-used adverbs:

- | | | | |
|---------|----------|------------|------------|
| 1. very | 2. so | 3. really | 4. fast |
| 5. well | 6. badly | 7. quickly | 8. greatly |

While adverbs can be beneficial to writing, it is verbs that give forward motion to the sound of your writing. Avoid using adverbs with weak verbs in place of strong verbs. In the side bar Adverbs vs. Strong Verbs, adverbs are omitted in favor of using a stronger verb.

<> **11b.** Study the Adverbs vs. Strong Verbs box provided.

Adverbs vs. Strong Verbs

<u>Instead of</u>	<u>Use</u>
ran quickly	sped
breathed quickly	gasped
walked quietly	tiptoed
spoke loudly	exclaimed
wrote rapidly	flew
drove recklessly	careened

An adverb is one of the most versatile writing tools since it can be placed in a variety of places in the sentence:

1. This greatly multiplies their productivity.
2. Greatly, this multiplies their productivity.
3. This multiplies greatly their productivity.
4. This multiplies their productivity greatly.

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

<> **11d.** Study the Grammar Card about adverbs.

<> **11e.** Complete the following steps:

- (1) For the adverbs provided, write a stronger adverb(s) that could be substituted for the one given. (An example has been given for each word.) Note: Get at least one word for each number from a thesaurus.
- (2) On the lines provided, write eight sentences using the new adverbs you listed (any eight of them) about the character quality *initiative*.

Basic Level: Write two adverbs.

Extensions: Write three adverbs.

1. very extremely
2. so terrifically
3. really unusually
4. fast rapidly
5. well beautifully
6. badly negatively
7. quickly speedily
8. greatly vastly

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

<> 11f. Fill in the blanks with descriptive adverbs.

1. More than two million tons of salt are produced _____ for food products.
2. Salt is _____ used as both a seasoning and a preservative.

3. Many cereals, breads, and chips _____ have sodium added to keep them fresh.
4. Disease-producing bacteria can _____ multiply on meat and other food products.
5. A single bacterium can _____ reproduce itself in less than half an hour.
6. If this doubling process continues _____, there will be billions of bacteria in just twenty-four hours.
7. If this doubling process continues, there billions of bacteria will _____ grow in just twenty-four hours.
8. One of the most effective ways to kill bacteria is by _____ applying salt.
9. Salt _____ retards the spread of bacteria by drawing moisture out of them, causing them to die.
10. This process of dehydration can _____ be observed under high magnification.
11. The preservative power of salt is _____ illustrated by the fact that it can keep meat fresh longer than a refrigerator can.
12. Salt can _____ keep meat fresh for a long period of time.
13. When fresh meat is “cured” by working salt into it, the meat can _____ remain unspoiled for more than six months.
14. Meat without salt can _____ begin to spoil in less than a week in a refrigerator.
15. The preservative power of salt makes it a(n) _____ essential ingredient in many of our food products.

Extensions

16. One of Charles Finney's most unusual sermons was preached in a village near Evans Mills, New York.
17. During the sermon, Finney _____ asked God to give him a passage of Scripture.
18. Finney _____ prepared his messages in advance.
19. He _____ remembered the story of Sodom, the city of Lot.
20. Genesis 10:14 _____ raced to his mind: “Get up, get out of his place;

for the Lord will destroy this city.”

21. In his sermon, Finney _____ described the condition of Sodom before God destroyed it.
22. He said that everyone _____ prayed who was able to speak at all.
23. Finney had not _____ known the name of the village in which he was led to preach this sermon.
24. He _____ learned that this village was known as Sodom.
25. Furthermore, he _____ discovered that the man was called Lot.

Note: If you have trouble thinking of synonyms for the weak adverbs in this assignment, you may look them up in the thesaurus or walk through it verbally. For example, if you cannot think of a synonym for *very*, you might do sentences orally and substitute a word for the adverb *very*:

1. The man walked **very** quickly (**extremely**).
2. The man wrote **very** beautifully (**breathtakingly**).
3. The man jumped **very** high (**unusually**). The man drove **very** fast (**dangerously**).
4. The man shot **very** far (**uncommonly**).

<> 11g. On the lines provided, beside each adverb and the word it modifies, substitute one strong verb that could replace the words listed.

Example: walked slowly → tiptoed

1. greatly increased _____
2. spoke softly _____
3. extremely nice _____
4. very soft _____
5. drove slowly _____
6. talked loudly _____
7. picked carefully _____
8. said again _____
9. wandered out _____
10. possessed again _____
11. gradually stopped _____
12. shouted excitedly _____
13. replied against _____

Teacher Tip: To help your student think of substitute adverbs, have him create a sentence with an adverb and find synonyms for the adverb. For example, “She sang *very* well,” could have a stronger adverb with: “She sang *extremely* well,” “She sang *extraordinarily* well,” “She sang *unusually* well,” or “She sang *outstandingly* well.”

14. very sad _____

15. spoke expressively _____

Help Box for 11a.

You should have highlighted the following words:

1. rapidly → multiply (Paragraph 2)

2. just → twenty-four (Paragraph 2)
[adverb modifying a number adjective]

3. most → effective (Paragraph 3)

4. out → drawing (Paragraph 3)

5. longer → keep (Paragraph 3)

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: Subject-Verb Agreement

<> **13a.** In the second paragraph of the passage highlight the following verbs:

1. can multiply
2. can reproduce
3. is allowed to continue
4. will be

<> **13b.** With a different color highlighter, highlight the subject that goes with each of these verbs, and draw an arrow from each subject to its verb.

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 facts about pronouns as subjects:

1. *It* is a singular subject and requires a singular verb.
 - a. It **is**
 - b. it **was**
 - c. It **has**
2. *They* is a plural subject and requires a plural verb.
 - a. They **are**
 - b. they **were**
 - c. They **have**

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.

Remember These subject-verb tips:

1. The subject and verb must agree with each other in:
 - a. Number (a plural subject needs a plural verb; a singular subject needs a singular verb)
 - b. Tense (past, present, future)
2. Testing Subjects
 - a. **If you think a subject is singular, substitute the singular subject *it* and see if it sounds correct.**
 - b. **If you think a subject is plural, substitute the plural subject *they* and see if it sounds correct.**

<> **13c.** 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.

<> **13d. Optional:** Make a Grammar Card about subject-verb agreement, or add new information to an existing card.

<> **13e.** Study the Grammar Card about subject-verb agreement.

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 parentheses) 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).

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)
- All verbs in a sentence must agree with their subjects (not just the sentence's main subject and main verb).
- **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.

Plural Subject

They is a plural subject and requires a plural verb.

1. They **are**
2. They **were**
3. They **have**

Grammar Card: Subject-Verb Agreement Chart of Special Words (page 1 of 2)

Subject	Singular/Plural	Examples
Collective noun: army, band family, team group, crowd, class, company, school, 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. Field and Stream <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. Ambassadors <u>is</u> her favorite book. Politics <u>is</u> a touchy subject with him.
Subjects joined by the word or	The verb should agree with the subject closest to its verb	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: The verb should agree with the subject each of these words refers to (even though the word(s) referred to might be in a prepositional phrase. This is a rare rule as you usually disregard material in a prepositional phrase when matching a subject with its verb.	All (of the students) <u>have</u> done well. All (of the money) <u>is</u> donated. Any (of the girls) <u>have</u> answered.
Singular subjects joined with or; either/or; nor; neither/nor	Singular	Neither he nor she <u>knew</u> the answer.
Mixed subjects joined with or; either/or; nor; neither/nor	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.

Grammar Card: **Subject-Verb Agreement Chart of Special Words** (page 2 of 2)

Subject	Singular/Plural	Examples
Different grammatical subjects or/either/or; nor; neither/nor	Depends on what the subject closer to the verb is	Neither you nor I <u>am</u> coming. joined with (Would be better to say <i>Neither of us is coming.</i>) Neither I nor she <u>is</u> coming. (Would be better to say <i>She and I are not coming.</i>)
Time and money	Singular if referring to a total amount Plural if referring to individual events	Two months <u>is</u> not very long. Two months <u>have</u> flown past. Five dollars an hour <u>is</u> not much. Several dollars were brought it.
Subjects with intervening phrases and clauses, and other “interrupters”	Based on the subject, disregarding material and interrupters (by placing around them)	The project, (though filled with many mini-projects,) <u>is</u> still doable She, (among others,) <u>was</u> chosen for the award. She, (along with her brothers,) <u>sang</u> the closing song.
Phrase or clause as the subject	Singular	Whatever God has for me <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 (Again isolate with parentheses)	The girls (though not the boy) <u>are</u> coming. He (without his sisters) <u>is</u> coming soon.
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 <u>those</u>) who or One (of <u>those</u>) that	Plural (Another rare time when intervening material (of those) is considered the subject)	Susie is one (of <u>those</u>) who <u>work</u> hard.
There/here	When a sentence begins with <i>there</i> , <i>here</i> , or other question word, the sentence is said to have an inverted sentence structure. Thus, the subject will follow the verb. In this case, read backwards to match the subject and its verb.	There <u>are</u> many children Here <u>is</u> the apple.

↔ 13f. In the sentences provided, complete the following steps:

1. Isolate all prepositional phrases with ().
2. Isolate other phrases, clauses, and sentence openers with [] for subordinate clauses and < > for others.
3. Highlight each sentence's main subject with one color.
4. Highlight each sentence's main verb with another color.

Singular Subject

It is a singular subject and requires a singular verb.

1. It is
2. It was
3. It has

Remember: A sentence's main subject is what the whole 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 that go with them, and some verbs have two or more subjects that go with them. Look closely!

1. Roman soldiers were given a regular allowance of salt.
2. As time went on, they received money, with which they could purchase their own salt.
3. This financial allowance was called salarium, from which we get our word salary.
4. Since salt is essential for life, many of the ancient trade routes were specifically built to transport it.
5. One of the oldest roads in Italy was called the Via Salaria.
6. It was so named because its primary use was transporting salt.
7. When salt was scarce, it was used for money.
8. At times, it was used for money.
9. At times, it was traded ounce for ounce for gold.
10. Salt was considered to be as precious as gold.
11. Salt is produced at the rate of two million tons for food products.
12. The United States produces two million tons of salt.
13. Salt helps food as both a seasoning and a preservative.
14. Sodium enhances the taste of food.
15. Products are often pickled by the addition of salt.
16. Canned foods contain salt.
17. Breads, chips, and cereals have sodium added to them.
18. Desserts and other sweets have salt in them too.

19. Fresh meat can remain unspoiled for more than six months when it has salt added to it.
20. The preservative power of salt makes it important.

Extensions

21. One of Charles Finney's most unusual sermons was preached in a village near Evans Mills, New York.
22. During the service, Finney asked God to give him a passage of Scripture.
23. Finney, who rarely prepared his sermons in advance, asked God to give him a passage of Scripture.
24. Suddenly, he remembered the story of Sodom, the city of Lot.
25. In his sermon, Finney described the condition of Sodom before God destroyed it.
26. Unknown to Finney, the village was named Sodom.
27. Likewise, unknown to Finney, the man who invited him was named Lot. **(Unusual clause is part of the subject!)**
28. Afterward, Finney learned this information.
29. Genesis 19:14 raced into this mind.
30. This verse says, "Get up, get out of this place; for the Lord will destroy this city!" **(Quote is actually the direct object of the verb says.)**
31. The family has arrived on time.
32. A number of people are coming.
33. Everybody is loved by God.
34. Several students from the class are coming early.
35. All of the girls are coming early.
36. All of the weight has been lost.
37. All of the pounds are gone.
38. Each one of us needs God.
39. The boys or Kara has done her assignments.
40. The girls and Kara have done their assignments.

<> **13g.** In your notebook, write sentences using some of the subjects from the subject-verb agreement chart with their correct verb forms.

Basic Level: Write fifteen sentences with fifteen different subjects.

Extension: Write twenty sentences with twenty different subjects.

Further Extension: Write twenty-five sentences with twenty-five different subjects.

Help Box for 13b.

You should have drawn arrows as follows.

1. Disease-producing bacteria → can multiply
2. A single bacterium → can reproduce
3. doubling process → is allowed to continue
4. billions → will be (**Billions of bacteria will be there...**)

Note: When a sentence (or the “real” sentence after a sentence opener) begins with a *here*, *there*, or question word, the sentence is said to have an inverted sentence structure. In these cases, the sentence’s main subject follows the verb--and you should read it backwards in order to match subject to verb.

Example: There are many people.

Real: Many people are there.

14. Vocabulary/Structural Analysis: Wacky Words

Homophones: dessert and desert

<> **14a.** In the first paragraph of the passage, highlight the word *desserts*.

The Wacky Words *dessert* and *desert* are especially confusing “confusing words” because they break the spelling rule that could help you tell which one is which.

Technically, the word *dessert* should be des/sert (dez-zert)—like the sandy terrain. And the word *desert* should be de/sert (dee/zert)—like the yummy treat after dinner.

However, these two words are just the opposite!

Since we cannot use spelling rules to tell these two apart, we have to resort to tricks!

1. Dessert

- a. There are two s' in this word.
- b. You want two desserts (dee/zerts)!

2. Desert

- a. There is one s in this word.
- b. You only want to be stuck in the desert (dez/ert) one time!

3. Desert

- a. Actually spelled like it is pronounced--de/serť.
- b. Means to give up or leave

<> 14b. Fill in each blank with the correct Wacky Words--**dessert** or **desert**.

1. Braden had a difficult time choosing which _____ to order.
2. Ryan would never _____ Clint.
3. The _____ air is extremely dry.
4. Graham thought the drive through the _____ was quite boring.
5. Liz and Amy each ordered ice cream for _____ .
6. _____ is my favorite part of the meal!

<> 14c. On the lines provided, write three sentences using **dessert** and **desert**.

1. _____

2. _____

3. _____

<> 14d. Fill in each blank with the correct Wacky Words--**lead** (leed), **led** (ledd), or **lead** (ledd).

1. The _____ keeps falling out of Joshua's pencil.
2. Jonathan, will you please _____ the way?
3. Joseph _____ the tour of the museum.

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.)

4. Jake _____ the horse to the stable.

5. Josiah found a _____ pipe in the backyard.

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: Final Copy Informative Essay From Given Material

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

Optional: Extra Practice

- 1E. In your notebook, write ten sentences with verb phrases. Use information from a character book or another source.
- 2E. In your notebook, take more notes about salt from an encyclopedia or another source.
- 3E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.
- 4E. In your notebook, write fifteen words that contain a suffix.
- 5E. In your notebook, write six sentences that contain Wacky Words.
- 6E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Red 5-C: 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**

☐ B **Basic Level only**

☐ E **Extension only**

☐ E's **Extensions**

☐ FE **Further 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
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(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Preservative Power!**
- Something comical: **Got Salt?**
- Something bold: **Sodium**
- A Scripture: **Salt Will Lose Its Savor**
- Something biblical: **Lost Its Saltiness**
- Something informative: **Salt: Freshness and Flavor**
- Something about character: **Where Would We Be Without Salt?**
- Other: **Essential Ingredient**
- Other: **Fresh, Flavorful Foods**

➡ **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

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.

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

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.**



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

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. What Definition Dissection tip did you use this week? _____
2. What four *synonyms for initiative* could you use to describe your mom or dad?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
3. Write two sentences about your mom or dad using the above words.
 - a. _____

 - b. _____

II. Outlining and Write On

4. What symbol did you use in your Key Word Outline? _____

III. Grammar and Usage

5. List two BHL verbs phrases you used in your essay.
 - a. _____
 - b. _____
6. Write five verb phrases.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
7. What four questions can an adverb 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.

8. What three types of words can adverbs modify?

- a. _____ b. _____
c. _____

9. True or False: You can only put adverbs before the words they modify. _____

10. Write a sentence with an adverb showing how.

11. Write a sentence with an adverb showing when.

12. Write a sentence with an adverb showing where.

13. Write a sentence with an adverb showing to what extent.

IV. Homophones and Spelling

14. Write ten words that have suffixes added from this week's list.

- (1) _____ (2) _____
(3) _____ (4) _____
(5) _____ (6) _____
(7) _____ (8) _____
(9) _____ (10) _____

V. Editing and Revising

15. What Checklist Challenge change was best at making your paper clearer? _____

16. What questions did your four adverb additions answer?

- a. _____ b. _____
c. _____ d. _____

17. What interesting word did you find in the thesaurus? _____

Red 5-C: Week Three

Character Focus: Initiative

Vocabulary Box

Synonyms and antonyms for *initiative*--**nouns**

Synonyms		Antonyms	
aggressiveness	aspiration	aloofness	apathy
determination	enterprise	disinclination	disinterest
enthusiasm	fortitude	indifference	laxity
gumption	ingenuity	lethargy	slackness
resourcefulness	tenacity	slothfulness	

Vocabulary Box

Characteristics of one who shows *initiative*--**adjectives**

ambitious	ardent
desirous	ebullient
fervent	impassioned
industrious	irrepressible
passionate	sedulous

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	<p>I must once more tell the story I have had to tell more than once already: Four weeks ago, on the twenty-ninth of December, I put on Chinese dress, which I am now wearing. Mr. Taylor had made this change a few months before, and I found that he was in consequence so much less incommoded in preaching, by the crowd, that I concluded that it was my duty to further his example.</p>
Extensions	<p>We have a large, very large, field of labor in this region, though it might be difficult in the meantime for one to establish himself in any particular place. The people listen with attention, but we need the power from on high to convey, convince, and convert. Is there any spirit of prayer on our behalf among God's people in Kilsyth? Or is there any effort to seek this spirit? How great the need is, and how great the arguments and motives for prayer in this case!</p>
Further Extension	<p>The harvest here is indeed great, and the laborers are few and imperfectly fitted, without much grace, for such a work. And yet, grace can make a few feeble instruments the means of accomplishing great things—things greater even than we can conceive.</p>

↔ **1a.** Read this week's passage aloud.

This passage is a journal entry/testimony of a man who was being the salt of the earth in ministry with Hudson Taylor.

The passage is written in the first person. When something is written in the first person, it is written from the author's point of view. Writing in the first person uses *I, me, we, us, our*—first person pronouns.

Notice how the man in the passage wore Chinese clothing in order to minister to the Chinese people.

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

<> **1c.** Look up the word *incommoded* in the dictionary, and write its definition in your own words on the lines provided.

Definition of *incommoded*

<> **1d.** From the shaded Vocabulary Box, choose four *characteristics of one who shows initiative*, and write them on the lines provided.

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

<> **1e.** On the lines provided, write three sentences about the passage. In your sentences, use three of the 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.

(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.

Further Study: Learn the chemical compound of salt.

- (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 about the process of mining salt.

- (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.

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.

- ↔ **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: Because Hudson Taylor sacrificed to spread the gospel, many people
were led to Christ. Subordinate clause opener

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

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

2. Spelling: Ay and ey Say Long a at the End of Words

Examples: hay, hey

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

The *ey* and *ay* combinations are often confused with each other. Both of these spellings can say long *e* and long *a* at the ends of words.

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*.

The spelling combination *ay* can say the long *a* sound in two instances:

1. At the end of one-syllable words (e.g., *hay*, *bay*)
2. Occasionally at the end of longer words (e.g., *hurray*)

Generally, *ey* says long *a* at the end of shorter words (e.g., *hey*).

<> **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 six sentences using six of the spelling words.

Character Focus: Salt is a chemical that is made by things being bonded together. Christians are more effective when they are bonded together.

Further Study: Make a list of the ways you can begin exercising more initiative and purpose to begin doing that.

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

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. quay	quay	_____	study all of the ay words together	_____
2. picayune*	pic-a-yune	_____	and all of the ey words together 1 c (<i>pic</i>)	_____
3. gainsay	gain-say	_____		_____
4. foray	for-ay	_____		_____
5. purveyor	pur-vey-or	_____		_____
6. palfrey	pal-frey	_____		_____
7. abbey	ab-bey	_____	double <i>b</i>	_____
8. conveying	con-vey-ing	_____		_____
9. conveyance	con-vey-ance	_____	2 c's	_____
10. abeyance	a-bey-ance	_____		_____
11. surveyor*	sur-vey-or	_____		_____
12. odyssey*	od-ys-sey	_____	1 d, 2 s', 2 y's	_____
13. hackneyed*	hack-neyed	_____	ck--not cc or k alone	_____

***Commonly Misspelled**

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

Words	Syllabication	Write it**	Tip	Your Tip
Extensions--foreign words				
14. pique	pi-que	_____	remember: <i>u</i> always follows <i>q</i>	_____
15. pristine*	pris-tine	_____	<i>ine</i> is pronounced <i>een</i>	_____
16. cuisine	cui-sine	_____	<i>ine</i> is pronounced <i>een</i>	_____
17. petite	pe-tite	_____	<i>ite</i> is pronounced <i>eet</i>	_____
Further Extension--more foreign words				
18. cuirass	cui-rass	_____	double <i>s</i>	_____
19. meringue*	me-ringue	_____	<i>ngue</i> ending only found in <i>meringue</i> , <i>harangue</i> , & <i>tongue</i> all from French	_____
20. sine qua non	sine qua non	_____		_____
21. prima donna	pri ma don-na	_____		_____
22. non sequitur	non se-qui-tur	_____		_____
23. faux pas	faux pas	_____		_____
24. déjà vu*	de-ja vu	_____	directly from French	_____
Optional				
25. aloofness	a-loof-ness	_____		_____
26. disinclination	dis-in-cli-na-tion	_____		_____
27. lethargy	leth-ar-gy	_____		_____
28. laxity	lax-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.

Further Study: Read about the honeybee in *Character Sketches, Volume I*, pages 52-60.

3. Editor Duty: Correct Given Paragraph(s)

Hyphens, 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, underline the hyphenated word.

(3) In any of the paragraphs that you corrected, highlight the subordinate clauses.

Almost 20 percent of the salt mind in the united states is used to soften water water is said to be “hard” when it contain large amounts of minerals such as calcium magnesium and iron compounds. These well-known minerals leave unsightly deposits on sinks and toilets and may plug pipes they also prevent soaps and detergents from “sudsing”.

Water softeners work by replacing the “hard” minerals with sodium. One substance called zeolite is used in many softeners to absorb minerals on its surface. When it’s surface is saturated the zeolite must be “regenerated by being flushed with a strong concentration of salt water

Because the sodium in salt is more chemically active than the other minerals it literally substitute itself for the contaminants this process make the water “softer” because sodium does not leave rings nor does it effect soaps and detergents. most people prefers soft water over hard water for washing.

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|-------------|----------|
| 1. qway | quay |
| 2. picayun | picayune |
| 3. ganesay | gainsay |
| 4. foray | forae |
| 5. purveyor | purvayor |
| 6. palfrey | palfray |

7. abey	abbey
8. conveying	convaying
9. conveyance	convayence
10. abiyance	abeyance
11. surveyor	survayor
12. odyssey	odessey
13. hackneyed	hacknayed

Optional Penmanship Practice

The powers that be are ordained of God....

Romans 13:1

Further Study: Read a book about a great missionary like Hudson Taylor or David Livingstone.

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

14. piqu	pique
15. pristine	pristene
16. cwisine	cuisine
17. putete	petite

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

18. cuirass	curass
19. merangue	meringue
20. sine qua non	sine qwa nun
21. prema dona	prima donna
22. non sequitur	non seqwiter
23. faux pas	foa pas
24. daja vu	deja vu

Further Study: Read a book about how salt keeps things from decaying.

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

25. aloofness	aluefness
26. disinklination	disinclination
27. lethargy	lathargy
28. laxety	laxity

Further Study: Look up the mentions of a salt covenant in the Old Testament.

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.

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

Further Study: Learn about the Arab salt covenant.

Further Study: Learn the effect salt has on water.

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

1. _____

2. _____

3. _____

4. _____

Alternative Writing for Blue 5-C: Week Three

- Write a five to seven paragraph biographical essay about Adoniram Judson.
- Write a five to seven paragraph informative essay about various lifesaving techniques.

Overview of Research Report About a Modern Invention

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, cite sources in your text, include quotations, 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 a “modern” invention**. You may choose from any one listed or choose a different one according to your teacher’s instructions.

- A. The personal computer
- B. The cell phone
- C. The internet
- D. Pacemaker
- E. Compact Disc
- F. iPod
- G. GPS
- H. Microchip
- I. Digital Music
- J. Magnetic resonance imaging (MRI)

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT

- A. **Basic** students will write 6 paragraphs for the body (P’soB).
- B. **Extensions** students will write 8 paragraphs for the body (P’soB).

III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write 7-8 sentences* per paragraph.
- B. **Extensions** students will write 8-10 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.

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).

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 IN YOUR REPORT

All students will include 4 **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**).

Further Study: Read the labels on various foods to learn the sodium levels.

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

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 grains grown by large farmers, you can easily choose five different large field grains for the body of your report.
 - b. In this report's case, you would spend one paragraph on each aspect of your "modern" invention. It will be more difficult to research and divide information than if you were writing about five different inventions--one per paragraph.
- (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.

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.
- (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 your invention, you would be wading through way too much information for an “overview” of a six to eight paragraph report.

- (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 eight total paragraphs, you do not want your Overview Source to be shorter than thirty-two paragraphs--though it may be longer.

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

Note: At this level, it is a good idea to get out of the habit of using *Wikipedia* since colleges often do not permit its use. An acceptable alternative to *Wikipedia* is a cd-rom encyclopedia, such as *Encyclopedia Britannica*, *World Book*, etc. *Wikipedia*, however, is a wealth of information to skim and familiarize yourself with unknown topics--though it is not regulated enough to be cited in formal writing.

<> **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: *The Amazing Cell Phone*

- (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:

Basic--The cell phone

Paragraph of Body A (PoB A): The land line phone

Paragraph of Body B (PoB B): The invention of the cell phone

Paragraph of Body C (PoB C): Widespread use of cell phones

Paragraph of Body D (PoB D): Many different types of cell phones

Paragraph of Body E (PoB E): Dangers of texting and driving

Paragraph of Body F (PoB F): Cell phone's impact on our lives

Extensions--The cell phone

Paragraph of Body A (PoB A): The land line phone

Paragraph of Body B (PoB B): The invention of the cell phone

Paragraph of Body C (PoB C): How a cell phone works

Paragraph of Body D (PoB D): Early cell phones and spread of cell towers

Paragraph of Body E (PoB E): Widespread use of cell phones

Paragraph of Body F (PoB F): Dangers of texting and driving

Paragraph of Body G (PoB G): "Modern" cell phones

Paragraph of Body H (PoB H): Cell phone's impact on our lives

- (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⁺ 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 life before the cell phone 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) C Encyclopedia and (2) Don't Text and Drive

- (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: The land line phone

Support Sentence (SS) 1: Still used some places

SS 2: # per person still used

⁺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, including your Overview Source, will be used to get the content for your outline and report.**

6. Grammar: Subordinators

<> 6a. In the first two paragraphs of the passage, highlight the subordinators.

You have already learned about that special group of words known as subordinators.

Subordinators are words that make the part of the sentence they are in 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.

Subordinate Clauses

Subordinators are words that make the part of the sentence they are in incomplete.

Grammar Card: Subordinator

• A word that “leaves you hanging” when you read the clause that it introduces.

• **Word that makes a clause sound as though something is missing**

• Used to start subordinate clause (also called a dependent clause)

• Most subordinators fit into the **Subordinator-Check Sentence**:

_____ **he was late for church**

• **Because** he was late for church...

• **When** he was late for church...

• **If** he was late for church...

• **Although** he was late for church...

• **Unless** he was late for church...

• **While** 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	as	as if	as though
because	even	even though	how
inasmuch	in order than	just as	provided
since	so that	than	that
though	unless	until	when
whenever	where	wherever	whether
while	which	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.

<> **6b.** (T) Test the subordinators listed in the Grammar Card aloud in the **Subordinator - Check Sentence**.

_____ **he was late for church,**

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

<> **6d.** Study the Grammar Cards about subordinators and subordinate clauses.

<> **6e.** (T) Memorize and recite some of the subordinators to your teacher.

Basic Level: Memorize twenty subordinators.

Extension: Memorize thirty subordinators.

Further Extension: Memorize forty subordinators.

<> **6f.** For the sentences provided, complete the following steps:

- (1) At the beginning of each one, highlight the subordinators.
- (2) Place a comma following each subordinate clause opener.
- (3) Highlight the “real” sentence of each one (following the subordinate clause).

1. When water contains large amounts of minerals it is some times called hard water.
2. Though salt has many uses almost twenty percent of it mined in the United States is used to soften water.
3. Although we sometimes need minerals these leave unsightly desposits on sinks and toilets.
4. When they do this they may plug pipes and prevent soaps and detergents from sudsing.
5. Because the sodium in salt is more chemically active than other minerals it literally substitutes itself for the contaminants.

Subordinators vs. Prepositions

The following subordinators can also be used as prepositions:

1. during
2. after
3. inasmuch as
4. before
5. until
6. through
7. throughout

6. Because sodium does not leave rings most people prefer soft water over hard water for washing.
7. Because sodium does not affect soaps and detergents many people like it better than hard water.
8. Since salt is used as both a seasoning and a preservative more than two million tons of it are produced in the United States.
9. Although it is added to cereals, breads, and chips it is also in desserts.
10. Because a single bacterium can reproduce itself in less than half an hour meat is often riddled with bacteria.
11. If this doubling process is allowed to continue without interruption billions of bacteria will “grow.”
12. When fresh meat is “cured” by working salt into it the meat can remain unspoiled for more than six months.

13. If meat is left in the refrigerator with no salt it can begin to spoil in less than a week.
14. Because salt has such preservative powers it is an essential ingredient in many of our food products.
15. Since nearly all foods have salt it is an essential ingredient.

Extensions

16. When Finney was ready to preach he asked God to give him a passage of Scripture.
17. Although he was in a small village near Evans Mills, New York he still preached an unusual sermon.
18. When he remembered the city of Sodom he thought of Lot.
19. When he described the condition of Sodom before God destroyed it the congregation fell from their seats in every direction and cried for mercy.
20. If Finney had held a sword in each hand he could not have cut them down as quickly as they fell.
21. Though Finney did not know the name of the city God still used him.
22. When he learned the village was known as Sodom he understood why God had sent him there.
23. Although the man who invited him to speak did not mention it earlier this man's name was actually Lot!
24. When we learn the synonyms for initiative we will be more inspired to show initiative!
25. Since we are Christians we should show the characteristics of initiative including ambition, industriousness, persistence, and fervency.

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: in the box
 - Clauses **do** have a subject and a verb: When she put it in the box,...



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.

Help Box for 6a.

You should have highlighted the following words:

- | | |
|-------------------------------------|-------------------------------------|
| 1. which (Paragraph 1) | 2. that [he] (Paragraph 1) |
| 3. that [I] (Paragraph 1) | 4. though (Paragraph 2) |
| 5. there [any spirit] (Paragraph 2) | 6. there [any effort] (Paragraph 2) |
| 7. How (Paragraph 2) | 8. how (Paragraph 2) |

Note: *Once* is used as an adverb (*once more and once already*) in Paragraph One. *Here* is an adjective (*harvest here*) in Paragraph Three.

Subordinators

You can memorize several of the subordinators with this rhyme (emphasize the underlined parts):

Since, When, Though
Because, If, Although

Subordinate Clause

A subordinate clause is one that is subordinate, or less in rank, to an independent clause. (It is not a complete sentence.)

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 land line phones, you might write, *The land line phone is the precursor to the cell phone*. This would tell your reader that **your paragraph is going to be about the land line phone**.

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 land line phone**. **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 *cell phone* report might be ***The cell phone changed the world by allowing people to communicate with others more easily--literally at the push of a button.***

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 (to a small extent list the items your report is about).
- (4) Do not say, *In this report, you will read about...*
- (5) Include the six or eight 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.

<> 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 six or eight 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 7-10 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: _____

Writing and Speaking

Writing is just spoken words written down! If you can speak well, you can write well. Write what you are thinking—only use more description and pizzazz!

Teacher Tip: If your Level B student has difficulty taking notes from other sources, encourage him to use his Key Word Outline skills. Just have him select paragraphs that contain the information he would like to use and then make a Key Word Outline from those paragraphs.

Topic of PoB C: _____
Topic of PoB D: _____
Topic of PoB E: _____
Topic of PoB F: _____
Extensions--Topic of PoB G: _____
Extensions--Topic of PoB H: _____

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

- (a) Choose six or eight different colors of highlighters⁺--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 the land line phone, for example) with a pink highlighter, highlight all of the land line phone 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.

⁺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 some 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 land line phone 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 land line phone.
 - b. Use your sources wisely. Your Overview Source might have strong information about the land line phone but just a small amount of information about the first cell phone while your second source (or others) might be stronger on the first cell phone. Mark (via “color coding”) all information from all source(s) that you think you will be able to use in your report.

Your “Working” Thesis Statement

My “Working” Thesis Statement for this report: _____

Example of Thesis Statement

*The cell phone changed the world by allowing people to communicate with other more easily--literally at the push of a button.

***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.

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: further and farther

↔ **8a.** In the first paragraph 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 a few little tricks, you will master this confusing WW pair!!

Farther—comes from far--drive far, drive farther

Farther—has an **a** in it—farther is for area (physical distance)

Further—has a **u** in it—further is for understanding (ideas and thoughts)

The house is farther down the road -- farther = area

Let me further elaborate on that point -- further = understanding

How simple is that?

↔ **8b.** Fill in each blank provided with the correct Wacky Word--*further* or *farther*.

1. Jeremy lives _____ away than Marcus.

2. Alicia asked for _____ instructions.

3. The park is _____ down the block.
4. Rachel thought we would be _____ by now.
5. Emily needed to discuss the problem _____.

<> **8c.** On the lines provided, write two sentences using **farther** and **further**.

1. _____

2. _____

<> **8d.** Fill in each blank provided with the correct Wacky Word--**lead, led, or lead**.

1. We should _____ others to the understanding of God's Word.
2. He _____ the cattle to the watering hole.
3. The _____ in his pencil broke.
4. Our GPS _____ us to a restaurant.
5. The Word of God can _____ us to repentance.

<> **8e.** Fill in each blank provided with the correct Wacky Word--**dessert, desert, or desert**.

1. Even though it was tough, Kyle did not _____ his friend when he needed him.
2. Auston requested an extra _____.
3. Dylan drew a picture of a _____ for art class.
4. Sarah has never been to the _____.
5. Eli ordered a banana split for _____.
6. The hot _____ sun made Maddi long for some shade.
7. Lauren told a story about a soldier who _____ the army.
8. Sadie made a _____ for her friends to share.

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 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 aspect 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 six or eight 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 Vitamin D and water purifying on the same paragraph space.
 - iii. Each of your aspect 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.**

(5) **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

For example:

Opening Sentence for PoB A: Land line=before cell

In your report, it might say: Prior to the invention of the cellular phone, most people used the land line phone.

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.

***Note: Your quotes may be either of the following:**

- (1) Text 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 *The Cell Phone*,...**).
- (2) A quote that a person said, such as words spoken by a famous astronomer, etc.

- (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 products the sun, 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. Citation examples for "people" quotes in outline:

- 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:

Sent: "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:

Sent: "I will prepare and some day my chance will come." Abraham Lincoln, sixteenth
(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.

6. 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--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.)

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 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.

- ↔ **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 Works 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.
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.)

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.

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:

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.

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.

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.

11. Study Skills/Research: Create a List of Works Cited

↔ 11a. 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*
 - Encyclopedias:** *World Book*
 - Music collection titles*:** *Hymns Triumphant*
 - Magazines:** *Raising the Standard*
 - Movie titles:** *Treasures in the Snow*
- * 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.

<> **11b. 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.)

<> **11c. 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 11b. 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. (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:
 - 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 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) **Follow the notes at the bottom of the Bibliography Cards** for additional help as you write your Works Cited.

↔ **11d. 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.**

12. Grammar/Sentence Structure: Clauses vs. Sentences

You have probably already learned the five things a sentence must contain in order to be a complete sentence (CAVES):

Capital letter at beginning

All makes sense

Verb

End mark

Subject

You have probably already learned what a clause is.

1. A clause is a group of words with the following characteristics:
 - a. It contains a subject.
 - b. It contains a verb.
2. There are two kinds of clauses.
 - a. Independent clause—A complete sentence; can stand alone
 - b. Dependent clause—Not a complete sentence; cannot stand alone

A dependent clause is also called a subordinate clause because it begins with a subordinator. A subordinate clause cannot stand alone; it has to be combined with an independent clause in order to make a complete sentence.

CQLA will call clauses the following:

1. Independent clauses—We will call these complete sentences or just sentences.
2. Dependent clauses—We will call these subordinate clauses or just clauses, since most people think of clauses as the dependent kind, the ones that cannot stand alone.

You can identify subordinate clauses more easily if you read them aloud; they do not sound correct alone. For example:

1. If someone makes a salt covenant,
2. When someone agrees in a salt covenant,
3. Although salt covenants are binding,

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)

Dependent Clause

Dependent clause is synonymous with subordinate clause. A dependent clause is dependent on the rest of the sentence in order to be used.

Subordinate Clauses Cannot Stand Alone

Subordinate clauses cannot stand alone. They must be combined with complete sentences in order to be used.

Sentences and Clauses

CQLA will call clauses the following:

1. Independent clauses—
We will call these complete sentences or just sentences.
2. Dependent clauses—
We will call these subordinate clauses or dependent clauses since most people think of clauses as the dependent kind—the ones that cannot stand alone.

Do you see how those groups of words “leave you hanging”? They are not complete sentences; they are only clauses.

Re-read them aloud, emphasizing the last word to show how your voice goes down at the end of the clause.

The length of the clause has nothing to do with whether it is a clause or a complete sentence.

For example:

1. **He was a Scottish adventurer.** (A sentence—short but complete)
2. **When Scottish adventurer John MacGregor was taken captive by Arabs while exploring the Jordan River in his canoe.** (A subordinate clause—long but incomplete—All doesn't make sense alone.)

Have you noticed that subordinate clauses sound incomplete because of the subordinator at the beginning of them? You will learn more about subordinate clauses later this week.

<> **12a.** Study the Grammar Card about clauses vs. sentences and one about subordinate clauses.

<> **12b. Optional:** Make a Grammar Card about clauses vs. sentences, or add new information to an existing card.

<> **12c.** In the sentences provided, complete the following steps:

- (1) Write C beside the groups of words that are subordinate clauses (cannot stand alone; incomplete).
- (2) Write S beside the groups of words that are sentences (can stand alone).
- (3) On the lines provided, copy ten of the groups of words that are not sentences and finish them to make them complete sentences.

1. When I tell you this story. _____
2. I must tell you this story. _____
3. When I tell you this story, you will see more of Hudson Taylor. _____
4. If I had told you this story, you would understand better. _____
5. Since we changed our protocol on the ninth of December, we have had an impact on the people. _____
6. Since we had an impact on the people. _____
7. Since we changed our protocol on the ninth of December. _____
8. When Mr. Taylor made this change, he found it effective. _____
9. When he found it effective. _____
10. When Mr. Taylor made the change. _____
11. When he did this. _____
12. Although he wanted to help the people. _____
13. Since he wanted to help the people, he reached out in Chinese dress. _____
14. While we have a large field of labor in this region. _____
15. While we have a large field of labor in this region, it is difficult for one to establish himself. _____

16. When we establish ourselves here. _____
17. While the people listen with rapt attention, we still need God's power. _____
18. While the people listen and observe with rapt attention and spiritual insight. _____
19. Since there is a spirit of prayer on our behalf among God's people in Kilsyth and an effort to seek this spirit. _____
20. Since there is a spirit of prayer, God is among us. _____
21. While the harvest is great and the laborers are few and imperfectly fitted without much grace for this work. _____
22. While the harvest is great, we must rely on God's grace. _____
23. When grace makes a few feeble instruments the means of accompanying great things. _____
24. When grace makes a few feeble instruments ready, God moves in our hearts. _____
25. While the need is great, the arguments and motives for prayer are also great. _____
26. When we seek the spirit, God is with us. _____
27. When we pray on behalf of the people of Kilsyth. _____
28. While we dress as they do, we still seek to bring them to Christ. _____
29. While we dress as they do and try to understand their customs and traditions, our priority is always to bring the Gospel to them. _____
30. While we dress as they do and try to understand their traditions as we bring the Gospel to them. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8.

9.

10.

<> **12d. Optional:** In your notebook, write sentences that start with subordinators.

Basic Level: Write ten sentences.

Extensions: Write fifteen sentences.

13. Spelling Practice: Six “S” Spelling Secret

<> **13a.** Take a spelling "pre-test" in your notebook.

<> **13b.** 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.

<> **13c.** 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.)

14. Composition: Write Rough Draft of Informative Report

<> **14a.** Study the Redundancy Box provided below to learn some tips about writing about one topic without being redundant.

Redundancy

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 *Watermelon is a large juicy fruit. Watermelon is enjoyed during the summer months.* 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 *watermelon* 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 grizzly

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.** 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 six or eight 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) 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.

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.

<> **15c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

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

16. Sentence Structure: Subordinate Clause Openers

Earlier in the week you learned about subordinators and subordinate clauses.

Remember, a subordinate clause 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 skills of an advanced writer.

In order to write properly with subordinate clause openers, you need to know how to punctuate them properly.

Use these guidelines for placing a comma after a subordinate 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 words 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? To punctuate your sentences with subordinate clause openers, insert the comma where the removable information ends and the complete sentence begins.

<> **16a.** Memorize the subordinate clause opener punctuation rhyme:

When you start a sentence with a subordinate clause,
Put the comma in when you hear the pause.

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."

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 the sentence complete.

Commas Following
Subordinate Clause
Openers

In your sentences with subordinate clause openers, insert the comma where the removable information ends and the complete sentence begins.

<> **16b.** Study the Grammar Card about subordinate clause openers.

<> **16c. Optional:** Make a Grammar Card about subordinate clause openers, or add new information to an existing card.

<> **16d.** In 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).

Note: These sentences are written in the first person--from the journal author's point of view in this week's passage. Finish the sentences as though you are that person.

Example: *When I saw the great need, I was ready to do whatever I could.*

1. When I began the story _____

2. Since he put on Chinese dress _____

3. While Mr. Taylor made this change _____

4. After he was less inconvenienced in his preaching _____

5. Once I concluded that it was my duty to follow his example _____

6. Because we have a large field _____

7. While it is difficult for one to establish himself in any particular place _____

8. Although the people listen with attention _____

9. Because we need the power from on high to convey, convince, and convert _____

10. While the harvest is indeed great _____

11. Since grace can make a few feeble instruments accomplish great things _____

12. Because God has even greater plans than we can conceive _____

<> **16e. Optional:** In your notebook, write sentences with subordinate clause openers followed by commas.

Basic Level: Write **eight sentences**.

Extensions: Write **twelve sentences**.

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 at this time. 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 ten sentences using the wacky words *further, farther, lead, led, lead, dessert, desert, and desert*.
- 2E. In your notebook, take more notes about the modern inventions.
- 3E. In your notebook, write five sentences using quotations.
- 4E. Edit and revise your paragraph(s) from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write twenty subordinators.
- 6E. Watch an episode of *Modern Marvels*.
- 7E. Write a book report about the book you read. 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.

Six "S" Spelling Secret Sheet

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

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. Without looking in your workbook, list two words you looked up in a dictionary, encyclopedia, or internet source and their meanings.

a. _____

b. _____

2. What Definition Dissection tip did you use this week? _____

3. List all six of the Definition Dissection Tips.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

II. Outlining and Write On

4. What source did you use for your report? _____

5. Why should a reader believe this source? _____

6. Did you write out the full quote or reference the quote in your outline? _____

7. When typing, major works should be... _____

8. When typing, minor works should be... _____

III. Grammar and Usage

9. Subordinators "leave you _____"

10. What sentence can help you decide if a word is a subordinator (Subordinator-Check 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.

11. Write the six basic subordinators you learned with a rhyme.

- a. _____ b. _____
c. _____ d. _____
e. _____ f. _____

12. List six additional subordinators.

- a. _____ b. _____
c. _____ d. _____
e. _____ f. _____

13. True or False: Some subordinators are also prepositions. _____

14. What two things must a clause have.

- a. _____ b. _____

15. Can a dependent clause stand alone as a sentence? _____

16. What type of word can you add to the following sentence which would make it a dependent clause?

Jesus loves me. _____

17. When beginning a sentence with a subordinate clause opener what two guidelines should you use to determine where the comma should be placed?

- a. _____
b. _____

IV. Homophones and Spelling

18. What letter in the word *farther* helps your to understand its meaning? _____

19. What letter in the word *further* helps your understand its meaning? _____

20. farther = _____ (_____)

21. further = Further _____

22. Write two sentences using *farther* and *further*.

- a. _____

b. _____

V. Editing and Revising

23. What is your thesis statement? _____

24. What main thing do you most want your reader to remember after reading your report? _____

Outlining Cards

PoB A: _____
(1st aspect of an invention)
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

PoB B: _____
(2nd aspect of an invention)
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 where (the page number & source) title the information was obtained. This will be used in this report when the student is assigned the addition of quotes and other source citation in text.

Outlining Cards (Continued)

PoB C: _____

(3rd aspect of an invention)

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

PoB D: _____

(4th aspect of an invention)

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 where (the page number & source) title the information was obtained. This will be used in this report when the student is assigned the addition of quotes and other source citation in text.

Outlining Cards (Continued)

PoB E: _____

(5th aspect of an invention)

Opening/Transition Sentence: _____

(_____) _____

SS1: _____

(_____) _____

SS2: _____

(_____) _____

SS3: _____

(_____) _____

SS4: _____

(_____) _____

SS5: _____

(_____) _____

SS6: _____

(_____) _____

SS7: _____

(_____) _____

SS8: _____

(_____) _____

PoB F: _____

(6th aspect of an invention)

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 where (the page number & source) title the information was obtained. This will be used in this report when the student is assigned the addition of quotes and other source citation in text.

Outlining Cards (Continued)

PoB G: _____

(Extensions-7th aspect of an invention)

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

PoB H: _____

(Extensions-8th aspect of an invention)

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 where (the page number & source) title the information was obtained. This will be used in this report when the student is assigned the addition of quotes and other source citation in text.

Extra Outlining Cards

PoB I: _____

(Optional-9th aspect of an invention)

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

PoB J: _____

(Optional-10th aspect of an invention)

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 where (the page number & source) title the information was obtained. This will be used in this report when the student is assigned the addition of quotes and other source citation in 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⁺ _____

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.)

⁺ Include city and state of publisher if city is not widely known (Stillwater, MN: Voyager, 2004.).

++ 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.

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⁺ _____

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.)

⁺ Include city and state of publisher if city is not widely known (Stillwater, MN: Voyager, 2004.).

⁺⁺ 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.

Red 5-C: Week Four

Character Focus: Initiative

Vocabulary Box

Synonyms and antonyms for *initiative*--**nouns**

Synonyms

aggressiveness aspiration
determination enterprise
enthusiasm fortitude
gumption ingenuity
resourcefulness tenacity

Antonyms

aloofness apathy
disinclination disinterest
indifference laxity
lethargy slackness
slothfulness

Vocabulary Box

Characteristics of one who shows *initiative*--**adjectives**

ambitious ardent
desirous ebullient
fervent impassioned
industrious irrepressible
passionate sedulous

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

Extensions

The deception used by criminals when they break the law is refocused on their attempts to escape once they are arrested. Throughout history, criminals have become famous because of repeated escapes from prison. Of course, some of the most famous American escapes are those from Alcatraz Island, located in the middle of San Francisco Bay in California. It was formerly used as a military stockade and later as a maximum security prison. Today, the island is a historic site supervised by the National Park Service .

All

A famous French prison escape turned out to be a blessing, thanks to the initiative of police. Near the end of the eighteenth century, Vidocq (pronounced Vee-dock), the son of a French baker, rebelled against his parents and became a thief. It seemed that he stole everything that he could get his hands on.

His cleverness in stealing was equaled by his ability to escape whenever he was arrested. He could slip out of jails and free himself from galley ships. He also managed to avoid the vengeance of fellow criminals.

Vidocq's life changed, however, through the persistent and faithful work of the police. Their continual efforts towards his rehabilitation---and the initiative they showed in carrying those efforts out---eventually caused him to become a detective for the police department. He is credited with the capture of as many as twenty thousand criminals in the rookeries of Paris alone.

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

Further Study: Read *Character Sketches I* pages 276-325 about animals and people who showed initiative.

The man described in this week's passage was Eugene Francois Vidocq. He lived in France in the late 1700s and early 1800s. As the passage says, he was a French criminal who founded the formation of the first plainclothes unit of police and later became the director of one of the first modern private investigation firms, Surete-Nationale.

Vidocq is noted for many detective/police advances, including the following:

1. He had up to twelve detectives working for him in the first investigation firm ever.
2. In one year, 1817, he had a hand in 811 arrests, including fifteen assassins and thirty-eight fences.
3. He introduced record keeping, criminology, and ballistics to criminal investigations.
4. He made the first plaster casts of shoe impressions.
5. He created indelible ink and unalterable bond paper.
6. His form of anthropometrics (the measurement of living human individuals for the purposes of understanding human physical variation) is still used today by French police.
7. His detective work was the inspiration for Emile Gaboriau's Monsieur Lecog, one of the first scientific and methodical detective mysteries.

Yes, the police used initiative to catch Vidocq during his many escape attempts---and then to win him to their line of work. And Vidocq used great initiative in his many accomplishments. The sad part about Vidocq's life is that he never seemed to take the initiative to confess Christ as His Savior in spite of the fact that he helped the French society of that day immensely.

<> 1b. From the shaded Vocabulary Box, choose four *synonyms for initiative*, and write them on the lines provided.

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

<> 1c. On the lines provided, write three sentences about this week's passage. In your sentences, use three of the character *synonyms you listed above*.

1. _____

2. _____

3. _____

Further Study: Learn the song "Make Me a Blessing."

<> 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.

Further Study: Read a book or story about someone who is considered a hero.

(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: Write a letter thanking the police in your city for protecting you.

(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.

➤ **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: Because Vidocq helped the police, many criminals were brought to justice.

Subordinate clause opener

Further Study: Read a book about a country that missionaries have been salt in.

<> 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

Whosoever therefore resisteth the power, resisteth the ordinance of God.

Romans 13: 2a

2. Spelling: Letter a Says Short o Sound

Examples: bald, taught, law

<> 2a. In the first paragraph of the passage, highlight the following words in which a (by itself or with another letter) says the short sounds of o.

1. law
2. because

<> 2b. In the second paragraph of the passage, highlight the word that has an a making the short o sound: *haltingly*.

An a often says short o (o as 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 word families is to study them in sets with similar spelling combinations.

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

When two vowels go walking,

The first one does the talking.

When two vowels go out to play a game,

The first one always says its own name.

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

<> **2c.** Study the A Says Short O box provided.

A Says Short O	
1. a (what)	2. ald (bald)
3. alk (walk)	4. all (fall)
5. au (taught)	6. aught (aught)
7. aw (law)	

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

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

<> **2e.** Add this week's new words (minus the **Optional** Words) to page 45 of your *Spelling Notebook*.

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

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

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

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. authorization*	au-thor-i-za-tion			
2. austere*	aus-tere			
3. auspices	aus-pic-es		think <i>au</i> • <i>spices</i>	
4. alternative*	al-ter-na-tive		think <i>alter</i> • <i>native</i>	
5. barrage	bar-rage		double <i>r</i>	
6. balderdash	bal-der-dash			
7. augmentation	aug-men-ta-tion			
8. audacious	au-da-cious			
9. alteration	al-ter-a-tion			
10. debauchery*	de-bauch-er-y			
11. bravado*	bra-va-do			
12. saguaro*	sa-gua-ro		giant cactus of SW US & Mexico	
13. inauguration*	in-au-gu-ra-tion			
14. authenticity*	au-then-tic-i-ty			
15. sauerkraut	sau-er-kraut		remember -- <i>au</i> says <i>ou</i> as in <i>shout</i>	

***Commonly Misspelled**

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

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
16. autonomous	au-ton-o-mous		think <i>auto • no • mous</i>	
17. auspicious	aus-pi-cious			
18. bureaucracy*	bu-reauc-ra-cy			
Further Extension				
19. baccalaureate*	bac-ca-lau-re-ate		double c; one /	
20. carte blanche	carte blanche			
Optional				
21. ambitious	am-bi-tious			
22. ebullient	e-bul-lient			
23. irrepresible	ir-re-press-i-ble			
24. industrious	in-dus-tri-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.

Spelling Practice

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

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

3. Editor Duty: Correct Given Paragraph(s)

Dates, Numbers, Places

<> 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 dates, places, numbers, and numerals, and correct them if you have not already done so.

Note: There may be errors within the quote.

On the 13th day of june the deacon joseph diab a custom-house clerk was at the table with us. referring to the salt on the table he said that the arabs make use of it as a token of friendship. While they are fond of it they do not like to place it on the table

On one occasion when he was with a caravan traveling to babel they came into a neighborhood where arabs were encamped in the caravan there was a rich merchant. Seeing that one of the arabs were was making ready to come to the caravan he buried his money in the ground built a fire over it and than sit down to eat with the others near the fire

When the arabs arrived they were welcomed pleasantly and invited to eat. they excepted the invitation and set down at the table. But when there leader saw the salt on the table he said to the merchant My loss is your gain; for as I have ate at you're table which is salt, I cannot, must not harm you. When the caravan started on it's way the arab leader not only refrained from taking what he had intended to demand but he escorted them without reward as far as the euphrates

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: Christians are supposed to sustain morality just like policemen sustain order.

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|------------------|---------------|
| 1. authorization | authorezation |
| 2. austere | austure |
| 3. auspeces | auspices |
| 4. alternative | alteritive |
| 5. barroge | barrage |
| 6. balderdash | baldurdash |
| 7. awgmentation | augmentation |
| 8. audacious | awdacious |
| 9. alteration | alturation |

10. debawchery	debauchery
11. bravado	bravudo
12. saguarro	saguaro
13. inauguration	inawguration
14. authenticity	authentecity
15. sourkraut	sauerkraut

Further Study: Learn about the basis of bitterness, and strive to rid yourself of any bitterness you have towards past offenders.

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

16. autonomous	autonomuous
17. auspicious	auspicious
18. bureaucracy	bureacracy

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

19. baccalaureate	baccalureate
20. karte blanche	carte blanche

Character Focus: By showing respect to God-given authorities, we can be salt in our nation.

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

21. ambitious	ambisious
22. ebullent	ebullient
23. irrepressible	irrepressable
24. industrious	industriuos

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

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

Further Study: Read about Hudson Taylor and find out why he is described as the "Father of Faith Missions."

Further Study: Read a book about a missionary to China, such as Lottie Moon or Hudson Taylor.

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 passage: **About the sun affecting the evil and the good**
 - b. Song: **"Welcome to Our World"**
 - c. Story: **Of the person inventing your invention or of someone using your invention**
 - d. Definition: **Invention, ingenuity, initiative**
 - e. Statistic: **Number of users of your invention, price, demographics, etc.**
 - f. Quote: **From your inventor or 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 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" 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 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

Further Study: Learn about the jobs police officers do.

Further Study: Read a book about initiative.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

- (1) Write your thesis statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your thesis statement later, if desired.)**
- (2) Number your notes in the order you want them, and add any information you may have forgotten.**
- (3) Using each set of notes for one sentence in the following way:**
 - a. Read a line of notes.
 - b. Consider what you want to say about those notes.
 - c. Say aloud a sentence that you want to use.
 - d. Write down that sentence.

- e. Repeat these steps for all of your notes.
- f. 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, before the report you just wrote.

6. Punctuation: Punctuating Quotations

Punctuating Quotations

When you write a quotation with the speech tag at the beginning, you should follow it with a comma, then begin your quotation.

Quotation marks are used to set off the spoken or written words of another. The first quotation marks (beginning quotation marks) show when a person begins speaking. The last quotation marks (ending quotation marks) show when a person is finished speaking.

Punctuating quotations is a difficult skill that you will be learning during the next couple of years.

The first two rules that you should learn about punctuating quotations are the following:

1. **Periods should be inside the ending quotation marks, not outside the quotation marks.**
2. **Commas should be inside the ending quotation marks, not outside the quotation marks.**

The speech tag is the group of words that identifies who is speaking. Occasionally, a speech tag is not used.

Some examples of speech tags include the following:

1. She said,
2. He responded,
3. She asked,
4. They answered,

When you write quotations, you may put the speech tag in the following places for variety:

1. At the beginning: **She said**, "Jesus took initiative to help the poor and sick."
2. At the end: "Jesus took initiative to help the poor and sick," **she said**.

A quotation with the speech tag at the beginning should be followed by a comma. The period should always be inside the ending quotation mark. For example: She said, "Jesus took initiative to help the poor and sick."

The exception to this can be found in the last paragraph of the passage—*Revealing the trenchant burden of his heart*, Dr. Judson reiterated with this synopsis: In this case, the speech tag is followed by a colon—not a comma. This is one of the uses for the colon: when a speech tag is a

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.**

complete sentence and can stand alone, follow it with a colon, not a comma.

A quotation with the speech tag at the end should have a comma at the end of the quotation—inside the quotation marks—before the speech tag. The period following the speech tag after the quotation is the period for the entire sentence. That is why you have a comma rather than a period at the end of a quotation that is followed by a speech tag. For example: “Jesus took initiative to help the poor and sick,” **she said.**

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

<> 6b. Study the Grammar Card about quotation marks.

<> 6c. 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. Periods and question marks

(2) With a different color, highlight the speech tags—the part that shows who is speaking.

(3) Place commas where needed before or after the speech tags.

1. “I regarded my detention in France as a very important and, indeed, necessary part of my preparation for the duties which afterwards devolved upon me” said Judson.
2. Adoniram Judson wrote to Ann’s father “I have now to ask, whether you can consent to part with your daughter early next spring, to see her no more in this world; whether you can consent to her departure, and her subjection to the hardships and sufferings of a missionary life.”
3. Judson continued “Can you consent to all this, in hope of soon meeting your daughter in the world of glory, with the crown of righteousness, brightened with the acclamations of praise which shall redound to her Saviour?”
4. The Judsons felt that God was calling them to a land whose people “had never heard the sound of the Gospel, or read, in their own language, of the love of Christ.”
5. Ann wrote “When for a moment we realize what we once possessed, the wound opens and bleeds afresh.”
6. Yet they still resolved “Thy will be done.”
7. Adoniram received a note saying “To sum up the unhappy tidings in a few words—Mrs. Judson is no more.”
8. “I have distributed nearly ten thousand tracts, giving to none but those who ask” said Judson.
9. He continued “I presume that there have been six thousand applications at the house.”
10. “Others come from the interior of the country, where the name of Jesus Christ is little known” Judson commented.
11. Some people came two or three months’ journey from the borders of Siam and China to plead “Sir, we hear that there is an eternal hell. We are afraid of it. Do give us a writing that will tell us how to escape it.”

Speech Tags

The speech tag is the group of words that shows who is speaking.

1. She said,
2. He responded,
3. She asked,
4. They answered,

Speech Tags

When you write quotations, you may put the speech tag in various places:

1. At the beginning: She said, “Jesus took initiative to help the poor and sick.”
2. At the end: “Jesus took initiative to help the poor and sick,” she said.

12. Shortly before he died, Adoniram told Emily “It is not because I shrink from death that I wish to live.”
 13. He continued “I am not tired of my work, neither am I tired of the world.”
 14. “Yet when Christ calls me home, I shall go with the gladness of a boy bounding away from his school” Judson shared.
 15. Dr. Judson said “Then I am glad they have it to say, that a man coming from the antipodes had nothing better to tell than the wondrous story of Jesus’ dying love.”
- ↔ **6d.** (T) Discuss with your teacher why the quotation marks and the commas and periods are placed where they are.

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. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph

- ↔ **8a.** 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 **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 report.
- (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.

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

<> 8b. 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 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), after the report you just wrote.

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 story.

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

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

10. Grammar: Nouns

↔ **10a.** In the first paragraph of the passage, highlight the following common nouns:

- | | | |
|--------------|--------------|--------------|
| 1. deception | 2. criminals | 3. law |
| 4. attempts | 5. history | 6. criminals |

- | | | |
|------------|--------------|------------|
| 7. escapes | 8. prison | 9. escapes |
| 10. middle | 11. stockade | 12. prison |
| 13. island | 14. site | |

All of the words you highlighted are common nouns. A noun is the name of one of the following:

- | | |
|------------------|-----------------|
| 1. person | 2. place |
| 3. thing | 4. idea |

Whenever you write, you use nouns! A noun may be used at the beginning of a sentence—as the subject.

1. The **boy** rode.
2. The **girl** sang.

Sometimes nouns may be at the end of a sentence—as the objects.

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:

- | | | |
|-----------|---------|---------|
| 1. boy | 2. girl | 3. baby |
| 4. box | 5. love | 6. town |
| 7. street | | |

<> 10b. In the passage, highlight the word just before each noun you highlighted. Discuss what kind of word each of these is.

<> 10c. In the first paragraph of the passage, highlight the proper nouns.

Proper nouns are the specific names of things:

- | | |
|---------------|-----------------|
| 1. Jonathan | 2. Kara |
| 3. Jacob | 4. Knoxville |
| 5. Oak Street | 6. Indian Ocean |

Some words can be used as multiple parts of speech. The word *fear*, which you highlighted, is an example of this. In the passage, it is a thing—a noun. However, it can also be a verb: “Adoniram did not **fear** death.” Also, a form of it can be used as an adjective: “She had a **fearful** look on her face.”

Generally speaking, a noun is preceded by certain “key” words:

(1) Noun marker (also called article)--just as its name suggest, **this type of word “marks” a noun--or tells you a noun is coming.** Three articles:

- (a) **a**
- (b) **an**
- (c) **the**


(2) Pronoun--**Possessive pronouns**, especially, **indicate a noun might be coming:**

- (a) **his** death

Grammar Card: Noun—Plural Noun

- A noun (person, place, thing, or idea) that **shows more than one item**
- Nouns are made plural in various ways:
 1. **Change the spelling** of the word entirely: woman—women
 2. Do **not change anything** in the word: sheep—sheep
 3. **Add es** to words ending in *sh*, *z*, *ch*, *x*, or *s*: ash—ashes
 4. Words ending in *y* have their own rules for making plural words:
 - a. When a word **ends in vowel + y**, **just add s**: joy—joys
 - b. When a word **ends in a consonant + y**, change the *y* to *i* then add **es**: cry—cries
 5. When a word **ends in o**, one of these three rules apply:
 - a. If it **ends in a consonant + o (and it is not a music related word)**, **add es**: tornado—tornadoes
 - b. If it **ends in a vowel + o**, **just add s**: radio—radios
 - c. If it **ends in o and it is a music related words**, **just add s**: piano—pianos
 6. When a word ends in *f*, you usually **change the f to a v**, then **add es**:
 - a. Half—halves
 - b. Exception: roof—roofs
 7. If none of these rules apply, just add **s** to the word

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.**

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

- (b) his wife
- (c) my work
- (d) his school

(3) Adjective--An **adjective** (describer) **often comes directly before a noun**:

- (a) concluding sacrifice
- (b) prolonged cold
- (c) no fear
- (d) distinguished and memorable accomplishments

(4) Preposition--A noun is often **the object of a preposition**:

- (a) of 1850
- (b) on April 12, 1850
- (c) of sixty-one
- (d) with gladness

<> **10d. Optional:** Make Grammar Cards about common nouns and proper nouns, or add new information to existing cards.

<> **10e.** Study the Grammar Cards about common nouns and proper nouns.

<> **10f.** In the sentences provided, complete the following steps:

- (1) Highlight the nouns (both proper and common nouns including possessive nouns).
- (2) With a different color, highlight the word that comes just before each noun.

Note: Do not highlight the pronouns—words that take the place of nouns—such as *him, her, they, their*.

Note: Do not highlight nouns that are being used as another part of speech (e.g., *Bible times*—Bible is used as an adjective).

Note: Most sentences have more than one noun.

1. The Roman soldiers were given a regular allowance of salt.
2. As time went on, they received money instead.
3. They could use the money to purchase their own salt.
4. This financial allowance was called salarium.
5. It is from the word salarium that we get our word salary.
6. Since salt is essential for life, many of the ancient trade routes were specifically built to transport this commodity.
7. One of the oldest roads in Italy was called the Via Salaria.
8. The Via Salaria is known as the “salt route.”
9. It was named this because its primary use was transporting salt.
10. When salt was scarce, it was used for money.

11. At times, it was traded ounce for ounce for gold.
12. Salt was considered to be as precious as gold.
13. More than two million tons of salt are produced in the United States for food products annually.
14. Salt is used as both a seasoning and a preservative.
15. It enhances the taste of food and is used to pickle some products.
16. Almost all canned food contains it.
17. Many cereals, breads, and chips have sodium added to keep them fresh.
18. Even desserts have salt in them.
19. Disease-producing bacteria can multiply rapidly on meat and other food products.
20. A single bacterium can reproduce itself in less than half an hour.
21. If this doubling process is allowed to continue without interruption, there will be billions of bacteria in just twenty-four hours.
22. One of the most effective ways to kill bacteria is by using salt.
23. Salt retards the spread of bacteria by drawing the moisture out of them, causing them to die.
24. This process of dehydration can be observed under high magnification.
25. The preservative power of salt is illustrated by the fact that it can keep meat fresh longer than a refrigerator can.
26. When fresh meat is “cured” by working salt into it, the meat can remain unspoiled for more than six months.
27. Without salt, meat can begin to spoil in less than a week in a refrigerator.
28. The preservative power of salt makes it an essential ingredient in many of our food products.
29. The dehydration process can be observed under high magnification.
30. Billions of bacteria can grow in twenty-four hours.

Extensions

31. James Taylor took the matter of his children’s training very seriously.
32. He spent a great deal of time with them.
33. He often took them into his prayer closet with him so that they would be able to witness firsthand the reality of God’s faithfulness.
34. He also encouraged them to pray on their own.

35. A special devotional time for each child was a required part of the Taylor home schedule.
36. James Taylor encouraged reading aloud.
37. Books of history, travel, and creation were frequently discussed.
38. When Hudson was eleven years of age, he was especially captivated by the book, *Peter Parley's China*.
39. Hudson's enthusiasm for spiritual things and his growing burden for China was enlarged by the frequent visitors invited into the Taylor home.
40. It was not until he was fourteen years old that God opened his heart to the claims of the Savior.

↔ **10g. Extensions:** On the lines provided, write ten sentences with nouns containing information from this week's passage. Highlight and label the word or words that precede each noun:

- (1) Noun marker: NM
- (2) Possessive Pronoun: Pro (his, hers, etc.)
- (3) Adjective: Adj
- (4) Preposition: Prep
- (5) Other Pronouns: Oth Pro (this, that, those)

ADJ

Example: Judson made his last sacrifice .

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

<> **10h. 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** containing information from a character book or another source.

Help Box for 10c.

You should have highlighted the following words:

1. American (proper noun used as an adjective--proper adjective)
2. Alcatraz Island (two word proper noun)
3. San Francisco Bay (three word proper noun)
4. California
5. National Park Service (three word proper noun)

11. Spelling Practice: Write That Word!

<> **11a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **11b.** Complete the following steps for one of the words you listed in 11a.

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

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

<> **11c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

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

12. Grammar: Weekly Quizzes

<> **12a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

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: Final Copy Original Informative Research Report

- <> **15a.** 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).
- <> **15b.** Write or key the final copy of your list of Works Cited.

Optional: Extra Practice

- 1E. In your notebook, write ten sentences that use proper nouns.
- 2E. Find sentences with quotation marks in a character book or another source, and write them in your notebook.
- 3E. Edit and revise your paragraph(s) from this lesson using this week's Checklist Challenge.
- 4E. In your notebook, write twenty words with the letter a saying short o.
- 5E. Write a book report about the book you read. You may use the Book Report Guide provided in the Appendix of the *Teacher's Guide*.
- 6E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Red 5-C: 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**

☐ 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 ☐ 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.

Be sure to circle all of the following verbs:

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

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

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

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

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

Al	Al	Al	Al	Al
Al	Al	Al	Es	Es

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

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	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*.**

Al	Al	Al	Al	Al
Al	Al	Al	Es	Es

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*.**

Al	Al	Al	Al	Al
Al	Al	Al	Es	Es

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: **WWW.**
- Something bold: **Text Me!**
- A song title or line: **"Operator; Information."**
- A Scripture: **"To Everything There Is a Season"**
- Something about character: **Take Initiative**
- Something informative: **The Computer Age**
- Other: **Techie!**

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

All

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

Examples:

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

🔑 **Tips:**

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

All

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

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

All All All All All
All All All E s E s

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

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

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

Examples:

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

All

Add 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 E s E s

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

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

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

All All All 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 All

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

Punctuate appropriately:

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

☞ **Interjections include words from the following rhyme:**

**My, well, oh
Wow, yes, no**

All All

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.**

Al Al E \$

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

Al E \$ FE

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

Examples:

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

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

Al FE

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

Examples:

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

Al FE

Add one **coordinating conjunction (cc)** with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the cc. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly, **for** these sneaky ones use far more subtle methods.
- It steps into the trap, **for** the trap was hidden from view.

☞ **A comma cc in the middle of two complete sentences (CS) is one way of creating a compound sentence--two sentences joined together as one.**

Al 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*.)**

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**.

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**.

E's

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.

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.**

E	\$	E	\$	E	\$	E	\$	E	\$
E	\$	E	\$	E	\$				

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.**

Al	Al	Al	Al	Al
Al	Al	Al	E s	E s

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

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
1. To See: 1. Copy the word you need to practice on the first empty line of this column. 2. Look at this first word carefully. 3. Pay attention to the parts of the word that follow spelling rules you already know. 4. Look closely at the shape of the word. 5. See if there are parts of the word you know easily.	2. To Say: 1. Say the word you wrote in column one loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. 2. Try to picture the word in your mind. 3. Close your eyes to picture the word, if needed.	4. To Spell: 1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. 2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot: 1. Uncover the word in the 1. SEE column. 2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)	6. To Stop/Start: 1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. 2. If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

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. What is the meaning of the word *vengeance*?

a. _____

b. _____

2. From any of the reports or essays this month list four words you have not used before.

a. _____ b. _____

c. _____ d. _____

3. What Definition Dissection tip did you use this week? _____

II. Outlining and Write On

4. What technique did you use in your opening paragraph? _____

5. What about your opening paragraph would make a reader interested in reading the rest of your report? _____

6. In what part of a book can you find the City of Publication and Year of Publication for your Bibliography Cards? _____

III. Grammar and Usage

7. Commas always go _____ quotation marks.

8. Periods always go _____ quotation marks

9. When a noun appears at the **end** of a sentence, it is usually the subject or object? _____

10. When a noun appears at the **beginning** of a sentence, it is usually the subject or object?

11. What is an appositive? _____

* 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. When an *a* is followed by an *l*, it often says what sound? _____
13. When an *a* is followed by a *u*, it often says what sound? _____
14. When an *a* is followed by *ugh*, it often says what sound? _____
15. Write ten words that says the short *o* sound.
- (1) _____ (2) _____
- (3) _____ (4) _____
- (5) _____ (6) _____
- (7) _____ (8) _____
- (9) _____ (10) _____

V. Editing and Revising

16. List five words you should avoid in writing (from the Banned Words List).
- a. _____ b. _____
- c. _____ d. _____
- e. _____
17. What is the best adjective you used in this week's report? _____
18. What is the strongest adverb you used in your report? _____
19. What is the best verb you used in your report? _____
20. A "thesis statement reloaded" should do what? _____
- _____

Teacher's Helps

Red 5-C

Character Focus: Initiative

Lesson Plans and Answer Keys

Lesson Plans

Red 5-C: Week One

For a Five-Day Week

Character Focus: Initiative

Day One																																																									
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Vocabulary Box Synonyms and antonyms for <i>initiative</i>--nouns <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Synonyms</th> <th style="text-align: left; border-bottom: 1px solid black;">Antonyms</th> </tr> <tr> <td>aggressiveness</td> <td>aloofness</td> </tr> <tr> <td>determination</td> <td>apathy</td> </tr> <tr> <td>enthusiasm</td> <td>disinclination</td> </tr> <tr> <td>fortitude</td> <td>disinterest</td> </tr> <tr> <td>gumption</td> <td>indifference</td> </tr> <tr> <td>ingenuity</td> <td>laxity</td> </tr> <tr> <td>resourcefulness</td> <td>lethargy</td> </tr> <tr> <td></td> <td>slackness</td> </tr> <tr> <td></td> <td>slothfulness</td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px;"> Vocabulary Box Characteristics of one who shows <i>initiative</i>--adjectives <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">ambitious</td> <td style="width: 50%;">ardent</td> </tr> <tr> <td>desirous</td> <td>ebullient</td> </tr> <tr> <td>fervent</td> <td>impassioned</td> </tr> <tr> <td>industrious</td> <td>irrepressible</td> </tr> <tr> <td>passionate</td> <td>sedulous</td> </tr> </table> </div>	Synonyms	Antonyms	aggressiveness	aloofness	determination	apathy	enthusiasm	disinclination	fortitude	disinterest	gumption	indifference	ingenuity	laxity	resourcefulness	lethargy		slackness		slothfulness	ambitious	ardent	desirous	ebullient	fervent	impassioned	industrious	irrepressible	passionate	sedulous	<p>1. Copying and Comprehension: Passage and Vocabulary</p> <p style="text-align: center;">All</p> <p>One of Charles Finney's most unusual sermons was preached in a village near Evans Mills, New York. During the service, Finney, who rarely prepared his sermons in advance, asked God to give him a passage of Scripture. Suddenly, he remembered the story of Sodom, the city of Lot. Genesis 19:14 raced to his mind: "Get up, get out of this place; for the Lord will destroy this city!"</p> <p style="text-align: center;">Extensions</p> <p>In his sermon, Finney described the condition of Sodom before God destroyed it. "I had not spoken in this strain more than a quarter of an hour when an awful solemnity seemed to settle upon them. The congregation began to fall from their seats in every direction and cry for mercy. If I had, had a sword in each hand, I could not have cut them down as fast as they fell. Everyone prayed who was able to speak at all."</p> <p style="text-align: center;">Further Extension</p> <p>Finney had not known the name of the village in which he was led to preach this sermon. Only afterward did he learn that this village was known as Sodom. And the man who had invited Finney to speak was also unknown to him; however, he soon discovered that this man was called Lot.</p> <p>2. Spelling/Structural Analysis: Spellings for the <i>shun</i> and <i>chun</i> Sounds at the Ends of Words</p> <p>Examples: invention, aggravation</p> <p style="text-align: center;">All</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">1. vindication</td> <td style="width: 33%;">2. requisition</td> <td style="width: 33%;">3. origination</td> </tr> <tr> <td>4. concentration</td> <td>5. notification</td> <td>6. litigation</td> </tr> <tr> <td>7. recognition</td> <td>8. communication</td> <td>9. qualification</td> </tr> <tr> <td>10. validation</td> <td>11. accommodation</td> <td>12. resumption</td> </tr> <tr> <td>13. excursion</td> <td></td> <td></td> </tr> </table> <p style="text-align: center;">Extensions</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">14. quantification</td> <td style="width: 50%;">15. pronunciation</td> </tr> </table> <p style="text-align: center;">Further Extension</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">16. provocation</td> <td style="width: 33%;">17. procrastination</td> <td style="width: 33%;">18. exfoliation</td> </tr> <tr> <td>19. cognition</td> <td></td> <td></td> </tr> </table> <p style="text-align: center;">Optional</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">20. aggressiveness</td> <td style="width: 33%;">21. ingenuity</td> <td style="width: 33%;">22. gumption</td> </tr> </table>	1. vindication	2. requisition	3. origination	4. concentration	5. notification	6. litigation	7. recognition	8. communication	9. qualification	10. validation	11. accommodation	12. resumption	13. excursion			14. quantification	15. pronunciation	16. provocation	17. procrastination	18. exfoliation	19. cognition			20. aggressiveness	21. ingenuity	22. gumption
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Day Two
<p>23. tenacity</p> <p>3. Editor Duty: Correct Given Paragraph(s) Subject-Verb Agreement, Sentence Openers</p> <p>4. Spelling Practice: Choose the Correct Spelling</p>
Day Three
<p>5. Study Skills/Prewriting: Key Word Outline All--Paragraph One of Body: 4 Sentences All--Paragraph Two of Body: 5 Sentences All--Paragraph Three of Body: 3 Sentences</p> <p>6. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline</p> <p>7. Vocabulary/Structural Analysis: Wacky Words Homophones: lead, led, lead</p> <p>8. Punctuation: Colon Usage</p>
Day Four
<p>9. Spelling Practice: Six "S" Spelling Secret</p> <p>10. Write On: Strong, Action Verbs With Helpers/Synonyms</p> <p>11. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph</p>
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Lesson Plans

Red 5-C: Week One

For a Four-Day Week

Character Focus: Initiative

Day One

Vocabulary Box

Synonyms and antonyms for *initiative*--nouns

Synonyms	Antonyms
aggressiveness	aloofness
determination	apathy
enthusiasm	disinclination
gumption	disinterest
resourcefulness	indifference
	laxity
	lethargy
	slackness
	slothfulness

Vocabulary Box

Characteristics of one who shows *initiative*--adjectives

ambitious	ardent
desirous	ebullient
fervent	impassioned
industrious	irrepressible
passionate	sedulous

1. Copying and Comprehension: Passage and Vocabulary

All

One of Charles Finney's most unusual sermons was preached in a village near Evans Mills, New York. During the service, Finney, who rarely prepared his sermons in advance, asked God to give him a passage of Scripture. Suddenly, he remembered the story of Sodom, the city of Lot. Genesis 19:14 raced to his mind: "Get up, get out of this place; for the Lord will destroy this city!"

Extensions

In his sermon, Finney described the condition of Sodom before God destroyed it. "I had not spoken in this strain more than a quarter of an hour when an awful solemnity seemed to settle upon them. The congregation began to fall from their seats in every direction and cry for mercy. If I had, had a sword in each hand, I could not have cut them down as fast as they fell. Everyone prayed who was able to speak at all."

Further Extension

Finney had not known the name of the village in which he was led to preach this sermon. Only afterward did he learn that this village was known as Sodom. And the man who had invited Finney to speak was also unknown to him; however, he soon discovered that this man was called Lot.

2. Spelling/Structural Analysis: Spellings for the *shun* and *chun* Sounds at the Ends of Words

Examples: *invention*, *aggravation*

All

- | | | |
|------------------|-------------------|------------------|
| 1. vindication | 2. requisition | 3. origination |
| 4. concentration | 5. notification | 6. litigation |
| 7. recognition | 8. communication | 9. qualification |
| 10. validation | 11. accommodation | 12. resumption |
| 13. excursion | | |

Extensions

- | | |
|--------------------|-------------------|
| 14. quantification | 15. pronunciation |
|--------------------|-------------------|

Further Extension

- | | | |
|-----------------|---------------------|-----------------|
| 16. provocation | 17. procrastination | 18. exfoliation |
| 19. cognition | | |

Optional

- | | | |
|--------------------|---------------|--------------|
| 20. aggressiveness | 21. ingenuity | 22. gumption |
|--------------------|---------------|--------------|

23. tenacity

3. Editor Duty: Correct Given Paragraph(s)

Subject-Verb Agreement, Sentence Openers

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

All--Paragraph One of Body: 4 Sentences

All--Paragraph Two of Body: 5 Sentences

All--Paragraph Three of Body: 3 Sentences

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

7. Vocabulary/Structural Analysis: Wacky Words

Homophones: *lead*, *led*, *lead*

8. Punctuation: Colon Usage

9. Spelling Practice: Six "S" Spelling Secret

Day Three

10. Write On: Strong, Action Verbs With Helpers/Synonyms

11. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

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

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14. Structural Analysis: Possessive Nouns

Day Four

15. Grammar: Weekly Quizzes

16. Spelling: Spelling Test

17. Dictation: Dictation Quiz

18. Composition: Final Copy Informative Essay From Given Material

Optional: Extra Practice

Answer Keys Red 5-C: Week One

3. Editor Duty: Correct Given Paragraph(s)

Subject-Verb Agreement, Sentence 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 all of the paragraphs, highlight the sentence openers, and place commas after them, if you have not already done so.

(3) In all of the paragraphs, highlight all of the subject-verb agreement 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.

Originally , Roman **soldiers** **were given** a regular allowance of salt. **As time went on** , they received money instead with which they could purchase **their** own salt. This financial **allowance** **was** called salarium, from which we get our word salary.

Since salt is essential for life , many of the ancient trade **routes** **were** specifically built to transport it. **One** of the oldest roads in Italy **was** called the Via Salaria, or "salt route." It was so named because **its** primary use **was** transporting salt.

When salt was scarce , it was used for money. **At times** , it was traded ounce for ounce for gold. Salt was considered to be as precious as gold!

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|------------------|---------------|
| 1. vindication | vendication |
| 2. requisitun | requisition |
| 3. origination | origenation |
| 4. concintration | concentration |
| 5. notification | notificatun |
| 6. litigation | littigation |
| 7. reccognition | recognition |
| 8. communication | comunication |

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!

9. qualification	qualification
10. validaetion	validation
11. accommodation	acomodation
12. resumption	resumption
13. excursion	excersion

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

14. quanntification	quantification
15. pronounceiation	pronunciation

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

16. provocation	provoevation
17. prokrastication	procrastination
18. exfoliation	exfuliation
19. cognition	cognision

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

20. agressiveness	aggressiveness
21. ingenoity	ingenuity
22. gumtion	gumption
23. tenacity	tenasity

7. Vocabulary/Structural Analysis: Wacky Words

Homophones: lead, led, lead

↔ 7b. Fill in each blank provided with the correct Wacky Word--**lead**, **led**, or **lead**.

1. We should lead others to the understanding that we must love our enemies.
2. We are often led astray by our own selfish desires.
3. The lead in Levi's pencil was made of graphite.
4. Our GPS led us to a dead end.
5. The purity of God can lead us to repentance.

8. Punctuation: Colon Usage

<> 8d. Complete the following steps for the sentences provided:

- (1) Place colons where needed according to this week's colon rules.
- (2) Write on the lines the letter of the reason that each colon was needed:
 - a. To indicate line, verse, chapter, column, etc., in poetry or other prose
 - b. To indicate that the sentence or clause following the first complete sentence "answers" the first half
 - c. Following a lengthy speech tag that is a complete sentence that could stand alone
 - d. To introduce a list of items (when the words before the colon comprise a complete sentence)

1. Finney preached one of his most unusual sermons in a most unusual place; a village near Evans Mills, New York known as Sodom. b
2. Finney asked God to give him a passage of Scripture; God gave him Genesis 19. b
3. The verse that Finney zeroed in on was in Genesis 19;14. a
4. It reminded him to get out of this place; the Lord will destroy this city. b
5. Finney described the condition of Sodom before God destroyed it; "Sodom was overcome with sin." c
6. Finney was relieved with the people's response; humble, prayerful, heart-felt, and hungry. d
7. Finney read the verse from Genesis 19; "Get up, get out of this place; for the Lord will destroy this city!" c
8. Finney described the response of the people; "The congregation began to fall from their seats in every direction and cry for mercy." c
9. Finney later learned the name of this village; he discovered that it was known as Sodom. b
10. Finney continued speaking about this experience; "Everyone prayed who was able to speak at all." c
11. He discovered that the man who invited him to speak was also unusual; his name was Lot. b
12. There are many synonyms for the word initiative; aggressiveness, aspiration, enthusiasm, gumption, resourcefulness, and tenacity. d
13. Finney told of his experience later; "I had not spoken in this strain more than a quarter of an hour when an awful solemnity seemed to settle upon them." c
14. There are many characteristics of one who shows initiative; ambitious, fervent, industrious, sedulous, and ebullient. d
15. Finney rarely prepared his sermons in advance; today God gave him a special passage. b

10. Write On: Strong, Action Verbs With Helpers/Synonyms

↔ 10d. In the sentences provided, complete the following steps:

- (1) For the underlined verb in each sentence, write a more interesting, active verb on the line following the sentence.
- (2) **Optional:** In your notebook, copy the sentences provided, choosing another more interesting verb to replace the underlined verb in each sentence.

Note: If the verb you chose requires rewording or adding more words in order for your sentence to make sense, feel free to change it accordingly.

Example: We can see that Christ carried out every action as an expression of meekness. discern

No Answer Key needed. Answers will vary.

↔ 10e. Using a thesaurus, write three stronger, more descriptive verbs in place of the verbs listed.

Example: live: exist, breathe, inhabit

No Answer Key needed. Answers will vary.

14. Structural Analysis: Possessive Nouns

↔ 14b. Make the nouns provided possessive, and write the name of something each one possesses.

Examples: shepherd—shepherd's sheep
shepherds—shepherds' fields

- | | |
|-------------------------------|--------------------------------------|
| 1. Finney's (sermon's) | 2. village's (sheriff) |
| 3. sermons' (notes) | 4. passage's (paragraph) |
| 5. passages' (authors) | 6. story's (point) |
| 7. stories' (points) | 8. city's (mayor) |
| 9. cities' (buildings) | 10. heart's (desire) |
| 11. hearts' (desires) | 12. congregation's (response) |
| 13. mercy's (touch) | 14. mercies' (touches) |
| 15. Lot's (wife) | |

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. What does the word *solemnity* mean? A grave or somber event or state of mind

2. Use the word *solemnity* in a sentence.

Answers will vary.

3. What Definition Dissection tip did you use?

Answers will vary.

4. List four of the six Definition Dissection tips (**Extensions:** List all six).

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

II. Outlining and Write On

5. What symbols did you use this week in your Key Word Outline?

Answers will vary.

6. Where can you find stronger verbs to use instead of boring ones? thesaurus

7. What is the strongest verb you used in your essay?

Answers will vary.

8. List three words you found in a thesaurus this week?

Answers will vary.

III. Grammar and Usage

9. Write a colon. :

10. A colon is used to introduce

11. A colon should be used as a speech tag...(one answer)

- a. When the speech tag ends in a verb
- b. When a speech tag is short
- c. When a speech tag is not a complete sentence
- d. **When a speech tag is a complete sentence**

12. It is correct to use a colon to introduce a list of three or more items?

- a. **Yes**
- b. No

13. Write a sentence in which you use a colon in a sentence as a speech tag.

Answers will vary.

14. Write a sentence in which you use a colon to introduce a series of three or more items.

Answers will vary.

15. Write a sentence in which you use a colon to combine two sentences. (The sentence before the colon should be introductory to the clause/sentence after the colon.)

Answers will vary.

16. When a noun does **not** end in an s, how do you make it possessive? Add an apostrophe and an s
17. When a noun **does** end in an s, how to you make it possessive? Only add an apostrophe
18. Make the following nouns possessive.
- a. lion prey - lion's prey
 - b. Jason book - Jason's book
 - c. crowds cheer - crowds' cheer
 - d. clowns props - clowns' props
 - e. President men - President's men

IV. Homophones and Spelling

19. What spelling words did you miss this week?

Answers will vary.

20. Do you have a key or rhyme to help you remember these words?

- a. lead (Pronounced *leed*) means what? leading someone or something (long e sound)
- b. led means what? past tense of lead (leed) (short e sound)
- c. lead pronounced *ledd* means what? a metal (short e sound)

21. Write three sentences using *lead* (leed), *led* (ledd), and *lead* (ledd).

Answers will vary.

V. Editing and Revising

22. What is the strongest adverb in your essay?

Answers will vary.

23. What is the strongest adjective in your essay?

Answers will vary.

24. What sentence opener did you use in your essay?

Answers will vary.

25. What sentence combining technique did you use in your essay?

Answers will vary.

26. What simile or metaphor did your use?

Answers will vary.

Lesson Plans

Red 5-C: Week Two

For a Five-Day Week

Character Focus: Initiative

Day One

Vocabulary Box

Synonyms and antonyms for *initiative*--**nouns**

Synonyms

Antonyms

aggressiveness

aspiration

determination

enthusiasm

gumption

resourcefulness

aloofness

apathy

disinclination

disinterest

indifference

laxity

lethargy

slackness

slothfulness

Vocabulary Box

Characteristics of one who shows *initiative*--**adjectives**

ambitious

ardent

desirous

ebullient

fervent

impassioned

industrious

irrepressible

passionate

sedulous

1. Copying and Comprehension: Passage and Vocabulary
All

More than two million tons of salt (sodium) are produced in the United States for food products annually. Salt is used as both a seasoning and a preservative. It enhances the taste of food and is used to pickle some products. Almost all canned food contains it. Many cereals, breads, and chips have sodium added to keep them fresh.

Disease-producing bacteria can multiply 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!

Extensions

One of the most effective ways to kill bacteria is by using salt. Salt retards the spread of bacteria by drawing the moisture out of them, 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.

Further Extension

When fresh meat is "cured" by working salt into it, the meat can remain unspoiled for more than six months. Meat without salt can begin to spoil in less than a week in a refrigerator. The preservative power of salt makes it an essential ingredient in many of our food products.

2. Spelling/Structural Analysis: Adding Suffixes
Examples: controlling, producing

All

1. refer	2. referring	3. consequence
4. consequences	5. deter	6. deterring
7. attain	8. attainment	9. community
10. communities	11. analogy	12. analogies
13. restrain	14. restraining	

Extensions

15. archeology	16. archeologist	17. impulsive
18. impulsiveness		

Further Extension

19. refrigerate	20. refrigeration	21. develop
22. developing	23. abandon	24. abandoning

Optional

25. aspiration

26. enterprise

27. enthusiasm

3. Editor Duty: Correct Given Paragraph(s)
Double Negatives, Appositives, Ly Openers

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

All--Paragraph One of Body: 6 Sentences

All--Paragraph Two of Body: 3 Sentences

All--Paragraph Three of Body: 4 Sentences

All--Paragraph Four of Body: 3 Sentences

6. Grammar: Helping Verbs and Verb Phrases

7. Vocabulary/Structural Analysis: Wacky Words

Day Three

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

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

10. Spelling Practice: Six "S" Spelling Secret

Day Four

11. Grammar: Adverbs

12. Spelling Practice: Write That Word!

13. Grammar: Subject-Verb Agreement

14. Vocabulary/Structural Analysis: Wacky Words
Homophones: desert, dessert

Day Five

15. Grammar: Weekly Quizzes

16. Spelling: Spelling Test

17. Dictation: Dictation Quiz

18. Composition: Final Copy Informative Essay From Given Material

Optional: Extra Practice

Lesson Plans

Red 5-C: Week Two

For a Four-Day Week
Character Focus: Initiative

Day One

Vocabulary Box

Synonyms and antonyms for *initiative*--**nouns**
Synonyms Antonyms

aggressiveness	aspiration	aloofness	apathy
determination	enterprise	disinclination	disinterest
enthusiasm	fortitude	indifference	laxity
gumption	ingenuity	lethargy	slackness
resourcefulness	tenacity	slothfulness	

Vocabulary Box

Characteristics of one who shows *initiative*--**adjectives**

ambitious	ardent
desirous	ebullient
fervent	impassioned
industrious	irrepressible
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1. Copying and Comprehension: Passage and Vocabulary

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2. Spelling/Structural Analysis: Adding Suffixes

Examples: *controlling*, *producing*

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| 1. refer | 2. referring | 3. consequence |
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| 7. attain | 8. attainment | 9. community |
| 10. communities | 11. analogy | 12. analogies |
| 13. restrain | 14. restraining | |

Extensions

- | | | |
|-------------------|------------------|---------------|
| 15. archeology | 16. archeologist | 17. impulsive |
| 18. impulsiveness | | |

Further Extension

- | | | |
|-----------------|-------------------|----------------|
| 19. refrigerate | 20. refrigeration | 21. develop |
| 22. developing | 23. abandon | 24. abandoning |

Optional

- | | | |
|----------------|----------------|----------------|
| 25. aspiration | 26. enterprise | 27. enthusiasm |
|----------------|----------------|----------------|

3. Editor Duty: Correct Given Paragraph(s) Double Negatives, Appositives, Ly Openers

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

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7. Vocabulary/Structural Analysis: Wacky Words

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

Day Three

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

10. Spelling Practice: Six "S" Spelling Secret

11. Grammar: Adverbs

12. Spelling Practice: Write That Word!

13. Grammar: Subject-Verb Agreement

Day Four

14. Vocabulary/Structural Analysis: Wacky Words Homophones: *desert*, *dessert*

15. Grammar: Weekly Quizzes

16. Spelling: Spelling Test

17. Dictation: Dictation Quiz

18. Composition: Final Copy Informative Essay From Given Material

Optional: Extra Practice

Answer Keys Red 5-C: Week Two

3. Editor Duty: Correct Given Paragraph(s)

Double Negatives, Appositives, Ly 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 paragraph, insert an appositive surrounded by commas.

(3) **Further Extension:** In the last paragraph, highlight the appositive, and place commas around it, 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.

James Taylor, Hudson's father, took the matter of his children's training very seriously. He spent a great deal of time with them 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. He also encouraged them to pray on their own. (Student's appositive answers may vary [Hudson's father].)

A special devotional time for each child was a required part of the Taylor home schedule. James Taylor encouraged reading aloud, and books of history, travel, and creation were frequently discussed. When Hudson was eleven years of age, he was especially captivated by the book Peter Parley's China. (Comma following the book is optional as some would consider the title an appositive and some would say not.)

Hudson's enthusiasm for spiritual things and his growing burden for China were enlarged by the frequent visitors invited into the Taylor home. It was not until he was fourteen that God opened his heart to the claims of the Savior. While alone one day in his father's study, he came across a Gospel tract. He did not know it at the time, but at that precise moment his mother, a prayer warrior, was prompted by the Holy Spirit to pray for her son's salvation. He gave his heart to God and later, at age seventeen, surrendered his life for God's service. (Comma surrounding at age seventeen are optional.)

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|-----------------|--------------|
| 1. reffer | refer |
| 2. referring | referring |
| 3. consequence | consequence |
| 4. consequences | consequences |
| 5. deter | detter |

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. deterring	detering
7. attain	atain
8. atainment	attainment
9. comunity	community
10. communities	comunities
11. analogy	anaegy
12. analigies	analogies
13. restrane	restrain
14. restraning	restraining

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

15. archeology	arkeology
16. archeoligist	archeologist
17. impulsive	impulsive
18. impolsiveness	impulsiveness

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

19. refrigerate	refridgerate
20. refrigeration	refridgeration
21. devvelop	develop
22. developping	developing
23. abandon	abbandon
24. abandoneing	abandoning

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

25. aspiration	asperation
26. enterprize	enterprise
27. enthusiasm	enthuseasm

6. Grammar: Helping Verbs and Verb Phrases

↔ **6f.** In the sentences provided, complete the following steps:

- (1) Underline all of the complete verb phrases with a highlighter. (Not all of the sentences contain verb phrases.)

- (2) Highlight all of the verbs within the verb phrases you underlined as follows:
 - a. Highlight the helping verbs in one color.
 - b. Highlight the base verb of each verb phrase in another color.
- (3) Place () around all prepositional phrases.
- (4) Circle the main subject of each sentence (regardless of whether you found a verb phrase in each one or not).

Note: Do not highlight infinitives (to + verb) without helpers in front of them. In CQLA, we will not consider infinitives alone to be verb phrases.

Note: There are many verbs alone--just find verb phrases for this exercise.

Note: Remember, subordinate clauses have verbs and verb phrases too--though they are not the sentence's main verb, so they do not contain the sentence's main subject either. For this exercise, you are to mark all verb phrases--not just the ones that are main verb phrases of sentences.

Example: We should always keep our hearts (on God).

Teacher Tip: Your Further Extension student may highlight the one word main subject colors or any descriptors or articles with it (Example: rich colors).

1. More than **two million tons** (of salt) (sodium) are produced (in the United States) (for food products) annually.
2. **Salt** is used (as both a seasoning and a preservative).
3. **It** enhances the taste (of food) and is used to pickle some products.
4. **Almost all canned food** contains it.
5. **Many cereals, breads, and chips** have sodium added to keep them fresh.
6. Even **desserts** have salt (in them)!
7. **Disease-producing bacteria** can multiply rapidly (on meat and other food products).
8. **A single bacterium** can reproduce itself (in less) (than half an hour).
9. **One** (of the most effective ways) to kill bacteria is (by using salt).
10. **Salt** retards the spread (of bacteria) (by drawing the moisture) (out of them), causing them to die.
11. This **process** (of dehydration) can be observed (under high magnification).
12. The **preservative power** (of salt) is illustrated (by the fact) that it can keep meat fresh longer (than a refrigerator can).
13. When fresh meat is "cured" (by working salt) (into it), the **meat** can remain unspoiled (for more) (than six months).
14. **Meat** (without salt) can begin to spoil (in less) (than a week) (in a refrigerator).
15. The **preservative power** (of salt) makes it an essential ingredient (in many) (of our food products).

7. Vocabulary/Structural Analysis: Wacky Words

↔ 7b. Circle the correct Wacky Word in the following sentences.

1. More than/ **than** two million tons of salt (sodium) are produced in the United States four/fore/ **for** food products annually.
2. It enhances the taste of food and is used to pickle **some** /sum products.
3. Disease-producing bacteria can multiply rapidly on meet/ **meat** and other food products.
4. A single bacterium can reproduce itself in less than/ **than** half an our/ **hour** .
5. If this doubling process is allowed to continue without interruption, their/they're/ **there** will be billions of bacteria in just twenty-four hours!
6. One of the most **effective** /affective ways to kill bacteria is by using salt.
7. Salt retards the spread of bacteria by drawing the moisture out of them, causing them **to** /two/too dye/ **die** .
8. This process of dehydration can be observed under **high** /hi magnification.
9. The preservative power of salt is illustrated by the fact that it can keep meet/ **meat** fresh longer **than** /then a refrigerator can.
10. When fresh meat is “cured” by working salt into it, the meat can remain unspoiled for **more** /moar than six months.
11. Meat without salt can begin to spoil inn/ **in** less than/ **than** a week in a refrigerator.
12. The preservative power of salt makes it an essential ingredient in many of **our** /hour food products.
13. Even **desserts** /deserts have salt in them.

11. Grammar: Adverbs

↔ **11e.** Complete the following steps:

- (1) For the adverbs provided, write a stronger adverb(s) that could be substituted for the one given. (An example has been given for each word.) Note: Get at least one word for each number from a thesaurus.
- (2) On the lines provided, write eight sentences using the new adverbs you listed (any eight of them) about the character quality *initiative*.

Basic Level: Write two adverbs.

Extensions: Write three adverbs.

No Answer Key. Answers will vary.

↔ **11f.** Fill in the blanks with descriptive adverbs.

No Answer Key. Answers will vary.

<> 11f. On the lines provided, beside each adverb and the word it modifies, substitute one strong verb that could replace the words listed.

Example: walked slowl → tiptoed

No Answer Key. Answers will vary.

13. Grammar: Subject-Verb Agreement

<> 13f. In the sentences provided, complete the following steps:

1. Isolate all prepositional phrases with ().
2. Isolate other phrases, clauses, and sentence openers with [] for subordinate clauses and < > for others.
3. Highlight each sentence's main subject with one color.
4. Highlight each sentence's main verb with another color.

Remember: A sentence's main subject is what the whole 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 that go with them, and some verbs have two or more subjects that go with them. Look closely!

1. Roman soldiers were given a regular allowance (of salt).
2. [As time went on], they received money, [with which they could purchase their own salt].
3. This financial allowance was called salarium, [from which we get our word salary].
4. [Since salt is essential for life], many (of the ancient trade routes) were specifically built to transport it.
5. One (of the oldest roads) (in Italy) was called the Via Salaria.
6. It was so named [because its primary use was transporting salt].
7. [When salt was scarce], it was used (for money).
8. (At times), it was used (for money).
9. (At times), it was traded ounce (for ounce) (for gold).
10. Salt was considered to be (as precious) (as gold).
11. Salt is produced (at the rate) (of two million tons) (for food products).
12. The United States produces two million tons (of salt).
13. Salt helps food (as both a seasoning and a preservative).
14. Sodium enhances the taste (of food).

15. Products are often pickled (by the addition) (of salt).
16. Canned foods contain salt.
17. Breads, chips, and cereals have sodium added (to them).
18. Desserts and other sweets have salt (in them) too.
19. Fresh meat can remain unspoiled (for more) (than six months) [when it has salt added to it].
20. The preservative power (of salt) makes it important.

Extension:

21. One (of Charles Finney's most unusual sermons) was preached (in a village) (near Evans Mills, New York).
22. (During the service), Finney asked God to give him a passage (of Scripture).
23. Finney, [who rarely prepared his sermons in advance], asked God to give him a passage (of Scripture).
24. <Suddenly>, he remembered the story (of Sodom), the city (of Lot).
25. (In his sermon), Finney described the condition (of Sodom) [before God destroyed it].
26. <Unknown to Finney>, the village was named Sodom.
27. <Likewise>, unknown to Finney, [the man who invited him] was named Lot. (Unusual clause is part of the subject!)
28. <Afterward>, Finney learned this information.
29. Genesis 19:14 raced (into this mind).
30. This verse says, <"Get up, get out of this place; for the Lord will destroy this city!"> (Quote is actually the direct object of the verb says.)
31. The family has arrived (on time).
32. A number (of people) are coming .
33. Everybody is loved (by God).
34. Several students (from the class) are coming early.
35. All (of the girls) are coming early.
36. All (of the weight) has been lost .
37. All (of the pounds) are gone .
38. Each one (of us) needs God.
39. The boys or Kara has done her assignments.
40. The girls or Kara has done their assignments.

Teacher Tip: Your Further Extension student may highlight the one word main subject colors or any describers or articles with it (Example: rich colors).

14. Vocabulary/Structural Analysis: Wacky Words

Homophones: **dessert** and **desert**

<> 14b. Fill in each blank with the correct Wacky Words--**dessert** or **desert**.

1. Braden had a difficult time choosing which dessert to order.
2. Ryan would never desert Clint.
3. The desert air is extremely dry.
4. Graham thought the drive through the desert was quite boring.
5. Liz and Amy each ordered ice cream for dessert .
6. dessert is my favorite part of the meal!

<> 14d. Fill in each blank with the correct Wacky Words--**lead** (leed), **led** (ledd), or **lead** (ledd).

1. The lead keeps falling out of Joshua's pencil.
2. Jonathan, will you please lead the way?
3. Joseph led the tour of the museum.
4. Jake led the horse to the stable.
5. Josiah found a lead pipe in the backyard.

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. What Definition Dissection tip did you use this week?

Answers will vary.

2. What four *synonyms* for *initiative* could you use to describe your mom or dad?

Answers will vary.

3. Write two sentences about your mom or dad using the above words.

Answers will vary.

II. Outlining and Write On

4. What symbol did you use in your Key Word Outline?

Answers will vary.

III. Grammar and Usage

5. List two BHL verbs phrases you used in your essay.

Answers will vary.

6. Write five verb phrases.

Answers will vary.

7. What four questions can an adverb answer?

a. how

b. when

c. where

d. to what extent

8. What three types of words can adverbs modify?

a. verbs

b. adjectives

c. other adverbs

9. True or False: You can only put adverbs before the words they modify. false

10. Write a sentence with an adverb showing how.

Answers will vary.

11. Write a sentence with an adverb showing when.

Answers will vary.

12. Write a sentence with an adverb showing where.

Answers will vary.

13. Write a sentence with an adverb showing to what extent.

Answers will vary.

IV. Homophones and Spelling

14. Write ten words that have suffixes added from this week's lesson.

Answers will vary.

V. Editing and Revising

15. What Checklist Challenge change was best at making your paper clearer?

Answers will vary.

16. What questions did your four adverb additions answer?

Answers will vary.

17. What interesting word did you find in the thesaurus?

Answers will vary.

Lesson Plans

Red 5-C: Week Three

For a Five-Day Week

Character Focus: Initiative

Day One

Vocabulary Box

Synonyms and antonyms for *initiative*--**nouns**

Synonyms	Antonyms
aggressiveness	aloofness
determination	apathy
enthusiasm	disinclination
fortitude	disinterest
gumption	indifference
ingenuity	laxity
resourcefulness	lethargy
tenacity	slackness
	slothfulness

Vocabulary Box

Characteristics of one who shows *initiative*--**adjectives**

ambitious	ardent
desirous	ebullient
fervent	impassioned
industrious	irrepressible
passionate	sedulous

1. Copying and Comprehension: Passage and Vocabulary All

I must once more tell the story I have had to tell more than once already: Four weeks ago, on the 29th of December, I put on Chinese dress, which I am now wearing. Mr. Taylor had made this change a few months before, and I found that he was in consequence so much less incommoded in preaching, by the crowd, that I concluded that it was my duty to further his example.

Extensions

We have a large, very large, field of labor in this region, though it might be difficult in the meantime for one to establish himself in any particular place. The people listen with attention, but we need the power from on high to convey, convince, and convert. Is there any spirit of prayer on our behalf among God's people in Kilsyth? Or is there any effort to seek this spirit? How great the need is, and how great the arguments and motives for prayer in this case!

Further Extension

The harvest here is indeed great, and the laborers are few and imperfectly fitted, without much grace, for such a work. And yet, grace can make a few feeble instruments the means of accomplishing great things—things greater even than we can conceive.

2. Spelling: Ay and ey Say Long a at the End of Words

Examples: hay, hey

All

- | | | |
|---------------|--------------|---------------|
| 1. quay | 2. picayune | 3. gainsay |
| 4. foray | 5. purveyor | 6. palfrey |
| 7. abbey | 8. conveying | 9. conveyance |
| 10. abeyance | 11. surveyor | 12. odyssey |
| 13. hackneyed | | |

Extensions--foreign words

- | | | |
|------------|--------------|-------------|
| 14. pique | 15. pristine | 16. cuisine |
| 17. petite | | |

Further Extension--more foreign words

- | | | |
|-----------------|------------------|------------------|
| 18. cuirass | 19. meringue | 20. sine qua non |
| 21. prima donna | 22. non sequitur | 23. faux pas |
| 24. deja vu | | |

Optional

- | | | |
|---------------|--------------------|--------------|
| 25. aloofness | 26. disinclination | 27. lethargy |
|---------------|--------------------|--------------|

28. laxity

3. Editor Duty: Correct Given Paragraph(s)

Hyphens, Subordinate Clauses

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Research and Study Skills: Choose your Topic and Overview Source

6. Grammar: Subordinators

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

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: further and farther

Day Three

9. Study Skills/Research: Create Outlining Cards for Research Report

10. Study Skills/Research: Quotation Inclusion

11. Study Skills/Research: Create a List of Works Cited

Day Four

12. Grammar/Sentence Structure: Clauses vs. Sentences

13. Spelling Practice: Six "S" Spelling Secret

14. Composition: Write Rough Draft of Informative Report

15. Spelling Practice: Write That Word!

Day Five

16. Sentence Structure: Subordinate Clause Openers

17. Grammar: Weekly Quizzes

18. Spelling: Spelling Test

19. Dictation: Dictation Quiz

Optional: Extra Practice

Lesson Plans

Red 5-C: Week Three

For a Four-Day Week
Character Focus: Initiative

Day One

Vocabulary Box

Synonyms and antonyms for *initiative*--**nouns**
Synonyms Antonyms

aggressiveness	aspiration	aloofness	apathy
determination	enterprise	disinclination	disinterest
enthusiasm	fortitude	indifference	laxity
gumption	ingenuity	lethargy	slackness
resourcefulness	tenacity	slothfulness	

Vocabulary Box

Characteristics of one who shows *initiative*--**adjectives**

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desirous	ebullient
fervent	impassioned
industrious	irrepressible
passionate	sedulous

1. Copying and Comprehension: Passage and Vocabulary All

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Extensions

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Further Extension

The harvest here is indeed great, and the laborers are few and imperfectly fitted, without much grace, for such a work. And yet, grace can make a few feeble instruments the means of accomplishing great things—things greater even than we can conceive.

2. Spelling: Ay and ey Say Long a at the End of Words

Examples: hay, hey

All

- | | | |
|---------------|--------------|---------------|
| 1. quay | 2. picayune | 3. gainsay |
| 4. foray | 5. purveyor | 6. palfrey |
| 7. abbey | 8. conveying | 9. conveyance |
| 10. abeyance | 11. surveyor | 12. odyssey |
| 13. hackneyed | | |

Extensions--foreign words

- | | | |
|------------|--------------|-------------|
| 14. pique | 15. pristine | 16. cuisine |
| 17. petite | | |

Further Extension--more foreign words

- | | | |
|-----------------|------------------|------------------|
| 18. cuirass | 19. meringue | 20. sine qua non |
| 21. prima donna | 22. non sequitur | 23. faux pas |
| 24. deja vu | | |

Optional

- | | | |
|---------------|--------------------|--------------|
| 25. aloofness | 26. disinclination | 27. lethargy |
|---------------|--------------------|--------------|

28. laxity

3. Editor Duty: Correct Given Paragraph(s)

Hyphens, Subordinate Clauses

4. Spelling Practice: Choose the Correct Spelling

5. Research and Study Skills: Choose your Topic and Overview Source

Day Two

6. Grammar: Subordinators

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

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: further and farther

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Day Three

11. Study Skills/Research: Create a List of Works Cited

12. Grammar/Sentence Structure: Clauses vs. Sentences

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14. Composition: Write Rough Draft of Informative Report

Day Four

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16. Sentence Structure: Subordinate Clause Openers

17. Grammar: Weekly Quizzes

18. Spelling: Spelling Test

19. Dictation: Dictation Quiz

Optional: Extra Practice

Answer Keys Red 5-C: Week Three

3. Editor Duty: Correct Given Paragraph(s)

Hyphens, 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, underline the hyphenated word.

- (3) In any of the paragraphs that you corrected, highlight the subordinate clauses.

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!

Almost twenty percent of the salt mined in the United States is used to soften water. Water is said to be "hard" when it contains large amounts of minerals, such as calcium, magnesium, and iron compounds. These well-known minerals leave unsightly deposits on sinks and toilets and may plug pipes; they also prevent soaps and detergents from "sudsing." (The semicolon in the last sentence may be a period.)

Water softeners work by replacing the "hard" minerals with sodium. One substance, called zeolite, is used in many softeners to absorb minerals on its surface. When its surface is saturated, the zeolite must be "regenerated" by being flushed with a strong concentration of salt water.

Because the sodium in salt is more chemically active than the other minerals, it literally substitutes itself for the contaminants. This process makes the water "softer" because sodium does not leave rings nor does it affect soaps and detergents. Most people prefer soft water over hard water for washing.

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|-------------|----------|
| 1. qway | quay |
| 2. picayun | picayune |
| 3. ganesay | gainsay |
| 4. foray | forae |
| 5. purveyor | purvayor |

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. palfrey	palfray
7. abey	abbey
8. conveying	convaying
9. conveyance	convayence
10. abiyance	abeyance
11. surveyor	survayor
12. odyssey	odessey
13. hackneyed	hacknayed

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

14. piqu	pique
15. pristine	pristene
16. cwisine	cuisine
17. putete	petite

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

18. cuirass	curass
19. merangue	meringue
20. sine qua non	sine qwa nun
21. prema dona	prima donna
22. non sequitur	non seqwiter
23. faux pas	foa pas
24. daja vu	deja vu

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

25. aloofness	aluefness
26. disinklination	disinclination
27. lethargy	lathargy
28. laxety	laxity

6. Grammar: Subordinators

<> 6f. For the sentences provided, complete the following steps:

- (1) At the beginning of each one, highlight the subordinators.
- (2) Place a comma following each subordinate clause opener.
- (3) Highlight the “real” sentence of each one (following the subordinate clause).

1. When water contains large amounts of minerals, it is sometimes called hard water .
2. Though salt has many uses, almost twenty percent of it mined in the United States is used to soften water .
3. Although we sometimes need minerals, these leave unsightly desposits on sinks and toilets .
4. When they do this, they may plug pipes and prevent soaps and detergents from sudsing .
5. Because the sodium in salt is more chemically active than other minerals, it literally substitutes itself for the contaminants .
6. Because sodium does not leave rings, most people prefer soft water over hard water for washing .
7. Because sodium does not affect soaps and detergents, many people like it better than hard water .
8. Since salt is used as both a seasoning and a preservative, more than two million tons of it are produced in the United States .
9. Although it is added to cereals, breads, and chips, it is also in desserts .
10. Because a single bacterium can reproduce itself in less than half an hour, meat is often riddled with bacteria .
11. If this doubling process is allowed to continue without interruption, billions of bacteria will “grow.”
12. When fresh meat is “cured” by working salt into it, the meat can remain unspoiled for more than six months .
13. If meat is left in the refrigerator with no salt, it can begin to spoil in less than a week .
14. Because salt has such preservative powers, it is an essential ingredient in many of our food products .
15. Since nearly all foods have salt, it is an essential ingredient .

Extensions

16. When Finney was ready to preach, he asked God to give him a passage of Scripture .
17. Although he was in a small village near Evans Mills, New York, he still preached an unusual sermon .
18. When he remembered the city of Sodom, he thought of Lot .
19. When he described the condition of Sodom before God destroyed it, the congregation fell from

- their seats in every direction and cried for mercy .
20. If Finney had held a sword in each hand, he could not have cut them down as quickly as they fell .
21. Though Finney did not know the name of the city, God still used him .
22. When he learned the village was known as Sodom, he understood why God had sent him there .
23. Although the man who invited him to speak did not mention it earlier, this man's name was actually Lot !
24. When we learn the synonyms for initiative, we will be more inspired to show initiative !
25. Since we are Christians, we should show the characteristics of initiative including ambition, industriousness, persistence, and fervency .

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: further and farther

<> 8b. Fill in each blank provided with the correct Wacky Word--**further** or **farther**.

1. Jeremy lives farther away than Marcus.
2. Alicia asked for further instructions.
3. The park is farther down the block.
4. Rachel thought we would be farther by now.
5. Emily needed to discuss the problem further

<> 8d. Fill in each blank provided with the correct Wacky Word--**lead**, **led**, or **lead**.

1. We should lead others to the understanding of God's Word.
2. He led the cattle to the watering hole.
3. The lead in his pencil broke.
4. Our GPS led us to a restaurant.
5. The Word of God can lead us to repentance.

<> **8e.** Fill in each blank provided with the correct Wacky Word--**dessert, desert, or desert.**

1. Even though it was tough, Kyle did not desert his friend when he needed him.
2. Auston requested an extra dessert .
3. Dylan drew a picture of a desert for art class.
4. Sarah has never been to the desert
5. Eli ordered a banana split for dessert .
6. The hot desert sun made Maddi long for some shade.
7. Lauren told a story about a soldier who desert the army.
8. Sadie made a dessert for her friends to share.

12. Grammar/Sentence Structure: Clauses vs. Sentences

<> **12c.** In the sentences provided, complete the following steps:

- (1) Write C beside the groups of words that are subordinate clauses (cannot stand alone; incomplete).
- (2) Write S beside the groups of words that are sentences (can stand alone).
- (3) On the lines provided, copy ten of the groups of words that are not sentences and finish them to make them complete sentences.

1. When I tell you this story. C
2. I must tell you this story. S
3. When I tell you this story, you will see more of Hudson Taylor. S
4. If I had told you this story, you would understand better. S
5. Since we changed our protocol on the ninth of December, we have had an impact on the people. S
6. Since we had an impact on the people. C
7. Since we changed our protocol on the ninth of December. C
8. When Mr. Taylor made this change, he found it effective. S
9. When he found it effective. C
10. When Mr. Taylor made the change. C

11. When he did this. C
12. Although he wanted to help the people. C
13. Since he wanted to help the people, he reached out in Chinese dress. S
14. While we have a large field of labor in this region. C
15. While we have a large field of labor in this region, it is difficult for one to establish himself. S
16. When we establish ourselves here. C
17. While the people listen with rapt attention, we still need God's power. S
18. While the people listen and observe with rapt attention and spiritual insight. C
19. Since there is a spirit of prayer on our behalf among God's people in Kilsyth and an effort to seek this spirit. C
20. Since there is a spirit of prayer, God is among us. S
21. While the harvest is great and the laborers are few and imperfectly fitted without much grace for this work. C
22. While the harvest is great, we must rely on God's grace. S
23. When grace makes a few feeble instruments the means of accompanying great things. C
24. When grace makes a few feeble instruments ready, God moves in our hearts. S
25. While the need is great, the arguments and motives for prayer are also great. S
26. When we seek the spirit, God is with us. S
27. When we pray on behalf of the people of Kilsyth. C
28. While we dress as they do, we still seek to bring them to Christ. S
29. While we dress as they do and try to understand their customs and traditions, our priority is always to bring the Gospel to them. S
30. While we dress as they do and try to understand their traditions as we bring the Gospel to them. C

16. Sentence Structure: Subordinate Clause Openers

<> **16d.** In 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).

Note: These sentences are written in the first person--from the journal author's point of

view in this week's passage. Finish the sentences as though you are that person.

Example: When I saw the great need, I was ready to do whatever I could.

No Answer Key needed. Answers will vary.

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. Without looking in your workbook, list two words you looked up in a dictionary, encyclopedia, or internet source and their meanings.

Answers will vary.

2. What Definition Dissection tip did you use this week?

Answers will vary.

3. List all six of the Definition Dissection Tips.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

II. Outlining and Write On

4. What source did you use for your report?

Answers will vary.

5. Why should a reader believe this source?

Answers will vary.

6. Did you write out the full quote or reference the quote in your outline?

Answers will vary.

7. When typing, major works should be... italicizing

8. When typing, minor works should be... surrounded by quotation marks

III. Grammar and Usage

9. Subordinators "leave you hanging"

10. What sentence can help you decide if a word is a subordinator (Subordinator-Check Sentence)?

he was late for church.

11. Write the six basic subordinators you learned with a rhyme.

- a. since b. when c. though
d. because e. if f. although

12. List six additional subordinators.

Answers will vary.

13. True or False: Some subordinators are also prepositions. True

14. What two things must a clause have.

- a. subject b. verb

15. Can a dependent clause stand alone as a sentence? No

16. What type of word can you add to the following sentence which would make it a dependent clause? Jesus loves me.

Subordinator (Because Jesus loves me.)

17. When beginning a sentence with a subordinate clause opener what two guidelines should you use to determine where the comma should be placed?

- a. Insert a comma where you hear the subordinate clause end
b. Insert a comma just before the complete sentence begins

IV. Homophones and Spelling

18. What letter in the word *farther* helps your to understand its meaning? A

19. What letter in the word *further* helps your understand its meaning? U

20. farther = Area (physical distance)

21. further = Further understanding

22. Write two sentences using *farther* and *further*.

Answers will vary.

V. Editing and Revising

23. What is your thesis statement?

Answers will vary.

24. What main thing do you most want your reader to remember after reading your report?

Answers will vary.

Lesson Plans

Red 5-C: Week Four

For a Five-Day Week

Character Focus: Initiative

Day One																																														
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Vocabulary Box Synonyms and antonyms for <i>initiative--nouns</i> <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Synonyms</th> <th style="text-align: left; border-bottom: 1px solid black;">Antonyms</th> </tr> <tr> <td>aggressiveness aspiration</td> <td>aloofness apathy</td> </tr> <tr> <td>determination enterprise</td> <td>disinclination disinterest</td> </tr> <tr> <td>enthusiasm fortitude</td> <td>indifference laxity</td> </tr> <tr> <td>gumption ingenuity</td> <td>lethargy slackness</td> </tr> <tr> <td>resourcefulness tenacity</td> <td>slothfulness</td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px;"> Vocabulary Box Characteristics of one who shows <i>initiative--adjectives</i> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">ambitious</td> <td style="width: 50%;">ardent</td> </tr> <tr> <td>desirous</td> <td>ebullient</td> </tr> <tr> <td>fervent</td> <td>impassioned</td> </tr> <tr> <td>industrious</td> <td>irrepressible</td> </tr> <tr> <td>passionate</td> <td>sedulous</td> </tr> </table> </div> <p>1. Copying and Comprehension: Passage and Vocabulary Extensions</p> <p>The deception used by criminals when they break the law is refocused on their attempts to escape once they are arrested. Throughout history, criminals have become famous because of repeated escapes from prison. Of course, some of the most famous American escapes are those from Alcatraz Island, located in the middle of San Francisco Bay in California. It was formerly used as a military stockade and later as a maximum security prison. Today, the island is a historic site supervised by the National Park Service .</p> <p>All</p> <p>A famous French prison escape turned out to be a blessing, thanks to the initiative of police. Near the end of the eighteenth century, Vidocq (pronounced Vee-dock), the son of a French baker, rebelled against his parents and became a thief. It seemed that he stole everything that he could get his hands on.</p> <p>Vidocq's cleverness in stealing was equaled by his ability to escape whenever he was arrested. He could slip out of jails and free himself from galley ships. He also managed to avoid the vengeance of fellow criminals.</p> <p>Vidocq's life changed, however, through the persistent and faithful work of the police. Their continual efforts towards his rehabilitation---and the initiative they showed in carrying those efforts out---eventually caused him to become a detective for the police department. He is credited with the capture of as many as twenty thousand criminals in the rookeries of Paris alone.</p> <p>2. Spelling: Letter a Says Short o Sound</p> <p>Examples: bald, taught, law</p> <p>All</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">1. authorization</td> <td style="width: 33%;">2. austere</td> <td style="width: 33%;">3. auspices</td> </tr> <tr> <td>4. alternative</td> <td>5. barrage</td> <td>6. balderdash</td> </tr> <tr> <td>7. augmentation</td> <td>8. audacious</td> <td>9. alteration</td> </tr> <tr> <td>10. debauchery</td> <td>11. bravado</td> <td>12. saguaro</td> </tr> <tr> <td>13. inauguration</td> <td>14. authenticity</td> <td>15. sauerkraut</td> </tr> </table> <p>Extensions</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">16. autonomous</td> <td style="width: 33%;">17. auspicious</td> <td style="width: 33%;">18. bureaucracy</td> </tr> </table> <p>Further Extension</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">19. baccalaureate</td> <td style="width: 50%;">20. carte blanche</td> </tr> </table> <p>Optional</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">21. ambitious</td> <td style="width: 33%;">22. ebullient</td> <td style="width: 33%;">23. irrepressible</td> </tr> </table>	Synonyms	Antonyms	aggressiveness aspiration	aloofness apathy	determination enterprise	disinclination disinterest	enthusiasm fortitude	indifference laxity	gumption ingenuity	lethargy slackness	resourcefulness tenacity	slothfulness	ambitious	ardent	desirous	ebullient	fervent	impassioned	industrious	irrepressible	passionate	sedulous	1. authorization	2. austere	3. auspices	4. alternative	5. barrage	6. balderdash	7. augmentation	8. audacious	9. alteration	10. debauchery	11. bravado	12. saguaro	13. inauguration	14. authenticity	15. sauerkraut	16. autonomous	17. auspicious	18. bureaucracy	19. baccalaureate	20. carte blanche	21. ambitious	22. ebullient	23. irrepressible	<p>24. industrious</p> <p>3. Editor Duty: Correct Given Paragraph(s) Dates, Numbers, Places</p>
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Lesson Plans

Red 5-C: Week Four

For a Four-Day Week
Character Focus: Initiative

Day One

Vocabulary Box

Synonyms and antonyms for *initiative*--**nouns**

Synonyms

Antonyms

aggressiveness	aspiration	aloofness	apathy
determination	enterprise	disinclination	disinterest
enthusiasm	fortitude	indifference	laxity
gumption	ingenuity	lethargy	slackness
resourcefulness	tenacity	slothfulness	

Vocabulary Box

Characteristics of one who shows *initiative*--**adjectives**

ambitious	ardent
desirous	ebullient
fervent	impassioned
industrious	irrepressible
passionate	sedulous

1. Copying and Comprehension: Passage and Vocabulary Extensions

The deception used by criminals when they break the law is refocused on their attempts to escape once they are arrested. Throughout history, criminals have become famous because of repeated escapes from prison. Of course, some of the most famous American escapes are those from Alcatraz Island, located in the middle of San Francisco Bay in California. It was formerly used as a military stockade and later as a maximum security prison. Today, the island is a historic site supervised by the National Park Service .

All

A famous French prison escape turned out to be a blessing, thanks to the initiative of police. Near the end of the eighteenth century, Vidocq (pronounced Vee-dock), the son of a French baker, rebelled against his parents and became a thief. It seemed that he stole everything that he could get his hands on.

Vidocq's cleverness in stealing was equaled by his ability to escape whenever he was arrested. He could slip out of jails and free himself from galley ships. He also managed to avoid the vengeance of fellow criminals.

Vidocq's life changed, however, through the persistent and faithful work of the police. Their continual efforts towards his rehabilitation---and the initiative they showed in carrying those efforts out---eventually caused him to become a detective for the police department. He is credited with the capture of as many as twenty thousand criminals in the rookeries of Paris alone.

2. Spelling: Letter a Says Short o Sound

Examples: bald, taught, law

All

- | | | |
|------------------|------------------|----------------|
| 1. authorization | 2. austere | 3. auspices |
| 4. alternative | 5. barrage | 6. balderdash |
| 7. augmentation | 8. audacious | 9. alteration |
| 10. debauchery | 11. bravado | 12. saguaro |
| 13. inauguration | 14. authenticity | 15. sauerkraut |

Extensions

- | | | |
|----------------|----------------|-----------------|
| 16. autonomous | 17. auspicious | 18. bureaucracy |
|----------------|----------------|-----------------|

Further Extension

- | | |
|-------------------|-------------------|
| 19. baccalaureate | 20. carte blanche |
|-------------------|-------------------|

Optional

- | | | |
|---------------|---------------|-------------------|
| 21. ambitious | 22. ebullient | 23. irrepressible |
|---------------|---------------|-------------------|

24. industrious

3. Editor Duty: Correct Given Paragraph(s)

Dates, Numbers, Places

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

6. Punctuation: Punctuating Quotations

7. Spelling Practice: Six "S" Spelling Secret

8. Study Skills Prewriting/Composition: Take Notes for an Original Closing Paragraph

Day Three

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

10. Grammar: Nouns

11. Spelling Practice: Write That Word!

Day Four

12. Grammar: Weekly Quizzes

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

15. Composition: Final Copy Original Informative Research Report

Optional: Extra Practice

Answer Keys Red 5-C: Week Four

3. Editor Duty: Correct Given Paragraph(s)

Dates, Numbers, Places

<> 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 dates, places, numbers, and numerals, and correct them if you have not already done so.

Note: There may be errors within the quote.

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.

On the thirteenth day of June, the Deacon Joseph Diab, a custom-house clerk, was at the table with us. Referring to the salt on the table, he said that the Arabs make use of it as a token of friendship. While they are fond of it, they do not like to place it on the table. (**Capitalizing deacon is optional; sentence may read the deacon, Joseph Diab, custom house...**).

On one occasion when he was with a caravan traveling to Babel, they came into a neighborhood where Arabs were encamped. In the caravan there was a rich merchant. Seeing that one of the Arabs was making ready to come to the caravan, he buried his money in the ground, built a fire over it, and then sat down to eat with the others near the fire.

When the Arabs arrived, they were welcomed pleasantly and invited to eat. They accepted the invitation and sat down at the table. But when their leader saw the salt on the table, he said to the merchant, "My loss is your gain; for as I have eaten at your table which is salt, I cannot, must not harm you." When the caravan started on its way, the Arab leader not only refrained from taking what he had intended to demand, but he escorted them without reward as far as the Euphrates. (It is acceptable to change the semi-colon following the word *gain* into a comma following the cs, cc CS rule.)

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|-------------------------|-----------------|
| 1. <u>authorization</u> | authorezation |
| 2. <u>austere</u> | austure |
| 3. <u>auspeces</u> | <u>auspices</u> |
| 4. <u>alternative</u> | alteritive |
| 5. <u>barroge</u> | <u>barrage</u> |

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a s e m i - colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

6. balderdash	baldurdash
7. awgmentation	augmentation
8. audacious	awdacious
9. alteration	alturation
10. debawchery	debauchery
11. bravado	bravudo
12. saguarro	saguaro
13. inauguration	inawguration
14. authenticity	authentecity
15. sourkraut	sauerkraut

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

16. autonomous	autonomuous
17. auspicious	auspicious
18. bureaucracy	bureacracy

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

19. baccalaureate	baccalureate
20. karte blanche	carte blanche

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

21. ambitious	ambisious
22. ebullent	ebullient
23. irrepressible	irrepressable
24. industrious	industriuos

6. Punctuation: Punctuating Quotations

<> 6c. 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. Periods and question marks
- (2) With a different color, highlight the speech tags—the part that shows who is speaking.
- (3) Place commas where needed before or after the speech tags.

1. "I regarded my detention in France as a very important and, indeed, necessary part of my preparation for the duties which afterwards devolved upon me," said Judson .
2. Adoniram Judson wrote to Ann's father , "I have now to ask, whether you can consent to part with your daughter early next spring, to see her no more in this world; whether you can consent to her departure, and her subjection to the hardships and sufferings of a missionary life."
3. Judson continued , "Can you consent to all this, in hope of soon meeting your daughter in the world of glory, with the crown of righteousness, brightened with the acclamations of praise which shall redound to her Saviour?"
4. The Judsons felt that God was calling them to a land whose people "had never heard the sound of the Gospel, or read, in their own language, of the love of Christ."
5. Ann wrote , "When for a moment we realize what we once possessed, the wound opens and bleeds afresh."
6. Yet they still resolved , "Thy will be done."
7. Adoniram received a note saying , "To sum up the unhappy tidings in a few words—Mrs. Judson is no more."
8. "I have distributed nearly ten thousand tracts, giving to none but those who ask," said Judson .
9. He continued , "I presume that there have been six thousand applications at the house."
10. "Others come from the interior of the country, where the name of Jesus Christ is little known," Judson commented .
11. Some people came two or three months' journey from the borders of Siam and China to plead , "Sir, we hear that there is an eternal hell. We are afraid of it. Do give us a writing that will tell us how to escape it."
12. Shortly before he died, Adoniram told Emily , "It is not because I shrink from death that I wish to live."
13. He continued , "I am not tired of my work, neither am I tired of the world."
14. "Yet when Christ calls me home, I shall go with the gladness of a boy bounding away from his school," Judson shared .
15. Dr. Judson said , "Then I am glad they have it to say, that a man coming from the antipodes had nothing better to tell than the wondrous the story of Jesus' dying love."

10. Grammar: Nouns

⇔ 10f. In the sentences provided, complete the following steps:

- (1) Highlight the nouns (both proper and common nouns including possessive nouns).
- (2) With a different color, highlight the word that comes just before each noun.

Note: Do not highlight the pronouns—words that take the place of nouns—such as *him, her, they, their*.

Note: Do not highlight nouns that are being used as another part of speech (e.g., *Bible times*—Bible is used as an adjective).

Note: Most sentences have more than one noun.

1. The Roman soldiers were given a regular allowance of salt .
2. As time went on, they received money instead.
3. They could use the money to purchase their own salt .
4. This financial allowance was called salarium .
5. It is from the word salarium that we get our word salary .
6. Since salt is essential for life , many of the ancient trade routes were specifically built to transport this commodity .
7. One of the oldest roads in Italy was called the Via Salaria .
8. The Via Salaria is known as the “salt route.”
9. It was named this because its primary use was transporting salt .
10. When salt was scarce, it was used for money .
11. At times , it was traded ounce for ounce for gold .
12. Salt was considered to be as precious as gold .
13. More than two million tons of salt are produced in the United States for food products annually.
14. Salt is used as both a seasoning and a preservative .
15. It enhances the taste of food and is used to pickle some products .
16. Almost all canned food contains it.
17. Many cereals, breads, and chips have sodium added to keep them fresh.
18. Even desserts have salt in them.
19. Disease-producing bacteria can multiply rapidly on meat and other food products .

20. A **single** **bacterium** can reproduce itself in less than half **an** **hour** .
21. If this **doubling** **process** is allowed to continue **without** **interruption** , there will **be** **billions** **of** **bacteria** in just **twenty-four** **hours** .
22. One of the most **effective** **ways** to kill **bacteria** is by **using** **salt** .
23. **Salt** retards the **spread** **of** **bacteria** by drawing the **moisture** out of them, causing them to die.
24. This **process** **of** **dehydration** can be observed under **high** **magnification** .
25. The **preservative** **power** **of** **salt** is illustrated by the **fact** that it can **keep** **meat** **fresh** longer than a **refrigerator** can.
26. When **fresh** **meat** is "cured" by **working** **salt** into it, the **meat** can remain unspoiled for more than **six** **months** .
27. **Without** **salt** , **meat** can begin to spoil in less than a **week** in a **refrigerator** .
28. The **preservative** **power** **of** **salt** makes it an **essential** **ingredient** in many of our **food** **products** .
29. The **dehydration** **process** can be observed under **high** **magnification** .
30. **Billions** **of** **bacteria** can grow in **twenty-four** **hours** .

Extensions

31. James Taylor took the **matter** of his **children's** **training** very seriously. (*Children is a possessive noun--it's okay if your student marked it as a noun.*)
32. He spent a **great** **deal** **of** **time** with them.
33. He 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 noun--it's okay if your student marked it as a noun.*)
34. He also encouraged them to pray on their own.
35. A special **devotional** **time** for **each** **child** was a required part of the Taylor **home** **schedule** .
36. James Taylor **encouraged** **reading** **aloud**. (*Reading is a noun here.*)
37. **Books** **of** **history**, **travel**, **and** **creation** were frequently discussed.
38. **When** **Hudson** was **eleven** **years** **of** **age** , he was especially captivated by the **book** *Peter Parley's China* .
39. **Hudson's** **enthusiasm** for **spiritual** **things** and his **growing** **burden** for **China** was enlarged by the **frequent** **visitors** invited into the **Taylor** **home** . (*Hudson's is a possessive noun--it's okay if your student marked it as a noun.*)

40. It was not until he was fourteen years old that God opened his heart to the claims of the Savior .

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. What is the meaning of the word *vengeance*?
To get revenge on someone
2. From any of the reports or essays this month list four words your have not used before.

Answers will vary.

3. What Definition Dissection tip did your use this week?

Answers will vary.

II. Outlining and Write On

4. What technique did you use in your opening paragraph?
Answers will vary.
5. What about your opening paragraph would make a reader interested in reading the rest of your report?
Answers will vary.

6. In what part of a book can you find the City of Publication and Year of Publication for your Bibliography Cards? Title page towards the front

III. Grammar and Usage

7. Commas always go inside quotation marks.
8. Periods always go inside quotation marks
9. When a noun appears at the **end** of a sentence, it is usually the subject or object? Object
10. When a noun appears at the **beginning** of a sentence, it is usually the subject or object?
Subject
11. What is an appositive? An appositive renames

IV. Homophones and Spelling

12. When an *a* is followed by an *l*, it often says what sound? short o
13. When an *a* is followed by a *u*, it often says what sound? short o
14. When an *a* is followed by *ugh*, it often says what sound? short o
15. Write ten words that says the short o sound.

Answers will vary.

V. Editing and Revising

16. List five words you should avoid in writing (from the Banned Words List).

Answers will vary.

17. What is the best adjective you used in this week's report?

Answers will vary.

18. What is the strongest adverb you used in your report?

Answers will vary.

19. What is the best verb you used in your report?

Answers will vary.

20. A "thesis statement reloaded" should do what? Restate the thesis statement at the end of your paper

Red 6-C: 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

The Dead Sea was once called the Salt Sea. Because it contains almost nine times the concentration of salt that is found in the oceans, the Dead Sea is the saltiest sea on the face of the earth. It is even saltier than the Great Salt Lake in northwestern Utah. On hot summer days, the Dead Sea may boast as much as 30% salt and only 70% water. Normal seawater contains only approximately 3% salt. Surprisingly, the Dead Sea boasts only about two and a half times the concentration of common salt (sodium chloride) that is found in the oceans. The remainder of the "salt" actually consists of other mineral salts, such as magnesium chloride, potassium chloride, calcium chloride, and bromides.

Extensions

The amount of mineral salt that is present in the Dead Sea prevents life from growing in it. Over the years, minerals such as magnesium chloride, potassium chloride, calcium chloride, bromides, and gypsum have become concentrated in the Dead Sea in unparalleled amounts. They prevent virtually anything—including fish, insects, and plants—from thriving in the Dead Sea.

Further Extension

The individual minerals contained in the Dead Sea are worth billions of dollars, yet they destroy living organisms that come in contact with them. Brine shrimp, which normally thrive in salt water, cannot survive the high concentrations of mineral salts. Furthermore, even birds circumvent the area because they know that there is no food to be gleaned near the shores of the Dead Sea.

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

Character Focus: Ineffectiveness brings harsh consequences.

Jesus tells us in Matthew that on the earth **we should be salt--an element that gets rid of evil** (like salt on meat gets rid of bacteria), makes things "taste" better, and flows throughout the "body" (the body of Christ). Just like you learned last month, it does take initiative to be the salt of the earth!

This month's character quality is thoroughness. Jesus continued in Matthew telling us that we should not let our salt lose its flavor--that we should not be lukewarm or diluted. We need to be

thorough in our examination of ourselves (to be sure we do not have anything negative that still needs removed from our lives)--and thorough in our service for the Lord.

Salt is an extremely interesting compound. It has thousands of uses--and most of them are good. However, sometimes salt is not good. When our body does not rid itself of excess salt, the body can become sick. When salt is no longer flavorful, it doesn't enhance our foods. When too much salt is in a body of water (like the Dead Sea), it kills the life therein.

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

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

Definition of *circumvent*

<> 1d. On the lines provided, write an original sentence using this word about this week's passage.

<> 1e. On the lines provided, list five facts about the *Dead Sea* based on the passage.

1.

2.

3.

4.

5.

<> 1f. From the shaded Vocabulary Box, choose four words that describe *one who is not thorough*, and write them on the lines provided.

- | | |
|----------|----------|
| 1. <hr/> | 2. <hr/> |
| 3. <hr/> | 4. <hr/> |

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: Make a chart comparing the ways salt can be made worthless to the ways Christians can lose their effectiveness.

Character Focus: The Israelites 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.

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

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

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

Further Study: Read about the city of Laodicea in a Bible encyclopedia or dictionary.

<> **1g.** On the lines provided, write three sentences comparing lukewarmness in a Christian's life to the Dead Sea. In your sentences, use three of the Vocabulary Words you listed.

1. _____

2. _____

3. _____

<> **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.

(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. _____

Character Focus: If we compromise with the world, we will lose our love for the Lord.

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

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

<> 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: Surprisingly, the Dead Sea boasts only about two and a half times the concentration of common salt (sodium chloride) that is found in the oceans.

Adverb opener

<> 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.

Teacher Tip: The letter g often makes two sounds:

1. Soft g in the case of gem
2. Hard g in the case of game. The sound that g makes in individual words is usually determined by the letter directly following the g. When the letter g is followed by an e, i, or y, it makes its soft sound (j). When the letter c is followed by any consonant (other than h as in gh), a, o, or u, it makes its hard sound (g).

2. Spelling: Soft and Hard g Sounds

game, gem

<> 2a. In the second paragraph of the passage, highlight the following words:

1. growing
2. magnesium
3. gypsum

Further Study: Read *Character Sketches*, Volume II pages 54-60 about *thoroughness* with your teacher.

Notice that each of these words contain a soft or hard g sound.

The following is a simple phonetic/spelling trick for g words.

1. When a *g* is followed by *e*, *i*, or *y*, it makes its soft sound (*j* sound) as in gem, giant, gypsy.
2. When a *g* is followed by *a*, *o*, *u*, or any consonant (except in *gh* words), it makes its hard sound (*g* sound) as in gone, glee, grill.

How does this tip help with spelling?

1. When a word has the vowel sound *e*, *i*, or *y* following a *j* sound, spell it with *g*: gem, giant, gypsy
2. When a word has the vowel sound *a*, *o*, or *u*, following the *j* sound, spell it with *j*: jam, jot, jump

<> **2b.** Study the *G* says *guh* box provided.

<i>G</i> says <i>guh</i>				
<u>ga</u>	<u>go</u>	<u>gu</u>	<u>gl</u>	<u>gr</u>
gallant	governor	gusto	glory	gravity
gallop	gold	gumption	glad	grindstone
Other hard g words: giving, gird, get, getting, buggy, saggy			Silent g words: gnat, gnome, higher, tougher	

Further Study: Memorize I John 2:15-17.

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

<> **2c.** In the words you highlighted in the passage, highlight the letter that is directly following each of the *g*'s. Notice how the letter following the *g* impacts whether it says *j* or *g*.

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

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

<> **2e.** Add this week's new words (minus the **Optional** Words) to page 58 of your *Spelling Notebook*.

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

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

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

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. gargantuan*	gar-gan-tu-an			
2. garrulous*	gar-ru-lous		2 r's	
3. graffiti*	graf-fi-ti		2 f's	
4. gregarious*	gre-gar-i-ous			
5. gubernatorial*	gu-ber-na-to-ri--al			
6. gratuitous*	gra-tu-i-tous			
7. genocidal*	gen-o-ci-dal			
8. genealogical*	ge-ne-al-o-gi-cal			
9. gelatinous*	ge-lat-i-nous			
10. espionage*	es-pi-o-nage			
11. exaggerate*	ex-ag-ger-ate		exception: you really only hear the second g-- the soft one	
12. enigmatic*	en-ig-mat-ic			
13. entourage*	en-tour-age			

***Commonly Misspelled**

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

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
14. topography*	to-pog-ra-phy		think top • o • graph • y	
15. degradation*	deg-ra-da-tion			
16. entomologist*	en-to-mol-o-gist			
17. eligibility*	el-i-gi-bil-i-ty			
Further Extension				
18. pragmatism*	prag-ma-tism			
19. tautological	tau-to-log-i-cal			
Optional				
20. conscientious	con-sci-en-tious			
21. assiduous	as-sid-u-ous			
22. laborious	la-bo-ri-ous			
23. 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.

3. Editor Duty: Correct Given Paragraph(s)

Adverb Openers, Noun Markers

<> 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 adverb opener, and add proper punctuation.

(3) In the first paragraph, highlight the noun markers.

actually spiritual defeat in the christian life do not happen all at once. usually it is the result of subtle permeating influences that first robs us of our love for the lord and his commandments. Then we are drew away by our own lusts into new attitudes which constitutes a love of the world

As our love for the lord decrease so does the savor of our salt and our spiritual power. The consequence are a growing inability to engages in victorious spiritual warfare and a increasing number of defeats as the enemies of gods ways dominate public opinion schools courts and government

Laodicea with it's 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 constructing a long stone pipe to hot springs nearby. However when the water reached laodicea it was lukewarm. To show there disappointment and disgust the townspeople took a mouthful of the water and spit it on the ground

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|------------------|---------------|
| 1. gargantuen | gargantuan |
| 2. garrulous | garulous |
| 3. graffiti | graffitti |
| 4. gregareous | gregarious |
| 5. gubernatoreal | gubernatorial |

Further Study: Study how salt is used and transported today.

Further Study: Learn the hymn "A Mighty Fortress Is Our God."

Optional Penmanship Practice

I know thy works, that thou art neither cold nor hot: I would thou wert cold or hot. So then because thou art lukewarm, and neither cold nor hot, I will spue thee out of my mouth.

Revelation 3:15-16

Teacher Tip: Encourage your Level C student to use the least number of words possible for his Key Word Outline. He should only use six words when the sentence he is taking notes for is especially lengthy.

Students have the option to divide compound sentences when taking notes so they may have more sentences in their reports than the passage. Also, dividing compound sentences when a student writes gives him the chance to practice sentence combining in the Checklist Challenge.

6. gratuitous	gratuituous
7. genocidel	genocidal
8. genealogical	genealogecal
9. gelatenous	gelatinous
10. espionage	espeonage
11. exaggerate	exagerate
12. enigmatic	enigmatec
13. entouraje	entourage

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

14. topography	topogrephy
15. degredation	degradation
16. entomologist	entomologest
17. elijibility	eligibility

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

18. pragmatism	pragmetism
19. tautological	tautelological

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

20. conscientous	conscientious
21. assideous	assiduous
22. laborious	laboreous
23. methodical	methodikal

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

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

Alternative Writing for Red 6-C: Week One

- Rewrite two paragraphs from *Sinners in the Hands of an Angry God*. Use the Key Word Outline approach for this rewriting.
- Write two original paragraphs about lukewarmness. In your paragraphs, use all of the vocabulary words from the shaded Vocabulary Box.

Further Study: Look up verses that use the word *lukewarm* in the Bible.

Optional Penmanship Practice

And whatsoever ye do, do it heartily, as to the Lord, and not unto men.

Colossians 3:23

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*.

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

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

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

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

(You may use up to six words for Sentence Six.)

Sentence 7 _____

(You may use up to six words for Sentence Seven.)

Character Focus: *Thoroughness* is knowing what will hurt the effectiveness of my work or words if it is ignored.

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 _____

Further Study: Learn the hymn "O to Be Like Thee."

All--Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

(You may divide Sentence One into two separate sentences or keep it one sentence using a semi-colon or comma - cc to join the two halves of the compound sentence.)

Sentence 2 _____

Sentence 3 _____

6. Grammar: Descriptive Adjectives

Adjectives answer one of the following questions:

1. What kind? (purple)
2. Which one? (that)
3. How many? (the, five)
4. Whose? (Mom's, Joshua's)

Some grammar handbooks make discrepancies among all the various types of adjectives:

1. articles (a, an, the)
2. pronouns (this, that)
3. predicate adjectives: adjectives that come after the subject—in the predicate part, following a Be, a Helper, Link verb: (The dog is pretty.)

We will consider any word that tells what kind, which one, how many, and whose to be an adjective, but in your writing you should **try to use descriptive adjectives as much as possible**.

<> **6a.** In the second and third paragraphs of the passage, highlight the following descriptive adjectives. (Do not highlight articles [a, an, or the] and pronouns [this, that, his, hers].)

Teacher Tip: This curriculum differentiates between descriptive adjectives (those that answer "What kind?") and non-descriptive adjectives (those that answer "Which one?" or "How many?") since the punctuating of adjectives are based on whether the multiple adjectives are descriptive or non-descriptive.

Paragraph 2:

1. mineral
2. unparalleled

Paragraph 3:

3. individual
4. living
5. salt
6. high
7. mineral
8. even
9. no

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.

Note: *Dead in Dead Sea* is part of the proper noun, so it is not considered an adjective.

Note: *Potassium choride*, *calcium chloride*, and *brine shrimp* are two-word, established nouns.

<> **6b.** Now use a different color highlighter to draw an arrow from the adjectives to the words they modify or describe.

Another key to advanced writing is to write with double and triple adjectives.

You have two choices for punctuating double adjectives:

1. Place **and** between them.
 - a. The kind **and** gentle shepherd
 - b. The basic **and** practical principles
2. Place a comma between them:
 - a. The kind, gentle shepherd
 - b. The basic, practical principles

Only place a comma between two adjectives if you can do the following:

1. You can **reverse the adjectives and they still make sense**.
For example:
 - a. The kind, gentle shepherd
 - b. The gentle, kind shepherd
2. You could **put an *and* in between them and they still make sense**.
 - The kind **and** gentle shepherd

Non-descriptive adjectives do not require a comma between them since neither of the above-mentioned “tests” works.

For example: that gentle shepherd

1. You **cannot** write *gentle, that shepherd*.
2. You **cannot** write *that and gentle shepherd*.

Triple adjectives are relatively simple to punctuate. Treat them like any other series of three or more items.

1. **Comma between each item—but not just before the noun they describe:**
 - a. Gentle, kind, caring shepherd
 - b. Kind, gentle, caring shepherd
2. **Comma before the *and* if an *and* is used:**
 - a. Gentle, kind, **and** caring shepherd
 - b. Kind, caring, **and** gentle shepherd
3. Again, just like the double adjectives, **only use comma or *and* if they are 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

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 nondescriptive adjective telling which one: **those pleasant** foods
 - 1) Not those and pleasant foods
 - 2) Not pleasant, those foods
 - One adjective is a nondescriptive adjective telling how many: **five healthful** foods
 - 1) Not five and healthful foods
 - 2) Not healthful five foods

Further Study: Learn the story behind the song "Must I Go, and Empty-Handed?"

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

Predicate Adjectives

Predicate adjectives follow Be, a Helper, Link verbs

1. He is nice. (*Nice* describes *he*.)
2. She became angry. (*Angry* describes *she*.)
3. That smells good. (*Good* describes *that*.)

Do not ever place a comma between an adjective and the noun that the adjective describes.

<> **6c.** Study the Grammar Cards about adjectives and double and triple adjectives provided in this lesson.

<> **6d. Optional:** Make Grammar Cards about adjectives and double and triple adjectives or add new information to existing ones.

<> **6e.** In the sentences provided, insert descriptive adjectives in the blanks. (Use the thesaurus or look in a character book or another source if necessary. Use at least five adjectives you have never used in writing before.)

1. The _____ Dead Sea was once called the Salt Sea.
2. It contains almost nine times the concentration that is found in the _____ oceans.
3. It is _____ than the Great Salt Lake in northwestern Utah.
4. On _____ summer days, the Dead Sea may boast as much as 30% salt and only 70% water.
5. _____ seawater contains only approximately 3% salt.
6. Surprisingly, the Dead Sea boasts only about two and a half times the concentration of _____ salt that is found in the oceans.
7. The remainder of the "salt actually consists of other mineral salts, such as magnesium chloride, potassium chloride, calcium chloride, and bromides.
8. The amount of mineral salt that is present in the Dead Sea prevents _____ life from growing in it.
9. Over the years, minerals such as magnesium chloride, potassium chloride, calcium chloride, bromides, and gypsum have become concentrated in the Dead Sea in _____ amounts.
10. Nothing will live in this sea, including _____ animals such as fish, insects, and plants.
11. The _____ minerals contained in the Dead Sea are worth billions of dollars, yet they destroy living organisms that come in contact with them.
12. Brine shrimp, which normally thrive in salt water, cannot survive the _____ concentrations of mineral salts.
13. Furthermore, even birds circumvent the _____ area because they know there is no food to be gleaned near the shores of the Dead Sea.

<> **6f.** In your notebook, write twenty sentences using synonyms for the adjectives listed below. Try to find the most descriptive ones you can. Use ten adjective synonyms that you have never used in writing before. (You may use a thesaurus.)

- | | | | |
|-----------|------------|---------------|-----------------|
| 1. large | 2. each | 3. Scriptural | 4. practical |
| 5. pretty | 6. nice | 7. basic | 8. hard-working |
| 9. inward | 10. single | | |

Character Focus: Something that might seem like a little detail now could turn into a big problem if it is not done right.

Help Box for 6b.

You should have drawn the following arrows:

Paragraph 2

- | | |
|-----------------|-------------------------|
| 1. mineral→salt | 2. unparalleled→amounts |
|-----------------|-------------------------|

Paragraph 3

- | | |
|------------------------|-----------------------|
| 3. individual→minerals | 4. living→organisms |
| 5. salt→water | 6. high→concentration |
| 7. mineral→salts | 8. even→birds |
| 9. no→food | |

Note: *Dead in Dead Sea* is part of the proper noun, so it is not considered an adjective.

Note: *Potassium chloride, calcium chloride and brine shrimp* are two-word established nouns.

Further Study: Learn the song "Must I Go and Empty-Handed?"

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. Study Skills/Prewriting/ Composition: Take Notes and Write an Original Opening Paragraph

↔ 9a. 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. **Definition paragraph:** Such as *diligence, thoroughness, responsibility, salt, Dead Sea, etc.*
 - b. **Information:** The **Dead Sea** in general
 - c. **Description:** **Description** of the **region of the Dead Sea**, but do not give away what you are describing until the end of the paragraph
 - d. **Bible verse:** **About salt**
 - e. **Poem or words to a song**
- (2) Now that you have decided how you are going to open your report, you are ready to write notes for your opening paragraph. Follow these steps:
 - a. Write only notes—not complete sentences.
 - b. It is okay if you have more information than you need. You can omit some later when it is time to write.
 - c. Do not worry about the exact order of the notes; you will be arranging them when you are ready to write.
 - d. Write your notes on the lines provided.

Notes for Opening Paragraph

Further Study: Make a chart or diagram of the characteristics of the seven churches mentioned in Revelation.

<> **9b.** Using your notes for your opening paragraph, write the opening paragraph of your report in your notebook, writing on every other line.

Further Study: Learn the hymn history of "A Mighty Fortress Is Our God."

10. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: elude vs. allude

The word *elude* has a Wacky Word counterpart, the word *allude*. There are a few tips and tricks that you can use to tell the difference between these similar-sounding words:

1. Elude
 - a. Verb
 - b. Means to escape from, avoid, or dodge in a sneaky manner
 - c. The word **elude** begins with an **e**, and so does the word **evade**. If you know that *evade* means to hide from or stay away from, you can remember that *elude* means the same thing.
 - d. The word *elusive* comes from the root word *elude*. *Elusive* is an adjective that describes a person who keeps sneaking away: *The robber was elusive and was seldom caught in the act.*

 **Elude** means to **evade**

2. Allude
 - a. Verb
 - b. Means to refer indirectly to
 - c. We say that someone "alluded" to something else—he mentioned it in *passing* or *indirectly*

<> **10a.** Fill in each blank provided with the correct Wacky Word--**elude** or **allude**.

1. The spies had to plan carefully in order to _____ the guards.

2. He _____ that his birthday was tomorrow.
3. Though she worked the problem several different ways, the answer still _____ her.
4. The clever mice _____ the traps we set for them.
5. She _____ to her childhood briefly.

<> 10c. On the lines provided, write two sentences using **elude** and **allude**.

1. _____

2. _____

11. Punctuation: Commas and Coordinating Conjunctions

Coordinating conjunctions can be used to join two parts of a sentence or two complete sentences. Only use a comma before a cc if there are complete sentences on both sides of the cc (unless you have a series of three or more, as in the adjectives you studied earlier in the week).

<> 11a. In the last paragraph of the passage, highlight the sentence *The individual minerals contained in the Dead Sea are worth billions of dollars, yet they destroy living organisms that come in contact with them.*

This is an example of a comma used to join two complete sentences into one.

This rule is easy to learn and extremely important to good writing:

1. Two complete sentences can be joined by inserting a comma between them before the coordinating conjunction. In order to do this:
 - a. Each side of the comma and cc must contain a complete sentence able to stand alone.
 - b. The two joined sentences must be related to each other.
2. A wise text book author used this acronym to teach students about coordinating conjunctions (FANBOYS):

For
And

Not
But
Or
Yet
So

3. Examples:

- We need food, **and** we need salvation.
- We should hunger for righteousness, **for** God will fill us.
- We may get hungry for food physically, **but** God wants us to be hungry for His Word spiritually.

When combining two short sentences with a cc, you can omit the comma if the meaning of each half is clear without it:

- She is coming **and** he is coming too.
- Pray for us **and** we will pray for you.

🔑 **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.**

<> **11b.** Do not continue this lesson until you can write all seven coordinating conjunctions with or without the FANBOYS acronym to your teacher.

<> **11c.** Study the Grammar Cards about coordinating conjunctions provided in this lesson.

<> **11d. Optional:** Make Grammar Cards about coordinating conjunctions or add new information to existing one.

<> **11e.** Complete the following steps for the sentences provided:

- Highlight the coordinating conjunctions (cc's) throughout them.
- Underline the complete sentences that are within any of the compound sentences.
- Place commas as needed.

- The Dead Sea was once called the Salt Sea for it contains almost nine times the concentration of salt that is found in the oceans.
- The Dead Sea is the saltiest sea on the face of the earth for it contains almost nine times the concentration of salt that is found in the oceans.
- The Dead Sea is the saltiest sea on the face of the earth and it is seven saltier than the Great Salt Lake in northwestern Utah.
- Normal seawater contains only approximately 3% salt but the Dead Sea may boast as much as 30% salt.
- The Dead Sea may boast as much as 30% salt yet it boasts only two and a half times the concentration of common salt (sodium chloride) that is found in the oceans.

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:
For
And
Nor
But
Or
Yet
So
- 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.**

6. The Dead Sea boasts only about two and a half times the concentration of common salt (sodium chloride) for the remainder of the “salt” actually consists of mineral salts, such as magnesium chloride, potassium chloride, calcium chloride, and bromides.
7. The remainder of the “salt” found in the Dead Sea actually consists of other mineral salts and these mineral salts prevent life from growing in it.
8. Brine shrimp normally thrive in salt water yet they cannot survive the high concentrations of mineral salts.
9. Brine shrimp cannot survive the high concentrations of mineral salts and even birds circumvent the area because they know there is no food to be gleaned near the shores of the Dead Sea.
10. Laodicea had an ideal climate and strategic location and it attracted the wealthy as a center for ease and retirement.
11. It had one definite disadvantage for it lacked a permanent supply of good water.
12. The residents attempted to solve the problem by constructing a long stone pipe to hot springs nearby but when the water reached Laodicea it was lukewarm.
13. When the water reached Laodicea, it was lukewarm and the townspeople showed their disappointment and disgust by taking a mouthful of the water and spitting it on the ground.
14. Laodicea had an ideal climate and strategic location but it had one disadvantage.
15. Laodicea had an ideal climate and strategic location yet it lacked a permanent supply of good water.

<> **11f. Optional:** Write sentences with two complete sentences joined by a coordinating conjunction.

Basic Level: Write fifteen sentences.

Extension: Write twenty sentences.

Further Extension: Write twenty-five sentences, using information from a character book or another source.

Closing Paragraph

You may want to tie your closing paragraph in with your opening paragraph by continuing a quotation, making reference to something you wrote in the opening, or continuing a story. Strong closings tie the entire essay together and leave the reader satisfied with his reading.

12. Extensions--Study Skills/Prewriting/ **Composition:** Take Notes for an Original Closing Paragraph

<> **12a. Extensions--**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 **4-7 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

<> 12b. Extensions--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.

Checklist Challenge

Do not do anything in the Checklist Challenge that makes your essay sound worse! The Checklist Challenge is a tool to improve your essay. If some portion of it does not improve your essay, you may omit that step (with your teacher's permission).

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

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

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

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

14. Spelling Practice: Write That Word!

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

1. _____ 2. _____

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

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

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

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

15. Grammar: Weekly Quizzes

<> **15a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

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: 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. 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

- <> **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 twenty sentences containing information from a character book or another source using double or triple adjectives.
- 2E. In your notebook, take more notes for a paragraph about the Dead Sea from an encyclopedia.
- 3E. In your notebook, use your notes from this lesson to write a paragraph.
- 4E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.

- 5E. In your notebook, write thirty soft and hard *g* words not on this week's spelling list.
- 6E. Using a concordance, read five of the places in the Bible where salt is discussed.
- 7E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Red 6-C: 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).

☐ All **All Levels**

☐ B **Basic Level only**

☐ E **Extensions only**

☐ E's **Extensions**

☐ FE **Further Extension only**

☐ B,E **Basic and Extensions only (No Further Extension)**

☐ **All levels—checks will vary**

☐ 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 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

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 **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

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

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

Examples:

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

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

All

All

All

All

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.**

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

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: **Salty Sea**
- Something comical: **Dead Sea, Dead Everything**
- Something bold: **DEAD Sea**
- A song title or line: **Everything Grows and Grows - or Not!**
- A Scripture: **Salt has Lost Its Savor**
- Something biblical: **Good for Nothing**
- Something about character: **"Thoroughly" Worthless**
- Something informative: **The Dead Sea--the Saltiest Sea**
- Other: **Too Much Salt - No Life**

☞ **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 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 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 E's FE

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).**

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.**

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 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
1. To See: 1. Copy the word you need to practice on the first empty line of this column. 2. Look at this first word carefully. 3. Pay attention to the parts of the word that follow spelling rules you already know. 4. Look closely at the shape of the word. 5. See if there are parts of the word you know easily.	2. To Say: 1. Say the word you wrote in column one loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. 2. Try to picture the word in your mind. 3. Close your eyes to picture the word, if needed.	4. To Spell: 1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. 2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot: 1. Uncover the word in the 1. SEE column. 2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)	6. To Stop/Start: 1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. 2. If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

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

_____, _____, _____,
_____, _____, _____,

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

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 double adjectives before the following nouns:

- a. _____ water
- b. _____ days
- c. _____ salt
- d. _____ birds

2. Use one of the words from above in a sentence.

II. Spelling and Homophones

3. Fill in the blanks for the hard and soft *g* spelling rules:

a. Soft *g*: When a *g* is followed by _____, _____, or _____, it makes its _____ sound, as in (list three words): _____, _____, and _____.

b. Hard *g*: When a *g* is followed by _____, _____, _____, or any _____, it makes its _____ sound, as in (list three words): _____, _____, and _____.

4. Write your own definitions for the words *elude* and *allude*:

a. *elude*: _____

b. *allude*: _____

5. Write sentences containing the words *elude* and *allude*:

a. _____

b. _____

III. Outlining and Write on

6. List two tips (**Extensions:** List three) for outlining from this week's passage that helped you to use your own wording, sentence structure, etc.:

a. _____

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

- b. _____
c. _____

IV. Grammar and Usage

7. Adjectives answer what four questions:
a. _____ b. _____
c. _____ d. _____
8. The best adjectives to use are those that tell _____.
9. What two choices do you have for punctuating double adjectives?
a. _____
b. _____
10. Fill in the blanks for the rules for when you should insert a comma between two adjectives in a row:
a. Place a comma between two adjectives when you can _____
_____ and they still make sense.
b. Place a comma between two adjectives when you can put an *and* _____
_____ and they still make sense.
11. **Extensions:** What kind of adjectives do **not** require a comma between them?

12. **Further Extension:** In a triple “descriptive” adjective, where does the last comma fall?

13. Fill in the blank for an important adjective rule: Do not place a comma between an adjective and the
_____.
14. What acronym can you use to remember coordinating conjunctions?

15. When you put a comma-cc between two groups of words, what must each side of the comma-cc contain? _____
16. **Extensions:** When you combine two sentences into one with a comma-cc, what type of sentence are you creating? _____

V. Editing and Revising

17. What did you use to open your essay this week?

18. What else could you have used (specifically, what definition, song, etc.)?

19. Choose two sentences in this week’s passage and combine them into one using a comma-cc.

-
-
20. List six words that may have been or possibly could have been redundant in this week's passage/ your essay this week, and write two synonyms for each one.

Example: salt--mineral, sodium

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

Red 6-C: 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>Excessive amounts of salt overpower the taste of other foods and make the tongue less sensitive to sweet, sour, and bitter tastes. Having too much salt on food is noticeable to the average person. This is similar to the extreme saltiness of the Dead Sea.</p> <p>An interesting way to learn about the saltiness of the Dead Sea is to actually make some saltwater that is the same concentration as that found there. All that is needed is a fresh egg, a one-quart measuring cup, water, and some salt. Because the water of the Dead Sea has about the same density as a fresh egg, the egg will float when the water contains the same concentration of salt as the water of this sea.</p>
Extensions	<p>First, fill the measuring cup with about three and one half cups of water. Secondly, place the egg in the water; it will sink. Next, add salt slowly, one teaspoonful at a time. Be sure to stir the saltwater so that all the salt dissolves. Keep adding the substance, one teaspoon at a time, until the egg bobs to the top.</p>
Further Extension	<p>When the egg floats, the saltwater is the same concentration as that of the Dead Sea. Finally, taste the water, but do not swallow it. The water you have mixed should taste extremely salty.</p>

↔ 1a. Read this week's passage aloud.

↔ 1b. On the lines provided, list in note form the steps for the experiment, based on the passage.

1. Fill measuring cup w/ 3 1/2 c. water

2. _____
3. _____
4. _____
5. _____
6. _____

<> 1c. From the shaded Vocabulary Box, choose four words that describe *one who is not thorough*, and write them on the lines provided.

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

<> 1d. On the lines provided, write three sentences about someone who loses his saltiness. Use three of the words you listed in 1c.

1. _____

2. _____

3. _____

<> 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.

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.

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.

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

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

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

Character Focus: Every backslidden Christian started his backsliding with a little compromise.

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

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

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

1. _____
2. _____
3. _____

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

<> 1f. 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: Furthermore, having too much salt on food is noticeable to the average person. Conjunctive adjective 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.

2. Spelling: Soft and Hard c Sounds

cat, city

<> **2a.** In the second paragraph of the passage, highlight the words that contain a soft c (“suh”) or hard c (“kuh”) sound.

The hard c and soft c spelling rules are the same as the hard g and soft g rules you learned last week.

<> **2b.** In the list given in the Help Box for 2a, highlight the letter c.

<> **2c.** With a different color, highlight the letter directly following the letter c in the list of words in the Help Box for 2a.

If you pay close attention to the letter directly following c, you can easily tell how to pronounce and spell the word.

The following is a simple phonetic/spelling trick for c words.

1. When a c is **followed by e, i, or y, it makes its soft sound** (s sound) as in cent, city, cygnet.
2. When a c is **followed by a, o, u, or any consonant it makes its hard sound** (k sound) as in cat, cot, cut.

If a k word has an e, i, or y sound following it, it probably needs to be written with a k, not a c:

1. kettle
2. kite
3. kelp

For example, *key* and *kite* are both spelled with a k rather than a c. If they were spelled with c, they would be pronounced *see* and *site*.

<> **2d.** Study the C say *cuh* box provided.

When c is followed by a, o, u, or a consonant other than y, 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	croak
cattle	cob	customer	clang	stick	croak
candle	cobbler	cutting	cloak	brick	creed

<> **2e.** Write the spelling words from the **Basic**, **Extensions**, and **Further Extension** levels in the correct columns below. (Note: Some words should be listed under both columns since they contain two c’s—each one making one of the c sounds.)

Hard c--followed by a, o, u or a consonant

Soft c--followed by e, i, or y

Further Study: Read from the *Men's Manual*, Volume II about lukewarmness.

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).

Optional Penmanship Practice

Remember therefore from whence thou art fallen, and repent, and do the first works.

Revelation 2:5

Further Study: Make a list of things that could make a Christian begin to backslide.

Optional Penmanship Practice

Thine own wickedness shall correct thee, and thy backslidings shall reprove thee.

Jeremiah 2:19

<> 2f. 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.

<> 2g. Add this week's new words (minus the **Optional Words**) to page 56 of your *Spelling Notebook*.

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

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

<> 2j. **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.

Help Box for 2a.

You should have highlighted the following words:

- | | |
|-------------|------------------|
| 1. actually | 2. concentration |
| 3. cup | 4. Because |
| 5. contains | 6. concentration |

Further Study: Read *In the Footsteps of Martin Luther* by M.A. Kleeberg and Gerhard Lemme.

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. candelabra*	can-de-la-bra			
2. capricious*	ca-pri-cious			
3. cardiovascular*	car-di-o-vas-cu-lar			
4. caricature*	car-i-ca-ture			
5. catharsis*	ca-thar-sis			
6. cavalier*	cav-a-lier			
7. cataclysmic*	cat-a-clys-mic			
8. catastrophe*	ca-tas-tro-phe		think cat • as • trophe	
9. associate*	as-so-ci-ate		2 s'	
10. efficient*	ef-fi-cient		2 f's	
11. conscious*	con-sci-ous			
12. circuitry*	cir-cuit-ry			
13. carcinogen*	car-cin-o-gen		e makes g say juh	
14. celebratory*	cel-e-bra-tor-y			
15. coincidence*	co-in-ci-dence		think coin • cid • 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
Extensions				
16. conscientious*	con-sci-en-tious		sc makes the “sh” sound	
17. cacophonous*	ca-coph-o-nous		ph sounds like <i>fu</i> h	
Further Extension				
18. circumnavigate*	cir-cum-nav-i-gate			
19. centrifugal*	cen-trif-u-gal			
Optional				
20. all-inclusive	all-in-clu-sive			
21. fastidious	fas-tid-i-ous			
22. efficient	ef-fi-cient			
23. meticulous	me-tic-u-lous			

***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)

Conjunctive Adverbs, 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 the first paragraph, highlight the CA, and add a comma after it, if you have not already done so.
- (3) In the first paragraph, highlight the series of three or more items, and add commas between them, if you have not already done so.

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.

The hebrew word for vision can never refers to human plans or self-initiated goals as the english word may suggest. Moreover the word picture a clear direction or instruction from the lord through scripture. Without such a word from the lord plans and programs can consume huge amounts of time money and energy, while accomplishing little to advance the cause of christ

Because god has gave each christian a spiritual gift it is the opportunity and responsibility of each believer to receive a "vision" of how he can best serve the lord with that gift. within the Body of christ one vision is as vital as another even though the ministry of that vision may not be as visible as that of another.

The vision of a ministry are the result of faith and the by-product of personal discipline. Faith is not a "blind leap in the dark". Moreover it is a clear spiritual discernment about what god want a person to do. this faith are made strong by living in the word of god and walking in the fear of the lord.

4. Spelling Practice: Choose the Correct Spelling

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

- | | |
|-------------------|----------------|
| 1. candelabra | candleabra |
| 2. capricious | capricious |
| 3. cardeovascular | cardiovascular |

Character Focus: Salt is necessary for a human body just like Christians are vital for a society to be effective.

4. caricature	carecature
5. catharsis	catharses
6. cavalier	cavalier
7. cataclysmic	cataclismic
8. catastrophe	catastrophe
9. assoceate	associate
10. efficient	efficeint
11. conscuous	conscious
12. circuitry	circuitry
13. carcenogen	carcinogen
14. celebratery	celebratory
15. coicidance	coincidence

Further Study: Read Judges 3-5 and explain how the Israelites' bondage got worse every time they backslid.

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

16. conscientious	consceintious
17. cacophonious	cacophonous

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

18. circumnavigate	circumnavegate
19. centrefugal	centrifugal

<> **4d.** Highlight the correct spelling of each **Optional** word.

20. all-inclusive	all-inclussive
21. fastideous	fastidious
22. efficient	efficent
23. metticolous	meticulous

Optional Penmanship Practice

But if the salt has lost his savour, wherewith shall it be salted? It is thenceforth good for nothing but to be cast out and to be trodden under foot of men.

Matthew 5:13b

<> 4e. On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

1. _____ 2. _____
3. _____ 4. _____

Alternative Writing for Red 6-C: Week Two

- Write two paragraphs about Jesus overturning the tables of the money changers.
- Write two paragraphs about the importance of prayer in the church.

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*.

KWO Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):

+ can mean up, more, above, increase, better

= can mean the result of, the same as, equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), dates, and periods of time

→ can mean the result of, caused, said, showed, back, forward, front, to, like

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

can mean more important, most important

" " can mean spoken words or special words

< > can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Optional Penmanship Practice

The backslider in heart shall be filled with his own way.

Proverbs 14:14

Topic of Paragraph Line

The "Topic of Paragraph Line" that is above each paragraph of each essay is provided as a comprehension and a composition exercise. As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.

As a composition exercise, its merits are endless. It is one of the first keys that CQLA uses to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years have become very adept at knowing when a paragraph ends and when a new one should be started. It narrows the student's thinking to see that everything I write in this paragraph has to be about that topic.

Do not let your students skip this vital step! The "Topic of Paragraph Line" is different than many other outlining tools (like the KWO) that require a student to use no more than a certain number of words, write in phrases or sentences only, etc. On this line, students may use as many words as they desire and may write phrases or complete sentences. Encourage your students to use this line to help them.

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

(You may use up to nine words for Sentence Three.)

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 _____

6. Punctuation: Punctuating Dates Within Sentences

Dates should always be written with these rules:

1. No abbreviations should be used in formal writing.
2. Dates should generally be written in numerical form with the month written in words.
 - a. February 17, 2001
 - b. August 26, 1832

Proper comma rules should be followed when writing dates.

1. **Between date and year—anywhere in a sentence.** For example: It was on August 26, 1832.
2. **After the day when the month follows—anywhere in a sentence.** For example: It was on Sunday, August 26, 1832.
3. **After the year when the whole date is given in middle of sentence.** For example: It was August 26, 1832, when Adam Clarke passed away.
4. **After a prepositional phrase opener, with any part of a date** (This is subjective. If you use it consistently, you don't have to consider each situation independently.) For example: In 2001, we went to Knoxville.

Do not use a comma following the entire date when a partial date is given in the middle of a sentence: It was August 1832 when Adam Clarke passed away.

Examples:

1. She came to our house on February 20 and arrived late.
2. She came to our house in February 2002 and enjoyed her visit.
3. We went to Knoxville in June 2001.

🔑 **When describing numbers, you should use the word *fewer*, not *less*.** For example: This aisle is for customers with ten items or *fewer*.

➤ **6a.** In the sentences provided, insert the proper punctuation according to the rules learned in this lesson.

1. Adam was thus quite surprised to learn that he was to be admitted in August 1783.
2. At the conference of 1786 Mr. Wesley gave Adam an especially challenging and dangerous assignment.
3. Dr. Adam Clarke died on August 26 1832 while away from home on a preaching mission.
4. On Sunday August 26 1832 Dr. Adam Clarke quietly passed into eternity.
5. Under his son, Edward VI, who reigned from 1547 to 1553 the Tyndale and Cloverdale translations became common.
6. When Elizabeth died in 1603 James VI of Scotland was crowned James I of England.
7. King James called a conference at Hampton Court in January 1604 to consider this petition.
8. In December of 1604 Richard Bancroft was made Archbishop of Canterbury.
9. By November of 1605 hundreds of ministers had been turned out of their churches.
10. In 1606 forced to action by his convictions, he left the Church of England and began hosting secret worship services at his manor house.
11. One night in October 1607 they made a stealthy trip to Boston where rowboats carried them and their belongings to a small ship anchored in the harbor.

Grammar Card: Dates

- Use a comma **after the day** when writing dates: Sunday, January 22
- Use a comma **after the date**: August 26, 1832
- Use a comma **after the whole date when it is written within a sentence**: On Sunday, August 26, 1832, Adam Clarke passed away.
- Do not use a comma after a partial date in the middle of a sentence: It was August 1832 when Adam Clarke passed away.
- **When a phrase or clause begins a sentence, use a comma** after the year when only the year is given: In 2001, we went to Knoxville.
- Do not use a comma when only the year is used later in the sentence: We went to Knoxville in 2001 in our camper.

Further Study: Read about salt in an encyclopedia.

Further Study: Research the kidneys and ways people with damaged kidneys are treated.

Further Study: Look up the story of Hezekiah in II Kings and learn how he removed high places from his nation and his life.

Character Focus: When a "good" ministry focuses on the way they do things instead of Jesus, the ministry begins to lose its effectiveness.

12. Hoisting sail on July 22 1620 the Speedwell left Delft Haven harbor to join the larger Mayflower which awaited her in Southampton.
13. Six days into November death finally touched the Pilgrims for the first time when sickness claimed the life of young William Batten.
14. On December 21 1620 an advance detachment brought their leaky shallop ashore.
15. Daniel Webster delivered a discourse at Plymouth on December 22 1820.

<> **6b.** In your notebook, write sentences using dates as shown in this week's punctuation lesson.

Basic Level: Write fifteen sentences.

Extensions: Write twenty sentences.

Further Extension: Write twenty-five sentences using information from a character book or another source.

7. Spelling Practice: Six "S" Spelling Secret

<> **7a.** Take a spelling "pre-test" in your notebook.

<> **7b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **7c.** If you still have some words that are difficult for you, write them several times (the same word 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.)

Tips for Rewriting the Passage

1. The wording of your essay should not be copied from the passage.
2. You may use synonyms for some of your key words.
3. Your sentences should not contain less information than the sentences in the passage.
4. Do not look back in the passage unless absolutely necessary.
 - a. If you need help, re-read the whole passage.
 - b. Do not read each sentence from the passage as you write your own sentences.
5. In your notebook, write your essay on every other line.

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. Punctuation: Capitalize and Punctuate Dates and Numbers

We will follow the most accepted rules for numbers and numerals.

1. In writing formal writing—such as essays for English class essays—
 - a. Numbers that take **three words or more** to write should be written as **figures**. For example: 125, 389,000
 - b. Numbers that take **two or fewer words** should be written out with **two-words**: twenty, thirty, fifteen thousand
 - c. Numbers **between 21 and 99 should be hyphenated**. For example: twenty-one
 - d. Write money in the way most appropriate to your writing purpose. Examples:
 - 1) \$13.86
 - 2) Thirteen dollars and eight–six cents (An *and* should be used to indicate a decimal point when writing out money.)
2. Dates should always be written with the following rules:
 - a. No abbreviations should be used in formal writing
 - b. Dates should generally be written in numerical form:
 - 1) February 17, 2001
 - 2) August 26, 1832

 **Periods and commas always go inside ending quotation marks.**

<> **9a.** Study the Grammar Card about numbers provided in this lesson.

<> **9b. Optional:** Make a Grammar Card about numbers or add new information to an existing one.

<> **9c.** In your notebook, write sentences using the date and numeral rules from this lesson.

Basic Level: Write fifteen sentences.

Extension: Write twenty sentences.


Further Extension: Write twenty-five sentences.

Writing Numbers

1. Numbers that take three or more words should be written as numerals: 25,389.
2. Numbers that take two words or less, should be written out: fifty-three.
3. Numbers that are between 21–99 should be hyphenated: twenty-one.

Grammar Card: Numbers/Number Words

- Write **numbers with words** when:
 - Writing requires **two words or fewer**: twenty, thirty, fifteen thousand
 - Beginning a sentence**: Three hundred fifty-five people came.
 - Ending a sentence**: The total was three hundred fifty-five.
- **Use numerals**:
 - When it takes **three or more words** to write it: 125, 389,000
 - Scientific, statistical, measurement**: 5 yards, 6 cubits, 13 acres
 - Time**: 4:30 P.M.
 - Page numbers**: Turn to page 6
 - Scripture references**: John 3:16
 - Addresses**: 1560 River Road
 - Series of numbers**: It was 82 degrees yesterday and 56 degrees Wednesday.
- Use whichever seems best for situations involving money: \$13.86 or thirteen dollars and eighty-six cents. (An *and* should be used to indicate a decimal point.)
- Use a hyphen to write out two-word numbers between twenty-one and ninety-nine: twenty-one, eighty-four
- An exception to these rules is numbers in technical and textbook writing (e.g., page numbers, lists, and dates)

 **When describing numbers, you should use the word *fewer*, not *less*. For example: This aisle is for customers with ten items or fewer.**

10. Write On: Designing Quote Opening Paragraphs/Outline and Write Opening Paragraph

You have been introduced to various ways to open a report throughout CQLA.

Next week you will be writing an informative report about a body of water. When you write a factual report, you might want to include a quote. For example,

1. Biographical report--quote about or by the person
2. Informative about an organization--quote about or by its founder
3. Informative--lifted text from a book or source that is an authority on your topic

You may use any type of quotation for this, such as:

Character Focus: When Christians give into the world, they backslide into sin.

1. **A quote by the person you are writing about.** This is especially effective for a positive people biography, 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 US president about Mr. Armstrong.
3. **A quote about a character quality that your person, animal, or topic exhibits** or exhibited (or is illustrated in your paper) is a good opening paragraph. For example, if you are writing about someone with great diligence, you could include the quote below about trying over and over again if you do not succeed the first time.
4. **Lifted text**--When writing research-based reports, you will want to include "lifted text"--words from a source by an expert. In this case, you just "lift text" from the source then put quotation marks around that text, showing that the words are not your words. (You will learn more about this next week.)

Further Study: Read the story of Solomon in I Kings and identify the ways Solomon allowed his heart to be pulled away from God.

You are taught extensively how to include quotations and citations in reports in CQLA. Thus, if your report's assignment says to cite in parentheses 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 parentheses 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:

Adam Clarke once said about the church, "May its friends never corrupt it; for as to its enemies, they can never prevail against it."

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:

"May its friends never corrupt it; for as to its enemies, they can never prevail against it," said Adam Clarke.

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:

Adam Clarke was a defender of the church of God: "May its friends never corrupt it; for as to its enemies, they can never prevail against it."

4. Add your own words following the quote--but still in the same sentence.

Example:

"May its friends never corrupt it; for as to its enemies, they can never prevail against it" are wise words spoken by Adam Clarke for us to consider 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:

"May its friends never corrupt it; for as to its enemies," said Clarke, "they can never prevail against it."*

*One sentence: May its enemies never corrupt it; for as to its enemies, they can never prevail against it.

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. Just like an opening paragraph or closing paragraph, a quote must have a link to the topic of your paper.

Example:

"May its friends never corrupt it; for as to its enemies, they can never prevail against it," said Adam Clarke. *And Clarke was a man who understood the church. He received numerous honors from his Methodist brethren who elected him again and again to their highest offices. He served the church—and those outside the church—throughout his life.**

*Italic font demonstrates the link.

7. 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 quote Neil Armstrong and only want to emphasize the half of his famous quote, you could put something like this:

As Neil Armstrong said, "That's one small step for man..." (Emphasizing the first half)

OR

As Neil Armstrong said, "..., one giant leap for mankind." (Emphasizing the second half)

Further Study: Study Judges 1-2 and learn how the Israelites did not thoroughly conquer Canaan.

Further Study: Study about a person who lost his saltiness for the Lord.

Note: Quote paragraphs may be utilized for closing paragraphs as well as openings, much like other “special” paragraphs--definition, dialogue, story, and more.

↔ **10a.** Use four of the strategies given in this lesson to write quotes by a person (i.e. **not** lifted text from a source). You may use an internet search engine to locate quotations about a certain topic or by a certain person.

1. _____

2. _____

3. _____

4. _____

↔ **10b. 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.

11. 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 help!

You must learn subordinators before they are used in subordinator 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 subordinators.

- (2) Learn *W* subordinators--many of these are question words. These may or may not fit in the Subordinator Check Sentences:

when	whenever	where
wherever	whether	while
which	who	whom
why		

- (3) Learn the first six in rhyme

Because, if, though
Since, when, although

<> 11. List thirty total subordinators using the "categories" given above.

- (1) Subordinator Check Sentence:

_____ he was late for church.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- (2) List *W* ones:

_____	_____
_____	_____
_____	_____
_____	_____

(3) List six in rhyme:

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

- ↔ 12. Use the Checklist Challenge located after this week's lesson to edit your report.
- (1) Complete each revision for each paragraph, as indicated.
 - (2) Insert revisions with pen or pencil into your rough draft paper.
 - (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
 - (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the CQLA Teacher's Guide.

13. Spelling Practice: Write That Word!

- ↔ 13a. On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

- ↔ 13b. Complete the following steps for one of the words you listed in 13a.

- (1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **13c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

14. Grammar: Weekly Quizzes

<> **14a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

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.

Teacher Tip: If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. ("Remember, *would* is from the *would*, *could*, *should* family.")
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week's **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

15. Spelling: Spelling Test

<> **15a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **15b.** (T) Have your teacher check your Spelling Test.

<> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

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 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

- <> **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 with information on numbers and dates from a character book or another source.
- 2E. In your notebook, take more notes about the effects of salt.
- 3E. In your notebook, write a paragraph using your notes from this lesson
- 4E. Edit and revise your paragraph using this week's Checklist Challenge.
- 5E. In your notebook, write twenty hard and soft c words.
- 6E. In your notebook, write twenty sentences with numbers, numerals, and dates..
- 7E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Red 6-C: 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).

☐ All **All Levels**

☐ B **Basic Level only**

☐ E **Extensions only**

☐ E's **Extensions**

☐ FE **Further Extension only**

☐ B,E **Basic and Extensions only (No Further Extension)**

☐ **All levels—checks will vary**

☐ 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

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 All All

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 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 one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **They display extraordinary stealth.**
- **Then, they are trapped!**
- **And soon it happened.**

All

Add a sentence to the beginning of your report that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

🔑 **Tips:**

- **Write a sentence that describes your report without telling the reader exactly what it is about.**
- **Do not say: *In this 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: **Salt Solution**
- Something comical: **Yucky! Too Salty**
- Something bold: **Salty**
- A Scripture: **Good For Nothing**
- Something about character: **Thorough Experiment**
- Something informative: **Saltwater Experiment**
- Other: **How Salty Is It?**

🔑 **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

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

🔑 **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

All

All

All

All

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 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.**

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 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
1. To See: 1. Copy the word you need to practice on the first empty line of this column. 2. Look at this first word carefully. 3. Pay attention to the parts of the word that follow spelling rules you already know. 4. Look closely at the shape of the word. 5. See if there are parts of the word you know easily.	2. To Say: 1. Say the word you wrote in column one loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. 2. Try to picture the word in your mind. 3. Close your eyes to picture the word, if needed.	4. To Spell: 1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. 2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot: 1. Uncover the word in the 1. SEE column. 2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)	6. To Stop/Start: 1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. 2. If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

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)

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. Vocabulary and Comprehension

1. Use the word *concentration* in a sentence about salt in the Dead Sea.

2. Use the word *substance* in a sentence about the passage.

3. Use the word *density* in a sentence.

II. Spelling and Homophones

4. Fill in the blanks for the hard and soft c spelling rules:

a. Soft c: When a *c* is followed by ____, ____, or ____, it makes its _____ sound, as in (list three words): _____, _____, and _____.

b. Hard c: When a *c* is followed by ____, ____, ____, or any _____, it makes its _____ sound, as in (list three words): _____, _____, and _____.

5. **Extensions:** Write two of this week's spelling words that contain soft *c*'s and hard *c*'s.

a. _____ b. _____
c. _____ d. _____

III. Grammar and Usage

6. Fill in the blanks for number writing rules:

a. Numbers that take _____ or more to write should be written as _____.

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

b. Numbers that take _____ or fewer to write should be written with _____.

c. Two word numbers that are between _____ and _____ should be _____.

7. Fill in the blanks for quotation rules:

a. Always put _____ and _____ inside ending quotation marks.

b. Put a _____ mark or _____ mark _____ the ending quotation mark only if the mark is part of the quote.

Red 6-C: 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

Because of the attributes and dangers of lukewarmness, God says that He would rather we be either hot or cold. A "hot" Christian loves the Lord with all of his heart, soul, mind, and strength. Alternately, a "cold" Christian loves the *world* with his whole heart, soul, mind, and strength.

Extensions

Lukewarmness within a Christian relates to that person's love for the Lord. A lukewarm Christian is both half-hearted and double-minded. This "moderate" Christian has left his first love as did those in the church of Ephesus. Thus, in spite of all of their work for the Lord, the Ephesian believers were rebuked by Christ.

Further Extension

Lukewarmness occurs when we first stop "looking unto Jesus, the Author and Finisher of our faith . . ." and then begin looking at other Christians for standards of what is right and wrong. When we measure ourselves by other Christians rather than by the Lord, we tend to become mediocre because we find ourselves between two standards—those who we consider to be the "best" Christians and those who we view as the "worst" Christians. The word *mediocre* comes from a Latin word meaning "halfway up the mountain." Finally, as we become more worldly, we become less sensitive to the Holy Spirit and increase our mediocrity in order to remain average.

↔ 1a. Read this week's passage aloud.

↔ 1b. In your notebook, copy this week's passage at the level directed by your teacher.

↔ 1c. (T) Review your copy with your teacher, and correct any errors.

↔ 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.

1. _____ 2. _____

3. _____

(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.

Further Study: Compare and contrast physical and spiritual hunger.

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 Connection: 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.

Further Study: Study romanticism.

- 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: Thus, in spite of all of their work for the Lord, the Ephesian believers were rebuked by Christ. Conjunctive adverb 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.

Further Study: Read a book about Martin Luther.

2. Spelling: Soft and Hard c and g Sounds

candy, city, game, gem

↔ 2a. In the first copy box of the passage, highlight the words that contain a soft or hard c or g sound.

These words all have the hard and soft sounds of c and g—all sounds you have learned over the last couple of weeks. The letter directly following the c or g determines what sound the c or g makes.

Review the following spelling rules for c and g words.

Soft and hard c words:

1. When a **c** is followed by **e, i, or y**, it makes its **soft sound** (s sound) as in cent, city, cygnet.
2. When a **c** is followed by **a, o, u, or any consonant** it makes its **hard sound** (k sound) as in cat, cot, cut.

Soft and hard g words:

1. When a **g** is followed by **e, i, or y**, it makes its **soft sound** (j sound) as in gem, giant, gypsy.
2. When a **g** is followed by **a, o, u, or any consonant** (except in *gh* words), it makes its **hard sound** (g sound) as in gone, glee, grill.

↔ 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.

Teacher Tip: The letter *g* often makes two sounds:

1. Soft *g* in the case of *gem*
2. Hard *g* in the case of *game*.

The sound that *g* makes in individual words is usually determined by the letter directly following the *g*. When the letter *g* is followed by an *e, i, or y*, it makes its soft sound (*j*). When the letter *c* is followed by any consonant (other than *h* as in *gh*), *a, o, or u*, it makes its hard sound (*g*).

- <> **2c.** Add this week's new words (minus the **Optional Words**) to pages 56 and 58 of your *Spelling Notebook*.
- <> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.
- <> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.
- <> **2f. Optional:** In your notebook, write six sentences using six of the spelling words.

Help Box for 2a.

You should have highlighted the following words:

- | | | |
|---|---|--------|
| 1. Because | 2. dangers | 3. God |
| 4. cold | 5. Christian | |
| 6. strength (not true hard or soft <i>g</i>) | 7. "cold" | |
| 8. Christian | 9. strength (not true hard or soft <i>g</i>) | |

Teacher Tip: The letter *c* often makes two sounds:

1. Soft *c* in the case of *cent*
2. Hard *c* in the case of *candy*

The sound that *c* makes in individual words is usually determined by the letter directly following the *c*. When the letter *c* is followed by an *e*, *i*, or *y*, it makes its soft sound (*s*). When the letter *c* is followed by any consonant (other than *h* as in *ch*), *a*, *o*, or *u*, it makes its hard sound (*k*).

Further Study: Read the story of Ananias and Saphira in Acts 5, and explain how they tried to mix the good and the bad. What were the results of their deceit?

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. eidetic	ei-det-ic			
2. incredulity	in-cre-du-li-ty			
3. accreditation	ac-cred-i-ta-tion		double c	
4. acronym	ac-ro-nym			
5. unctuous*	unc-tu-ous			
6. vaccination*	vac-ci-na-tion			
7. succulence*	suc-cu-lence			
8. acceleration*	ac-cel-er-a-tion		double c	
9. ascension	as-cen-sion			
10. efficacy	ef-fi-ca-cy			
11. vociferous*	vo-cif-er-ous			
12. voracious*	vo-ra-cious			
13. vivacious*	vi-va-cious			
14. vacillation*	vac-il-la-tion			
15. demagogue*	dem-a-gogue			
16. eugenics*	eu-gen-ics			
17. vigilante*	vig-i-lan-te			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
18. synchronicity*	syn-chro-nic-i-ty			
19. schizophrenic*	schiz-o-phren-ic			
20. sanctimonious*	sanc-ti-mo-ni-ous			
21. etymologist*	et-y-mol-o-gist			
22. egalitarianism*	e-gal-i-tar-i-an-ism			

Optional

23. apathetic	ap-a-thet-ic			
24. inadvertent	in-ad-vert-ent			
25. negligent	neg-li-gent			
26. nonchalant	non-cha-lant			

***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: As we lose our love for the Lord, we lose our ability to reach out to others.

3. Editor Duty: Correct Given Paragraph(s)

Coordinating Conjunctions, Subject Part and Predicate Part

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the last paragraph, highlight the cc, and punctuate the sentence correctly, if you have not already done so.

(3) In the first paragraph, draw a line between the subject part and predicate part of each sentence.

The dead sea was once called the "salt sea". Because it contains almost 9 times the concentration of salt that is found in the oceans the dead sea is the saltiest sea on the face of the earth. It is even saltier then the great salt lake in northwestern utah on hot summer days the dead sea may contain as much as 30 percent salt and only 70 percent water normal sea water contain only 3 percent salt

In addition to sodium chloride the dead sea contain other minerals such as magnesium chloride, potassium chloride, calcium chloride, bromides, and gypsum. Over the years these minerals has become concentrated in such tremendous amounts that they prevent anything, including fish insects and plants, from growing in the dead sea

The individual minerals is worth billions of dollars yet they destroy all living organisms with which they come in contact. Brine shrimp which normally thrive in salt water cannot survive the high concentrations of salt even birds avoids the area because they know that their is no food to be found near the shores of the dead sea

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|------------------|---------------|
| 1. eidetic | eiditec |
| 2. incrediluty | incredulity |
| 3. accreditation | accredetation |
| 4. acronym | acronim |
| 5. unctuous | unctous |

Optional Penmanship Practice

Love not the world, neither the things that are in the world. If any man loves the world, the love of the father is not in him.

I John 2:15

6. vaccination	vaccenation
7. succulence	succulance
8. acceleration	accelaretion
9. asceshun	ascension
10. efficacy	effecacy
11. vociferuous	vociferous
12. voracious	voracious
13. vivacious	vivacious
14. vacillashun	vacillation
15. demagogua	demagogue
16. euginecs	eugenics
17. vigilante	vigelante

Character Focus: When a Christian gives into sin, the sin takes control of his life.

Optional Penmanship Practice

Flee also youthful lusts: but follow righteousness, faith, charity, peace, with them that call on the Lord out of a pure heart.

II Timothy 2: 22

<> **4b.** Highlight the correct spelling of each **Extensions** word.

18. synchronicity	synchronecity
19. shizofrenic	schizophrenic
20. sanctimonious	sanctimonous
21. etymologist	etimologist
22. egalitarainism	egalitarianism

Further Study: Read *The Monk Who Shook the World* by Cyril Davey.

Optional Penmanship Practice

...He that soweth to his flesh shall of the flesh reap corruption.

Galatians 6:8

<> **4c.** Highlight the correct spelling of each **Optional** word.

23. appathetic	apathetic
24. inadvertent	inadvertant
25. negligent	negligant
26. nonchalant	nonchalent

<> **4d.** On the lines provided, write your two (**Extensions**: Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Overview of Research Report About a Body of Water

(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, insert and cite quotations, 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 a body of water**. You may choose from one of the topics listed or choose a different one according to your teacher's instructions.

- A. Atlantic Ocean
- B. Pacific Ocean
- C. Lake Michigan
- D. Gulf of Mexico
- E. Amazon River
- F. Mississippi River
- G. Red Sea
- H. Other

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT

- A. **Basic** students will write **6 paragraphs** for the body (P'soB) one item per paragraph.
- B. **Extensions** students will write **8 paragraphs** for the body (P'soB) one item per paragraph.

III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write **6-8 sentences*** per paragraph.
- B. **Extensions** students will write **8-10 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

All students will use **3 sources**. You will be told in the writing instructions what types of sources to use.

VII. QUOTATIONS IN YOUR REPORT

All students **will** include **4 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. Overview Source Outlining Method
- B. "Color-Coded Research"
- C. Outlining Cards
- D. One-Topic-Per-Paragraph Method
- E. MLA - Type Quotation Citation
- F. Major Works/Minor Works
- G. Redundancy Box
- H. Checklist Challenge Coding
- I. Thesis Statement and "Thesis Statement Reloaded"

****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 Locate an Overview Source

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 Atlantic Ocean, you can easily choose five different aspects for the body of your report.
 - b. In this report's case, you would spend one paragraph on **each** aspect of the body of water.
- (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 an encyclopedia that has information about various oceans in it (that would make a good "Overview Source"), you might want to write about the different aspects of an ocean contained in that book, etc.

<> **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. **Sidebar**s 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 research-based writing project.

Consider **how this source will be used** when choosing your “Overview Source” for this writing project:

- (1) The first purpose of the “Overview Source” is to determine what information (paragraph topics) you want to include in your paper--and to give you a “big picture” look at your topic.
 - a. When you have a strong Overview Source, it is simple to decide what your paragraph topics will be.
 - b. While your “Overview Source” will be excellent for giving you your paragraph topics, you will not be permitted to get more than **33%** of your report’s information (notes on your outlining cards) from that source.
- (2) 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 the Atlantic Ocean (one paragraph per aspect), your “Overview Source” needs to contain information about all five aspects, as well as some other information that you might desire to put in your opening or closing paragraph, if possible. (See *Note below.)
- (3) 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.
- (4) 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: 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. If your source is the same length as your paper will be, you are back to middle school writing. You want to have a lot of material to choose from then you pick the portions you want to include in your report. When you begin this merging of multiple sources, you are truly starting to write at an upper level.

- (5) 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: For example, if you had one book of three hundred pages about the topic you have chosen, you would be wading through way too much information for six paragraphs about the Atlantic Ocean.

Further Study: Study the various illnesses and consequences of having an improper salt balance in the body.

Further Study: Read about the work of the Wycliffe Bible translators.

- (6) Online encyclopedias, books with long chapters that are each about a different aspects etc., are good “Overview Sources.”

Note: At this level, it is a good idea to get out of the habit of using *Wikipedia* since colleges do not usually permit its use. An acceptable alternative to *Wikipedia* is a cd-rom encyclopedia, such as *Encyclopedia Britannica*, *World Book*, etc. *Wikipedia*, however is a wealth of information to skim and familiarize yourself with unknown topics--though it is not regulated enough to be cited in formal writing.

<> **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 will help 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 research 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: *Oceans and Seas*

- (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:

Topic of Paragraph of Body A (PoB-A): Geography

Topic of Paragraph of Body B (PoB-B): Water characteristics

Topic of Paragraph of Body C (PoB-C): Climate

Topic of Paragraph of Body D (PoB-D): Marine life

Topic of Paragraph of Body E (PoB-E): Natural hazards

- (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⁺ as your assigned paragraphs for the body of your paper.
 - b. Highlight the first Topic of Paragraph line (PoB-A) in your work text 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 step 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 the information in your Overview Source.

Note: Thus, if the geography information (information for your first paragraph) in your Overview Source is highlighted in blue, the Topic of PoB-A (geography) line in this 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 that 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 this work text).

Examples: (1) Water, Water, Water and (2) North America

(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: Geography

Support Sentence (SS) 1: North & South America 2 west

SS 2: Connects 2 Arctic Ocean → the Denmark Strait, Greenland Sea, Norwegian Sea, & Barents Sea.

SS 3: Europe & Africa 2 east

⁺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.

↔ 5f. Read the information in your Overview Source(s) that pertains to your topic.

6. Grammar/Punctuation: Conjunctive Adverbs

Conjunctive adverbs add variety to writing and serve two main purposes:

1. Joining (conjunctive)
2. Modifying (adverb)

Conjunctive adverbs are easy to learn because there is a limited amount of them, and they are not difficult to punctuate.

Conjunctive adverbs include (but are not limited to):

however	moreover	furthermore	in spite of	nonetheless
for example	alas	whatsoever	likewise	nevertheless
for instance	wherefore	hence	in addition	thus
henceforth	similarly	to	in comparison	consequently
in fact	therefore	hitherto		

<> 6a. In the first paragraph of the passage, highlight the conjunctive adverb *Alternately*.

Conjunctive adverbs are easy to use in writing because they are nearly always punctuated consistently.

If a conjunctive adverb adds nonessential information to a sentence, it is always surrounded by punctuation (unless it occurs at the beginning of a sentence). This is due to the fact that you could remove it (and its surrounding commas) from the sentence and a complete sentence would remain.

🔑 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.

Of course, not all sentences sound good with conjunctive adverbs. Some CAs sound best only at the beginning of a sentence. Other CA's sound best only at the end. Try the CA in various positioning and use the one that sounds best.

Some grammarians consider other nonessential information to also be conjunctive adverbs; others call these interrupting elements.

There are other words that are sometimes called conjunctive adverbs and sometimes interesting elements. They are like and punctuate like conjunctive adverbs.

1. We should have, **say**, ten people here tonight.
2. We invited Tom and Joe, but we could, **if you desire**, also include Steve.
3. You can come at noon, or you could, **if more convenient**, come at one.

Regardless of what you call these interrupters, be sure they are set off with commas if they truly interrupt.

Character Focus: The world tells us to be moderate in what we do, but God wants us to be totally sold out to Him.

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

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	alternatively	

• **Requires punctuation (if you hear a pause) on both sides of the CA when it is nonessential 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 nonessential 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

• Nonessential 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.**

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 for nonessential information—words, phrases, and clauses that are not needed to make a real sentence.

 **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.**

<> **6b.** Memorize and recite conjunctive adverbs to your teacher.

Basic Level: Memorize and recite ten conjunctive adverbs.

Extension: Memorize and recite fifteen conjunctive adverbs.

Further Extension: Memorize and recite twenty conjunctive adverbs.

<> **6c.** Study the Grammar Card about conjunctive adverbs provided in this lesson.

<> **6d. Optional:** Make a Grammar Card about conjunctive adverbs or add new information to an existing card.

<> **6e.** In your notebook, write sentences containing conjunctive adverbs set off with commas.

Basic Level: Write fifteen sentences.

Extension: Write twenty sentences with information from a character book or another source.

Further Extension: Write twenty-five sentences with conjunctive adverbs set off with commas and semi-colons using information from a character book or another source.

7. Research and Study Skills: Write Working Thesis Statement, Gather Information From Overview Source, Choose Additional Source(s), and Start Color-Coded Research

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 too much 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 the Atlantic Ocean, you might write, *The Atlantic Ocean is the second largest ocean*. This would tell your reader that **your paragraph is going to be about the size of the Atlantic Ocean**.

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 size of the Atlantic Ocean**. **The Thesis Statement must tell what the entire report is about**.

Further Study: Read the story of Samson in Judges, and identify the ways Samson gave into sin.

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 Atlantic Ocean report might be ***There are several traits of the Atlantic Ocean that distinguish it from the other four oceans.***

Since you have read your Overview 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 (to a small extent list the aspects your report is about).
- (4) Do not say, *In this report, you will read about...*
- (5) Include the six or eight aspects in your “working” Thesis Statement--in the order you will include them in your papers.

Further Study: Read the book *Morning Star of the Reformation*.

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.

Optional Penmanship Practice

Beware lest any man spoil you through philosophy and vain deceit, after the tradition of men, after the rudiments of the world, and not after Christ.

Colossians 2:8

Examples of Thesis Statements

**There are several traits of the Atlantic Ocean that distinguish it from the other four oceans.*

***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) 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 six or eight 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 6-10 sentences in length. You will only be able to include highlights about each aspect in that short space.

(2) Read the sections of your Overview Source that pertain to your topic.

(3) Now that you have skimmed and read 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.

Further Study: Look up the story of John Mark in Acts. Why did John Mark turn back from the journey?

Topic of PoB-A: _____
Topic of PoB-B: _____
Topic of PoB-C: _____
Topic of PoB-D: _____
Topic of PoB-E: _____
Topic of PoB-F: _____
Extensions--Topic of PoB-G: _____
Extensions--Topic of PoB-H: _____

(4) Now begin the “Color-Coded Research” process as follows:

- (a) Choose six or eight different colors of highlighters⁺--one color for each aspect you will write about in your report.
- (b) Highlight the first Topic of Paragraph of Body 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 geography, for example) with a pink highlighter, highlight all of the geography 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 the material in your Overview Source until you have color coded all of your PoB lines and any of the information in your Overview Source that you think you might use.

⁺**You may use whatever you desire for your color coding—highlighters, colored pencils or pens, crayons, etc. (though some implements’ shading 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 the edges of the source’s pages) that you label.**

*Only use information on your Outlining Cards from your Overview Source that you feel is especially strong (and not exceeding 33% of your paper’s total

Optional Penmanship Practice

Teaching us that, denying ungodiness and worldly lusts, we should live soberly, righteously, and godly, in this present world.

Titus 2: 11-12

content—see note below). Remember, you will get at least 33% of your information from your other source(s). (See <> 7c.)

Note: You may not get more than 33% 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 more of the details.

<> **7c.** Choose 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 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 three sources if you use one encyclopedia entry for each aspect and 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.
 - i. In other words, if your geography 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 on your other sources for the geography.
 - ii. Thus, when you are ready to create your Outlining Cards, you will lay all of your sources out in front of you and find all of the info you highlighted in pink (from all sources) to take notes for PoB-A, etc.
 - b. Use your sources wisely.
 - i. Your Overview Source might have strong information about geography but just a small amount of information about climate while your second source (or others) might be stronger on the climate.
 - ii. Mark (via “color coding”) all information from all source(s) that you think you will be able to use in your report.

***Note:** When using multiple sources for report writing, follow these steps with your sources:

1. Always begin with the source that will help you choose your paragraph topics (i.e. your Overview Source).
2. Then move on to the source that contains the next greatest

- amount of information you will need.
3. Continue in this manner, using the sources that contain the most information first, then moving onto the ones with less usable information.

8. Study Skills/Research: Create Bibliography Cards

<> 8a. Study the “Major Works/Minor Works” Box provided in this lesson, if needed.

Major and Minor Works

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 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: <i>The Well-Trained Heart</i>	– Magazines: <i>Taste of Home</i>
– Encyclopedias: <i>World Book</i>	– Movie titles: <i>Treasures in the Snow</i>
– Music collection titles*: <i>America, the Beautiful</i>	
- * 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”

- <> 8b. 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.)
- (1) Get as much information about your Sources as you can.
 - (2) Leave out any information that you are unable to find (i.e. leave that line blank).
 - (3) Be as thorough and as careful as you can be since these cards will be used to create your list of Works Cited later.

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 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 using your sources and the Outlining Cards:
 - a. **Write the topic of that paragraph on the Paragraph of Body line** (i.e. PoB-A, PoB-B, etc.) that you recorded in this work text earlier.
 - 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 aspect from your “Overview Source” until you have some information for some of the sentences** (but not more than 33% 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 six or eight aspects.
 - f. If you know the opening or transition sentence you want to use, **you may outline that sentence for each paragraph too**.

(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 geography and climate on the same paragraph space.
- iii. Each of your aspects 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.**

d. Study the sample Outlining Card provided.

Outlining Format Sample

For example:

Opening Sentence: + + + traits → Atlantic Ocean distinguish → 4 oceans

In your report, it might say: There are several traits of the Atlantic Ocean that distinguish it from the other four oceans.

(5) **Do not create cards until you have studied and understand the information about how to include quotations in your outline and report (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,” that outlining method might not be the best for you.

11. Study Skills/Research: Quotation Inclusion

<> 11a. 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 in your report.

***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 oceanographer, etc., that you got from a source that had already quoted it. (These words will have quotation marks around them in your source.)**
 - (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 Water, Water, Water...). (These words will not have quotation marks around them in your source. You are creating a quote from your source.)**
- (3) If you desire to have more quotations in your report than the number assigned, you may do so.
 - (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.**
 - (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 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.

- <> **11b.** 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.
 - 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.

- <> **11c.** 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:

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.
5. This is "lifted text"—it was not quoted in your source.

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.**
7. This is "lifted text"—it was not quoted in your source.

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.
9. This is "lifted text"--it was not quoted in your source.

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 (When Your Source Contains a Quote)

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).
- This quote is already quoted in the source--the words are quoted words (not lifted text).

*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.

12. Punctuation: Quotation Review

- <> **12a.** Study the quotation rules in the Grammar Card provided in this lesson.
- <> **12b. Optional:** Make a Grammar Card about punctuating quotations or add new information to an existing card.
- <> **12c. Optional:** In your notebook, write sentences with quotation marks, and write the rule that was applied after each sentence:

Basic Level: Write fifteen sentences.

Extensions: Write twenty sentences using information from a character book or another source.

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.

Split Quotations

A split quotation is used when the speech tag is in the middle of a quotation, dividing the quotation in two parts, even though it is all one sentence.

13. Study Skills/Research: Create a List of Works Cited

<> 13a. Create a list of **Works Cited** (WC) following these steps:

- (1) Gather the Bibliography Cards that you created earlier and number them in alphabetical order by the 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).
 - a. 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).
 - b. **Thus, your sources will be in ABC order based on the first word that you wrote on each card.**
- (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 WC on the computer, italicize major works.

- (7) Double space the entire Works Cited page. (See the sample Works Cited provided after 13b.)
- The beginning of each entry should be left justified (i.e. start all the way to the left).
 - 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.

<> 13b. 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 internal punctuation mark in your entry as well.**

14. Composition: Write Rough Draft of Informative Report About a Body of Water

↔ **14a.** Study the Redundancy Box provided below to learn some tips about writing about one topic without being redundant.

Redundancy

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 *Watermelon is a large juicy fruit. Watermelon is enjoyed during the summer months*. 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 *watermelon* 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. 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 on your first outlining card.
- (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 paragraph 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 six or eight 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) 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.

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.

<> **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.

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.

- <> **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. Write a dialogue between an older Christian and a baby Christian showing how an older Christian might discourage lukewarmness in the new Christian's life.
- 2E. In your notebook, write a paragraph using your notes from this lesson.
- 3E. Edit and revise your paragraph using this week's Checklist Challenge.
- 4E. In your notebook, write forty words with hard and soft g and c that contain three syllables or more each.
- 5E. Read a book about hungering and thirsting for God such as *Hungry for More of Jesus* by David Wilkerson, *God Chasers* by Tommy Tenney, or *In Pursuit of the Holy One* by A.W. Tozer, or about a person who hungered and thirsted for God.
- 6E. In your notebook, write sentences using all of the vocabulary words from the colored Vocabulary Box.
- 7E. In your notebook, write thirty sentences about a godly hero who hungered and thirsted for God.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>1. To See:</p> <ol style="list-style-type: none"> Copy the word you need to practice on the first empty line of this column. Look at this first word carefully. Pay attention to the parts of the word that follow spelling rules you already know. Look closely at the shape of the word. See if there are parts of the word you know easily. 	<p>2. To Say:</p> <ol style="list-style-type: none"> Say the word you wrote in column one loud. Try to spell the word aloud with out looking in the 1. SEE column. If you get stuck, look at the word in the SEE column. Note: If spelling a word aloud confuses you further, skip this step. 	<p>3. To Separate:</p> <ol style="list-style-type: none"> Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. Try to picture the word in your mind. Close your eyes to picture the word, if needed. 	<p>4. To Spell:</p> <ol style="list-style-type: none"> With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. If you get stuck, try to picture the word once more in your mind, and try again to write it. 	<p>5. To Spot:</p> <ol style="list-style-type: none"> Uncover the word in the 1. SEE column. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.) 	<p>6. To Stop/Start:</p> <ol style="list-style-type: none"> If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.

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)

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 a synonym for the hyphenated two word adjective "half-hearted."

2. The passage contains the word *mediocre*. Define this word.

II. Spelling and Homophones

3. Write the words under the correct categories:

Hard g

Soft g

Hard c

Soft c

Note: Some words may fall under more than one category.

a. incredulity

d. ascension

g. vociferous

j. demagogue

b. graciousness

e. unctuous

h. voracious

k. efficacy

c. acceleration

f. eugenics

i. vacillation

l. acronym

III. Outlining and Write On

4. List three of your paragraph topics from your report.

a. _____

b. _____

c. _____

5. How did you know when you wanted to begin a new paragraph? _____

* **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. In the Research and Outlining instructions, what is the source that you start with in your research called? _____

IV. Grammar and Usage

7. List eight conjunctive adverbs on the lines provided.

(1) _____	(2) _____
(3) _____	(4) _____
(5) _____	(6) _____
(7) _____	(8) _____

8. **Extensions:** Write two sentences about this week's passage containing conjunctive adverbs.

a. _____

b. _____

9. **Further Extension:** Write a compound sentence containing a conjunctive adverb.

V. Editing and Revising

10. What two words (**Extensions:** list four) do you already see that you will need to work on in your report to avoid redundancy?

a. _____	b. _____
c. _____	d. _____

11. Write two sentences from your report that contain sentence openers.

a. _____

b. _____

12. Write two sentences from your report that contain Vocabulary Words from this month.

a. _____

b. _____

Outlining Cards

PoB-A: _____ (1st aspect) Opening/Transition Sentence: _____	PoB-B: _____ (2nd aspect) Opening/Transition Sentence: _____
(_____) SS1: _____	(_____) SS1: _____
(_____) SS2: _____	(_____) SS2: _____
(_____) SS3: _____	(_____) SS3: _____
(_____) SS4: _____	(_____) SS4: _____
(_____) SS5: _____	(_____) SS5: _____
(_____) SS6: _____	(_____) SS6: _____
(_____) SS7: _____	(_____) SS7: _____
(_____) SS8: _____	(_____) 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 in text.

Outlining Cards (Continued)

PoB-C: _____ (3rd aspect) Opening/Transition Sentence: _____ _____ (_____) SS1: _____ _____ (_____) SS2: _____ _____ (_____) SS3: _____ _____ (_____) SS4: _____ _____ (_____) SS5: _____ _____ (_____) SS6: _____ _____ (_____) SS7: _____ _____ (_____) SS8: _____ _____ (_____)
--

PoB-D: _____ (4th aspect) 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 in text.

Outlining Cards (Continued)

PoB-E: _____ (5th aspect) Opening/Transition Sentence: _____ _____ (_____) SS1: _____ _____ (_____) SS2: _____ _____ (_____) SS3: _____ _____ (_____) SS4: _____ _____ (_____) SS5: _____ _____ (_____) SS6: _____ _____ (_____) SS7: _____ _____ (_____) SS8: _____ _____ (_____)
--

PoB-F: _____ (6th aspect) 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 in text.

Outlining Cards (Continued)

Extensions-PoB-G: _____
(7th aspect)
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

Extensions-PoB-H: _____
(8th aspect)
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 in 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[†] _____ :

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.)

⁺ Include city and state of publisher if city is not widely known (Stillwater, MN: Voyager, 2004.).

⁺⁺ 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.

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⁺ _____

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.)

⁺ Include city and state of publisher if city is not widely known (Stillwater, MN: Voyager, 2004.).

⁺⁺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.

Red 6-C: 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

Martin Luther believed that it was crucial that all German citizens be able to read so that they could study the Scriptures for themselves. In 1524, he wrote a book urging civil authorities to improve the schools. However, he emphasized the importance of keeping the Bible central to any education.

Extensions

"I am much afraid that schools will prove to be the great gates of hell unless they diligently labor in explaining the Holy Scriptures, engraving them in the hearts of youth. I advise no one to place his child where the Scriptures do not reign paramount. Every institution in which men are not increasingly occupied with the Word of God must become corrupt."

Further Extension

Clearly, Luther wrote both the *Large and Small Catechisms* for the purpose of educating the people in the truths of the Scriptures. Luther also penned a German translation of the Bible. All of these works have become some of the richest fruit of German literature.

↔ **1a.** Read this week's passage aloud.

This passage is about some of Martin Luther's accomplishments. **Martin Luther was one of the primary men responsible for the Reformation.**

↔ **1b.** In the second paragraph of the passage, highlight the word *paramount*.

↔ **1c.** Look up this word in the dictionary, and write the definition in your own words on the lines provided.

Definition of *paramount*

<> 1d. On the lines provided, rewrite the sentence containing *paramount*, and substitute a synonym for that word.

<> 1e. From the shaded Vocabulary Box, choose four words that describe *one who is thorough*, and write them on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

<> 1f. On the lines provided, write three sentences about how Martin Luther was thorough. In your sentences, use three of the Vocabulary Words you listed.

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.

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.

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 humanistic state.

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.

Further Study: Make a list of the things salt does to the body.

Character Focus: Most of the great American colleges were started as places to train pastors and church leaders. Now they are secular places. The leaders slowly allowed compromise into their schools.

- (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.

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?

- ↔ **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: However, he emphasized the importance of keeping the Bible central to any education.

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.

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).

2. Spelling: Adding Suffixes

controlled, wickedness

<> 2a. In the first paragraph of the passage, highlight the following words:

- | | |
|----------------|--------------|
| 1. believed | 2. citizens |
| 3. Scriptures | 4. urging |
| 5. authorities | 6. schools |
| 7. emphasized | 8. education |

<> 2b. With a different color, highlight the suffixes at the end of the words in the list above.

As a child, you probably learned that a suffix has the following characteristics:

1. It changes the spelling of a word.
2. It does not change the meaning of a word.
3. It changes the type of word (**glad** is an adjective; **gladness** is a noun).

Some suffixes are easily added to words without changing the spelling; others have new spelling rules applied to them before they are added. In an earlier lesson, you learned some rules for adding suffixes to one syllable words.

1. When a **word ends in a consonant or a vowel other than a y—just add the suffix** to the word without changing the spelling.
 - a. glad—gladness
 - b. solo—soloist
 - c. room—roomful
 - d. ski—skied
 - e. hate—hateful
2. When a **word ends in a consonant—change the y to an i and then add a suffix** that begins with a consonant.
 - a. pity—pitiful
 - b. happy—happiness
 - c. fancy—fanciful
 - d. pretty—prettily

Another rule for adding suffixes to two and three syllable words is as follows:

1. When adding a suffix that begins with a vowel to a two or three syllable word that ends with a short syllable:
 - a. **Double the final consonant if you hear the accent on the final syllable:**
 - 1) befit'—befitting
 - 2) be/gin'—beginning
 - 3) com/mit'—committing
 - b. **Do not double the final consonant if you do not hear the accent on the final syllable:**
 - 1) wor'/ship—worshiping (The dictionary lists both spellings for this one—with and without the double consonant.)
 - 2) la'/bel—labeled
2. Do not double final consonant regardless of where you hear the accent if the word already ends in a double consonant:

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 double-consonant-in-the-middle words, one consonant goes with the first syllable and the second consonant goes with the second syllable (e.g., hap/py).

Teacher Tip: There are other infrequently found words that have suffixes added to them in “unusual” ways.

Further Study: Read the book of Nehemiah and identify the ways he kept people out who were not of the same mind from hurting the work from the inside out.

Character Focus: 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.

- a. refill—refilling
- b. fulfill—fulfilling
- c. enroll—enrollment

3. When adding a suffix of any kind to a word that ends with a long syllable or a vowel diphthong, never double the final consonant:

- a. attain—attainment (long a sound in final syllable)
- b. employ—employment (vowel diphthong as final syllable)
- c. refrain—refraining

<> **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 88-90 of your *Spelling Notebook*.

<> **2e. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2f.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2g. Optional:** In your notebook, write six sentences using six of the spelling words.

Help Box for 2b.

- | | |
|----------------|--------------|
| 1. believed | 2. citizens |
| 3. Scriptures | 4. urging |
| 5. authorities | 6. schools |
| 7. emphasized | 8. education |

Character Focus: To truly be salt, someone must run his life and ministry along God's commandments.

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. skeptic	skep-tic		emphasis is on 1st syllable	
2. skeptical	skep-ti-cal		emphasis is on 1st syllable	
3. defend	de-fend		root ends with double consonant	
4. defendant	de-fen-dant		root ends with double consonant	
5. disinfect	dis-in-fect		root ends with double consonant	
6. disinfectant	dis-in-fec-tant		root ends with double consonant	
7. vigor	vig-or		emphasis is on 1st syllable	
8. vigorous	vig-or-ous		emphasis is on 1st syllable	
9. tumult	tu-mult		root ends with double consonant	
10. tumultuous	tu-mul-tu-ous		root ends with double consonant	
11. label	la-bel		emphasis is on 1st syllable	
12. labeled	la-beled		emphasis is on 1st syllable	
13. befit	be-fit			
14. befitting	be-fit-ting			
15. commit	com-mit			
16. committing	com-mit-ting			

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
All (continued)				
17. traffic	traf-fic			
18. trafficking	traf-fick-ing		emphasis on 2nd syllable so consonant is doubled	
19. repel	re-pel			
20. repellent	re-pel-lent		emphasis on 2nd syllable so consonant is doubled	
21. rebel	re-bel			
22. rebellion	re-bel-lion		emphasis on 2nd syllable so consonant is doubled	
23. rebut	re-but			
24. rebuttal	re-but-tal		emphasis on 2nd syllable so consonant is doubled	
Optional				
25. lackadaisical	lack-a-dai-si-cal			
26. mediocre	me-di-o-cre			
27. insufficient	in-suf-fi-cient			
28. irresponsible	ir-re-spon-si-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)

Proper Nouns, Sequencing

Character Focus: Without salt, the body cannot protect itself, and it would die.

<> 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 proper nouns.

(3) In one of the paragraphs that you corrected, insert three descriptive adverbs.

(4) Rephrase the last sentence so the clause *as well as those of the influential immanuel kant* is not dangling.

As germany entered the next 2 centuries the overwhelming tide of humanism begun it's ground swell. By the end of those 2 centuries the coarse of world history was sat into humanistic concrete the state lutheran church was hardly recognizable from the spirit of the age. It's pastors received they're training in the universities and brought humanism into the pulpits and to the people

The eighteenth century ushered in the "Age of Reason". Man was to be guided by nothing more then his own intellect. Anything not comprehensible such as the supernatural was to be scorned. Atheism and agnosticism flourished in the universityes

French rationalism began to affect german music. Literature and philosophy. The writings of voltaire poured out a intense hatred of christianity. He declared that in his day he would see the extinction of christianity. His godless ideas were propagated in germany as well as those of the influential immanuel kant

4. Spelling Practice: Choose the Correct Spelling

Further Study: Read a book about the Dead Sea.

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|--------------|-----------|
| 1. skeptic | sceptic |
| 2. sceptical | skeptical |
| 3. defand | defend |
| 4. defendant | defendent |

Character Focus: The Dead Sea is worthless. This is an example of how Christians can become worthless in their ministries.

Character Focus: Every great Christian work started as someone's desire to serve God. In time a ministry sometimes stops being effective for God.

5. disinfect	disenfect
6. disinfectant	disinfecent
7. viger	vigor
8. vigerous	vigorous
9. tumult	tumolt
10. tumultous	tumultuous
11. labbel	label
12. labeled	labelled
13. befit	befitt
14. befiting	befitting
15. commit	committ
16. committing	comitting
17. trafic	traffic
18. trafficking	trafficing
19. repel	repell
20. repellent	repelent
21. rebell	rebel
22. rebellion	rebellion
23. rebut	rebbut
24. rebutal	rebuttal

Further Study: Write a report of how Lot could have been salt in Sodom and Gomorrah instead of letting them influence him.

↔ 4b. Highlight the correct spelling of each **Optional** word.

25. lacksadaisical	lackadaisical
26. mediocre	medeocre
27. insufficient	insufficient
28. irresponsible	irresponsible

<> 4c. On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

1. _____
2. _____
3. _____
4. _____

Character Focus: Salt is often destroyed when it is mixed with something else. Christians are destroyed when they mix with the world.

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 passage: **“The Seas and...”**
 - b. Song: **“From Sea to Shining Sea” or “This Land Is Your Land”**
 - c. Story: **An animal in the sea or body of water you are writing about**
 - d. Statistic: **Percent of land covered with water; general ocean statistics, etc.**
 - e. Quote: **By an oceanographer or aquataic specialist**
 - f. 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 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 **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” outline like you did for the body of your report.

Further Study: Read II Samuel 6 and identify how David hurt the Lord's work by using the wrong method.

Character Focus: Salt loses its effectiveness when water from the other side breaks it down. Christians can be destroyed from the outside.

***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 this with the thesis statement.

Notes for Opening Paragraph

[illegible]

(1) Write your thesis statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your thesis statement later, if desired.)

- (2) **Number your notes in the order you want them, and add any information you may have forgotten.**

- (3) Using each set of notes for one sentence in the following way:

- a. Read a line of notes.
- b. Consider what you want to say about those notes.
- c. Say aloud a sentence that you want to use.
- d. Write down that sentence.
- e. Repeat these steps for all of your notes.
- f. 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, before the report you just wrote.

Character Focus: If a ministry starts with even one person in leadership focused on the world, the entire ministry is in danger of becoming cold.

6. Grammar/Sentence Structure: Adverbs (*Iy* Words) as Sentence Openers

- <> **6a.** In the last paragraph of the passage, highlight the *Iy* word at the beginning of a sentence.

You have learned how to write with different sentence openers in Level C:

1. Prepositional openers
2. Subordinator openers
3. Non-essential information openers

An *Iy* word at the beginning of a sentence is another great sentence opener that adds variety to sentences. Following are a few ways to add *Iy* words (or non-*Iy* adverbs) to the beginning of sentences:

1. One-word *Iy* opener:
 - a. Follow this one *Iy* word with a comma if you hear a pause
 - b. For example: **Meekly**, Jesus calls us unto Himself.
 - c. For example: **Slowly**, the husband responded to his wife's request.
2. *Iy* clause opener:
 - a. Follow an *Iy* clause with a comma if you hear a pause
 - b. For example: **Meekly calling us to Himself**, Jesus desires for us to become meek.
 - c. For example: **Slowly responding to his wife's request**, the husband did not become angry.

These *Iy* sentence openers are non-essential information. Remember that **non-essential information is thus titled since it can be removed from a sentence and a complete sentence remains.**

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 *Iy*
- 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.

In addition to *ly* adverbs, other adverbial openers (such as those showing time) include: tomorrow, usually, often, never, yesterday, etc.

Since comma usage is subjective, not all adverbial clauses as openers require commas following them. Listen carefully for pauses following adverbial openers. Generally speaking, if an opener can be removed from a sentence and a complete sentence remaining, use a comma following the opener (between the opener and the beginning of the “real” sentence).

↔ **6b.** Reread the sentence opener examples above. Do you see that the clause following the sentence opener is a complete sentence, even without the *ly* opener?

↔ **6c.** Study the Grammar Card about adverbial openers provided in this lesson.

↔ **6d. Optional:** Make a Grammar Card about adverbial openers (*ly* openers) or add new information to an existing card.

↔ **6e.** In the sentences below, complete the following steps:

1. Highlight the various sentence openers
2. Add commas as needed.
3. List the sentence opener by type on the line:
 - a. PP opener (prepositional opener)
 - b. *Ly* Opener (*Ly* word or *ly* clause opener)
 - c. Sub clause opener (subordinator opener)
 - d. Other (anything other than the above three)
1. Clearly Martin Luther believed that it was crucial that all German citizens be able to read so that they could study the Scriptures for themselves. _____
2. When Martin Luther wrote a book urging civil authorities to improve the schools he emphasized the importance of keeping the Bible central to any education. _____
3. Desiring for German citizens to be able to read so that they could study the Scriptures for themselves he wrote a book urging civil authorities to improve the schools. _____
4. Moreover he emphasized the importance of keeping the Bible central to any education. _____
5. In the year 1524 he wrote a book urging civil authorities to improve the schools. _____
6. In an effort to get civil authorities to improve the schools Luther emphasized the importance of keeping the Bible central to any education. _____
7. Actually Luther wrote both the Large and Small Catechisms for the purpose of educating the people in the truths of Scriptures. _____
8. In order to educate people in the truths of the Scriptures Luther wrote both the Large and Small Catechisms. _____
9. Additionally Luther also penned a German translation of the Bible. _____
10. Over time all of these works have become some of the riches fruit of German literature. _____

11. With the purpose of educating the people in the truth of Scriptures Luther penned a German translation of the Bible. _____
12. Moreover Luther also penned a German translation of the Bible. _____
13. In truth the passage is about some of Martin Luther's accomplishments. _____
14. Furthermore Martin Luther was one of the primary men responsible for the Reformation. _____
15. When Luther worked for God he was one of the primary men responsible for the Reformation. _____
16. Truly every institution in which men are not increasingly occupied with the Word of God must become corrupt. _____
17. Furthermore I advise no one to place his child where the Scriptures do not reign paramount. _____
18. When he spoke he said that he was afraid that schools will prove to be the great gates of hell unless they diligently labor in explaining the Holy Scriptures. _____
19. When the Scriptures do not reign paramount a parent should not put his child in that institution. _____
20. Unless they diligently labor in explaining the Holy Scriptures I am much afraid that schools will prove to be the great gates of hell. _____

<> 6f. Optional: In your notebook, write sentences using the sentence openers shown above. Highlight the openers and list the opener type after it (from the list in the previous exercise.)

Basic Level: Write ten sentences.

Extension: Write twelve sentences using information from a character book or another source.

Further Extension: Write fifteen sentences using information from the Wisdom Booklet or another source.

Help Box for 6a.
You should have highlighted the word *Clearly*.

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 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 should be “reloaded” with the key words still in it.
- (2) Write enough notes for **5-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
- (3) You may just jot down some thoughts, references, etc. for your closing paragraph notes, or you may create a “sentence-by-sentence” outline like you did for the body of your 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

<> **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. 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 pretest.

<> **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher’s Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

9. Composition and Editing: Edit and Revise Using the Checklist Challenge

↔ 9. Use the Checklist Challenge located after this week's lesson to edit your report.

- (1) Complete **each revision for each paragraph, as indicated.**
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) **Highlight (or code) each revision on your rough draft paper** as directed by your teacher.
- (4) **Check off (or code) each item's check box** on the Checklist Challenge for this week.

(Be sure you still code the CC chart and your revisions if you do the CC on the electronic document rather than on the paper document.⁺)

10. Spelling Practice: Write That Word!

↔ 10a. On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

↔ 10b. Complete the following steps for one of the words you listed in 10a.

- (1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.
- (2) On the lines provided, write a sentence containing that word.

↔ 10c. Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

11. Grammar: 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 Words** section of next week's Spelling Lesson.

13. Dictation: Dictation Quiz

<> **13a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.

<> **13b.** (T) Review your dictation with your teacher.

<> **13c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of week's Spelling Lesson.

14. **Composition:** Final Copy Original Informative Research Report

- <> **14a.** 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).
- <> **14b.** Write or key the final copy of your list of Works Cited.
- <> **14c.** Create a cover page for your research report as modeled below.
- <> **14d.** 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. Read a biography about Martin Luther.
- 2E. Write a book report in your notebook about Martin Luther's life using the guidelines given in the *Teachers Guide*.
- 3E. In your notebook, write twenty two- and three-syllable words with suffixes added to them.
- 4E. In your notebook, write twenty sentences with *ly* openers.
- 5E. 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
1. To See: 1. Copy the word you need to practice on the first empty line of this column. 2. Look at this first word carefully. 3. Pay attention to the parts of the word that follow spelling rules you already know. 4. Look closely at the shape of the word. 5. See if there are parts of the word you know easily.	2. To Say: 1. Say the word you wrote in column one loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. 2. Try to picture the word in your mind. 3. Close your eyes to picture the word, if needed.	4. To Spell: 1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. 2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot: 1. Uncover the word in the 1. SEE column. 2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)	6. To Stop/Start: 1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. 2. If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

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)

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 a sentence about this week's passage containing the words *civil authorities*.

2. Look up and define the word *catechisms*.

II. Spelling and Homophone

3. Add endings that begin with vowels to the following words based on this week's doubling rules:

- | | |
|------------------|--------------------|
| a. begin - _____ | b. befit - _____ |
| c. label - _____ | d. traffic - _____ |
| e. repel - _____ | f. commit - _____ |

III. Grammar and Usage

4. Finish the sentences for the rules for punctuating adverb openers:

- a. Add a comma following a one word *ly* opener if you _____.
- b. Add a comma following the entire *ly* phrase or clause if you _____.

- 5 **Extensions:** Write a sentence about this week's passage using each of the openers listed below:

- a. Subordinate clause opener
b. Prepositional phrase opener
c. Adverb word opener
d. Adverb clause or phrase opener

a. _____

b. _____

c. _____

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.

IV. Outline and Write On

6. Write an idea for an opening paragraph for your report that you did not use.

7. Write an idea for a closing paragraph for your report that you did not use.

V. Editing and Revising

8. List two clever titles that you could have used for this week's report.

- a. _____
- b. _____

9. Write six words that you had in your report that are on the Banned Word list and write two replacements for each one.

- a. Banned Word - _____
- _____
- b. Banned Word - _____
- _____
- c. Banned Word - _____
- _____
- d. Banned Word - _____
- _____
- e. Banned Word - _____
- _____
- f. Banned Word - _____
- _____

Checklist Challenge Red 6-C: 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).

☐ All **All Levels**

☐ FE **Further Extension only**

☐ B **Basic Level only**

☐ B,E **Basic and Extensions only (No Further Extension)**

☐ E **Extensions only**

☐ **All levels—checks will vary**

☐ E's **Extensions**

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.

🔑 **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:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All ☐ All ☐ All Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

☐ All ☐ All ☐ All ☐ All ☐ All 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	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 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 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

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	All	All
All	All	All	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.**

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

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 **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.

B

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **"thesis statement reloaded"** and should conclude your 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** **All**
All **All** **All** **E's** **E's**

Add a **transition sentence** to the beginning of the second paragraph or at end of the first paragraph. Be sure your transition sentence takes the reader smoothly from the first paragraph to the second paragraph. If you have already done this, highlight it as directed by your teacher.

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: **Awesome Ocean**
- Something comical: **Water, Water Everywhere**
- Something bold: **Seas!**
- A song title or line: **"From Sea to Shining Sea"**
- A Scripture: **"Calls for the Waters of the Sea"** (Amos 9:6)
- Something biblical: **"All Streams Run to the Seas"** (Eccl 1:6)
- Something about character: **Thoroughly Covering the Earth**
- Something informative: **Atlantic Ocean**
- Other: **Largest Body of Water**

☞ **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

E's

FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **A word you have never used in writing might be one you use in speaking but not in your compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

FE

Add one 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.**

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

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**

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	All	All	All	All
All	All	All	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 students should choose various ones -- preferably without much repeating.**

All	All	All	All	All
All	All	All	E's	E's

Edit each paragraph with yopur teacher, and correct any **usage or spelling errors**.

Teacher's Helps

Red 6-C

Character Focus: Thoroughness

Lesson Plans and Answer Keys

Lesson Plans

Red 6-C: Week One

For a Five-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

The Dead Sea was once called the Salt Sea. Because it contains almost nine times the concentration of salt that is found in the oceans, the Dead Sea is the saltiest sea on the face of the earth. It is even saltier than the Great Salt Lake in northwestern Utah. On hot summer days, the Dead Sea may boast as much as 30% salt and only 70% water. Normal seawater contains only approximately 3% salt. Surprisingly, the Dead Sea contains only about two and a half times the concentration of common salt (sodium chloride) that is found in the oceans. The remainder of the "salt" actually consists of other mineral salts, such as magnesium chloride, potassium chloride, calcium chloride, and bromides.

Extensions

The amount of mineral salt that is present in the Dead Sea prevents life from growing in it. Over the years, minerals such as magnesium chloride, potassium chloride, calcium chloride, bromides, and gypsum have become concentrated in the Dead Sea in unparalleled amounts. They prevent virtually anything—including fish, insects, and plants—from thriving in the Dead Sea.

Further Extension

The individual minerals contained in the Dead Sea are worth billions of dollars, yet they destroy living organisms that come in contact with them. Brine shrimp, which normally thrive in salt water, cannot survive the high concentrations of mineral salts. Furthermore, even birds circumvent the area because they know that there is no food to be gleaned near the shores of the Dead Sea.

2. Spelling: Soft and Hard g Sounds

Examples: game, gem

All

- | | | |
|---------------|------------------|---------------|
| 1. gargantuan | 2. garrulous | 3. graffiti |
| 4. gregarious | 5. gubernatorial | 6. gratuitous |
| 7. genocidal | 8. genealogical | 9. gelatinous |
| 10. espionage | 11. exaggerate | 12. enigmatic |
| 13. entourage | | |

Extensions

- | | | |
|-----------------|-----------------|------------------|
| 14. topography | 15. degradation | 16. entomologist |
| 17. eligibility | | |

Further Extension

- | | |
|----------------|------------------|
| 18. pragmatism | 19. tautological |
|----------------|------------------|

Optional

- | | | |
|-------------------|---------------|---------------|
| 20. conscientious | 21. assiduous | 22. laborious |
| 23. methodical | | |

3. Editor Duty: Correct Given Paragraph(s)

Adverb Openers, Noun Markers

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

All--Paragraph One of Body: 7 Sentences

All--Paragraph Two of Body: 3 Sentences

All--Paragraph Three of Body: 3 Sentences

6. Grammar: Descriptive Adjectives

7. Spelling Practice: Six "S" Spelling Secret

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Day Three

9. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

10. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: elude vs. allude

11. Punctuation: Commas and Coordinating Conjunctions

Day Four

12. Extensions---Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

13. Composition and Editing: Edit and Revise Using the Checklist Challenge

14. Spelling Practice: Write That Word!

15. Grammar: Weekly Quizzes

Day Five

16. Spelling: Spelling Test

17. Dictation: Dictation Quiz

18. Composition: Final Copy Informative Essay

Optional: Extra Practice

Lesson Plans

Red 6-C: Week One

For a Four-Day Week
Character Focus: Thoroughness

Day One																												
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<p>1. Copying and Comprehension: Passage and Vocabulary All</p> <p>The Dead Sea was once called the Salt Sea. Because it contains almost nine times the concentration of salt that is found in the oceans, the Dead Sea is the saltiest sea on the face of the earth. It is even saltier than the Great Salt Lake in northwestern Utah. On hot summer days, the Dead Sea may boast as much as 30% salt and only 70% water. Normal seawater contains only approximately 3% salt. Surprisingly, the Dead Sea contains only about two and a half times the concentration of common salt (sodium chloride) that is found in the oceans. The remainder of the "salt" actually consists of other mineral salts, such as magnesium chloride, potassium chloride, calcium chloride, and bromides.</p> <p>Extensions</p> <p>The amount of mineral salt that is present in the Dead Sea prevents life from growing in it. Over the years, minerals such as magnesium chloride, potassium chloride, calcium chloride, bromides, and gypsum have become concentrated in the Dead Sea in unparalleled amounts. They prevent virtually anything—including fish, insects, and plants—from thriving in the Dead Sea.</p> <p>Further Extension</p> <p>The individual minerals contained in the Dead Sea are worth billions of dollars, yet they destroy living organisms that come in contact with them. Brine shrimp, which normally thrive in salt water, cannot survive the high concentrations of mineral salts. Furthermore, even birds circumvent the area because they know that there is no food to be gleaned near the shores of the Dead Sea.</p>																												
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<p>Optional</p> <p>20. conscientious 21. assiduous 22. laborious</p> <p>23. methodical</p>
<p>3. Editor Duty: Correct Given Paragraph(s)</p> <p>Adverb Openers, Noun Markers</p>
<p>4. Spelling Practice: Choose the Correct Spelling</p>
Day Two
<p>5. Study Skills/Prewriting: Key Word Outline</p> <p><u>All</u>—Paragraph One of Body: 7 Sentences</p> <p><u>All</u>—Paragraph Two of Body: 3 Sentences</p> <p><u>All</u>—Paragraph Three of Body: 3 Sentences</p>
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<p>17. Dictation: Dictation Quiz</p>
<p>18. Composition: Final Copy Informative Essay</p>
<p>Optional: Extra Practice</p>

Answer Keys Red 6-C: Week One

3. Editor Duty: Correct Given Paragraph(s)

Adverb Openers, Noun Markers

<> 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 adverb opener, and add proper punctuation.

(3) In the first paragraph, highlight the noun markers.

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.

Actually, spiritual defeat in **the** Christian life **does** not happen all at once. **Usually**, it is **the** result of subtle, permeating influences that first **rob** us of our love for **the** Lord and **His** commandments. **Then**, we are **drawn** away by our own lusts into new attitudes, which **constitute a** love of **the** world.

As our love for the Lord **decreases**, so does the savor of our salt and our spiritual power. The consequence **is** a growing inability to **engage** in victorious spiritual warfare and **an** increasing number of defeats as the enemies of God's ways dominate public opinion, schools, courts, and government.

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 constructing a long, stone pipe to hot springs nearby. However, when the water reached **Laodicea**, it was lukewarm. To show **their** disappointment and disgust, the townspeople took a mouthful of the water and spit it on the ground. (Note: It is correct to use a semi-colon or colon following *disadvantage*, then begin *it lacked* with a lower case letter.)

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|---------------------|-------------------|
| 1. gargantuen | gargantuan |
| 2. garrulous | garulous |
| 3. graffiti | graffitti |
| 4. gregareous | gregarious |

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: If your Level C student combines two sentences into one using semicolons or other conciseness technique, rather than placing periods at the end of each sentence, do not consider it incorrect.

5. gubernatoreal	gubernatorial
6. gratuitous	gratuituous
7. genocidel	genocidal
8. genealogical	genealogical
9. gelatenous	gelatinous
10. espionage	espionage
11. exaggerate	exaggerate
12. enigmatic	enigmatic
13. entourage	entourage

↔ **4b.** Highlight the correct spelling of each **Extensions** word.

14. topography	topogrephy
15. degradation	degradation
16. entomologist	entomologist
17. elijibility	eligibility

↔ **4c.** Highlight the correct spelling of each **Further Extension** word.

18. pragmatism	pragmetism
19. tautological	tautological

↔ **4d.** Highlight the correct spelling of each **Optional** word.

20. conscientous	conscientious
21. assideous	assiduous
22. laborious	laboreous
23. methodical	methodikal

6. Grammar: Descriptive Adjectives

<> 6e. In the sentences provided, insert descriptive adjectives in the blanks. (Use the thesaurus or look in a character book or another source if necessary.)

Answers will vary. No answer key needed.

10. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: elude vs. allude

<> 10b. Fill in each blank provided with the correct Wacky Word--**elude** or **allude**.

1. The spies had to plan carefully in order to eluded the guards.
2. He alluded that his birthday was tomorrow.
3. Though she worked the problem several different ways, the answer still eluded her.
4. The clever mice eluded the traps we set for them.
5. She alluded to her childhood briefly.

11. Punctuation: Commas and Coordinating Conjunctions

<> 11e. Complete the following steps for the sentences provided:

- (1) Highlight the coordinating conjunctions (cc's) throughout them.
- (2) Underline the complete sentences that are within any of the compound sentences.
- (3) Place commas as needed.

1. The Dead Sea was once called the Salt Sea, **for** it contains almost nine times the concentration of salt that is found in the oceans.
2. The Dead Sea is the saltiest sea on the face of the earth, **for** it contains almost nine times the concentration of salt that is found in the oceans.
3. The Dead Sea is the saltiest sea on the face of the earth, **and** it is seven saltier

than the Great Salt Lake in northwestern Utah.

4. Normal seawater contains only approximately 3% salt, but the Dead Sea may boast as much as 30% salt.
5. The Dead Sea may boast as much as 30% salt, yet it boasts only two and a half times the concentration of common salt (sodium chloride) that is found in the oceans.
6. The Dead Sea boasts only about two and a half times the concentration of common salt (sodium chloride), for the remainder of the "salt" actually consists of mineral salts, such as magnesium chloride, potassium chloride, calcium chloride, and bromides.
7. The remainder of the "salt" found in the Dead Sea actually consists of other mineral salts, and these mineral salts prevent life from growing in it.
8. Brine shrimp normally thrive in salt water, yet they cannot survive the high concentrations of mineral salts.
9. Brine shrimp cannot survive the high concentrations of mineral salts, and even birds circumvent the area because they know there is no food to be gleaned near the shores of the Dead Sea.
10. Laodicea had an ideal climate and strategic location, and it attracted the wealthy as a center for ease and retirement. (For is a preposition here.)
11. It had one definite disadvantage, for it lacked a permanent supply of good water.
12. The residents attempted to solve the problem by constructing a long stone pipe to hot springs nearby, but when the water reached Laodicea it was lukewarm.
13. When the water reached Laodicea, it was lukewarm, and the townspeople showed their disappointment and disgust by taking a mouthful of the water and spitting it on the ground.
14. Laodicea had an ideal climate and strategic location, but it had one disadvantage.
15. Laodicea had an ideal climate and strategic location, yet it lacked a permanent supply of good water.

Weekly Review Quiz Answer Key

I. Vocabulary and Comprehension

1. Write double adjectives before the following nouns:

Answers will vary.

2. Use one of the words from above in a sentence.

Answers will vary.

II. Spelling and Homophones

3. Fill in the blanks for the hard and soft g spelling rules:
 - a. Soft g: When a g is followed by e, i, or y, it makes its soft sound, as in (list three words): genocide, genealogical, and gelatinous. (Words may vary)
 - b. Hard g: When a g is followed by a, o, u, or any consonant, it makes its hard sound, as in (list three words): gargantuan, garraious, and graffiti.
4. Write your own definitions for the words *elude* and *allude*:
 - a. elude: to evade
 - b. allude: to contain a casual or indirect reference
5. Write sentences containing the words *elude* and *allude*:
 - a. The robber tried to elude the policeman.
 - b. The letter alluded to the fact that she might be returning soon

Answers will vary.

III. Outlining and Write on

6. List two tips (**Extensions:** List three) for outlining from this week's passage that helped you to use your own wording, sentence structure, etc.:

Answers will vary.

IV. Grammar and Usage

7. Adjectives answer what four questions:
 - a. What kind?
 - b. Which one?
 - c. How many?
 - d. Whose?
8. The best adjectives to use are those that tell what kind.
9. What two choices do you have for punctuating double adjectives?
 - a. Place and between them
 - b. Place a comma between them
10. Fill in the blanks for the rules for when you should insert a comma between two adjectives in a row:
 - a. Place a comma between two adjectives when you can reverse the adjectives, and they still make sense.
 - b. Place a comma between two adjectives when you can put an *and* between them, and they still make sense.
11. **Extensions:** What kind of adjectives do **not** require a comma between them?
non-descriptive
12. **Further Extension:** In a triple "descriptive" adjective, where does the last comma fall?
after the second adjective
13. Fill in the blank for an important adjective rule: Do not place a comma between an adjective and the noun that it describes.
14. What acronym can you use to remember coordinating conjunctions? FANBOYS

15. When you put a comma-cc between two groups of words, what must each side of the comma-cc contain? a complete sentence
16. **Extensions:** When you combine two sentences into one with a comma-cc, what type of sentence are you creating? a compound sentence

V. Editing and Revising

17. What did you use to open your essay this week?
Answers will vary.
18. What else could you have used (specifically, what definition, song, etc.)?
Answers will vary.
19. Choose two sentences in this week's passage and combine them into one using a comma-cc.
Answers will vary.
20. List six words that may have been or possibly could have been redundant in this week's passage/your essay this week, and write two synonyms for each one.
Example: salt---mineral, sodium
Answers will vary.

Lesson Plans

Red 6-C: Week Two

For a Five-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

Excessive amounts of salt overpower the taste of other foods and make the tongue less sensitive to sweet, sour, and bitter tastes. Having too much salt on food is noticeable to the average person. This is similar to the extreme saltiness of the Dead Sea.

An interesting way to learn about the saltiness of the Dead Sea is to actually make some saltwater that is the same concentration as that found there. All that is needed is a fresh egg, a one-quart measuring cup, water, and some salt. Because the water of the Dead Sea has about the same density as a fresh egg, the egg will float when the water contains the same concentration of salt as the water of this sea.

Extensions

First, fill the measuring cup with about three and one half cups of water. Secondly, place the egg in the water; it will sink. Next, add salt slowly, one teaspoonful at a time. Be sure to stir the saltwater so that all the salt dissolves. Keep adding salt, one teaspoon at a time, until the egg bobs to the top.

Further Extension

When the egg floats, the saltwater is the same concentration as that of the Dead Sea. Finally, taste the water, but do not swallow it. The water you have mixed should taste extremely salty.

2. Spelling: Soft and Hard c Sounds

Examples: cat, city

All

- | | | |
|----------------|-----------------|-------------------|
| 1. candelabra | 2. capricious | 3. cardiovascular |
| 4. caricature | 5. catharsis | 6. cavalier |
| 7. cataclysmic | 8. catastrophe | 9. associate |
| 10. efficient | 11. conscious | 12. circuitry |
| 13. carcinogen | 14. celebratory | 15. coincidence |

Extensions

- | | |
|-------------------|-----------------|
| 16. conscientious | 17. cacophonous |
|-------------------|-----------------|

Further Extension

- | | |
|--------------------|-----------------|
| 18. circumnavigate | 19. centrifugal |
|--------------------|-----------------|

Optional

- | | | |
|-------------------|----------------|---------------|
| 20. all-inclusive | 21. fastidious | 22. efficient |
| 23. meticulous | | |

3. Editor Duty: Correct Given Paragraph(s) Conjunctive Adverbs, Series of Three or More

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

- All--Paragraph One of Body: 3 Sentences
- All--Paragraph Two of Body: 3 Sentences
- All--Paragraph Three of Body: 5 Sentences
- All--Paragraph Four of Body: 3 Sentences

6. Punctuation: Punctuating Dates Within Sentences

7. Spelling Practice: Six "S" Spelling Secret

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Day Three

9. Punctuation: Capitalize and Punctuate Dates and Numbers

10. Write On: Designing Quote Opening Paragraphs/Outline and Write Opening Paragraph

11. Grammar: Subordinator Review

Day Four

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

13. Spelling Practice: Write That Word!

14. Grammar: Weekly Quizzes

Day Five

15. Spelling: Spelling Test

16. Dictation: Dictation Quiz

17. Composition: Final Copy Informative Essay

Optional: Extra Practice

Lesson Plans

Red 6-C: Week Two

For a Four-Day Week

Character Focus: Thoroughness

Day One																										
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Answer Keys Red 6-C: Week Two

3. Editor Duty: Correct Given Paragraph(s) Conjunctive Adverbs, 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 the first paragraph, highlight the CA, and add a comma after it, if you have not already done so.
- (3) In the first paragraph, highlight the series of three or more items, and add commas between 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 Hebrew word for vision can never refer to human plans or self-initiated goals as the English word may suggest. Moreover, the word pictures a clear direction or instruction from the Lord through Scripture. Without such a word from the Lord, plans and programs can consume huge amounts of time, money, and energy, while accomplishing little to advance the cause of Christ.

Because God has given each Christian a spiritual gift, it is the opportunity and responsibility of each believer to receive a "vision" of how he can best serve the Lord with that gift. Within the Body of Christ, one vision is as vital as another, even though the ministry of that vision may not be as visible as that of another.

The vision of a ministry is the result of faith and the by-product of personal discipline. Faith is not a "blind leap in the dark." Moreover, it is a clear spiritual discernment about what God wants a person to do. This faith is made strong by living in the Word of God and walking in the fear of the Lord.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-------------------|----------------|
| 1. candelabra | candleabra |
| 2. capricious | capricious |
| 3. cardeovascular | cardiovascular |

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. caricature	carecature
5. catharsis	catharses
6. cavalier	cavalier
7. cataclysmic	cataclismic
8. catastroffe	catastrophe
9. assoceate	associate
10. efficient	efficeint
11. conscuous	conscious
12. circuitry	circutry
13. carcenogen	carcinogen
14. celebratery	celebratory
15. coincidence	coincidence

<> **4b.** Highlight the correct spelling of each **Extensions** word.

16. conscientious	consceintious
17. cacophonious	cacophonous

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

18. circumnavigate	circumnavigate
19. centrefugal	centrifugal

<> **4d.** Highlight the correct spelling of each **Optional** word.

20. all-inclusive	all-inlussive
21. fastideous	fastidious
22. efficient	efficent
23. metticolous	meticulous

6. Punctuation: Punctuating Dates Within Sentences

<> 6a. In the sentences provided, insert the proper punctuation according to the rules learned in this lesson.

1. Adam was thus quite surprised to learn that he was to be admitted in August₁ 1783.
(Optional comma)
2. At the conference of 1786₁ Mr. Wesley gave Adam an especially challenging and dangerous assignment.
3. Dr. Adam Clarke died on August 26₁ 1832₁ while away from home on a preaching mission.
4. On Sunday₁ August 26₁ 1832₁ Dr. Adam Clarke quietly passed into eternity.
5. Under his son, Edward VI, who reigned from 1547 to 1553₁ the Tyndale and Cloverdale translations became common.
6. When Elizabeth died in 1603₁ James VI of Scotland was crowned James I of England.
7. King James called a conference at Hampton Court in January 1604 to consider this petition.
(No comma needed since the full date is not given.) (Optional comma)
8. In December of 1604₁ Richard Bancroft was made Archbishop of Canterbury.
9. By November of 1605₁ hundreds of ministers had been turned out of their churches.
10. In 1606₁ forced to action by his convictions, he left the Church of England and began hosting secret worship services at his manor house. (Optional comma)
11. One night in October 1607₁ they made a stealthy trip to Boston where rowboats carried them and their belongings to a small ship anchored in the harbor.
12. Hoisting sail on July 22₁ 1620₁ the Speedwell left Delft Haven harbor to join the larger Mayflower which awaited her in Southampton.
13. Six days into November₁ death finally touched the Pilgrims for the first time when sickness claimed the life of young William Batten. (Optional comma)
14. On December 21₁ 1620₁ an advance detachment brought their leaky shallop ashore.
15. Daniel Webster delivered a discourse at Plymouth on December 22₁ 1820.

Weekly Review Quiz Answer Key

I. Vocabulary and Comprehension

1. Use the word *concentration* in a sentence about salt in the Dead Sea.

Answers will vary.

2. Use the word *substance* in a sentence about the passage.

Answers will vary.

3. Use the word *density* in a sentence.

Answers will vary.

II. Spelling and Homophones

4. Fill in the blanks for the hard and soft c spelling rules:

- a. Soft c: When a c is followed by e, i, or y, it makes its soft sound, as in (list three words): celebrate, city, and cement.

Answers will vary.

- b. Hard c: When a c is followed by a, o, u, or any consonant, it makes its hard sound, as in (list three words): comb, cucumber, and crank.

Answers will vary.

5. **Extensions:** Write two of this week's spelling words that contain soft c's and hard c's.

- a. circuitry b. coincidence
c. capricious d. carcinogen

Answers will vary.

III. Grammar and Usage

6. Fill in the blanks for number writing rules:

- a. Numbers that take three words or more to write should be written as figures/numerals.
b. Numbers that take two words or fewer to write should be written with words.
c. Two word numbers that are between 21 and 99 should be hyphenated.

7. Fill in the blanks for quotation rules:

- a. Always put periods and commas inside ending quotation marks.
b. Put a question mark or exclamation mark inside the ending quotation mark only if the mark is part of the quote.

Lesson Plans

Red 6-C: Week Three

For a Five-Day Week
Character Focus: Thoroughness

Day One

Vocabulary Box

One who is thorough is often--*adjectives*

absolute

conscientious

explicit

laborious

painstaking

all-inclusive

definitive

fastidious

methodical

assiduous

efficient

intentional

meticulous

Vocabulary Box

One who is not thorough is often--*adjectives*

apathetic

indifferent

imprudent

nonchalant

inadvertent

insufficient

mediocre

lackadaisical

inconsiderate

irresponsible

negligent

1. Copying and Comprehension: Passage and Vocabulary All

Because of the attributes and dangers of lukewarmness, God says that He would rather we be either hot or cold. A "hot" Christian loves the Lord with all of his heart, soul, mind, and strength. Alternately, a "cold" Christian loves the world with his whole heart, soul, mind, and strength.

Extensions

Lukewarmness within a Christian relates to that person's love for the Lord. A lukewarm Christian is both half-hearted and double-minded. This "moderate" Christian has left his first love as did those in the church of Ephesus. Thus, in spite of all of their work for the Lord, they were rebuked by Christ.

Further Extension

Lukewarmness occurs when we first stop "looking unto Jesus, the Author and Finisher of our faith . . ." and then begin looking at other Christians for standards of what is right and wrong. When we measure ourselves by other Christians rather than by the Lord, we tend to become *mediocre* because we find ourselves between two standards—those who we consider to be the "best" Christians and those who we view as "worst" Christians. The word *mediocre* comes from a Latin word meaning "halfway up the mountain." Finally, as we become more worldly, we become less sensitive to the Holy Spirit and increase our mediocrity in order to remain average.

2. Spelling: Soft and Hard c and g Sounds

Examples: candy, city, game, gem

All

1. eidetic

2. incredulity

3. accreditation

4. acronym

5. unctuous

6. vaccination

7. succulence

8. acceleration

9. ascension

10. efficacy

11. vociferous

12. voracious

13. vivacious

14. vacillation

15. demagogue

16. eugenics

17. vigilante

Extensions

18. synchronicity

19. schizophrenic

20. sanctimonious

21. etymologist

22. egalitarianism

Optional

23. apathetic

24. inadvertent

25. negligent

26. nonchalant

3. Editor Duty: Correct Given Paragraph(s)

Coordinating Conjunctions, Subject Part and Predicate Part

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Research and Study Skills: Choose Your Topic and Locate an Overview Source

Basic: 6 paragraphs--6 to 8 sentences

Extensions: 8 paragraphs--8 to 10 sentences

6. Grammar/Punctuation: Conjunctive Adverbs

7. Research and Study Skills: Write Your Working Thesis Statement, Gather Information From Overview Source, Choose Additional Source(s), and Start Color-Coded Research

Day Three

8. Study Skills/Research: Create Bibliography Cards

9. Spelling Practice: Six "S" Spelling Secret

10. Study Skills/Research: Create Outlining Cards for Research Report

11. Study Skills/Research: Quotation Inclusion

Day Four

12. Punctuation: Quotation Review

13. Study Skills/Research: Create a List of Works Cited

14. Composition: Write Rough Draft of Informative Report About a Body of Water

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 6-C: Week Three

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

Because of the attributes and dangers of lukewarmness, God says that He would rather we be either hot or cold. A "hot" Christian loves the Lord with all of his heart, soul, mind, and strength. Alternately, a "cold" Christian loves the world with his whole heart, soul, mind, and strength.

Extensions

Lukewarmness within a Christian relates to that person's love for the Lord. A lukewarm Christian is both half-hearted and double-minded. This "moderate" Christian has left his first love as did those in the church of Ephesus. Thus, in spite of all of their work for the Lord, they were rebuked by Christ.

Further Extension

Lukewarmness occurs when we first stop "looking unto Jesus, the Author and Finisher of our faith . . ." and then begin looking at other Christians for standards of what is right and wrong. When we measure ourselves by other Christians rather than by the Lord, we tend to become *mediocre* because we find ourselves between two standards—those who we consider to be the "best" Christians and those who we view as "worst" Christians. The word *mediocre* comes from a Latin word meaning "halfway up the mountain." Finally, as we become more worldly, we become less sensitive to the Holy Spirit and increase our mediocrity in order to remain average.

2. Spelling: Soft and Hard *c* and *g* Sounds

Examples: candy, city, game, gem

All

- | | | |
|---------------|-----------------|------------------|
| 1. eidetic | 2. incredulity | 3. accreditation |
| 4. acronym | 5. unctuous | 6. vaccination |
| 7. succulence | 8. acceleration | 9. ascension |
| 10. efficacy | 11. vociferous | 12. voracious |
| 13. vivacious | 14. vacillation | 15. demagogue |
| 16. eugenics | 17. vigilante | |

Extensions

- | | | |
|-------------------|--------------------|-------------------|
| 18. synchronicity | 19. schizophrenic | 20. sanctimonious |
| 21. etymologist | 22. egalitarianism | |

Optional

- | | | |
|----------------|-----------------|---------------|
| 23. apathetic | 24. inadvertent | 25. negligent |
| 26. nonchalant | | |

3. Editor Duty: Correct Given Paragraph(s)

Coordinating Conjunctions, Subject Part and Predicate Part

4. Spelling Practice: Choose the Correct Spelling

5. Research and Study Skills: Choose Your Topic and Locate an Overview Source

Basic: 6 paragraphs--6 to 8 sentences

Extensions: 8 paragraphs--8 to 10 sentences

Day Two

6. Grammar/Punctuation: Conjunctive Adverbs

7. Research and Study Skills: Write Your Working Thesis Statement, Gather Information From Overview Source, Choose Additional Source(s), and Start Color-Coded Research

8. Study Skills/Research: Create Bibliography Cards

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12. Punctuation: Quotation Review

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14. Composition: Write Rough Draft of Informative Report About a Body of Water

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 6-C: Week Three

3. Editor Duty: Correct Given Paragraph(s) Coordinating Conjunctions, Subject Part and Predicate Part

<> 3. Complete the following steps:

- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

- (2) In the last paragraph, highlight the cc, and punctuate the sentence correctly, if you have not already done so.
- (3) In the first paragraph, draw a line between the subject part and predicate part of each sentence.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

The Dead Sea | was once called the "Salt Sea." Because it contains almost nine times the concentration of salt that is found in the oceans, the Dead Sea | is the saltiest sea on the face of the earth. It | is even saltier than the Great Salt Lake in northwestern Utah. On hot summer days, the Dead Sea | may contain as much as thirty percent salt and only seventy percent water. Normal sea water | contains only three percent salt. (The comma after the short pp opener *On hot summer days* is optional. Also, some handbooks would recommend *not* writing out the numerals since they are measurements.)

In addition to sodium chloride, the Dead Sea contains other minerals, such as magnesium chloride, potassium chloride, calcium chloride, bromides, and gypsum. Over the years, these minerals have become concentrated in such tremendous amounts that they prevent anything, including fish, insects, and plants, from growing in the Dead Sea. (commas following *minerals* and *years* are optional.)

The individual minerals are worth billions of dollars, yet they destroy all living organisms with which they come in contact. Brine shrimp, which normally thrive in salt water, cannot survive the high concentrations of salt. Even birds avoid the area because they know that there is no food to be found near the shores of the Dead Sea.

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. eidetic

eiditec

2. incrediluty

incredulity

3. accreditation	accreditation
4. acronym	acronim
5. unctuous	unctous
6. vaccination	vaccenation
7. succulence	succulance
8. acceleration	accelaretion
9. ascension	ascension
10. efficacy	effecacy
11. vociferuous	vociferous
12. voracious	voracious
13. vivacious	vivacious
14. vacillashun	vacillation
15. demagogua	demagogue
16. euginecs	eugenics
17. vigilante	vigelante

<> 4b. Highlight the correct spelling of each **Extensions** word.

18. synchronicity	synchronicity
19. shizofrenic	schizophrenic
20. sanctimonious	sanctimonous
21. etymologist	etimologist
22. egalitarainism	egalitarianism

<> 4c. Highlight the correct spelling of each **Optional** word.

23. appathetic	apathetic
24. inadvertent	inadvertant
25. negligent	negligant
26. nonchalant	nonchalent

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. List a synonym for the hyphenated two word adjective "half-hearted."

unenthusiastic, uninterested

Answers will vary.

2. The passage contains the word *mediocre*. Define this word.

average, commonplace

II. Spelling and Homophones

3. Write the words under the correct categories:

Hard g

b

j

Soft g

f

Hard c

a

c

e

f

k

l

Soft c

b

c

d

g

h

i

k

Note: Some words may fall under more than one category.

a. incredulity

d. ascension

g. vociferous

j. demagogue

b. graciousness

e. unctuous

h. voracious

k. efficacy

c. acceleration

f. eugenics

i. vacillation

l. acronym

III. Outlining and Write On

4. List three of your paragraph topics from your report.

Answers will vary.

5. How did you know when you wanted to begin a new paragraph? when a new topic began

6. In the Research and Outlining instructions, what is the source that you start with in your research called? Overview Source

IV. Grammar and Usage

7. List eight conjunctive adverbs on the lines provided.

(1) hence

(2) to

(3) therefore

(4) thus

(5) for instance

(6) consequently

(7) henceforth

(8) wherefore

Answers will vary.

8. **Extensions:** Write two sentences about this week's passage containing conjunctive adverbs.

Therefore, they will continue with the work.

Answers will vary.

9. **Further Extension:** Write a compound sentence containing a conjunctive adverb.

Nehemiah wanted to proceed, however, he felt compelled to pray and fast first.

Answers will vary.

V. Editing and Revising

10. What two words (**Extensions:** list four) do you already see that you will need to work on in your report to avoid redundancy?

Answers will vary.

11. Write two sentences from your report that contain sentence openers.

Answers will vary.

12. Write two sentences from your report that contain Vocabulary Words from this month.

Answers will vary.

Lesson Plans

Red 6-C: Week Four

For a Five-Day Week
Character Focus: Diligence

Day One																															
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Vocabulary Box One who is thorough is often--<i>adjectives</i> <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <div>absolute conscientious explicit laborious painstaking</div> <div>all-inclusive definitive fastidious methodical</div> <div>assiduous efficient intentional meticulous</div> </div> </div> <div style="border: 1px solid black; padding: 5px;"> Vocabulary Box One who is not thorough is often--<i>adjectives</i> <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <div>apathetic indifferent imprudent nonchalant</div> <div>inadvertent insufficient mediocre lackadaisical</div> <div>inconsiderate irresponsible negligent</div> </div> </div> <p>1. Copying and Comprehension: Passage and Vocabulary All Martin Luther believed that it was crucial that all German citizens be able to read so that they could study the Scriptures for themselves. In 1524, he wrote a book urging civil authorities to improve the schools. However, he emphasized the importance of keeping the Bible central to any education.</p> <p>Extensions "I am much afraid that schools will prove to be the great gates of hell unless they diligently labor in explaining the Holy Scriptures, engraving them in the hearts of youth. I advise no one to place his child where the Scriptures do not reign paramount. Every institution in which men are not increasingly occupied with the Word of God must become corrupt."</p> <p>Further Extension Clearly, Luther wrote both the <i>Large and Small Catechisms</i> for the purpose of educating the people in the truths of the Scriptures. Luther also penned a German translation of the Bible. All of these works have become some of the richest fruit of German literature.</p> <p>2. Spelling: Adding Suffixes controlled, wickedness</p> <p>All</p> <table style="width: 100%; font-size: 0.8em;"> <tr> <td>1. skeptic</td> <td>2. skeptical</td> <td>3. defend</td> </tr> <tr> <td>4. defendant</td> <td>5. disinfect</td> <td>6. disinfectant</td> </tr> <tr> <td>7. vigor</td> <td>8. vigorous</td> <td>9. tumult</td> </tr> <tr> <td>10. tumultuous</td> <td>11. label</td> <td>12. labeled</td> </tr> <tr> <td>13. befit</td> <td>14. befitting</td> <td>15. commit</td> </tr> <tr> <td>16. committing</td> <td>17. traffic</td> <td>18. trafficking</td> </tr> <tr> <td>19. repel</td> <td>20. repellent</td> <td>21. rebel</td> </tr> <tr> <td>22. rebellion</td> <td>23. rebut</td> <td>24. rebuttal</td> </tr> </table> <p>Optional</p> <table style="width: 100%; font-size: 0.8em;"> <tr> <td>25. lackadaisical</td> <td>26. mediocre</td> <td>27. insufficient</td> </tr> <tr> <td>28. irresponsible</td> <td></td> <td></td> </tr> </table>	1. skeptic	2. skeptical	3. defend	4. defendant	5. disinfect	6. disinfectant	7. vigor	8. vigorous	9. tumult	10. tumultuous	11. label	12. labeled	13. befit	14. befitting	15. commit	16. committing	17. traffic	18. trafficking	19. repel	20. repellent	21. rebel	22. rebellion	23. rebut	24. rebuttal	25. lackadaisical	26. mediocre	27. insufficient	28. irresponsible			
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<p>3. Editor Duty: Correct Given Paragraph(s) Proper Nouns, Sequencing</p>
Day Two
<p>4. Spelling Practice: Choose the Correct Spelling</p> <p>5. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph</p> <p>6. Grammar/Sentence Structure: Adverbs (<i>ly</i> Words) as Sentence Openers</p>
Day Three
<p>7. Study Skills/Prewriting/Composition: Take Notes and Write an Original Closing Paragraph</p> <p>8. Spelling Practice: Six "S" Spelling Secret</p> <p>9. Composition and Editing: Edit and Revise Using the Checklist Challenge</p>
Day Four
<p>10. Spelling Practice: Write That Word!</p> <p>11. Grammar: Weekly Quizzes</p>
Day Five
<p>12. Spelling: Spelling Test</p> <p>13. Dictation: Dictation Quiz</p> <p>14. Composition: Final Copy Original Informative Research Report</p> <p>Optional: Extra Practice</p>

Lesson Plans

Red 6-C: Week Four

For a Four-Day Week
Character Focus: Thoroughness

Day One	
Vocabulary Box One who is thorough is often-- <i>adjectives</i> absolute all-inclusive assiduous conscientious definitive efficient explicit fastidious intentional laborious methodical meticulous painstaking	Vocabulary Box One who is not thorough is often-- <i>adjectives</i> apathetic inadvertent inconsiderate indifferent insufficient irresponsible imprudent mediocre negligent nonchalant lackadaisical

1. Copying and Comprehension: Passage and Vocabulary All

Martin Luther believed that it was crucial that all German citizens be able to read so that they could study the Scriptures for themselves. In 1524, he wrote a book urging civil authorities to improve the schools. However, he emphasized the importance of keeping the Bible central to any education.

Extensions

"I am much afraid that schools will prove to be the great gates of hell unless they diligently labor in explaining the Holy Scriptures, engraving them in the hearts of youth. I advise no one to place his child where the Scriptures do not reign paramount. Every institution in which men are not increasingly occupied with the Word of God must become corrupt."

Further Extension

Clearly, Luther wrote both the *Large and Small Catechisms* for the purpose of educating the people in the truths of the Scriptures. Luther also penned a German translation of the Bible. All of these works have become some of the richest fruit of German literature.

2. Spelling: Adding Suffixes

controlled, wickedness

All

- | | | |
|----------------|---------------|-----------------|
| 1. skeptic | 2. skeptical | 3. defend |
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| 7. vigor | 8. vigorous | 9. tumult |
| 10. tumultuous | 11. label | 12. labeled |
| 13. befit | 14. befitting | 15. commit |
| 16. committing | 17. traffic | 18. trafficking |
| 19. repel | 20. repellent | 21. rebel |
| 22. rebellion | 23. rebut | 24. rebuttal |

Optional

- | | | |
|-------------------|--------------|------------------|
| 25. lackadaisical | 26. mediocre | 27. insufficient |
| 28. irresponsible | | |

3. Editor Duty: Correct Given Paragraph(s)

Proper Nouns, Sequencing

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

6. Grammar/Sentence Structure: Adverbs (ly Words) as Sentence Openers

Day Three

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9. Composition and Editing: Edit and Revise Using the Checklist Challenge

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Day Four

11. Grammar: Weekly Quizzes

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

14. Composition: Final Copy Original Informative Research Report

Optional: Extra Practice

Answer Keys Red 6-C: Week Four

3. Editor Duty: Correct Given Paragraph(s)

Proper Nouns, Sequencing

<> 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 proper nouns.
(3) In one of the paragraphs that you corrected, insert three descriptive adverbs.
(4) Rephrase the last sentence so the clause *as well as those of the influential immanuel kant* is not dangling.

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!

As **Germany** entered the next **two** centuries, the overwhelming tide of humanism **began its** ground swell. By the end of those **two** centuries, the **course** of world history was **set** into humanistic concrete. The state **Lutheran** church was hardly recognizable from the spirit of the age. **Its** pastors received **their** training in the universities and brought humanism into the pulpits and to the people. (*Lutheran is a proper noun, like Catholic; capitalizing state and church is optional.*)

The eighteenth century ushered in the "**Age of Reason**." Man was to be guided by nothing more **than** his own intellect. Anything not comprehensible, such as the supernatural, was to be scorned. Atheism and agnosticism flourished in the **universities**.

French rationalism began to affect **German** music, literature, and philosophy. The writings of **Voltaire** poured out **an** intense hatred of **Christianity**. He declared that in his day he would see the extinction of **Christianity**. His godless ideas, were propagated in **Germany** **as well as those of the influential Immanuel Kant**.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-------------------|------------------|
| 1. skeptic | sceptic |
| 2. sceptical | skeptical |
| 3. defend | defend |

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: Remember that comma usage is highly subjective with sentence openers. Your student may have punctuated some of the sentences with short PP openers (i.e. *During its dormancy,*) differently than shown here.

4. defendant	defendent
5. disinfect	disenfect
6. disinfectant	disinfecent
7. viger	vigor
8. vigerous	vigorous
9. tumult	tumolt
10. tumultous	tumultuous
11. labbel	label
12. labeled	labelled
13. befit	befitt
14. befiting	befitting
15. commit	committ
16. committing	comitting
17. trafic	traffic
18. trafficking	trafficing
19. repel	repell
20. repellent	repelent
21. rebell	rebel
22. rebellion	rebellion
23. rebut	rebbut
24. rebutal	rebuttal

<> 4b. Highlight the correct spelling of each **Optional** word.

25. lacksadaisical	lackadaisical
26. mediocre	medeocre
27. insufficient	insufficient
28. irresponsible	irresponsible

6. Grammar/Sentence Structure: Adverbs (/y Words) as Sentence Openers

<> 6e. In the sentences below, complete the following steps:

1. Highlight the various sentence openers
2. Add commas as needed.
3. List the sentence opener by type on the line:
 - a. PP opener (prepositional opener)
 - b. Ly Opener (Ly word or ly clause opener)
 - c. Sub clause opener (subordinator opener)
 - d. Other (anything other than the above three)

1. Clearly , Martin Luther believed that it was crucial that all German citizens be able to read so that they could study the Scriptures for themselves. _____
2. When Martin Luther wrote a book urging civil authorities to improve the schools , he emphasized the importance of keeping the Bible central to any education. _____
3. Desiring for German citizens to be able to read so that they could study the Scriptures for themselves , he wrote a book urging civil authorities to improve the schools. _____
4. Moreover , he emphasized the importance of keeping the Bible central to any education. _____
5. In the year 1524 , he wrote a book urging civil authorities to improve the schools. _____
6. In an effort to get civil authorities to improve the schools , Luther emphasized the importance of keeping the Bible central to any education. _____
7. Actually , Luther wrote both the Large and Small Catechisms for the purpose of educating the people in the truths of Scriptures. _____
8. In order to educate people in the truths of the Scriptures , Luther wrote both the Large and Small Catechisms. _____
9. Additionally , Luther also penned a German translation of the Bible. _____
10. Over time , all of these works have become some of the riches fruit of German literature. _____
11. With the purpose of educating the people in the truth of Scriptures , Luther penned a German translation of the Bible. _____
12. Moreover , Luther also penned a German translation of the Bible. _____
13. In truth , the passage is about some of Martin Luther's accomplishments. _____
14. Furthermore , Martin Luther was one of the primary men responsible for the Reformation. _____
15. When Luther worked for God , he was one of the primary men responsible for the Reformation. _____

16. Truly , every institution in which men are not increasingly occupied with the Word of God must become corrupt. _____
17. Furthermore , I advise no one to place his child where the Scriptures do not reign paramount. _____
18. When he spoke , he said that he was afraid that schools will prove to be the great gates of hell unless they diligently labor in explaining the Holy Scriptures. _____
19. When the Scriptures do not reign paramount , a parent should not put his child in that institution. _____
20. Unless they diligently labor in explaining the Holy Scriptures , I am much afraid that schools will prove to be the great gates of hell. _____

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. Write a sentence about this week's passage containing the words *civil authorities*.

Answers will vary.

2. Look up and define the word *catechisms*.

an elementary book containing a summary of the principles of the Christian religion.

II. Spelling and Homophone

3. Add endings that begin with vowels to the following words based on this week's doubling rules:

- | | |
|-----------------------------|---------------------------------|
| a. begin - <u>beginning</u> | b. befit - <u>befitting</u> |
| c. label - <u>labeling</u> | d. traffic - <u>trafficking</u> |
| e. repel - <u>repelling</u> | f. commit - <u>committing</u> |

III. Grammar and Usage

4. Finish the sentences for the rules for punctuating adverb openers:

- a. Add a comma following a one word *ly* opener if you hear a pause.
- b. Add a comma following the entire *ly* phrase or clause if you hear a pause.

5. **Extensions:** Write a sentence about this week's passage using each of the openers listed below:

- a. Subordinate clause opener
- b. Prepositional phrase opener
- c. Adverb word opener
- d. Adverb clause or phrase opener

Example: Clearly, meditation will benefit the believer.

Answers will vary.

IV. Outline and Write On

6. Write an idea for an opening paragraph for your report that you did not use.

Answers will vary.

7. Write an idea for a closing paragraph for your report that you did not use.

Answers will vary.

V. Editing and Revising

8. List two clever titles that you could have used for this week's report.

Answers will vary.

9. Write six words that you had in your report that are on the Banned Word list and write two replacements for each one.

- a. Banned Word - big

replacements - gigantic massive

- b. Banned Word - bad

replacements - awful apalling

- c. Banned Word - ask

replacements - inquire request

- d. Banned Word - see

replacements - observe glimpse

- e. Banned Word - great

replacements - fantastic magnificent

- f. Banned Word - slow

replacements - sluggish dawdling

Answers will vary.

Red 7-C: 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	<p>In 1850, a French physicist named Jean Bernard Leon Foucault used a rotating mirror to measure the speed of light. Foucault used sunlight that entered through a narrow slit. The light was reflected off the rotation mirror onto a stationary concave mirror, back to the rotating mirror, and then back to a screen. Foucault noticed this: as the mirror began to spin, the image on the screen moved.</p>
Extensions	<p>The second image was a result of the slight movement of the rotating mirror during the time that was required for the light to travel back and forth from the concave mirror. Foucault's results were extremely close to the value that Albert Michelson, an American scientist, arrived at in 1926, using the same technique. Today the best estimate of the speed of light is 186,282 miles per second.</p>
Further Extension	<p>As light enters a substance, it is sometimes slowed down. If light is slowed to a complete stop, it is said to be absorbed by the substance. Light that is absorbed can no longer overcome the darkness around it. Christians must give the world light that is not diminished or hindered.</p>

↔ 1a. Read this week's passage aloud.

↔ 1b. Based on these facts about light, write three sentences comparing Christians to light. In your sentences, use three of the 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.

(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.

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 labels on the copy boxes indicate which paragraphs each level of students should copy and take dictation from. The paragraphs that the student should rewrite for that week's writing assignment are indicated in the Key Word Outline section (Lesson #5) in Weeks One and Two.

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.

Teacher Tip: The Definition Dissection (DD) text used in each week's vocabulary lessons is provided in the CQLA Teacher's Guide and at the TFT Website (www.tfths.com). It is entitled the "Vocabulary Packet."

The DD box in the "Vocabulary Packet" contains six different techniques that your student needs to learn in order to unlock the meanings of unfamiliar words. You may desire to go through the DD box with him, one technique per week, until he feels confident doing the DD assignments by himself. (Of course, you may work with him on the DD techniques longer than six weeks, if needed.)

Have your student put the "Vocabulary Packet" at the beginning of each weekly lesson when he moves onto a new lesson. It should be inserted right into his three-ring binder since he will be using it on the first day of each weekly lesson.

Further Study: Learn the story behind the song "Let the Lower Lights Be Burning."

Character Focus: *Truthfulness* is reporting all the facts so that judgments can be made.

(9) Write a sentence using this DD word on the lines provided.

↔ **1d. Extensions:** Write a sentence about the character quality for this month using this DD word.

↔ **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 light enters a substance, it is sometimes slowed down.

Subordinate clause opener

↔ **1f.** In your notebook, copy this week's passage at the level directed by your teacher.

↔ **1g.** (T) Review your copy with your teacher, and correct any errors.

2. Spelling/Structural Analysis: Double Consonant in the Middle of a Word = First Syllable Short

Examples: hap/py, flim/sy

↔ **2a.** In the first paragraph of the passage, highlight the following words:

- | | |
|-----------|-------------|
| 1. mirror | 2. sunlight |
| 3. narrow | 4. concave |

Each of these words has a double consonant in the middle of the first two syllables. This is a very important spelling rule to learn: **When a two-syllable word does not have a long vowel sound in the first syllable, it will usually have at least two consonants in the middle.**

To syllabicate these words, **keep the first consonant with the first syllable and the second consonant with the second syllable.**

This applies to words in which the first vowel makes its short sound: when a two-syllable word has a short vowel sound in the first syllable, it needs two consonants in the middle of the word. Examples:

- | | | |
|-----------|-----------|------------|
| 1. hap/py | 2. fun/ny | 3. don/key |
| 4. sil/ly | 4. pen/ny | 6. han/dy |

This also applies to any word (with any number of syllables) that does **not** have a long vowel sound at the beginning, such as the following:

- | | |
|---|---------------------------------------|
| 1. R-controlled: mar/riage | 2. Schwa: ac/com/plish |
| 3. Schwa: ap/proach | 4. Other vowel sounds: com/mit |
| 5. Other vowel sounds: con/tain/er | |

The double consonant does not have to be the same consonant; it just has to **be two consonants in a row**, rather than a vowel with a consonant.

<> **2b.** Syllabicate the words in the list under 2a.

Note: Remember that any two consonants—not just two of the same consonants—in the middle of a word is a double consonant.

<> **2c.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2d.** Add this week's new words (minus the **Optional Words**) to page 44 of your *Spelling Notebook*.

<> **2e. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2f.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2g. Optional:** In your notebook, write eight sentences using eight of the spelling words.

Write any **Review Words** that your teacher gives you on the lines provided.

Character Focus: You might be the only light some people will ever see.

Help Box for 2a.

Your syllabication should have looked like this:

- | | |
|------------|--------------|
| 1. mir/ror | 2. sun/light |
| 3. nar/row | 4. con/cave |

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. insular*	in-su-lar			
2. zinnia*	zin-ni-a			
3. effectiveness	ef-fec-tive-ness			
4. insinuation*	in-sin-u-a-tion			
5. compassionate	com-pas-sion-ate			
6. irreverence*	ir-rev-er-ence			
7. tendinitis*	ten-di-ni-tis			
8. inflammation*	in-flam-ma-tion			
9. coincidence	co-in-ci-dence			
10. symposium*	sym-po-si-um			
11. conceptual	con-cep-tu-al			
12. pendulum	pen-du-lum			
13. interference	in-ter-fer-ence			
14. quantum*	quan-tum			
15. chauvinistic	chau-vin-is-tic			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
16. camaraderie*	ca-ma-ra-de-rie			
17. potpourri*	pot-pour-ri			
18. pandemonium*	pan-de-mo-ni-um			
19. luminescence	lu-mi-nes-cence			
Further Extension				
20. osteoporosis*	os-te-o-po-ro-sis			
21. vulnerability*	vul-ner-a-bil-i-ty			
22. transcendentalism*	tran-scen-den-tal-ism			
23. symbiosis*	sym-bi-o-sis			
Optional				
24. veritable	ver-i-ta-ble			
25. authentic	au-then-tic			
26. veracious	ve-ra-cious			
27. ethical	eth-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.

Character Focus: God's light has always shone. Even in the Dark Ages, there were those who brought the gospel to others.

Further Study: Read a book about etiquette or dress and how they affect those around us.

3. Editor Duty: Correct Given Paragraph(s)

Homophones, Spelling, Semicolons

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the first paragraph, highlight and correct the homophone errors.

(3) In the first paragraph, highlight the misspelled words with another color, and correct the spelling errors.

(4) Insert a semicolon in between the last "sentence" of paragraph two.

Just as ships on a dark and troubled sea sit there courses by the bright signals of a lighthouse so the people of the world receive warning and direction from radiant Christians. The lighthouse has a continual responsibility, regardless of whether or not its message is heeded by the sailors. It is the job of the lighthouse to shine

Lights on a hill are seen from further distances than the same light on a lower level. They communicate a message of life provision and protection. They are observable from many directions, they are not obscured by surface obstructions

The Greek definition of light is the brilliance, brightness or radiance of something, especially of the sun, a fire or a lamp. God is light; He is the brilliance of all that is properly related to Him: His Son, His Word and believers. Light is so vital that it is the first thing God created after the heaven and the earth

Optional Penmanship Practice

Greater is he that is in you than he that is in the world.

I John 4:4b

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|------------------|---------------|
| 1. insuler | insular |
| 2. zinnia | zinnia |
| 3. effectiveness | effectiveness |
| 4. incinuation | insinuation |

5. compassionate	compassionit
6. irreverance	irreverence
7. tendinnitis	tendinitis
8. inflammation	inflamation
9. coincidance	coincidence
10. symposium	simposium
11. conceptual	conseptual
12. penjulum	pendulum
13. interference	interferance
14. quantum	quantum
15. chauvinistic	shovinistic

Character Focus: In the Bible, sin and the world are compared to darkness, and God and His children are compared to light.

<> 4b. Highlight the correct spelling of each **Extensions** word.

16. camaraderee	camaraderie
17. potpourri	poepourri
18. pandemoneum	pandemonium
19. luminessence	luminescence

<> 4c. Highlight the correct spelling of each **Further Extension** word.

20. osteoporosis	osteoporrosis
21. vulnerability	vulnerabillity
22. transcendentalism	transcendentalism
23. symbeosis	symbiosis

<> 4d. Highlight the correct spelling of each **Optional** word.

24. verritable	veritable
25. awthentic	authentic
26. veracious	veracious
27. ethical	ethicul

Further Study: Learn what colors best complement your skin tones, so poor coloring will not hinder your light from shining.

Character Focus: God's commandments are what keep us from walking off the path.

<> **4e.** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

1. _____

2. _____

3. _____

4. _____

Further Study: Learn the song, "Let the Lower Lights Be Burning."

Alternative Writing for Red 7-C: Week One

- Write an essay of three to four paragraphs about another instance in which Jesus loved the sinner but hated the sin.
- Write a story of two to three paragraphs using ten of the Vocabulary Words from the shaded Vocabulary Boxes.

Character Focus: We can shine God's light with just a smile.

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*.

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 entire paragraph. Do not give details here—just the main idea. For example: "Words that take God's name in vain."

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____
(You may use up to six words for Sentence Three.)

Sentence 4 _____
(Only include a colon in your sentence if both sides could stand along (unless second half is a list).)

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____
(You may use up to eight words for Sentence One.)

Sentence 2 _____
(You may use up to seven words for Sentence Two.)

Sentence 3 _____

All--Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

KWO Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):

+ can mean up, more, above, increase, better, important

= can mean the result of, the same as, equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), dates, and periods of time

→ can mean the result of, caused, said, showed, back, forward, front, to, like

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

“ ” can mean spoken words or special words

< > can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

Sample Key Word Outline

Paragraph 1

Topic of Paragraph 1: Jean Bernard Leon Foucault performed an experiment with two types of mirrors and light.

Sentence 1: 1850 physicist JBLF mirror → speed/light

Sentence 2: Foucault sunlight → narrow slit

Sentence 3: light reflected r. mirror → s. mirror → r. mirror → screen

Sentence 4: F. observed mirror spin = image move

Synonyms in Key Word Outline

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *that comes from*, you could use the words *resulting from* to use fewer words but keep the original meaning.

Sample Paragraph From KWO

Paragraph 1

To measure the speed of light, Jean Bernard Leon Foucault, a French physicist, performed an experiment in 1850 with revolving mirrors. He observed the light from the sun as it infiltrated a slender crevice. The light would bounce from a rotating mirror to a fixed concave mirror, reflect back to the rotating mirror, and conclude on a screen. Foucault detected that when the mirror rotated, the reflection on the screen changed position.

6. Structural Analysis: Prefix *re*

↔ **6a.** In the second paragraph of the passage, circle the word *reflected*.

The word you circled has the prefix *re*. *Re* can have three different meanings, depending upon whether it is used as a prefix or it is already part of the original word.

Meanings for *re*:

1. *About or concerning* -- as part of the original word: **rejoice**—joy about
2. *Again* -- when used as a prefix: **replay**—play again
3. *Back* -- when used as a 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**

↔ **6b.** On the lines provided, complete the following steps:

- (1) Write ten *re* words.
- (2) Look up their definitions, and write them beside the words. (A shortened version of each definition is fine.)

Note: Try to use a variety of *re* words with all three meanings for *re* given in the Vocabulary Packet of the Teacher's Guide (and at the TFT web site).

Example: *re play* *to play again*

1. _____

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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?

<> **6c.** On the lines provided, write other prefixes, their definitions, and sentences containing them. Use ten different prefixes.

Note: You may use the Roots and Affixes Box in the Vocabulary Chapter of the Teacher's Guide, if desired. (This Vocabulary Chapter is also available at the TFT website.)

<u>Prefix</u>	<u>Meaning</u>	<u>Example</u>	<u>Sentence</u>
<i>un</i>	<i>not</i>	<i>unnecessary</i>	<i>The extra wait was unnecessary.</i>
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____
8. _____	_____	_____	_____
9. _____	_____	_____	_____
10. _____	_____	_____	_____

7. Composition/Creative Writing: Write a Rough Draft From a 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 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.

↔ 7b. Read your essay aloud. Do you like the way it sounds?

8. Write On: Strong Verbs

↔ 8a. In the first paragraph of the passage, highlight all of the verbs.

Verbs are the words in the sentence that tell what the subject did or is. Action verbs tell the action of the sentence—what the subject did. Being verbs tell what the subject is. You will learn more about those verbs next week.

See how much better strong verbs are than weak verbs by studying the "Weak Verbs/Strong Verbs" box.

Weak Verbs/ Strong Verbs	
<u>Weak</u>	<u>Strong</u>
say	exclaim, respond, shout, reply
walk	stroll, hasten, lumber, tiptoe
answer	reply, respond, reiterate, conclude
speak	interject, lament, spout, cry, concur
sit	lounge, recline, plop, slouch, straddle
like	savor, adore favor, prefer, pursue
become	blossom, develop, convert, change
eat	digest, inhale, slurp, consume, taste
get	acquire. behold, occupy, receive

<> 8b. On the lines provided, complete the following steps:

- (1) Write sentences using each of the strong, descriptive verbs provided.
- (2) You may use your dictionary or thesaurus to help you, if needed.
- (3) You may use the present, past, or past participle forms of the words listed.

All

- | | | |
|------------|---------|---------|
| 1. used | 2. saw | 3. came |
| 4. slow | 5. said | 6. give |
| 7. perform | 8. tell | 9. get |
| 10. using | | |

Extensions

- | | | |
|----------|-------------|------------|
| 11. went | 12. show | 13. become |
| 14. help | 15. stopped | |

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Extensions--Sentence 10 _____

Extensions--Sentence 11 _____

Extensions--Sentence 12 _____

Extensions--Sentence 13 _____

Extensions--Sentence 14 _____

Extensions--Sentence 15 _____

Extensions--Sentence 16 _____

Help Box for 8a.

You should have highlighted the following words:

- | | | |
|--------------------|-------------|---------------------------------|
| 1. named | 2. used (a) | 3. to measure (or just measure) |
| 4. used (rotating) | 5. entered | 6. was reflected |
| 7. noticed | 8. began | 9. to spin (or just spin) |
| 10. moved | | |

9. Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

↔ 9a. Now that you have written the body 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 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) Consider how you want to close your essay, such as one of the following:
 - a. **Explain another set of minced oaths**, such as “by jove,” “good heavens,” “cross my heart,” etc.
 - b. **Elaborate on New Testament Scriptures and principles about not using God’s name in vain** or not using idle words.
 - c. **Discuss how children’s books, movies, and television programs passively use minced oaths** and the importance of teaching even young children why we should not use words and phrases such as “Golly, Mickey,” or “Gee Whiz, Charlie Brown.”
 - d. Switch gears and **talk about the names of God we should use in praise**. You might include a transition, such as, “Instead of using God’s name in vain, we should use His many characteristics and names to worship Him.”
- (3) Write enough notes for **6-8 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 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.”

- (5) 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

<> 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. Vocabulary/Structural Analysis: Wacky Words

Homophones: vain, vein, and vane

<> 10a. In the sentence below, highlight the word *vain*.

People will not see the light of truth within us if we are vain about our gifts.

The words *vein*, *vain*, and *vane* are Wacky Words because they are often confused with each other. Try to make up some little tips to help you remember them, like these silly ones:

Vein

- Tubes running throughout your body that carry blood: I have **veins** in my **being**.

Vain

- a. Adjective meaning someone thinks a lot of himself or herself: You have nothing to **gain** when you become **vain**.
- b. Also an adjective meaning useless or not needed: She had a shot for the **pain**, but it was in **vain**.

Vane

- Noun meaning a movable object attached to an elevated object that shows the direction in which the wind is blowing: I looked out the window **pane** to see the weather **vane**.

<> 10b. Fill in each blank with the correct Wacky Words--**vain**, **vein**, or **vane**.

1. Joshua will install the weather _____ today.
2. Kara watched as the _____ child paraded to her seat.
3. Josiah rushed to close all the windows before the rain came, but it was in _____.
4. After Kayla gave blood, she noticed a bruise by her _____.
5. Cami taught about not being _____ in her Sunday school class.
6. Josiah suggested putting the weather _____ on a pole.
7. Jacob remained calm while the nurse inserted a needle in his _____.

<> 10c. Look up these three Wacky Words and write a definition and sentence for each one.

1. vain - Definition: _____

Sentence: _____

2. vein - Definition: _____

Sentence: _____

3. vane - Definition: _____

Sentence: _____

11. Spelling Practice: Six "S" Spelling Secret

↔ 11a. Take a spelling "pre-test" in your notebook.

↔ 11b. Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

↔ 11c. If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

12. Grammar: Adverbs

↔ 12a. In the second and third paragraphs of the passage, highlight all of the adverbs.

Adverbs are describers that **modify or describe** one of the following:

1. Verbs--eagerly **gathered**
2. Adjectives--extremely **kind**
3. Adverbs--**very** eagerly

Adverbs **often end in ly**. However, *ly* words are not always adverbs.

Examples:

1. **Lovely**—This *ly* word is usually an adjective: She painted a **lovely** picture.
2. **Gentlemanly**—This *ly* word can be either an adverb or an adjective.
 - a. He behaved **gentlemanly** at the wedding. (Behaved how? He behaved *gentlemanly*. This

is an adverb.)

b. He has a **gentlemanly** attitude. (What kind of attitude? A *gentlemanly* attitude. This is an adjective.)

3. **Early**—This *ly* word can be either an adverb or an adjective.

a. She rose **early**. (When did she rise? She rose early. This is an adverb.)

b. She is an **early** riser. (What kind of riser is she? An early riser. This is an adjective.)

4. Others—In order to determine whether a tricky *ly* word is an adverb or an adjective, you must determine which question it answers (For adverbs—How? When? Where? To what extent?) and which word it modifies.

Some words can be used as prepositions or adverbs.

1. They are **prepositions** when they have objects of the preposition following them—thus creating prepositional phrases.

Examples:

a. He ran **down the road**.

b. She walked **up the hill**.

2. They are **adverbs** when they do **not** have objects of the preposition and they answer **one of the adverb questions** (When? How? Where? To what extent?).

Examples:

a. He fell **down**. (How did he fall? down)

b. She spoke **up**. (How did she speak? up)

Writing well with adverbs is a skill you should strive to acquire though you should never use an adverb just because your verb is weak. It would be better in those cases to use a strong verb and no adverb.

Adverb has the word verb in it, so what kind of word do you think an adverb describes? If you said verb, you are right!

An adverb describes a verb. **It tells how, to what extent, when, and where.** You can usually place an adverb before your verb or after your verb. Read your sentence aloud with your chosen adverb before it, then after it. See which one sounds better.

An adverb may also modify an adjective (extremely kind) **or another adverb** (fairly quietly). In these instances, the adverb almost always tells to what extent.

And yes, adverbs are often called *ly* words since the majority of adverbs end in *ly*. Of course, **there are many adverbs that do not end in *ly*, including:**

fast	little	loud	much	straight	far
high	low	near	wide	early	first
late	long	hard	never	always	seldom
no	after	before	behind		

Of course, not all *ly* words are adverbs either. In order to determine the part of speech of a word, you often must see it in context—do not assume that all *ly* words are adverbs. The following *ly* words are not adverbs* at all:

courtly	costly	friendly	brotherly	sisterly	fatherly
motherly	daily	weekly	monthly	yearly	priestly
goodly	leisurely	kindly	early	lovely	dastardly
oily	frilly	silly	heavenly	earthly	bodily
ugly	only	chilly	cowardly		

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., *dill/i/gent*). Practice writing them syllable by syllable just like your teacher did.

Grammar Card:

Adverb (Abbreviated: ADV)

- Describes/modifies:
 - Verbs: **profusely** thanked (To what extent?)
 - Adjectives: an **extremely** grateful boy (How grateful?)
 - Other adverbs: **extensively** 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**.
- Not all adverb placements sound correct; the best sounding placement is often closest to the verb.
- It is easier to spot adverbs if you first find all the verbs.



You will know when to use an adverb and when to use an adjective by how the describer sounds.

***Note:** Use any of the above non-adverb *ly* words in sentences. Do you see how all of them--in spite of ending in *ly*--are adjectives, not adverbs.

1. Yes--adjective:

- a. She gave motherly advice (*Motherly* is an adjective describing the noun *advice*.)
- b. That is a lovely painting. (*Lovely* is an adjective describing the noun *painting*.)

2. No--not an adverb:

- a. run chilly (No!)
- b. spoke fatherly (No!)

Adverbs are especially useful in writing since they can be placed in various places in a sentence. This adds special emphasis:

1. **Soberly**, he walked into the room.
2. He **soberly** walked into the room.
3. He walked **soberly** into the room.
4. He walked into the room **soberly**.

Look for ways to utilize adverbs in your writing. Experiment with where the adverb sounds best in your sentence. **This is often closest to the word it modifies.**

There are two things that advanced CQLA students need to learn about adverbs:

1. Adjectives and adverbs are often only differentiated between each other by a simple addition of *ly*. Most adjectives can be turned into adverbs by adding *ly*:

- a. *Magnificent* becomes *magnificently*
- b. *Divergent* becomes *divergently*
- c. *Sober* becomes *soberly*

2. It is almost always advantageous to use a strong verb rather than a weak verb with an adverb:

- a. Instead of *spoke softly*, use *whispered*
- b. Instead of *walked briskly*, use *trotted*
- c. Instead of *cried loudly*, use *exclaimed*

<> **12b.** In the passage, draw arrows from the adverbs you highlighted in the passage to the words they modify or describe.



You will know when to use an adverb and when to use an adjective by how the describer sounds.

<> **12c.** Study the Grammar Card about adverbs.

<> **12d. Optional:** Make a Grammar Card about adverbs, or add new information to an existing card.

<> **12e.** In the sentences provided, replace each underlined adverb and verb with a strong verb by doing the following:

- (1) Think of a word that could replace the words.
- (2) Look this word up in a thesaurus and find a more descriptive word to use in its place.
- (3) Write your new word above the underlined word.
- (4) Make any other changes in each sentence that might be needed after your substitution is inserted.

Example:

Original: He spoke loudly.

Substitute: He shouted.

Thesaurus: He bellowed.

1. She stepped loudly into the room.

Substitute: _____

Thesaurus: _____

2. He walked slowly down the hall.

Substitute: _____

Thesaurus: _____

3. They spoke rapidly.

Substitute: _____

Thesaurus: _____

4. She set the book down loudly.

Substitute: _____

Thesaurus: _____

5. They shut the door softly.

Substitute: _____

Thesaurus: _____

6. He reluctantly said okay.

Substitute: _____

Thesaurus: _____

7. They slowly waved their arms.

Substitute: _____

Thesaurus: _____

8. She lazily fell down.

Substitute: _____

Thesaurus: _____

9. He walked loudly.

Substitute: _____

Thesaurus: _____

10. They talked carefully.

Substitute: _____

Thesaurus: _____

↔ **12f.** On the lines provided, write three descriptive adverbs for the boring ones given.

Besides just **using** adverbs in your writing, you should also try to use **descriptive adverbs**—not just boring ones.

Note: You may use a thesaurus if you get stuck.

Example: very—extremely, exceptionally, unusually

Note: If you have trouble thinking of adverb synonyms, use the one given in a sentence and consider what words can be substituted for it. (Or look up that substituted word in the thesaurus.)-

Example: ~~extremely, exceptionally, unusually~~

- He is very nice.
- He is *extremely* nice.
- He is *exceptionally* nice.
- He is *unusually* nice.

1. so _____

2. very _____

3. really _____
4. quickly _____
5. often _____
6. truly _____
7. greatly _____
8. kindly _____
9. loudly _____
10. softly _____

<> **12g.** In the sentences provided, complete the following steps:

- (1) Highlight the adverbs.
- (2) Above each highlighted adverb, write a more descriptive adverb in its place.
- (3) **Extensions:** For ten of the sentences, cross out the adverb and the verb the adverb modifies (as well as the new adverb), and insert a strong verb that does not need an adverb.

For example: ~~He further describes~~ becomes *He expounds upon...*

Note: Adverbs are easier to find if you find the verbs first. You might want to go through and mark all of the verbs in the sentences before highlighting the adverbs.

Note: Some sentences may have more than one adverb; highlight and replace all of the adverbs you find.

1. Two important decisions surprisingly accompanied Peter Waldo's salvation.
2. He initially gave his material possessions to minister among the poor of France.
3. Vows of poverty were often made during medieval times.
4. Monks and hermits actually turned their backs on the wealth of the world in an attempt to gain spiritual merit.
5. Peter Waldo's vow did not lead him to a life of contemplation behind the darkly cloistered walls of a monastery.
6. As he willingly distributed the last of his worldly goods, a crowd of scoffers mocked his "foolish" decision.
7. Peter Waldo held meetings with the poor in their cottages and sacrificially visited the sick and dying.
8. He gathered into the quiet fields of the French countryside those who would willingly listen, to teach them and to pray with them.

9. The light of God's Word finally broke through to the people of France by the determined hand of Peter Waldo.
10. With the help of several scholars and at his own expense, he precisely translated the New Testament into the vernacular.
11. The printing press had not yet been invented, and handwritten copies laboriously demanded long hours of patient work.
12. God surrounded Peter Waldo with many disciples who were unusually eager to share the light they had received.
13. They were required to commit to memory and be able to recite accurately whole Gospels and Epistles.
14. They shockingly found access to the broken-down cottages of the poor and also to the stately castles of the French nobility.
15. From under their packs or cloaks, they would coyly reveal a New Testament or a Bible.
16. They softly spoke of Christ as the "Light of the World" and urged the family to make a place in their home for the Holy Book and a place in their hearts for its Divine Author.
17. The Waldensians finally taught the people the absolute authority and inspiration of the Bible.
18. They denied the authority of the pope, the system of indulgences, and purgatory.
19. With the burning truths of God's Word engraved on their hearts, they evangelized the south of France and the northwest of Spain and descended eastwardly into the Rhine and Danube valleys, reaching Poland, Bohemia, and Germany.
20. In 1208, a full-scale crusade against the Waldensians was violently launched by Pope Innocent III.
21. Although they were expelled from Lyon and hunted down by the ecclesiastical and political armies of France, the Waldensians fearlessly continued to teach and preach.
22. Waldensian representatives carefully sought the pope's permission to preach and his approval of their evangelistic ministries.
23. They also willingly presented the pope a copy of their Bible.
24. The Waldensians were officially forbidden to preach and were excommunicated by the pope.
25. Weary travelers slowly entered the narrow streets of the city of Lyon.
26. Rich ornamented carvings beautifully decorated the dignified row houses.
27. Their overhanging roofs almost touched as the projecting peak cast deep shadows on the cobblestones below.
28. Lyon had long developed fame for its trade and commerce.
29. Trees had been planted outside the old gray walls where silkworm cocoons amazingly produced the city's main source of wealth.

30. One evening, a wealthy merchant family was peacefully preparing supper when they heard a knock on the door.
31. A cheerful greeting was enjoyed as they opened it to find two poorly dressed but sincere young men who desired to sell assorted pieces of jewelry.
32. Normally, the head of the household would have quickly turned the young men away due to the lateness of the hour.
33. Yet this time, he actually invited them in his home to show their wares.
34. "Madame, will you please look at handkerchiefs or pieces of needlework for veils? They are of good price."
35. "Yes, I can present commodities far more valuable than these, and I will gladly give them if you will keep a secret."
36. To their surprise, the young man quickly lifted a small book from a concealed compartment.
37. For the first time in their lives, the family actually understood the Word of God when they read in their own language from the Gospel of John about God's redeeming love in Jesus Christ.
38. These were the disciples of Peter Waldo, formally called the Waldensians.
39. Since they desired to be "poor in spirit" and to take no thoughts for the comforts and pleasures of life, they were humbly called "The Poor Men of Lyon."
40. Wave after wave of inquisition fearfully swept the people under control.

<> **12h. Optional:** In your notebook, write sentences using all of the strong adverbs you inserted in the previous exercise.

Help Box for 12a.

You should have highlighted the following words:

Paragraph 2:

1. extremely

Paragraph 3:

- | | |
|--------------|--------|
| 2. sometimes | 3. no |
| 4. longer | 5. not |

Help Box for 12b.

You should have drawn the following arrows:

Paragraph 2:

1. **extremely** → close (adverb modifying adjective)

Paragraph 3:

- | | |
|--|--|
| 2. sometimes → slowed (adverb modifying verb) | 3. no → longer (adverb modifying adverb) |
| 4. longer → overcome (adverb modifying verb) | 5. not → diminished (adverb modifying verb) |

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).

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: 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.

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. Composition: Final Copy Informative Essay From Given Material

- <> **18a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **18b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

Optional: Extra Practice

- 1E. In your notebook, write ten sentences containing adverbs. Use information from a character book or another source.
- 2E. In your notebook, write more notes about truthfulness. Use information from a character book or another source.
- 3E. In your notebook, write an essay about truthfulness using your notes from the Extra Practice assignment.
- 4E. Edit and revise your essay using this week’s Checklist Challenge.
- 5E. In your notebook, write twelve words that contain a double consonant in the middle (ie. *happy*).
- 6E. Read a book about someone who displayed great truthfulness in his or her life.

Checklist Challenge Red 7-C: 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**

☐ B **Basic Level only**

☐ E **Extension only**

☐ E's **Extensions**

☐ FE **Further 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 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 ☐ All ☐ 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 ☐ 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: **Physicist Foucault**
- Something bold: **Light!**
- A song title or line: **"This Little Light of Mine"**
- A Scripture: **"Light Overcomes Darkness"**
- Something biblical: **"Light on a Hill"**
- Something about character: **Light of Truth**
- Something informative: **Slowed Light, Stopped Light**
- Other: **Speed of Light**

🔑 **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

☐ All

Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

🔑 **Tips:**

- **Write a sentence that describes your essay without telling the reader exactly what it is about.**
- **Do not say: *In this essay you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* essay.**

- Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.

The passage already contains a thesis statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the “**thesis statement reloaded**” and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

- ☞ You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.

The passage already contains a closing statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All

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 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

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 **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 may be in the body or closing of your paper.**

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

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

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 **personification** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- The Venus' flytrap **licked its lips with hunger**.
- The leaf **opened its mouth for another meal**.

🔑 **Personification is giving human qualities, feeling, action, or characteristics to an inanimate (non-living) object (or giving characteristics to an object that does not have the ability to do that thing---leaves of the trees clapping their hands).**

All All All All

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |
| 21. _____ | 22. _____ |
| 23. _____ | 24. _____ |
| 25. _____ | 26. _____ |
| 27. _____ | 28. _____ |
| 29. _____ | 30. _____ |
| 31. _____ | 32. _____ |
| 33. _____ | 34. _____ |
| 35. _____ | 36. _____ |
| 37. _____ | 38. _____ |
| 39. _____ | 40. _____ |

- | | |
|-----------|-----------|
| 41. _____ | 42. _____ |
| 43. _____ | 44. _____ |
| 45. _____ | 46. _____ |
| 47. _____ | 48. _____ |
| 49. _____ | 50. _____ |

Conjunctive Adverbs

One Minute

- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |

Interjection Rhyme

Thirty Seconds

_____, _____, _____,
_____, _____, _____,

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. Write two sentences about *truthfulness*.

a. _____

b. _____

2. Write a sentence using your Definition Dissection word.

3. **Extensions--**What does the word *concave* mean?

4. Use the word *concave* in a sentence.

II. Spelling and Homophones

5. Write four examples of words with a double consonant dividing the first and second syllable.

a. _____ b. _____

c. _____ d. _____

6. **Extensions--**Write four examples of words with a single consonant beginning the second syllable with an open first syllable (i.e. Bi/ble).

a. _____ b. _____

c. _____ d. _____

7. What are the three meanings of the prefix *re*?

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.

8. Which of the meanings of *re* is the most common? _____

9. List six prefixes and their meanings.

a. _____ meaning: _____

b. _____ meaning: _____

c. _____ meaning: _____

d. _____ meaning: _____

e. _____ meaning: _____

f. _____ meaning: _____

10. What does the word *vain* mean?

11. What does the word *vein* mean?

12. What does the word *vane* mean?

13. Fill in the blanks for the tip to remember what the word *vein* means:

I have _____ in my _____ .

14. Fill in the blanks for the tip to remember what the word *vain* means:

You have nothing to _____ when you become _____ .

15. Fill in the blanks for the tip to remember what the word *vane* means.

I looked out the window _____ to get a look at the weather _____ .

III. Grammar and Usage

16. List nine strong verbs for the word *say*.

a. _____ b. _____ c. _____

d. _____ e. _____ f. _____

g. _____ h. _____ i. _____

17. List six strong verbs for the word *sit*.

a. _____ b. _____ c. _____
d. _____ e. _____ f. _____

18. List six strong verbs for the word *eat*.

a. _____ b. _____ c. _____
d. _____ e. _____ f. _____

IV. Outlining and Write On

19. Write a topic for each of the paragraphs in the passage.

Topic of Paragraph One: _____

Topic of Paragraph Two: _____

Topic of Paragraph Three: _____

20. What is your closing paragraph about?

21. Why do you think a reader will remember your closing paragraph?

V. Editing and Revising

22. List three strong verbs that you used in your essay this week.

a. _____ b. _____
c. _____

23. 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 7-C: 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	<p>From the 1940s to the 1980s, America was locked into a war with the Soviet Union, a war called the Cold War. It wasn't a genuine war as we think of one, but both the U.S. and the Soviet Union were ready to go to battle if the other one did anything to initiate it. During that time, hundreds of spies went back and forth between the nations, bringing information about the enemy countries to their homes. These spies worked tirelessly to keep the border guards from discerning their mission.</p> <p>One person who was superior at keeping his work secret from the guards was not trying to get things <i>out</i> of the nations. He was attempting to get the truth of Jesus Christ <i>into</i> the enemy countries. He and his comrades took literally millions of Bibles and tracts into Communist nations without being discovered. He even had a code name: it was Brother Andrew.</p>
Extensions	<p>Brother Andrew was born in 1928 in Holland, and he was, of course, not named Brother Andrew at birth. His last name, nonetheless, is kept secret so that his partners in God's work will not have to tell if they are captured. When this truth-bearer was a teenager, World War II started, and Germany invaded his homeland, Holland. Andrew found himself in the middle of a battlefield as planes dropped bombs on the cities at night, forcing him and his neighbors to find shelter in the woods nearby.</p> <p>Finally, the war ended, and Andrew joined the Holland army and fought a small war on a far-away island. Shortly after his release from the military, Andrew found Christ. It didn't take him long to start spreading God's Word---on street corners, door to door, and in the marketplace. He eventually went to England to get more training and then, in 1957, he went to speak in Yugoslavia and discovered that not one person in his audience had a Bible.</p>
Further Extension	<p>This experience prompted Andrew to begin smuggling Bibles into Communist countries. He, his wife, and others in his ministry would drive cars full of Bibles and tracts right into these places. In the latter years of the 1980s, the Soviet Union and other Communist countries stopped being Communists, and Bibles were allowed. This did not stop Brother Andrew's work; he continued smuggling Bibles---through Communist African countries, Central America, and China. As a matter of fact, one of his most dangerous missions was in 1981 when he and his confidants smuggled one million Bibles into China in one night.</p> <p>Adapted from <i>Cloud of Witnesses</i></p>

<> 1a. Read this week's passage aloud.

<> 1b. In the first paragraph of the passage, highlight the words *initiate* and *discerning*.

<> 1c. Look up the words *initiate* and *discerning* in the dictionary. On the lines provided, write their definitions in your own words.

Definition of *initiate*

Definition of *discerning*

<> 1d. On the lines provided, rewrite the sentences containing *initiate* and *discerning*, and substitute synonyms for those words.

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.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only. Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated 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: Light overcomes darkness.

Further Study: Read a book about what life was like in the Middle Ages.

(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.

Further Study: Learn a praise song from the Middle Ages like "All Creatures of Our God and King."

<> 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: During that time, hundreds of spies went back and forth between the nations, bringing information about the enemy countries to their homes.

Prepositional phrase opener

<> 1h. In your notebook, copy this week's passage at the level directed by your teacher.

<> 1i. (T) Review your copy with your teacher, and correct any errors.

Character Focus: When we act like we are better than others, we hinder the light from shining through our lives.

2. Spelling/Structural Analysis: Latin and Greek Plurals

Examples: axis, axes; criterion, criteria

You have probably mastered most "regular" and "irregular" plural spellings throughout your school years. However, there are many other "highly irregular plurals" for you to learn.

Most of the highly irregular plural spellings are words derived from other languages (as are most of our spellings in general). But in the case of these highly irregular spellings for plurals, their plurals are formed in the same way they were originally.

The categories you will learn this week include the following:

1. From Latin and Greek--**when the singular word ends in *is*, the plural word ends in *es*: -analysis-analyses**

- a. axis-axes (yes, axes is also the plural of ax or axe as well)
- b. basis-bases
- c. crisis-crises
- d. ellipsis-ellipses
- e. hypothesis-hypotheses
- f. parenthesis-parentheses
- g. synopsis-synopses
- h. thesis-theses

2. Latin--**When a singular word ends in *um*, the plural should end in *a*:**

- a. datum-data (although few people use datum)
- b. curriculum--curricula

3. But **these Latin nouns**, although originally pluralized with an *a*, **are now acceptable either way:**

- a. agenda-**agendum or agendas**
- b. curriculum-**curricula or curriculums**
- c. memorandum-**memorandums or memoranda**
- d. referendum-**referendums or referenda**
- e. stadium-**stadiums or stadia**
- f. millennium-**millennia or millenniums**

4. Greek--**When the singular ends in *on*, the plural ends in *a*:**

- a. criterion-criteria
- b. phenomenon-phenomena

5. Latin--**When the singular ends in *a*, the plural ends in *ae*:**

- a. alumna-alumnae
- b. antenna-antennae (although *antennas* is usually used for apparatus used for sending or receiving electromagnetic waves)
- c. formula-formulae (although formulas is commonly used)

6. Latin--**When the singular ends in *ex* or *ix*, the plural ends in *ices*:**

- a. appendix-appendices
- b. index-indices

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.

Character Focus: As long as Christians are shining their lights, there will never be a true "Dark Age."

Character Focus: Before the Reformation, there were people like the Waldensians who brought God's light to people.

7. Latin--**When the singular ends in *us*, the plural ends in *i*:**

- a. succubus-succubi
- b. nucleus-nuclei
- c. syllabus-syllabi
- d. radius-rad*i*
- e. alumnus-alumni
- f. bacillus, bacilli
- g. Exception: virus-viruses

8. Latin--**When the singular ends in *us*, the plural ends in *a*:**

- a. corpus-corpora
- b. genus-genera

9. Greek or Latin--**When the singular ends in *us*, the plural ends in *i*:**

- a. focus-foci
- b. stimulus-stimuli
- c. cactus-cacti
- d. nucleus-nuclei
- e. octopus-octopi
- f. hippopotamus-hippopotami

Write any **Review Words** that your teacher gives you on the lines provided.

10. French--**When the singular ends in *eau*, the plural ends in *x*:**

- a. bureau-bureaux (usually pluralized as *bureaus* nowadays*)
- b. beau-beaux

***Note: After a long period of time, unusual plurals are often changed to easier or more familiar spelling.**

<> **2a.** 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.

<> **2b.** Add this week's new words (minus the **Optional Words**) to page 27 of your *Spelling Notebook*.

<> **2c. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2d.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2e. Optional:** In your notebook, write eight sentences using eight of the spelling words.

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. hypothesis*	hy-po-th-e-sis			
2. hypotheses	hy-po-th-e-ses			
3. parenthesis	pa-ren-the-sis			
4. parentheses	pa-ren-the-ses			
5. curriculum*	cur-ric-u-lum			
6. curricula	cur-ric-u-la		<i>curriculum</i> is also acceptable today	
7. agenda	a-gen-da		<i>agendas</i> is also acceptable today	
8. agendum	a-gen-dum			
9. criterion	cri-te-ri-on			
10. criteria	cri-te-ri-a			
11. phenomenon	phe-nom-e-non			
12. phenomena	phe-nom-e-na			
13. alumna	a-lum-na			
14. alumnae	a-lum-nae			
15. appendix*	ap-pen-dix			
16. appendices	ap-pen-di-ces			
17. nucleus*	nu-cle-us			
18. nuclei	nu-cle-i			
19. radius	ra-di-us			
20. radii	ra-di-i			

Commonly Misspelled***Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
21. stimulus*	stim-u-lus			
22. stimuli	stim-u-li			
23. cactus	cac-tus			
24. cacti	cac-ti			
25. octopus	oc-to-pus			
26. octopi	oc-to-pi			
27. hippopotamus*	hip-po-pot-a-mus			
28. hippopotami	hip-po-pot-a-mi			
Optional				
29. bona fide	bo-na fide			
30. genuine	gen-u-ine			
31. unfeigned	un-feigned			
32. virtuous	vir-tu-ous			
*Commonly Misspelled				

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Subordinate Clause Openers, Verb Phrases

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) Find and highlight the one subordinate clause opener in one of the paragraphs.

(3) In the second paragraph, highlight the five verb phrases. (You may highlight the adverbs in the middle of these verbs phrases.)

Further Study: Read a book about what the Catholic Church was like in the Middle Ages.

Through gloomy gateways weary travelers entered the narrow streets of the city of Lyon. Richly ornamented carvings decorated the dignified row houses. There 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 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 was producing the citys' main source of wealth

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 in to show their wares. One of the man asked if they would like to buy anything. When the family said they did not the man told them about something better that he could offer them!

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Circle the correct spelling of each **All** word.

- | | |
|----------------|---------------|
| 1. hypothisis | hypothesis |
| 2. hypotheses | hypothesises |
| 3. parenthisis | parenthesis |
| 4. parentheses | parenthesises |
| 5. curriculum | curricalum |

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.

Further Study: Read a book about Francis of Assisi. How did he show God's light?

6. curricula	curricula
7. agendu	agenda
8. agendum	agendem
9. criterion	criterion
10. criteria	criteri
11. phenomenon	phenomanan
12. phenomena	phenomana
13. alumna	alumne
14. alumnie	alumnae
15. appendiks	appendix
16. appendicas	appendices
17. nucleus	nucleas
18. nuclei	nuclai
19. radias	radius
20. radii	radei

Further Study: Read a book about light and the rules light follows.

<> 4b. Circle the correct spelling of each **Extensions** word.

21. stimulus	stimulas
22. stimulli	stimuli
23. cactus	cactuss
24. cacti	cactii
25. octopuss	octopus
26. octopi	octopii
27. hippopotomas	hippopotomus
28. hippopotammi	hippopotami

<> 4c. Circle the correct spelling of each **Optional** word.

29. bonna fide	bona fide
----------------	-----------

30. jenuine	genuine
31. unfeigned	unfeegned
32. virtuous	vertuous

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.

<> 4d. On the line provided, write your two (**Extensions:** write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Alternative Writing for Red 7-C: Week Two

- Write a three-paragraph biographical essay about the poet Milton.
- Write your own original free verse (non-rhyming) or rhymed poem about the Waldensians.

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.

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.

Character Focus: Because darkness is the absence of light, whenever light comes, the darkness leaves.

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 _____

Further Study: Read a book about Peter Waldo.

Sentence 1 _____

Sentence 2 _____

(You may use up to eight words for Sentence Two.)

Sentence 3 _____

(You may use up to seven words for Sentence Three.)

Sentence 4 _____

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

KWO

Writing a Key Word Outline is kind of like Squanto may have talked with the Pilgrims when he first met them: "How! Me Squanto!"

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.)

Highlight First!

Be sure you highlight the 4–6 words in each sentence that you want to use in your outline before you write it. This will help you see at a glance if these are really the best words for the job.

All--Paragraph Four of Body

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

(You may use up to seven words for Sentence Four.)

Synonyms

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *enriched beyond measure*, you could use the word *unmeasurably enriched* to use fewer words but keep the original meaning.

All--Paragraph Five of Body

Topic of Paragraph 5 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

(You may use up to seven words for Sentence Four.)

Sentence 5 _____

(You may use up to seven words for Sentence Five.)

Sample KWO Paragraph

Paragraph 1

Topic of paragraph 1: During the cold war, the Soviet Union and the United States sent spies into each other's country.

Sentence 1: 1940-1980 America war w/ S.U. = cold war

Sentence 2: genuine war U.S. & S.U. → battle if 1 initiated

Sentence 3: 100's spies → information → enemy 2 home country

Sentence 4: spies worked 2 keep guards ignorant

Sample Paragraph from KWO

Paragraph 1

The United States and the Soviet Union were engaged in a Cold War during the years 1940 to 1980. Both countries were willing to engage in combat if necessary in this nontypical war. During this conflict, each nation assigned spies to sneak into their enemy's country and report any pertinent information. In order to avoid capture, they had to cautiously plan every move.

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: Subordinators

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 clause as a clause; it makes that part of the sentence sound incomplete--because it is.

1. **Because** a lie is never right, the “need” to tell one might be a signal that we might not be in God’s will.
2. **Since** Satan is the father of all lies, each lie comes from him.
3. **Although** a situation seems impossible, God can do a miracle to work out His will.
4. **If** we allow God to take control, no lies will be needed.

➤ **6a.** In the first copy box of the passage, highlight the following subordinators in the sentences.

1. as (we think of it) [paragraph 1]
2. if (the other one did anything to initiate it) [paragraph 1]
3. who (was superior at keeping his work secret from the guard) [paragraph 2]

You will learn subordinators more quickly if you use the Subordinator-Check Sentence* that over eighty percent of all subordinators fit into:

“ _____ he was late for church,…”

* Minus adverbs--Adverbs fit into the Check-Sentence but are not subordinators.

Do you see how easy that is?

1. **Because** he was late for church,...
2. **Since** he was late for church,...
3. **While** he was late for church,...
4. **When** he was late for church,...
5. **Though** he was late for church,...

➤ **6b.** (T) With your teacher’s help, write as many subordinators as you can remember on the lines provided.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Grammar Card: Subordinator

• A word that “leaves you hanging” when you read the clause that it introduces.

• **Word that makes a clause sound as though something is missing**

• Used to start subordinate clause (also called a dependent clause)

• Most subordinators fit into the **Subordinator-Check Sentence**:

_____ he was late for church

- **Because** he was late for church...
- **When** he was late for church...
- **If** he was late for church...
- **Although** he was late for church...
- **Unless** he was late for church...
- **While** 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	as	as if	as though
because	even	even though	how
inasmuch	in order than	just as	provided
since	so that	than	that
though	unless	until	when
whenever	where	wherever	whether
while	which	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. _____ | 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. _____ |

<> **6c.** (T) Memorize subordinators, and recite them to your teacher.

Basic Level: Memorize and recite thirty subordinators .

Extension: Memorize and recite thirty-five subordinators.

Further Extension: Memorize and recite forty 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.

Subordinate Clauses and Commas

When you start a sentence with a subordinate clause, Put a comma in where you hear the pause.

Teacher Tip: If your Level C 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 opener 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.

<> **6d.** Study the Grammar Card about subordinators.

<> **6e. Optional:** Make a Grammar Card about subordinators, or add new information to an existing card.

<> **6f.** In the sentences provided, complete these steps:

- (1) Highlight all of the subordinators (not just those at the beginning of the sentences).
- (2) Replace one of the subordinators of each sentence with another subordinator that also makes sense.

1. When a French physicist used a rotating mirror to measure the speed of light, he used a sunlight that entered through a narrow slit.
2. A French physicist named Jean Bernard Foucault used a rotating mirror that measured the speed of light.
3. Using sunlight that entered through a narrow slit, Jean Bernard Leon Foucault measured the speed of light when he did his experiments.
4. The light that was reflected off the rotation mirror onto a stationary concave mirror then reflected back to the rotating mirror, and then it rotated back to a screen.
5. Foucault noticed this: as the mirror began to spin, the image on the screen moved.
6. When Foucault noticed this, he was making an amazing discovery.
7. The second image was a result of the slight movement of the rotating mirror when the time came for the light to travel back and forth from the concave mirror.
8. When the time came for the light to travel back and forth from the concave mirror, the second image was a result of the slight movement of the rotating mirror.
9. Foucault's results were extremely close to the value that Albert Michelson arrived at in 1926.
10. When Foucault did his experiments, he discovered many of the same things that Albert Michelson had discovered in 1926.
11. Albert Michelson arrived at the same results when he did his study in 1926.
12. When Albert Michelson arrived at his results, he used the same technique as Foucault.
13. When we use modern technology, the best estimate of the speed of light is 186,282 miles per second.
14. As light enters a substance, it is sometimes slowed down.
15. If light is slowed to a complete stop, it is said to be absorbed by the substance.
16. When light is absorbed, it can no longer overcome the darkness around it.
17. Christians must give the world light that is not diminished or hindered.
18. Light is sometimes slowed down when it enters a substance.
19. Whenever light is slowed to a complete stop, it is said to be absorbed by the substance.

20. If light is absorbed, it can no longer overcome the darkness that is around it.

<> 6g. Further Extension: Use the following subordinators, coordinating conjunctions, interjections, and conjunctive adverbs in sentences about this month's character quality. Review the Grammar Cards about these types of words if you are not confident in punctuating sentences containing them.

- | | | |
|--------------|----------------|-------------|
| 1. when | 2. but | 3. however |
| 4. my | 5. well | 6. since |
| 7. therefore | 8. nor | 9. although |
| 10. for | 11. henceforth | 12. yes |
| 13. moreover | 14. because | 15. that |

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

7. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: *though*, *through*, and *thought*

<> **7a.** In the last paragraph of the passage highlight the word *through*.

Students everywhere confuse the Wacky Words *though*, *through*, and *thought*, especially *though* and *through*. Of course, you know the difference between ***though*** and ***through*** when you think ***through*** them carefully, don't you?

When you are about to write with these words, each of which has *ough* making a different sound, think about this:

(1) through (throo) has an r

(2) though (thot) has a g

(3) though (tho) has neither

<> **7b.** Fill in each blank provided with the correct Wacky Word--***though***, ***through***, or ***thought***.

1. Brother Andrew _____ about how the people of Yugoslavia.
2. Even _____ it was dangerous, he desired to bring them Bibles.
3. He _____ about a plan.
4. He had to take the Bibles _____ a check point.
5. Brother Andrew smuggled Bibles _____ several Communist countries.
6. _____ he worked closely with his confidants, they did not know his real name.
7. God protected him _____ it all.

<> **7c.** Write a sentence using each of these Wacky Words--***through***, ***thought***, and ***though***.

1. through _____

2. thought _____

3. though _____

<> 7d. Fill in each blank provided with the correct Wacky Word--**vain**, **vein**, or **vane**.

1. Before we install our new weather _____, we are going to paint it.
2. The well known speaker was humble, not _____.
3. _____ return blood from the organs to the heart.
4. Our bodies contain several different classification of _____.
5. Our search for the lost car keys was in _____ for we could not find them.

8. Write On: Scene Descriptions

Next week you will be writing a short story of historical fiction. Because historical fiction is written about a former (often little-known) time period, it is of utmost importance that stories that are historical in nature be extremely descriptive.

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.

The **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 he sat down*. By doing this **you keep the scene moving while describing the things in the scene**.

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 emotions into his or her heart**. Some things need to be described in more detail than others.

One way to do this is to use action verbs rather than being verbs.

1. The man **knelt on the hard wood floor** as he confessed his sins to God.
2. The small **lectern shuddered as if it would break to pieces** every time the missionary pounded it.

- <> **8a.** Choose five objects in the room you are sitting in right now. Write a sentence using action describing each one.

Example: The porch swing rocked gently in the wind.

1. _____

2. _____

3. _____

4. _____

5. _____

- <> **8b.** Write a new sentence beneath each one given, changing the description to 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 car had Bibles in every pocket or cubby.

2. Brother Andrew was in the field where planes dropped bombs.

3. He was in a far-away island

4. He was on street corners and marketplaces with the truth of God's Word.

5. He had a code name, so he could stay hidden.

6. America was in a Cold War with the Soviet Union.

7. Brother Andrew was secretive when he was a spy for God.

8. He was a tireless spy for God.

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.

Plagiarizing

Try not to use the exact wording you remembered the passage having. This is called plagiarizing, and is considered stealing. Use synonyms for words from the passage. Reword the sentence to make it your own.

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. 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. Sentence Structure: Subordinate Clause Openers

Now that you know what subordinators are, it is time to learn why you need to know them! 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. 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.

↔ **11a.** 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. Isaac Newton constructed a reflecting telescope to study the light spectrum.
2. **After he and his famous experiment revealed the basic colors of the spectrum in natural light**, Isaac Newton constructed a reflecting telescope to study the light spectrum.
3. Researchers discovered dark lines between each color in the light spectrum.
4. Researchers discovered dark lines, **which they called spectral lines**, between each color in the light spectrum.

Subordinate clauses can be placed in various places in a sentence.

1. **When they are heated**, an element's atoms absorb energy.
2. An element's atoms absorb energy **when they are heated**.
3. An element's atoms, **when they are heated**, absorb energy.

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.

Grammar Card: **Subordinate Clause** (Or Dependent Clause) (Abbreviated Sub 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: in the box
 - Clauses **do** have a subject and a verb: When she put it in the box,...



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.

<> 11b. Highlight the commas punctuating the subordinate clauses in the sentences listed in 11a.

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 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.

In these cases, you usually need to consider what confusion might occur if the comma were left out.

1. As children we...
2. While seeking for God we....

Then put the comma in.



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 subordi-

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.”

nate 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.

↔ **11c.** Study the Grammar Card about subordinate clauses.

↔ **11d. Optional:** Make a Grammar Card about subordinate clauses, or add new information to an existing one.

↔ **11e.** In the sentences provided, complete the following steps:

- (1) Underline the subordinator at the beginning of each sentence.
- (2) Highlight the subordinate clause openers.
- (3) Place commas where they are needed.

1. When America was locked into a war with the Soviet Union it was called the Cold War.
2. While it wasn't a genuine war it was a readiness to go to battle.
3. While the U.S. and the Soviet Union were not at war they were both ready to fight if the other one did anything to initiate it.
4. When this happened hundreds of spies went back and forth between the nations.
5. While this was going on these spies brought information about the enemy countries to their homes.
6. When the Cold War was going on these spies worked tirelessly to keep the border guards from discerning their mission.
7. Whenever this was happening there was one man who was superior at keeping his work secret from the guards.
8. While he was not trying to get things out of the nations he was trying to get things into the nations.
9. If he had been caught he would have been punished.
10. If he was discovered he would have been in trouble.
11. When Brother Andrew was born he was not named Brother Andrew!
12. If others are captured they might have to tell about their mission.
13. Since Brother Andrew did not want his comrades to have to lie he did not tell them his real name.
14. When Andrew was a teenager World War II started.
15. As it proceeded Germany invaded Andrew's homeland.
16. As planes dropped bombs on the cities at night Andrew found himself in the middle of a battlefield.

17. When this happened he and his neighbors were forced to find shelter in the woods nearby.
18. After the war ended Andrew joined the Holland army.
19. When he joined he had to go fight a small war on a far-away island.
20. After he was released from the military Andrew found Christ.
21. When he was born again it didn't take him long to start spreading God's Word.
22. When he preached he went to street corners, door to door, and the marketplace.
23. When he went to speak in Yugoslavia in 1957 he discovered that not one person in his audience had a Bible.
24. Although the people did not have Bibles they did have Andrew to speak to them.
25. Before he had this experience he did not know that many did not have God's Word.
26. After he had this experience he dedicated his life to bringing Bible to those who do not have any.
27. When he took Bibles to others he went to Communist countries.
28. If countries were allowed to have Bibles eventually he would go to other countries who did not have any.
29. When people needed Bibles he smuggled them in by filling car full of Bibles.
30. When he went on a mission to China in 1981 he and his confidants smuggled one million Bibles into China in one night!

<> 11f. Extensions: In the sentences provided, finish the sentences by adding either subordinate clauses or a complete sentence wherever the blanks indicate.

Note: Be sure to place a comma following each subordinate clause opener that you write.

Example: If we are gentle, we will show the character of Christ.

1. When America was in the Cold War with the Soviet Union
_____.
2. As hundreds of spies went back and forth between the nations
_____.
3. Since these spies worked tirelessly to keep the border guards from discerning their mission

_____.

4. While there were many spies _____

5. Since he and his confidants took literally millions of Bibles and tracts into Communist nations _____
6. While Brother Andrew was born in 1928 in Holland _____

7. Since he did not want his confidants to have to lie to the authorities _____

8. When World War II started _____

9. While Andrew found himself in the middle of a battlefield as planes dropped bombs on the cities at night _____

10. As planes dropped bombs on the cities at night _____

11. When the war was over _____

12. After he was released from the military _____

13. As he preached God's Word on the street corners _____

14. When he discovered that nobody in the audience had a Bible in Yugoslavia _____

15. After he began smuggling Bibles into Communist countries _____

16. While he, his wife, and others in his ministry would drive cars full of Bibles and tracts right into these places _____

17. When the Soviet Union and other Communist countries stopped being Communists

18. While this did not stop Brother Andrew's work _____

19. When he went to Communist African countries, Central America, and China _____

20. As he went on one of the most dangerous missions _____

<> **11g.** (T) before you begin writing sentences with subordinate clause openers, be sure you can still recite twelve subordinators to your teacher or older sibling.

<> **11h. 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 or another source.

12. Sentence Structure: Introductory Material

You have already learned the following sentence openers:

1. Subordinate clause openers
2. Prepositional phrase openers
3. Adverb openers

The passage this week has another kind of sentence opener that is useful in writing.

<> **12a.** In the passage, highlight the following words and phrases:

Paragraph 1:

1. From the 1940s to the 1980s,
2. During that time,

Paragraph 3:

3. When this truth-bearer was a teenager,

Paragraph 4:

4. Finally,
5. Shortly after his release from the military,

Paragraph 5:

6. In the latter years of the 1980s,
7. As a matter of fact,

Openers are sometimes known as introductory material. **Introductory material is material that introduces a sentence.**

Introductory material is usually set off from the rest of the sentence with a comma, since it can be removed from the sentence and a complete sentence will still remain. For this reason, it is sometimes also called non-essential information--it is not needed to make the sentence complete.

Introductory material (or non-essential information)--can also be 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.

Each of these 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 **adds more information to your sentence.**
5. It is a **technique of advanced writers.**

↔ **12b.** For each of the sentence openers listed in 12a, write the type of opener each one is.

↔ **12c.** Study the Grammar Card about introductory information.

↔ **12d. Optional:** Make a Grammar Card about introductory information, or add new information to an existing card.

↔ **12e.** Complete the following steps for the sentences provided:
(1) Highlight the non-essential information at the beginning of each sentence.
(2) Insert commas following the openers as needed.

1. During the 1940s to the 1950s America was locked into a war with the Soviet Union.
2. Actually this war was called the Cold War.
3. Although it wasn't a genuine war both the U.S. and the Soviet Union were ready to go to battle if the other one did anything to initiate it.
4. Consequently there were hundreds of spies who went back and forth between the nations, bringing information about the enemy countries to their homes.
5. Moreover these spies worked tirelessly to keep the border guards from discerning their missions.
6. Indidentally there was one person who was superior at keeping his work secret from the guards.
7. In reality he was not trying to get things out of the nations.
8. Actually he was trying to get things into the enemy countries.
9. Yes he and his comrades took literally millions of Bibles and tracts into Communist nations without being discovered.
10. Furthermore he had a code name.
11. Surprisingly his code name was Brother Andrew.
12. While he was born in 1929 in Holland he was not named Brother Andrew from his birth!
13. Nonetheless he had a code name so that his partners would not have to tell who he was if they were captured.
14. When Andrew was a teen World War II began.
15. At that time Germany invaded his homeland of Holland.
16. Before long Andrew found himself in the middle of a battlefield.
17. As planes dropped bombs on the cities at night he was forced to find shelter in the nearby woods.
18. Finally the war ended.
19. As a result Andrew joined the Holland army.
20. Fittingly so Brother Andrew had been called "God's smuggler."
21. After his release from the military Andrew became a born again Christian.
22. Soon he was spreading God's Word on street corners, door to door, and in the marketplace.
23. Eventually he went to England to get more training.
24. In 1957 he went to speak in Yugoslavia.
25. While he was there he discovered that not one person in his audience had a Bible.
26. Therefore he was prompted to smuggle Bibles into Communist countries.
27. Moreover he, his wife, and his co-workers would drive cars full of Bibles and tracts right into those places.
28. After the Soviet Union and other Communist countries stopped being Communist Bibles were allowed.
29. Therefore Brother Andrew and his teammates went to other Communist countries.
30. Moreover one of this most dangerous missions was in 1981 when he and his confidants smuggled one million Bibles into China in one night!

↔ **12f. Extensions--**On the lines provided, write five sentences using the five sentence openers provided in 12a. Use information from this week's passage in your sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

Help Box 12b.

You should have written the following:

Paragraph 1:

1. From the 1940s to the 1980s, **Double prepositional phrase opener**
2. During that time, **Prepositional phrase opener**

Paragraph 3:

3. When this truth-bearer was a teenager, **Subordinate clause opener**

Paragraph 4:

4. Finally, **Adverb (one word) opener**
5. Shortly after his release from the military, **Adverb phrase opener**

Paragraph 5:

6. In the latter years of the 1980s, **Double prepositional phrase opener**
7. As a matter of fact, **Conjunctive adverb opener (also double prepositional phrase opener)**

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. _____

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying “pause” when your student should put a comma in and “stop” when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read—as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

Note: In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

15. 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 Informative Report

- <> **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, copy ten sentences from a character book or another source that contain subordinators, and highlight the subordinators.
- 2E. In your notebook, write ten of your most difficult spellings words.
- 3E. Read a book about people who demonstrated truthfulness.
- 4E. Write a book report about the book you read, or give an oral report. You may use the Book Report Guide provided in the Appendix of the *Teacher's Guide*.
- 5E. Edit and revise your book report from the Extra Practice assignment using this week's Checklist Challenge.
- 6E. Write a final copy of your book report in your notebook.
- 7E. Give an oral report on a famous hymn writer with information from a character book or another source.
- 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 7-C: 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**

☐ 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.

🔑 **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:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All ☐ All ☐ All Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

☐ All ☐ All ☐ All 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 ☐ 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 ☐ 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(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Truth-Bearer!**
- Something bold: **Bold Brother**
- A song title or line: **Out in the Highways and Byways of Life**
- A Scripture: **Go Ye Into All the World**
- Something informative: **Delivering for Decades**
- Something biblical: **Shall Not Return Void**
- Something about character: **Spreading the Truth**
- Other: **Brave, Bold Brother**

🔑 **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

☐ All Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

🔑 **Tips:**

- **Write a sentence that describes your essay without telling the reader exactly what it is about.**

- Do not say: *In this essay you will learn about . . .*
- Be sure this thesis statement is truly representative of the content of your *entire* essay.
- Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.

☐ 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 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 ☐ 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

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 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.**

☐ 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.

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 ☐ All **Edit each paragraph with your teacher, and correct any usage or spelling errors.**

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
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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. Write definitions for the three words you found the definition of in 1C.

- a. _____

- b. _____

- c. _____

2. Write two sentences describing Brother Andrew from a Bible recipient's point of view.

- a. _____

- b. _____

3. Write two sentences about Brother Andrew using two of the words listed below.

- a. trustworthy b. genuine c. reliable
- d. reputable e. honorable

- a. _____

- b. _____

II. Spelling and Homophones

4. When a word from Latin or Greek ends in *is*, the plural of that word ends in _____.

5. When a word from Latin or Greek ends in *us*, the plural of that word ends in _____.

6. Make the following Greek or Latin words plural.

- a. axis _____ b. focus _____
- c. stimulus _____ d. crisis _____

* 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.

- e. synopsis _____ f. octopus _____
 g. alumnus _____ h. radius _____
 i. thesis _____ j. hypothesis _____

7. Fill in each blank provided with the correct Wacky Word--*though*, *through*, or *thought*.
 a. _____ it looked like the loon would never leave the ground, it finally took flight.
 b. The loon shivered in the cold _____ the bitter night.
 c. Time spent in _____ about animals in nature will help up learn wisdom.
 d. God put _____ into creating this amazing world.
 e. The loon attempted to fly _____ the storm.

III. Grammar and Usage

8. Write the Subordinator-Check Sentence:

9. **Extensions:** When is a preposition considered a subordinator, not a preposition?

10. 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) _____ |

11. 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.

12. Fill in the blank:

When you start a sentence with a subordinate clause,

_____.

IV. Outlining and Write On

13. List two synonyms for each word from the passage:

a. guards

(1) _____ (2) _____

b. Bible

(1) _____ (2) _____

V. Editing and Revising

14. Write two sentences from your essay with subordinate clause openers put at the beginning of them.

a. _____

b. _____

15. **Extensions:** Write two sentences from your essay with subordinate clauses added to the end of them.

a. _____

b. _____

16. How many sentences opened with introductory material (sentence openers set off with commas)?

17. Find one place in your paper where you could have combined two sentences by turning some of the information into introductory material. Rewrite these two sentences into one.

Red 7-C: Week Three

Character Focus: Truthfulness

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		

Vocabulary Box		
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

This Week's Passage

Extensions	<p>Like a city set on a hill, the Waldensians were true to the teaching and practices of the New Testament. They were a beacon of truth during an age dominated by superstition and spiritual darkness. The persecution of Waldensians in 1655 took almost two thousand lives. A callous Europe was incensed, and in England, Oliver Cromwell voiced extensive concern. John Milton, astounded by the oppression, penned one of his famous sonnets, "On the Late Massacre in Piedmont."</p>
All	<p>Avenge, O Lord, thy slaughter'd saints, whose bones Lie scatter'd on the Alpine mountains cold, Ev'n them who kept thy truth so pure of old, When all our fathers worshipp'd stocks and stones; Forget not: in thy book record their groans, Who were thy sheep and in their ancient fold Slain by the bloody Piedmontese, that roll'd Mother with infant down the rocks. Their moans The vales redoubl'd to the hills, and they To Heav'n. Their martyr'd blood and ashes sow O'er all th' Italian fields, where still doth sway The triple tyrant; that from these may grow A hundred-fold, who having learnt thy way Early may fly the Babylonian woe.</p>

<> 1a. Read this week's passage aloud.

This poem, written by the famous poet Milton, describes the persecution that the Waldensians endured during 1655. The Waldensians were true "light-bearers."

<> 1b. In the passage, highlight the following words:

1. callous 2. incensed

<> 1c. Look up the words *callous* and *incensed* in the dictionary. On the lines provided, write their definitions in your own words.

Definition of *callous*

Definition of *incensed*

<> 1d. On the lines provided, rewrite the sentence containing *callous* and *incensed*, and substitute synonyms for those words.

<> 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.

Character Focus: Peter Waldo was dedicated to bringing God's Word and light to people long before the Reformation.

Further Study: Make a timeline of people who showed light in the Middle Ages.

Character Focus: Light is needed for anything to grow. God is needed for anyone to grow spiritually.

Further Study: Have someone read you a book or part of a book about the Waldensians or Lollards.

(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.

Character Focus: If Christians do not take action against the things that are wrong, they are not being light. Light challenges the darkness.

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: Sadly, the persecution of Waldensians in 1655 took almost two thousand lives.

Ly clause opener

Optional Penmanship Practice

Ye are the light of the world. A city that is set on a hill cannot be hid.

Matthew 5: 14

➤ 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: Confusing Endings

Examples: rampant, different, chance, difference

Character Focus: Light shows things that are not true.

<> **2a.** In the second copy box of the passage, highlight the word *tyrants*.

All of the words you highlighted contain 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 *ant* or *ent*. Once again, these words are most easily learned by studying similar words together—and categorizing similar words in your *Spelling Notebook*.

There are a couple of clues that will help you with *ent*, *ant*, *ence*, and *ance*, but even these sometimes break down, so you will want to look in a dictionary when in doubt.

1. *Ance* vs. *ence*

a. **Use -ance after a word that has a meaning--**root word that is a word on its own:

i. import + *ance*

b. **Use -ence after a non-word**

i. violence

ii. diligence

Further Study: Study I John and take notes on how we can be light.

2. **Use -ence to keep the c and the g soft:**

1. magnific**ence**

2. innoc**ence**

3. retic**ence**

4. fluoresc**ence**

5. effervesc**ence**

6. iridesc**ence**

7. incandesc**ence**

8. reminisc**ence**

9. dilig**ence**

10. converg**ence**

11. diverg**ence**

12. conting**ence**

13. indulg**ence**

Character Focus: When others look at us, we must be a truthful representation of what Christ is like.

<> **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.

Write any **Review Words** that your teacher gives you on the lines provided.

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. benevolence*	be-nev-o-lence			
2. concurrence	con-cur-rence		double <i>r</i>	
3. contrivance	con-triv-ance		has a root (contrive) so use <i>ance</i>	
4. abstinence	ab-sti-nence			
5. circumvent*	cir-cum-vent		first <i>c</i> soft; second <i>c</i> hard	
6. inadvertently*	in-ad-ver-tent-ly			
7. belligerent*	bel-lig-er-ent		double <i>l</i>	
8. confluence	con-flu-ence			
9. ambivalent*	am-biv-a-lent			
10. antecedent*	an-te-ce-dent		1 <i>n</i> , 1 <i>t</i> , 1 <i>c</i> , 1 <i>d</i> ; 4 syllables	

*Commonly Misspelled

**Note: You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
11. convalescence	con-va-les-cence	_____		_____
12. dissonance	dis-so-nance	_____	double s	_____
13. dalliance	dal-li-ance	_____	double /	_____
14. despondency	de-spon-den-cy	_____		_____
Further Extension				
15. ebullience	e-bul-lience	_____	double /	_____
16. nonchalance	non-cha-lance	_____		_____
17. acquiescence	ac-qui-es-cence	_____		_____
18. grandiloquence	gran-dil-o-quence	_____		_____
Optional				
19. ambiguous	am-big-u-ous	_____		_____
20. perfidious	per-fid-i-ous	_____		_____
21. fraudulent	fraud-u-lent	_____		_____
22. disingenuous	dis-in-gen-u-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.

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 is purest.

3. Editor Duty: Correct Given Paragraph(s)

Direct Objects, Indirect Objects, Predicate Nominatives

<> 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 the paragraphs, highlight and label the DO's, IO's, and PN's.

In 1850 a french physicist named jean Bernard leon foucault used a rotating mirror to measure the speed of light Foucault used sunlight that entered through a narrow slit the light was reflected off the rotating mirror onto a stationary concave mirror, back to the rotating mirror, and than back to a screen. Foucault noticed this: as the mirror begun to spin the image on the screen moved

The second image was a result of the slight movement of the rotating mirror during the time that was required for the light to travel back and forth from the concave mirror. Foucaults' results was extremely close to the value that albert michel-son an american scientist arrived at in 1926, using the same technique. today the best estimate of the speed of light is 186,282 miles per second

as light enter a substance it is sometimes slowed down. If light is slowed to a complete stop it is said to be absorbed by the substance. Light that is absorbed can no longer overcome the darkness around it Christians must give the world light that is not diminished or hindered.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|----------------|-------------|
| 1. benevolence | benevolence |
| 2. concurrence | concurence |
| 3. contrivence | contrivance |
| 4. abstinence | abstinace |

5. circumvant	circumvent
6. inadvertently	inadvertantly
7. belligerent	belligerant
8. confluence	confluence
9. ambivalent	ambivelent
10. antecedant	antecedent

Character Focus: If Christians are hiding sin in their lives, their lights will be blocked.

<> **4b.** Highlight the correct spelling of each **Extensions** word.

11. convalescence	convalescance
12. dissonence	dissonance
13. dalliance	dallience
14. despondancy	despondency

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

15. ebulliance	ebullience
16. nonchalance	nonchalence
17. acquiescence	acquiescance
18. grandiloquance	grandiloquence

Further Study: Read about the Great Plains bison in *Character Sketch III* pages 80-86. How was the Great Plain bison not light to those around them?

<> **4d.** Highlight the correct spelling of each **Optional** word.

19. ambiguous	ambigulous
20. perfidious	perfideous
21. fraudulant	fraudulent
22. disinjenuous	disingenuous

<> **4e.** On the line provided, write your two (**Extensions**: Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Character Focus: Light gives everything else color. Without light, the world would be entirely black.

Further Study: Read the book of Esther, and explain how Esther challenged something wrong without condemning her authorities.

5. Write On: Period Description

You will be writing a story about someone in history this week. To do this, you will need to learn how to write period (time in history) descriptions.

When writing a description, it is your goal to paint pictures in the imagination and stir emotions of the reader. The **words you use are merely vehicles to transmit those images and emotions from your mind to the mind of the reader.**

The first thing you must do when writing a period description is to learn about the period of time you are writing about. Don't just rely on what you already know. Take the time to find books about the period.

Hint: Books with pictures are often more helpful for this task than those without pictures.

After you study, the next step is to get a clear picture of the scene in your own mind.

Imagine being in a cramped attic at Levi Coffin's Underground Railroad home.

What kind of images are in your mind. **It may actually be helpful to close your eyes and look around at your "place" in the "time period" you are writing.**

1. How big is the attic?
2. Are there other slaves?
3. What do the other slaves look like?
4. How much light is there?
5. Where is the light coming from?
6. What do you hear from your hiding place?

There are literally hundreds of things you can ask yourself when writing this scene. You won't include all of these things in your scene, but it is important that you as the writer be all knowing about the world you are re-creating.

But don't stop at the visual aspects of the scene. Write to all five senses.

1. What does it **smell** like in there?
2. Can you **hear** water dripping in the corner?
3. Does another slave cough a gravelly cough?
4. As you move farther into the attic, what sound does your crawling make?

5. How about **taste**? As you take a deep breath, can you taste the dust in the air?

6. Can you **feel** the floorboards against your fingers as you crawl, or are they smooth, sanded wood?

Further Study: Learn some of the types of light that can be felt but not seen.

All of these aspects of the attic are up to you to decide, but it is important that you know all of the aspects of the “world” of your story.

<> **5a.** Look up the period of time/setting for any historical event (or the one that, you will be writing about this week--see this week's writing Overview Box now, if desired) in a book or online source. Especially study the physical aspects of it.

<> **5b.** For each of the four senses list five aspects of the cell.

(1) Sight _____

(2) Hear _____

(3) Touch _____

(4) Smell _____

When you begin to write the scenes for your story this week, remember these details. You won't use all of the items you listed, but you should use each of the senses in your writing.

6. Structural Analysis/Grammar: Hyphenated Words

<> **6a.** In the second copy box of the passage, highlight the hyphenated word *hundred-fold*.

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 hyphenated word, *emotionally-charged*, is a two-word adjective.

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 word:

1. If it **sounds hyphenated, it often is.**

Examples:

- a. God-fearing
- b. man-made

2. If it is a **number word consisting of two words between twenty-one and ninety-nine, it should be hyphenated.**

Examples:

- a. forty-one
- b. fifty-two

3. If it is an **extended family relationship, it should be hyphenated.**

Examples:

- 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.**

Examples:

- a. Hyphenated: two-word adjective
- b. Hyphenated: low-pressure area
- c. Not hyphenated: little league game
- d. Not hyphenated: nonfiction book

5. You usually **pluralize the first part of the hyphenated word when making it plural.**

Examples:

- a. brothers-in-law
- b. mothers-in-law
- c. Exception: great-grandmothers

 If a two-word adjective is already an established two-word noun, do not hyphenate it when it is used as an adjective: She went to the little league game.

<> **6b.** Study the Grammar Card about hyphenated words.

<> **6c. Optional:** Make a Grammar Card about hyphenated words, or add new information to an existing card.

<> **6d.** On the lines provided, write sentences about this week's passage, using one of the following hyphenated words in each sentence:

Grammar Card: Hyphenated Word

- A hyphen is used to form the following:
 - A **two-or-more-word adjective**: God-fearing
 - Any **two-word number between twenty-one and ninety-nine**: forty-one
 - Extended family relationship**: brother-in-law
- If the first part of a hyphenated word needs to be made plural, add s to that word:
 - brothers-in-law
 - Exception: great-grandmothers



If a two-word adjective is already an established two-word noun, do not hyphenate it when it is used as an adjective: She went to the little league game.

Teacher Tip: Hyphenated words are hard to remember since they are not used that frequently in our writing. Remind your student that he will need to use a dictionary to find the answers to questions such as, "Are these two words hyphenated?"

- | | | |
|-------------------------|-------------------|---------------------|
| 1. once-cherished | 2. long-awaited | 3. well-known |
| 4. hundred-fold | 5. man-made | 6. by-and-by |
| 7. year-round | 8. high-energy | 9. right-on |
| 10. emotionally-charged | 11. God-fearing | 12. life-sustaining |
| 13. life-changing | 14. high-pressure | 15. truth-bearing |

All

1. _____

2. _____

3. _____

4. _____

5. _____

Extensions

6. _____

7. _____

8. _____

➤ **6e. Optional:** In your notebook, write sentences using hyphenated words you find in the dictionary.

Basic Level: Write ten sentences.

Extension: Write twelve sentences.

Further Extension: Write fifteen sentences.

7. Write On: Dialogue

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 will 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 below, highlight the name of each person that is speaking.

“So you invented milk chocolate?” questioned the Olmec.
“No, the Swiss invented that,” replied Hershey.
“Did you invent the chocolate factory?”
“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.”
The exasperated Indian asked, “So what did you invent?”

Did you find the following:

1. In the first paragraph, the speaker is the Olmec.
2. In the second paragraph, the speaker is Hershey.
3. No name is given in paragraph three (though we know it is Olmec, don't we?).
4. In the fourth paragraph, no speaker is given, but we know it is Hershey.
5. In the fifth paragraph, 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 sometime 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 go in one paragraph.
 - 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).

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.

<> 7b. Rewrite four (**Extensions:** six) of the quoted sentences from the dialogue with speech tags in different positions with different wording, etc.

1. _____

2. _____

3. _____

4. _____

Extensions

5. _____

Speaking and Writing

Writing is just spoken words written down! If you can talk well, you can write well. Write what you are thinking—only use more description and pizzazz!

6. _____

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: capital vs. capitol

Capital and capitol are Wacky Word partners. They sound the same when they are said, but they are spelled differently and have different meanings.

1. Capitol

- a. Only has one use that we widely implement
- b. Means the **building or group of buildings in which the functions of state government** are carried out
- c. Think: Capitol only means office buildings for state government--that is the only meaning

2. Capital

- a. All other uses of capital are the a one—capital is for all other uses
- b. Adjectives
 - 1) **Upper case letter:** capital letter
 - 2) **Chief or primary:** capital idea or the capital (most important) thing for us to remember
 - 3) **Die by the court:** capital punishment
 - 4) **Primary city:** the capital city
- c. Nouns
 - 1) **Stock of goods or income:** to have capital in the bank
 - 2) **Capital used by itself for the city:** go to the capital of the state (i.e. the city that is the capital--not the building--the capitol building).

↔ 8a. Fill in each blank provided with the correct Wacky Word--**capital** or **capitol**.

- 1. What is the _____ of Indiana?
- 2. All proper nouns begin with _____ letters.

3. The United States _____ is white.
4. The criminal received _____ punishment for his crime.
5. How much _____ do you have in your home?

<> **8b.** On the lines provided, write two sentences using **capital** and **capitol**.

1. _____

2. _____

<> **8c.** Fill in each blank provided with the correct Wacky Word--**vain**, **vein**, or **vane**.

1. The _____ in our bodies have three layers.
2. If we keep ourselves humble, we will not become _____.
3. Some people get spider _____ on their legs.
4. The wind _____ as been twirling all day.
5. A _____ person is usually conceited.
6. Mark's effort to fix the hole was in _____.
7. Where can I buy a weather _____ ?

<> **8d.** Fill in each blank provided with the correct Wacky Word--**though**, **through**, or **thought**.

1. Devin _____ the movie was over.
2. Some decisions require much _____ and prayer.
3. Danae walked _____ the door and down the hall.
4. Even _____ it was cold, Kendra still wanted to go swimming.
5. The baby was now sleeping _____ the night.
6. _____ we weren't able to go to the party, we still sent him a card.
7. Dan _____ we were going to meet at the restaurant.

Overview of Story Writing

You will be writing a story about an individual in history. You will learn/perfect many skills in order to do this.

I. TOPIC OF REPORT

You will be writing a story about someone in history. You may choose from one of the people listed or choose a different one. You will choose one small instance in history with one main character. While you may have other characters and may have a little background information, for the most part, your story will be one scene/short time period in history--as opposed to an entire war or a thirty year time period.

While your story will be based on a true story/historical event, you may embellish it with fictional details or how you envisioned it, as most "historical fiction" stories do. (See Sample Story to see how that is done.)

- A. George Washington crossing the Delaware
- B. Pocahontas going to England
- C. George Washington Carver discovering the uses of the peanut
- D. Henry Dunant assisting in a battle then deciding to start the International Red Cross
- E. Nelson Mandela being released from prison (focus on people's reactions and describing the scene)
- F. Middle passage in a slave ship
- G. William Penn buying land and signing Peace Treaty with them
- H. Levi Coffin harboring slaves in the Underground Railroad
- I. Cyrus the Great returning the Jews and guaranteeing religious freedom of all in his empire (see "Cyrus Cylinder" in your research and book of Isaiah)

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR STORY

- A. **Basic** students will write 8 paragraphs for your story.
- B. **Extension** students will write 10 paragraphs for your story.
- C. **Further Extension** students will write 12 paragraphs for your story.

Since you will have dialogue in your story, do not count paragraphs, but count sentences (as indicated below).

III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write 5-8 sentences per paragraph.
- B. **Extensions** students will write 6-9 sentences per paragraph.

IV. TOTAL SENTENCES--since you will have dialogue, count your total number of sentences.

Basic Level: 50-65 sentences

Extension: 65-80 sentences

Further Extension: 80-120 sentences

V. OPENING PARAGRAPH

No student will write an opening paragraph. You will weave all background information into your story.

VI. CLOSING PARAGRAPH

No student will write a closing paragraph. You will weave all aspects of your resolution/conclusion into your story.

VII. SOURCES

You will **not** cite sources, but you will need to research the main character and setting of your story.

VIII. QUOTATIONS IN YOUR REPORT

You are required to use quotation marks to indicate dialogue in some places in your story.

IX. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. Writing period descriptions
- B. Writing descriptions to all five senses
- C. Researching facts
- D. Character development
- E. Scene and sentence outlining

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).

Sample Story

As fall turned to winter in 1776, the American struggle for independence was on the verge of withering away. His Excellency, George Washington, had been beaten time and time again. First was the defeat in the Battle of Long Island, followed by a similar outcome at White Plains, then the losses of Fort Mifflin and Fort Mifflin. His battered and dispirited army abandoned New York and then retreated across the Delaware River leaving New Jersey to the seemingly unstoppable British and their Hessian mercenaries. The British began taking loyalty oaths from the citizens of New Jersey, and many of the state's leading citizens rushed to swear their allegiance to King George. The American army had lost nearly three quarters of its strength through battlefield losses, desertion, and illness. As if the situation facing Washington and his inner circle of commanders were not dire enough, the vast majority of soldiers' enlistments were set to expire at the end of the year—and few had agreed to re-sign for another year or even another month. If something did not change, the American army, along with any hope of independence, might simply dissolve. George Washington knew he needed to do something, anything, to keep his army together. Without a victory, it would mean death to the American dream of a new nation.

George Washington stood rigidly at a table, staring down at a map illuminated by a few flickering candles. A sharp three taps at the door caused the General to look up.

"Come in."

As the door opened, the bitter wind swept into the room, nearly extinguishing the candles. A portly man stepped into the room. He was heavy but carried himself strongly. "Your Excellency, I have the day's re-enlistment report."

"Is it good news?"

"No, Your Excellency. Only a few dozen signed on for another year."

George Washington nodded somberly and turned his attention back to the map. The twenty-five year old Colonel turned to leave but was stopped by the even voice of his commander: "I would like you to stay. I've called a council; the rest of the officers will be here presently."

"So you've decided what we are going to do?"

"I have."

An hour later several dozen officers filled the somber room as General Washington outlined his plan.

"General Reed has informed me that Colonel Griffin has agreed to create a distraction near Mount Holly." The General pointed to the map of New Jersey. "This should pull the garrison of Hessians from Bordentown south. From that position, they will be unable to assist the garrison at Trenton. That is where we will attack." Several officers began nodding as they could see the plan coming together. Others remained pensive.

"Your Excellency," General James Ewing spoke up, "how long of a window do we have?"

"We have three days. We will cross the river on Christmas night and attack the next morning."

"What do we do if the weather doesn't clear up? We can't cross in a storm like this."

"We don't have a choice," General Washington responded calmly but firmly. "You all are aware of the situation. In less than two weeks, we won't have an army. We must have a victory no matter obstacles stand in our way. The Hessians know we have to attack and they will likely be ready for us. That is why we will cross in three groups. Colonel Cadwalader will take one column and attack Trenton from the South. This will create a diversion. I will command the main body with General Greene and attack from the north. General Ewing will take another column and cut off the enemies retreat. Colonel Knox, I want you to organize the crossing of the main body." The despair in the room began to harden into resolve. Most of the officers saw that they had been given a golden opportunity—if the weather would cooperate.

Christmas day dawned to clearing weather and even more optimism among the officers. The previous three days had been spent collecting all of the boats and ferries they could get their hands on. Washington and Knox carefully selected men with boating experience to manage the crossing. Chief among these were John Glover's regiment from Marblehead, Massachusetts who had already helped save the army once during the evacuation of Manhattan. Colonel Knox spent the afternoon in the old barn where his precious artillery was housed and tried to choose the pieces he would need the next day. He quickly excluded the mortars and large cannon. He wanted guns that were small enough to get across the river and were best against ranks of infantry rather than entrenchments. He ran his hand over the cold, smooth brass barrels. A few had minor nicks and gouges, which

(continued next page)

Knox worried would crack in the bitter cold conditions he knew the battle would be fought in. After a while, he finally settled on eighteen pieces he thought would do the job. As he exited the barn, his heart sank. The wind had picked up dramatically in just the last hour. Ominous dark clouds warned that the brief calm would not last.

Knox hurried past the rows of soldiers getting their sixty cartridges. He arrived at the crossing site and looked out over the river as he had done countless times in the last couple of days. The river had swelled its banks and was rushing more than he had ever seen it; large chunks of ice rushed downriver.

"It's not good," John Glover came up behind Knox, "but my men can get you across."

"We don't have a choice. We have to get across. Victory or death."

"Victory or death." Glover nodded. "The sooner we get started, the better. The weather is only going to get worse."

Colonel Knox nodded, but it took another two hours before the men were supplied and assembled next to the river. Darkness had fallen ninety minutes before. During that time, the rain turned to sleet. The first soldiers crammed onto the flat bottomed Durham boats. They stood—since the sides were nearly four feet high, and the bottom was already filling with water. George Washington dismounted his horse and climbed aboard the lead boat. He was, as always, the picture of regal authority. He held his face firm against the chilling sleet. The men in his boat couldn't help themselves but stood a little straighter. The Marblehead fisherman pushed the boat away from the shore. Almost instantly, the rushing water began driving them downriver. The seamen struggled to push the boat across the river using long poles. Other men used poles to deflect oncoming ice chunks. They finally arrived on the other side, and General Washington began issuing orders: "Set up a perimeter. Don't let anyone through without the password." The men steeled themselves against the wind; they knew their duty and they knew the password: Victory or death.

On the other side of the river, Knox was having trouble loading the artillery. "Hold that ferry steady," the big Bostonian boomed. The river was rushing so hard the flatbed boat threatened to be torn away from its moorings. Several soldiers grasped onto ropes holding it still while Knox and others pushed the cannon onboard. "Quickly, tie it down," ordered the large man. They grabbed at attached them to the hooks sticking out of the ferry.

"Colonel, it's too rough. We can't get artillery across in this storm." The man had to shout to be heard over the wind.

Knox met the man's gaze with a burning intensity: "We will get it across no matter what the weather is like. We can't beat the Hessians without artillery. Now climb aboard." Several fishermen scrambled onto the top and left the shore. The current immediately tried pushing them downstream, and it took all the strength of the men to keep them on course. "Look out!" a sailor shouted as a large chunk of ice rammed the side of the boat. It knocked all of them off balance and one man splashed into the frigid water. He grabbed desperately onto one of the poles before he could be hauled back onboard. They got to the other side where several soldiers were waiting to help them unload the cannon.

On and on through the night it went. The boatmen took trip after trip while Washington and Knox organized the growing army on the New Jersey side of the river. The weather continued to deteriorate; the wind blew like an icy hurricane. When about half of the army was across John Glover approached the young Knox. "I'm not sure we can continue. We've gotten word that General Ewing and Colonel Cadwalader have already halted their crossings. The visibility is too poor. Our boats are getting swept downstream, and my men can't tell which direction the landing is."

"Keep going—we'll need every man if this is the only crossing." Then Knox had an idea: "Tell your men to follow my voice."

"They'll never hear you in this storm."

"Trust me: they'll hear me." Knox began shouting his orders and indicating which direction the boats should go. In spite of the storm, his resounding voice carried across the water and guided the rest of the boats to safety. When the last soldier departed the boat, an elated Henry Knox approached George Washington. "Your Excellency, we got the whole army across, along with the cannon and horses to transport them."

A few hours later, Washington and Knox won one of the most important victories of the revolution—with Knox's artillery providing the knockout punch. The bad weather worked in America's favor since the Hessians

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were so convinced no one could get across in such a storm they pulled in their pickets and were caught by surprise. The Americans captured nine hundred enemy soldiers, but, even more importantly, they also captured the momentum. George Washington followed up the success with another daring victory at Princeton a week later. The ecstatic soldiers, who just weeks before would not even consider staying past their term, re-enlisted by the thousands. George Washington kept his army together and fighting. For his bravery and organizational brilliance, Henry Knox was promoted to Brigadier General and would serve the rest of the war at Washington's side. The American army faced its most difficult moment—victory or death. They emerged victorious.

Sample Outline

PoB-A: Description of the crisis

Sentence 1: America close to losing war
 Sentence 2: George Washington=many losses
 Sentence 3: Lost at Long Island, White Plains, Fort Washington, Fort Lee
 Sentence 4: British take New York and New Jersey
 Sentence 5: Many civilians go over to British
 Sentence 6: Washington lost $\frac{3}{4}$ of army
 Sentence 7: The rest of the army was about to leave
 Sentence 8: Army on verge of dissolving
 Sentence 9: Washington needed to do something
 Sentence 10: Victory or Death

PoB-B: Washington makes his decision

Sentence 1: Washington looks at map
 Sentence 2: Knock on door
 Sentence 3: "Come in"
 Sentence 4: Wind comes in as door opens
 Sentence 5: Knox enters
 Sentence 6: Knox= Heavy but strong
 Sentence 7: "Enlistment report"
 Sentence 8: "Is it good news?"
 Sentence 9: "No"
 Sentence 10: "Only a few dozen"
 Sentence 11: Washington doesn't respond
 Sentence 12: Knox tried to leave, stopped by Washington
 Sentence 13: "Stay"
 Sentence 14: "I have called a council"
 Sentence 15: "You've decided"
 Sentence 16: "Yes:"

PoB-C: General Washington outlines his plan

Sentence 1: Officers in the room
 Sentence 2: W: "Gen. Reed told me Col. Griffin will create diversion
 Sentence 3: Washington points to map
 Sentence 4: W: "Some Hessians will go south"
 Sentence 5: W: "They won't be able to help Trenton"
 Sentence 6: W: "We will attack Trenton"
 Sentence 7: Some of the officers like plan
 Sentence 8: Others don't

Sentence 9: Ewing: "How long do we have"

Sentence 10: W: "Three Days."

Sentence 11: W: "Cross Christmas night; attack next morning

Sentence 12: Ewing: "What if weather doesn't clear?"

Sentence 13: Ewing: "We can't cross in storm"

Sentence 14: W: "We don't have a choice"

Sentence 15: Washington calm but firm

Sentence 16: W: "You know problem"

Sentence 17: W: "Army gone in two weeks"

Sentence 18: W: "Must have victory"

Sentence 19: W: "Hessians will be ready"

Sentence 20: W: "Cross in three groups"

Sentence 21: W: "Col. Calwalader create diversion"

Sentence 22: W: "I'll lead main body—attack north

Sentence 23: W: "Gen. Ewing cut off retreat"

Sentence 24: W: "Knox will organize crossing"

Sentence 25: Officers heartened

Sentence 26: Will weather cooperate?

PoB-D: Knox choosing artillery

Sentence 1: Weather clears

Sentence 2: Army collected boats

Sentence 3: Boatman chosen

Sentence 4: John Glover's Marblehead division chosen

Sentence 5: Knox chooses artillery

Sentence 6: Not large cannon or mortar

Sentence 7: Wanted cannon to use on infantry

Sentence 8: Touched barrels

Sentence 9: Didn't want cracks or gouges

Sentence 10: Chose a dozen

Sentence 11: Bad news

Sentence 12: Wind worse

Sentence 13: Dark clouds

PoB-E: At the river

Sentence 1: Knox passes the soldiers getting cartridges

Sentence 2: Looks at river

Sentence 3: River swelled—ice

Sentence 4: Glover: "Not good."

Sentence 5: Glover: "My men will get you across"

Sentence 6: Knox: "We don't have a choice."

Sentence 7: Knox: "Victory or death"
 Sentence 8: Glover: "Victory or death"
 Sentence 9: Glover: "We should start soon."
 Sentence 10: Glover: "It will only get worse"

PoB-F: Washington Crossing on first boat
 Sentence 1: Two hours to assemble men
 Sentence 2: Ninety minutes of darkness wasted
 Sentence 3: Rain turned to sleet
 Sentence 4: Soldiers crammed into boat
 Sentence 5: Boat had four foot sides
 Sentence 6: Washington boards
 Sentence 7: Washington regal
 Sentence 8: Washington not bowed by sleet
 Sentence 9: Men stood straighter
 Sentence 10: Pushed off
 Sentence 11: Drove downriver
 Sentence 12: Pushing across with long poles
 Sentence 13: Avoiding ice
 Sentence 14: They arrived; Washington orders
 Sentence 15: W: "Set up a perimeter"
 Sentence 16: W: "Don't let anyone across without a password"
 Sentence 17: Soldiers obey

PoB-G: First cannon crosses
 Sentence 1: Knox having trouble
 Sentence 2: K: "Hold ferry steady"
 Sentence 3: River nearly takes boat
 Sentence 4: Knox pushes cannon on board
 Sentence 5: K: "Tie it down"
 Sentence 6: They tied it down
 Sentence 7: Sailor: "We can't do it"
 Sentence 8: Man had to shout.
 Sentence 9: K: "We will get it across"
 Sentence 10: K: "We need the artillery"
 Sentence 11: K: "Climb aboard"

Sentence 12: Sailors climb aboard
 Sentence 13: Try to keep from being swept downstream
 Sentence 14: "Look out"
 Sentence 15: Ice rams side
 Sentence 16: Man falls overboard
 Sentence 17: Man is hauled back on top
 Sentence 18: They arrive on other side

PoB-H: Knox's voice
 Sentence 1: Crossing continues
 Sentence 2: Boatmen make many trips
 Sentence 3: Weather gets worse
 Sentence 4: Glover approaches Knox
 Sentence 5: Glover: "Can't continue"
 Sentence 6: Glover: "Ewing and Cadwalader already stopped"
 Sentence 7: Glover: "Visibility poor"
 Sentence 8: Glover: "Can't tell where we are going"
 Sentence 9: K: "Keep going"
 Sentence 10: K: "Tell your men to follow my voice"
 Sentence 11: Glover: "They won't hear you"
 Sentence 12: K: "Yes they will"
 Sentence 13: Knox began shouting
 Sentence 14: Voice carried—guided boats
 Sentence 15: Last soldier got across
 Sentence 16: K: "Everyone is across."

PoB-I: Conclusion
 Sentence 1: America wins battle—Artillery key
 Sentence 2: Hessians caught by surprise
 Sentence 3: America capture 900 men and momentum
 Sentence 4: Washington wins at Princeton
 Sentence 5: Soldiers re-enlist
 Sentence 6: Washington kept army together
 Sentence 7: Knox promoted to General
 Sentence 8: America faced victory or death
 Sentence 9: Emerged victorious

9. Study Skills/Prewriting/Research: Research and Character Development

In this assignment, you will be outlining a third-person **single scene (or short time period)** story about a person and event in history. This story will be different than a biographical report because you will not tell about the person's life, but rather you will be repeating a story (or making up a story) of someone's experience.

This story will be **one scene only or short time period**. This means that **your story will take place in a single location/city only**. For example, you may go from the journey to the attic at Levi Coffin's to the dining room in his home, but the **whole story must be in one general place**.

When writing in the **third person, you will be the narrator** (or storyteller). You will **use the person's name and pronouns** to refer to that person (*he, him, his, etc.*). This is in contrast to a first-person story in which you tell it as if you are there, and the pronoun *I* is used.

There are many aspects to storytelling that you need to learn in order to write a story well. One of the main components that you will want to include in your story is **conflict**.

Conflict: All story is about conflict. This is **when the main character has a goal and something or someone stands in the way of the character reaching that goal**.

Whenever writing a fictional work, always ask yourself, *What is the goal of my character? What does he or she want to do?*

Now if that character has a goal that he can meet easily, you have no story. Imagine if your character wanted to go from one room to the next. If all he has to do is walk to the door, turn the knob, open the door, and march through, your reader would be very bored indeed. However, **if difficult obstacles stand in his way, the story becomes much more interesting**.

There are three types of conflict.

- (1) The first is **inner conflict**. This is where the **conflict exists in the character's mind, body, or emotions**. All people go through this type of conflict all of the time. We all lose our tempers when we shouldn't (emotions), aren't quite strong enough to do what we need to do (body), and can't remember something (mind).
- (2) The second level is **personal conflict**. This exists when the **main character is having conflict with a friend or relative**. The idea here is that the character has a relationship with that person and cares deeply about him or her.
- (3) Finally, there is **extra-personal conflict**. This is where the **conflict is with someone or some thing without a personal relationship**. It can be issues with a person who is not a friend or relative of the main character. Extra-personal conflict can also be with an organization such as a government. By far the **most prevalent form of this type of conflict is with the physical environment. This is something inanimate such as iron bars, a wild animal, or lack of water keeping the person from meeting his goal**.

Story is about how the character meets these obstacles. The character does not have to be successful in overcoming those obstacles. In many great stories, the main character loses. If your character was successful in getting to safety via the Levi Coffin house, then he or she will have overcome the obstacles. If your person died in a battle, then he did not overcome the obstacles.

<> 9a. Read the Sample Story, "Finally Free," and notice how various levels of conflict are implemented.

<> 9b. Is your mind churning with amazing ideas after reading the sample? Jot down notes, ideas, thoughts, names, etc. in the Brainstorming Box provided.

Note: If you do not have many thoughts on this story assignment yet, skip down to **<> 9c**, do that assignment, then come back up and complete this one.

Brainstorming Box

- <> **9c.** Research information about your character and even for your story. Write notes about the time period, location, main character(s), etc. in the Story Prep boxes given.
- <> **9d.** List at least five facts you have learned about debtors' prison that you think you want to include in your story.
- <> **9e.** Write your main character and any other characters who will be in your story.

Story Prep--Five Facts

1. _____
2. _____
3. _____
4. _____
5. _____

Story Prep--Characters For My Story

Main Character : _____

Other Characters

Person

Role

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

6. _____

6. _____

◇ **9f.** Fill out the following Character Development chart based on the character you will include in your story and the types of conflict listed in this lesson.

Story Prep--Character Development Chart

•Goal: _____

•Inner Conflict: _____

•Personal Conflict: _____

•Extra-Personal Conflict: _____

Sample Character Development Chart

- Goal: to get across the river
- Obstacles: Ice, wind, cold, heavy cannon
- Conflict:
 - Inner—Age, inexperience
 - Personal—Wanting to please his commander, George Washington
 - Extra-Personal—Ice, wind, cold, heavy cannon

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. Prewriting/Study Skills: Outline Original Story

- <> 11. Follow these steps to outline your story:
- (1) Determine how many paragraphs and sentences you will include in your story. (See Overview Box.)
 - (2) Plan how you will open your story. **You will not have an opening or closing paragraph in this story.** Be sure to include all the details you will need to adequately tell your story in the body of your outline.
 - (3) Plan each “paragraph”--or scene (or each aspect, twist, etc.) ahead of time, and label each scene topic line with what will occur in that paragraph.
 - (4) You will be using dialogue in your story. Follow these steps for planning to use dialogue:
 - a. You will not write only the assigned paragraphs, but will have more paragraphs than you were assigned, since you will begin a new paragraph each time a new speaker speaks.
 - b. Since your story will have dialogue, you will have more than the number of paragraphs assigned--but a dialogue paragraph may contain only one to three sentences, depending on how much speaking and conversation you include.

- c. Thus, you should count sentences, not paragraphs to determine if you have completed the requirements for this story assignment.

Basic Level: 50-65 sentences

Extension: 65-80 sentences

Further Extension: 80-120 sentences

- (5) You will likely want to indicate who is going to speak (dialogue) in your outline. You may do this in whatever way you choose. One way to do this is in the way that the sample does --

L.C.: "Here for?"

Note: While you are assigned dialogue, keep in mind that you will not want every sentence of your story to be dialogue. Just like description, dialogue should only be used when it is needed and impacting. Re-read the sample story provided to see how that student used a mixture of paragraphs with no dialogue and paragraphs with dialogue.

- (6) When writing your outline, remember that you are going to be an outsider telling this story. You will not be part of the story, nor will you know anything that your readers do not know. You will simply be the narrator.

Note: The outlining lines are laid out in a sentence-by-sentence format.

Remember that you will change paragraphs each time the speaker

changes. Thus, you may tweak the outlining lines however you desire.

For example, you may draw a line between sentences whenever you will start a new paragraph etc. (See sample outline and story provided.)

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Sentence 11 _____

Sentence 12 _____

Sentence 13 _____

Sentence 14 _____

Sentence 15 _____

Sentence 16 _____

Sentence 17 _____

Sentence 18 _____

Sentence 19 _____

Sentence 20 _____

Sentence 21 _____

Sentence 22 _____

Sentence 23 _____

Sentence 24 _____

Sentence 25 _____

Sentence 26 _____

Sentence 27 _____

Sentence 28 _____

Sentence 29 _____

Sentence 30 _____

Sentence 31 _____

Sentence 32 _____

Sentence 33 _____

Sentence 34 _____

Sentence 35 _____

Sentence 36 _____

Sentence 37 _____

Sentence 38 _____

Sentence 39 _____

Sentence 40 _____

Sentence 41 _____

Sentence 42 _____

Sentence 43 _____

Sentence 44 _____

Sentence 45 _____

Sentence 46 _____

Sentence 47 _____

Sentence 48 _____

Sentence 49 _____

Sentence 50 _____

Sentence 51 _____

Sentence 52 _____

Sentence 53 _____

Sentence 54 _____

Sentence 55 _____

Sentence 56 _____

Sentence 57 _____

Sentence 58 _____

Sentence 59 _____

Sentence 60 _____

Sentence 61 _____

Sentence 62 _____

Sentence 63 _____

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Sentence 88 _____

Sentence 89 _____

Sentence 90 _____

Sentence 91 _____

Sentence 92 _____

Sentence 93 _____

Sentence 94 _____

Sentence 95 _____

Sentence 96 _____

Sentence 97 _____

Sentence 98 _____

Sentence 99 _____

Sentence 100 _____

Sentence 101 _____

Sentence 102 _____

Sentence 103 _____

Sentence 104 _____

Sentence 105 _____

Sentence 106 _____

Sentence 107 _____

Sentence 108 _____

Sentence 109 _____

Sentence 110 _____

Sentence 111 _____

Sentence 112 _____

Sentence 113 _____

Sentence 114 _____

Sentence 115 _____

Sentence 116 _____

Sentence 117 _____

Sentence 118 _____

Sentence 119 _____

Sentence 120 _____

Sentence 121 _____

Sentence 122 _____

Sentence 123 _____

Sentence 124 _____

Sentence 125 _____

Sentence 126 _____

Sentence 127 _____

Sentence 128 _____

Sentence 129 _____

Sentence 130 _____

Sentence 131 _____

Sentence 132 _____

Sentence 133 _____

Sentence 134 _____

Sentence 135 _____

Sentence 136 _____

Sentence 137 _____

Sentence 138 _____

Sentence 139 _____

Sentence 140 _____

12. Composition/Creative Writing: Write an Original Story (Rough Draft of Body)

<> **12a.** Now you are ready to write your story, following these steps:

- (1) Read the notes you made for the first paragraph of the body of your story.
- (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 story.
- (5) Write your rough draft on every other line in your notebook.

<> **12b.** Read the body of your story aloud. Do you like the way it sounds?

13. Spelling Practice: Write That Word!

<> **13a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **13b.** Complete the following steps for one of the words you listed in 13a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **13c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

14. Grammar: Weekly Quizzes

<> **14a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

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 containing subordinate clauses. Use information from a character book or another source.
- 2E. In your notebook, write more notes about truthfulness. Use information from a character book or another source.
- 3E. In your notebook, write an essay about truthfulness using your notes from the Extra Practice assignment.
- 4E. Edit and revise your essay using this week's Checklist Challenge.
- 5E. In your notebook, write twelve *ant* or *ent* words.
- 6E. Write a book report on the book you read. You may use the Book Report Guide provided in the Appendix of the *Teacher's Guide*.
- 7E. Edit your book report using this week's Checklist Challenge.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |
| 21. _____ | 22. _____ |
| 23. _____ | 24. _____ |
| 25. _____ | 26. _____ |
| 27. _____ | 28. _____ |
| 29. _____ | 30. _____ |
| 31. _____ | 32. _____ |
| 33. _____ | 34. _____ |
| 35. _____ | 36. _____ |
| 37. _____ | 38. _____ |
| 39. _____ | 40. _____ |

- | | |
|-----------|-----------|
| 41. _____ | 42. _____ |
| 43. _____ | 44. _____ |
| 45. _____ | 46. _____ |
| 47. _____ | 48. _____ |
| 49. _____ | 50. _____ |

Conjunctive Adverbs

One Minute

- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |

Interjection Rhyme

Thirty Seconds

_____, _____, _____,
_____, _____, _____,

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. Write three sentences about *truthfulness* using three words from this month's Vocabulary Boxes.

a. _____

b. _____

c. _____

2. Write your own definitions of the words *oppressions* and *astounded*.

a. *oppressions* - _____

b. *astounded* - _____

3. What DD trick did you use this week? _____

4. What word did you study in the DD this week? _____

5. What does your DD word mean (in your own words)? _____

II. Spelling and Homophones

6. You should use the suffix *ance* after a word that has _____ .

7. You should use the suffix *ence* after a _____ - _____ .

8. Use *ence* to keep the letters _____ and _____ soft.

9. Write four examples of words ending in *ance*.

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.

10. Write four examples of words ending in *ence*.

- a. _____ b. _____
c. _____ d. _____

11. Fill in the blanks in the tip dealing with hyphenated words.

If it sounds _____ it often _____ .

12. List the three most common types of words that are hyphenated.

1. _____
2. _____
3. _____

13. When you pluralize hyphenated words, which part should you usually pluralize?

1. First part
2. Second part

14. What is the only common use for the word *capitol*. _____

15. Fill in the correct word *capitol* or *capital*.

- a. It was a _____ idea.
b. He was happy with the amount of investment _____ the company had.
c. The new congressman looked at the _____ building excitedly.
d. Washington D.C. is America's _____ city .

III. Grammar and Usage

16. List three ideas you came up with while jotting down notes in your Brainstorming Box that you used in your story.

1. _____

2. _____

3. _____

IV. Outlining and Write On

17. Write two sentences describing *tasting* something.

1. _____

2. _____

18. Write two sentences describing *smelling* something.

1. _____

2. _____

19. Write two sentences describing *seeing* something.

1. _____

2. _____

20. Write two sentences describing *feeling* something.

1. _____

2. _____

21. Write two sentences describing *hearing* something.

1. _____

2. _____

22. Who is your main character?

23. What is the primary obstacle your character will face in your story?

V. Editing and Revising

24. Describe your story in one sentence.

Red 7-C: 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

Christ promised that if even two Christians were to agree in prayer about a particular matter, their prayers would be answered. When people are united, it is said that they are “in sync.” Christians who come together in oneness are like two waves of the ocean that unite. When two waves meet that are “in sync,” they amplify one another. Waves that are “out of sync” cancel each other out.

Extensions

A room that appears dark still contains light; however, it is diffused. If this light were gathered together and synchronized into a laser beam, it would penetrate the darkness. Similarly, a few believers in a community may not be noticed as individuals, but if they are united in heart, soul, and life, they will be a powerful witness for Christ.

Further Extension

No wonder Satan does all he can to cause disunity among believers and defeat the final desire of Christ that believers be one, even as He and the Father are one. Disunity is like diffused light. Just as diffused light does not penetrate darkness, disunity in the Body of Christ does not penetrate darkness.

Further Study: Learn how plants use light to get energy.

➤ 1a. Read this week's passage aloud.

This passage is an *analogy* about how Christians are to be like lasers. An *analogy* compares one thing or person to another.

➤ 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. _____

Character Focus: Christians are supposed to illuminate the truth for others to see.

➤ **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: Look up lamps in a Bible encyclopedia or dictionary.

(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: A laser is a form of light that is very, very powerful. Christians are supposed to be powerful like lasers.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____

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

For the commandment is a lamp and the law is a light, and the reproofs of instruction are the way of life.

Proverbs 6: 23

3. _____

(9) Write a sentence using this DD word on the lines provided.

<> 1d. **Extensions:** Write a sentence about the character quality for this month using this DD word.

<> 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: Similarly, a few believers in a community may not be noticed as individuals, but if they are united in heart, soul, and life, they will be a powerful witness for Christ. Adverb opener

<> 1f. In your notebook, copy this week's passage at the level directed by your teacher.

<> 1g. (T) Review your copy with your teacher, and correct any errors.

2. Spelling/Structural Analysis: / Before e, Except After c, Unless It Says ay

Examples: receive, achieve, vein

<> 2a. In the last paragraph of the passage, highlight the word *believers*.

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 carefully.

1. **/ before e** means that in most cases (note the c exception), when a word has the long e sound

and is spelled with the *i* and *e* together, the word is spelled with the ***i* before the *e***.

Examples:

- a. grieve
- b. grief

2. **Except after c** means that in the case of a word that has the long *e* sound and is spelled with the *i* and *e* combination following the letter *c*, the word is spelled with the ***e* before the *i***.

Examples:

- a. receive
- b. deceit

3. **Unless it says *ay* as in *neighbor* or *weigh*** means that when an *i* and *e* combination is in a word that has the long *a* sound, the word is **spelled with the *e* before the *i***. Examples:

- a. sleigh
- b. beige

<> 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.

Further Study: Read II Kings 6 and learn how Elisha revealed the power of God in his life.

Character Focus: What we wear tells other a lot about what we think about ourselves. If people think we don't like ourselves, they will not respond to our light.

Write any **Review Words** that your teacher gives you on the lines provided.

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. menagerie	me-nag-er-ie			
2. reverie	rev-er-ie			
3. eerie	ee-rie			
4. hierarchies*	hi-er-ar-chies			
5. extremities	ex-trem-i-ties			
6. conspiracies	con-spir-a-cies			
7. foreigner*	for-eign-er			
8. delicacies	del-i-ca-cies			
9. deceitfulness	de-ceit-ful-ness			
10. surveillance	sur-veil-lance			
11. efficiently	ef-fi-cient-ly			
12. deficient	de-fi-cient			
13. mischievous	mis-chie-vous			
14. cavalier*	cav-a-lier			
15. financier*	fin-an-cier			
16. conceivable*	con-ceiv-a-ble			
17. atheist*	a-the-ist			
18. proprietary*	pro-pri-e-tar-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
Extensions --other challenging vowel combinations				
19. anesthesiology*	an-es-the-si-ol-o-gy			
20. Zeus*	Zeus			
21. euphemism*	eu-phe-mism			
22. aesthetic*	aes-thet-ic			
23. euthanasia	eu-tha-na-sia			
24. aerodynamics*	aer-o-dy-nam-ics			
Optional				
25. clandestine	clan-des-tine			
26. fallacious	fal-la-cious			
27. mendacious	men-da-cious			
28. devious	de-vi-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.				

Further Study: Make a list of the things light does.

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.

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.

Character Focus: Because the Bible is God's Word, it can light our path.

- | | |
|-----------------|--------------|
| 1. menageree | menagerie |
| 2. reveree | reverie |
| 3. eerie | earie |
| 4. hirearchies | hierarchies |
| 5. extremmities | extremities |
| 6. conspiracies | consperacies |
| 7. foreigner | forenner |

8. delicacies	delicucies
9. deceitfulness	deceetfulness
10. surveillance	surveillance
11. efficiently	efficently
12. deficient	deficent
13. mischevous	mischievous
14. cavaleer	cavalier
15. financeer	financier
16. conceivable	conceivable
17. aetheist	atheist
18. proprietaree	proprietary

Character Focus: When two Christians are together, they can be unbelievably powerful, just like when light is turned into a laser.

<> 4b. Highlight the correct spelling of each **Extensions** word.

19. anesthesiology	anestheseology
20. Zeus	Zues
21. eufemism	euphemism
22. aesthetic	asthetic
23. euthenasia	euthanasia
24. airodynamics	aerodynamics

Further Study: In the Bible, find at least six places that God's Word is called a *light* or a *lamp*.

<> 4c. Highlight the correct spelling of each **Optional** word.

25. clandestien	clandestine
26. fallacious	fallaceous
27. mendaceous	mendacious
28. devious	deveous

<> 4d. On the line provided, write your two (**Extensions**: Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

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):

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

- 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.

5. Grammar: Be a Helper, Link Verbs

<> **5a.** Highlight all of the verbs in the first paragraph of 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 the following:

- | | |
|---------------------|------------------------|
| 1. action verbs | 2. linking verbs |
| 3. modals | 4. helping verbs |
| 5. infinitives | 6. being verbs |
| 7. verbals | 8. auxiliary verbs |
| 9. transitive verbs | 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) **wrote**

2) **has written**

2. Infinitives

- a. The word *to* plus a verb
- b. Often confused with a prepositional phrase
- c. May or may not be an action verb:

1) **to write**

2) **to be**

3. Be a Helper, Link verbs

- a. All being verbs, helping verbs, and linking verbs fall into this category.
- b. These 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.

<> **5b.** (T) Memorize the Be a Helper, Link verb song found on the Grammar Card, and recite it to your teacher.

🔑 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.

Further Study: Read a book about how lasers are used in medical procedures.

<> 5c. Study the Grammar Card about Be a Helper, Link verbs.

<> 5d. **Optional:** Make a Grammar Card about Be a Helper, Link verbs, or add new information to an existing card.

<> 5e. 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.
 - a. ACT for action verbs
 - b. INF for infinitives (those that are to + BHL *and* those that are to + action)
 - c. BHL for Be a Helper, Link verbs
- (3) Replace one verb in each sentences with a stronger verb.

Character Focus: The ways we present ourselves to others will tell them a lot about how good of light we are.

Note: Do not differentiate between the two types of infinitives--those made with BHL verbs and those made with action verbs. For this lesson, just mark INF.

1. Isaac Newton's famous experiment of passing light through a prism revealed the basic colors of the spectrum in natural light.
2. Mr. Newton then constructed a reflecting telescope for his further study of the light spectrum.
3. A simple spectroscope consists of a light-tight box with a narrow entrance slit; a prism or grating; and a detector such as photographic plates, photo detectors, or the human eye.
4. Today scientists use advanced spectroscopes for many purposes.
5. Spectroscopes identify the elements of metal alloys, reveal the presence of even the slightest impurity, and measure the composition of distant stars.
6. The study of spectroscopy can be traced back to the early 1900s when a major revolution was brewing in the realm of atomic physics.
7. The revolution was led by a young Dane named Niels Bohr.
8. His theories of the atom introduced a new idea that had never been considered before.
9. His was the only theory to explain puzzling information that scientists had collected in the middle and late 1800s.
10. Bohr's predecessors had discovered that elements glowed with characteristic colors of light when they were heated.
11. Men such as Gustav Kirchhoff, Robert Bunsen, and William Crookes studied these colors through an instrument they called a spectroscope.

Further Study: Study the lasers used in stores to read the price on items someone wants to buy.

12. Much to their surprise, they found that a spectroscope broke an element's colored light into distinctive colored lines.
13. Apparently, every element had its own unique set of these lines, called spectral lines, but no one knew why.
14. Light on a substance produces spectral lines that clearly and accurately reveal its identity.
15. Niels Bohr won the 1922 Nobel Prize in physics for his revolutionary work in explaining why each element has its own characteristic spectral lines.

<> **5f. 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 character book or another source.

Help Box for 5a.

You should have highlighted the following words:

- | | | |
|---------------|------------------|----------------------|
| 1. promised | 2. were to agree | 3. would be answered |
| 4. are united | 5. is said | 6. are |
| 7. come | 8. are | 9. unite |
| 10. meet | 11. are | 12. amplify |
| 13. are | 14. cancel | |

6. Grammar: Confusing BHL Verbs and Action Verbs

You have probably encountered many instances in which BHL verbs act like action verbs and vice versa. This especially occurs with BHL verbs of the senses--*appear*, *look*, *seem*, *remain*, *taste*, *feel*, and *smell*. There are a couple of reasons you need to know whether a BHL verb is used as a BHL verb or as an action verb:

1. The describers around each one will be different:

- a. **Action verbs have adverbs with them.** An adverb will describe the action verb:
 - (1) The boy felt **carefully** through the dark cupboard.
 - (2) The girl looked **suspiciously** at the book.
- b. **BHL verbs have adjectives with them.** An adjective will describe a noun or pronoun earlier in the sentence.
 - (1) The boy felt **terrible** when he said those words.
 - (2) The girl looked **sad** when her friend yelled at her.

2. The type of object following each one will be different:

- a. **Action verbs have direct objects following them.** A direct object that is a pronoun will be in its objective case when it follows an action verb.
 - (1) The boy felt **him** under his feet in the water.
 - (2) The girl felt **her** on the other side of the door.
- b. **BHL verbs have predicate nominatives following them.** A predicate nominative will be in its subjective case when it follows a BHL verb.
 - (1) The boy was **he**.
 - (2) This is **she**.

You can easily tell if a BHL verb is being used as an action verb instead of a BHL verb. **If you can substitute the words *is, are, am, was, or were* in place of the BHL verb in a sentence, it is probably being used as a BHL --not an action verb.** These will be almost sure-fire Test Words for you.

For example:

1. The boy felt carefully through the dark cupboard.
 - a. You would **not** say *The boy was carefully through the dark cupboard*, so *felt* is being used action verb, not a BHL verb.
 - b. You would also not say, *The boy felt **careful** through the cupboard...*another clue.
2. The girl looked suspiciously at the book.
 - a. You would **not** say *The girl was suspiciously at the book*, so *looked* is being used as an action verb, not a BHL verb.
 - b. You would also not say, *The girl looked **suspicious** at the book...*another clue.
3. The boy felt terrible when he said those words.
 - a. You **could** say *The boy was terrible when he said those words*, so *felt* is being used as a BHL verb, not an action verb.
 - b. You would also not say *The boy felt terribly* to describe internal feelings.
4. The girl looked sad when her friend yelled at her.
 - a. You **could** say *The girl was sad when her friend yelled at her*, so *looked* is being used as a BHL verb, not an action verb.
 - b. You would also not say *The girl looked sadly* to describe internal feelings.)
5. The boy felt him under his feet in the water.
 - You would **not** say *The boy was him under his feet in the water*, so *felt* is being used as an action verb, not a BHL verb.

Further Study: Learn what the letters in "laser" stands for.

6. The girl felt her on the other side of the door.
 - You would **not** say *The girl was her on the other side of the door*, so *felt* is being used as an action verb, not a BHL verb.
7. He diligently did his homework.
 - a. You would **not** say *He diligently was his homework*, so *did* is being used as an action verb, not a BHL verb.
 - b. You would also not say *He diligent did his homework*...another clue.

Another way to check to see if a verb is being used as an action verb or BHL verb is to consider whether an adverb would modify it (action verb) or an adjective would modify it (BHL verb)--the adjective really modifies the noun or pronoun before the BHL verb:

1. It *tasted* sweet to him.
 - a. *Sweet* is an adjective modifying *it*.
 - b. *Tasted* is a BHL then.
2. They *carefully* *tasted* the seafood.
 - a. *Carefully* is an adverb modifying *tasted*.
 - b. *Tasted* is an action verb here.

Finally, when all else fails, consider which kind of verb you could substitute for the verb.

1. BHL --
 - a. She felt sad
 - b. She *was* sad
2. Action --
 - a. She *felt* the fur
 - b. She touched the fur.

<> 6. On the lines provided following each sentence, write whether the underlined verb is being used as a BHL verb or an action verb, using the "Test Words" given in this lesson.

1. She felt helpless in the attic. _____
2. It tasted sweet to him. _____
3. They appeared immediately following the seminar. _____
4. She looked suspiciously under the bed. _____
5. They seemed sad when they left. _____
6. We remained sure of our decision. _____
7. She appeared happy after the party. _____

8. He **looked** overwhelmed from the beginning. _____
9. They silently **remained** in their seats. _____
10. They heartily **tasted** everything at the feast. _____
11. It **tasted** amazing. _____
12. The fire **smelled** smokey the next morning. _____
13. I slowly **smelled** the charred roast. _____
14. She **appeared** at the right moment. _____
15. They beautifully **did** the living room in hues of purple. _____

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: Helping Verbs and Verb Phrases

- <> **8a.** Highlight the verb phrases in the passage. Remember, for our purposes, a verb phrase is a two-or-more-word verb that begins with a BHL verb.

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 the 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 with a helper: **to be going**

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 verb phrases that you highlighted in 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.)

Verb Phrases in Questions

Sometimes when a sentence begins with a question word (*how, where, etc.*) or the words *there* or *here*, the verb(s) comes before the subject—or the subject splits the verb phrase. In these cases, the verbs may come anywhere in the sentence and may be divided from its helpers, such as in the sentence *How does a single cell become a human?* (verb phrase: *does become*).

<> **8c.** In the sentences provided, highlight the action verbs in one color and any helpers that go with them in another color. (Highlight all BHL verbs with your second color--those helping the action verbs and those standing alone [as linking verbs].)

Note: Do not highlight adverbs in the middle of the verb phrase.

Example: We **should** **keep** our hearts on God.

1. Light is the brilliance, brightness, or radiance of something.
2. Light can be the radiance of the sun, a fire, or a lamp.
3. God is light.
4. He is the brilliance of all.
5. One of the functions of light is to produce growth.

6. Light is also there to dispel darkness.
7. Light will provide warmth and reveal colors.
8. Light can also retard disease.
9. Christians are to be the light of the world.
10. Without them, there would be no light in this present world.
11. Christians are to be visible in the world.
12. God often puts people like Joseph and Daniel in positions of influence.
13. They turned the course of history and brought glory to God.
14. We must illuminate the Gospel so others can understand it clearly.
15. The truthful words of Scripture need to be lifted by Christians.
16. We are to reflect God's truth as a mirror reflects light.
17. Our lives as Christians must mirror the glory of the Lord Who lives within us.
18. The law of God is a mirror to show us the perfection of Christ's holiness.
19. The image of a mirror must be precise.
20. Precise words reveal the truth with clarity.
21. The precision with which we imitate Christ determines the effect of our lives.
22. God made us in His image so that we can reflect the glory of the Lord.
23. Christians are to provide a pattern of good works.
24. Christians faithfully need to withstand temptation.
25. To activate means "to set in motion."
26. The Christian is to activate leaders.
27. When Christians fail to take action against evil, they allow it to spread.
28. There is no substitute for active Christians.
29. The most persuasive Christian is one in whom the Holy Spirit has full control.
30. Light gives direction, and those who are looking for Christ will be drawn to His light.
31. The phrase "light of a Christian" refers to the effectiveness of his witness.
32. This can be diminished by carnal living and even turned to darkness.
33. The corporate light of a church can also go out.
34. Lights on a hill are seen from farther distances than the same light on a lower level.
35. Just as ships on a dark and troubled sea set their courses by the bright signals of a lighthouse, so the people of the world receive warning and direction from radiant Christians.
36. The lighthouse has a continual responsibility, regardless of whether or not its message is heeded by the sailors.
37. It communicates a message of life, provision, and protection.
38. It can be seen from many directions and is not obscured by surface obstructions.
39. Before Christ, Satan's program was to stop Christ from being born.
40. He worked through rulers and nations to attempt to destroy the Godly seed.

41. Unless we can understand this perspective, the study of history will become a meaningless conglomeration of names, places, and dates.
42. The final event of history will be the brilliant return of Christ.
43. Radiant Christians appear to be larger in number and brighter in witness when they shine for the Lord in a spiritually dark world.
44. Since the character of Scripture is consistent with the character of God, we can expect to find the following relationships between light and the laws that God wrote.
45. Light illuminates whatever is around it; it reveals hidden things and shows the way to those who otherwise would be in darkness.

↔ **8d.** In the sentences provided, complete the following steps:

- (1) Highlight all of the verbs, including the helpers (not just the main verb of each sentence).
- (2) Above each verb, write which type it is. (If it is an infinitive, just write INF—regardless of whether it is an action verb being used as an infinitive or a Be, a Helper, Link verb being used as an infinitive.)

- a. ACT = Action verb
- b. BHL = Be, a Helper, Link verb
- c. INF = Infinitive

Note: There may be multiple verbs in each sentence.

BHL
ACT
INF
ACT

Example: Light **is said** **to spread** out in all directions without

ACT
ACT

slowing down or **changing** its course.

1. Light is unlike any other known substance.
2. Just as sound waves travel from the source of the sound to the ears of the listener, so light waves travel from the light source to the eyes of an observer.
3. The consistency of the speed of light allows it to be used as a measuring instrument in the universe.
4. Distances outside of our solar system are so great they cannot be conveniently calculated in terms of miles or kilometers.
5. Instead, these distances are calculated in light years, the distance light travels in a year.
6. A light year is usually rounded off to about six trillion miles.
7. There is strong evidence that nothing ever travels faster than the speed of light in a vacuum.

8. The speed of light appears to be the maximum speed possible.
9. All forms of radio waves, x-rays, and gamma rays are merely differing wavelengths of light.
10. All travel at close to this speed, but none travel faster.
11. Magnetic fields and electrical currents can also approach the speed of light, but they cannot exceed it.
12. When light enters a transparent substance such as water, glass, or a diamond, it slows down.
13. In water, light travels at only 139,000 miles per second.
14. Light travels even more slowly in glass.
15. The speed of light was first estimated by a Danish astronomer, Ole Roemer, in 1676.
16. Roemer observed that the eclipses of Jupiter's moons changed predictably, depending on whether the earth was on the side of its orbit closest to Jupiter or farthest away.
17. In 1850, a French physicist named Jean Bernard Leon Foucault used a rotating mirror to measure the speed of light.
18. Foucault used sunlight that entered through a narrow slit.
19. As light enters a substance, it is sometimes slowed down. If light is slowed to a complete stop, it is said to be absorbed.
20. Light that is absorbed can no longer overcome the darkness around it.

<> 8e. Extensions: On the lines provided write six sentences that contain BHL verbs.

For example: *She carefully did her job.*

1. _____


2. _____

3. _____

4. _____

5. _____

6. _____

 **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.

<> **8f.** Study the Grammar Card about Be a Helper, Link verbs.

<> **8g. Optional:** Make a Grammar Card about Be a Helper, Link verbs, or add new information to an existing card.

<> **8h. 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:

Paragraph 1:

- | | |
|------------------|----------------------|
| 1. were to agree | 2. would be answered |
| 3. are united | 4. is said |

Paragraph 2:

- | | |
|--------------------|-------------------------|
| 5. is diffused | 6. were gathered |
| 7. would penetrate | 8. may (not) be noticed |
| 9. are united | 10. will be |

Paragraph 3:

- | | |
|----------------------------------|--------------------------|
| 11. can to cause | 12. docs (not) penetrate |
| 13. does (not) penetrage [again] | |

Help Box for 8b.

You should have highlighted the following words:

Paragraph 1:

1. were

2. would be

3. are

4. is

Paragraph 2:

5. is

6. were

7. would

8. may be

9. are

10. will

Paragraph 3:

11. can

12. does

13. does

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 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*.

Redundancy

Redundancy is repeating. When words such as *a*, *the*, and *him* are repeated within one paragraph, it usually does not sound redundant. Redundancy occurs when you write key words more than once in a paragraph. Use synonyms for these words the second time you see them, and your report will improve dramatically.

10. Grammar: Negative Words/Double Negatives

<> 10a. In the second paragraph of the passage, highlight the negative word: *not*

You probably remember that a negative word is a word that says no or not in some way.

Some negative words for you to learn include:

1. no

2. none

3. never

4. not (including contractions of not: don't, won't, wasn't)

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.

5. **hardly** 6. **seldom**

7. **nothing**

It is important for you to memorize negative words because there is a 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.**

Examples:

Correct: hardly ever

Incorrect: hardly never

Correct: I don't want any.

Incorrect: I don't want none.

Correct: I seldom hear anything.

Incorrect: I seldom hear nothing.

Correct: I didn't say anything.

Incorrect: 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 together with a coordinating conjunction) or two sentences joined with a semicolon, you may use a negative word in both parts of the sentence—since each part is really a complete sentence.

Examples:

1. He did **not** have any, and she did **not** have any either.
2. She **hardly** said a thing, and he did **not** speak either.
3. They did **not** want any; the new people wanted **none** as well.

Do not write or speak with two negative words in the same sentence--or the same part of a compound sentence.

Additionally, it is proper to use two negative words when using neither/nor combinations: Neither she nor he was coming to the party.

↔ **10b.** (T) Memorize negative words (or contractions containing them), and recite them to your teacher:


Basic Level: Memorize **twelve** negative words.

Extensions: Memorize **fifteen** negative words.

↔ **10c.** Correct the sentences below with improper negative word usage. Leave the ones that are correct as they are.

1. They weren't going nowhere.
2. They aren't having nothing for dinner.

3. Neither they nor we were aware of it.
4. He wasn't sure that there was none left.
5. They aren't here for no time at all.
6. We didn't want them to have any.
7. Neither she nor he wanted no controversy.
8. Either the boys or the girls were not coming to no party.
9. The girls acted as though nothing was wrong on no day at all.
10. The boys acted as though nothing was wrong neither.

 **Do not use two negative words in the same independent clause (main sentence or complete sentence); this is called a double negative.**

<> 10d. Study the Grammar Card about negative words.

<> 10e. Optional: Make a Grammar Card about negative words, or add new information to an existing card.

<> 10f. In your notebook, write sentences showing the proper use of negative words. Use information from a character book or another source.

Basic Level: Write **ten** sentences.

Extensions: Write **twelve** sentences. Be sure at least three of them are compound sentences with a negative word in both halves.

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 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: Final Copy Original Story

- <> **15a.** Write the final copy of your story in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **15b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your story since you completed the Checklist Challenge?

Optional: Extra Practice

- 1E. In your notebook, write ten sentences containing quotations.
- 2E. In your notebook, write ten sentences containing be a helper, link verbs.
- 3E. Edit and revise your composition from this lesson using this week's Checklist Challenge.
- 4E. In your notebook, write twenty *i* before *e* words.

Checklist Challenge Red 7-C: 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**

☐ B **Basic Level only**

☐ E **Extension only**

☐ E's **Extensions**

☐ FE **Further Extension only**

Since your story contains some dialogue (thus, some short sentences), you will not complete each task in each paragraph. Just complete each task the same number of times for which there are check boxes.

To Be Completed During Week Four

☐ 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
☐ 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		

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	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

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: **Carver's "Creations"**
- Something bold: **The Delaware!**
- A song title or line: **"Colors of the Wind"**
- A Scripture: **Peaceable to All Men**
- Something informative: **Penn's Peace**
- Something biblical: **Make Peace**
- Something about character: **Squanto's Success**
- Other: **Hiawatha's Song**

➡ **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

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

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 /y 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.**

B

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.

E's

E's

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.**

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

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

All

All

All

E's

FE

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
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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. What does the word "*in sync*" mean?

2. Look up synonyms for this word, and list three of them below.

1. _____ 2. _____
3. _____

3. Use the word "*in sync*" in a sentence.

4. What part of the word "*in sync*" helps you to see what it means?

II. Spelling and Homophones

Fill in the blanks with the correct letter(s) or words.

5. _____ before _____ means that in most cases (note the _____ exception), when a word has the long _____ sound and is spelled with the _____ and _____ together, the word is spelled with the _____ before the _____.

6. Except after _____ means that in the case of a word that has the long _____ sound and is spelled with the _____ and _____ combination following the letter _____, the word is spelled with the _____ before the _____.

* 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. Unless it say _____ as in _____ or _____ means that when an _____ and _____ combination is in a word that has the long _____ sound, the word is spelled with the _____ before the _____ .

III. Grammar and Usage

8. List six BHL verbs you used in your paper this week.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

9. Write three main types of verbs used in CQLA.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | |

10. Fill in the blanks: If you can substitute the words _____ or _____ in place of the verb in a sentence, it is probably being used as a BHL verb.

11. Write five verb phrases you used in your report this week.

- | |
|----------|
| 1. _____ |
| 2. _____ |
| 3. _____ |
| 4. _____ |
| 5. _____ |

12. List six negative words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

13. What is the rule regarding negative words?

14. Can you use a negative words in *both* parts of a compound sentence?

IV. Editing and Revising

15. What four strong verbs did you add to your story this week?

1. _____	2. _____
3. _____	4. _____

16. What two words did you add to your story that you have not used in writing before?

1. _____	2. _____
3. _____	4. _____

17. What three redundant words did you have to replace in your story this week?

1. _____	2. _____
3. _____	

18. Write six sentences from your story using six difference conciseness techniques from the Checklist Challenge.

1.	_____

2.	_____

3.	_____

4. _____

5. _____

6. _____

19. What is the strongest verb in your story?

20. What is the strongest adverb in your story?

21. What is the strongest adjective in your story?

Teacher's Helps

Red 7-C

Character Focus: Truthfulness

Lesson Plans and Answer Keys

Lesson Plans

Red 7-C: Week One

For a Five-Day Week

Character Focus: Truthfulness

Day One																													
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	Vocabulary Box Characteristics of one who is not truth- ful-- <i>adjectives</i> ambiguous clandestine counterfeit crafty deceitful delusive devious disingenuous elusive fallacious fraudulent mendacious perfidious pretentious specious spurious underhanded unreliable																												
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Lesson Plans

Red 7-C: Week One

For a Four-Day Week

Character Focus: Truthfulness

Day One																												
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<p>Optional: Extra Practice</p>		

Answer Keys Red 7-C: Week One

3. Editor Duty: Correct Given Paragraph(s):

Homophones, Spelling, Semicolons

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the first paragraph, highlight and correct the homophone errors.

(3) In the first paragraph, highlight the misspelled words with another color, and correct the spelling errors.

(4) Insert a semicolon in between the last two “sentences” of paragraph two.

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!

Just as ships on a dark and troubled **sea** **set their** courses **by** the bright signals of a lighthouse, **so** the people of the world **recieve** warning and direction from **radient** **Christians**. **The** lighthouse has a **continnual** **responsability**, regardless of whether or **not** **its** message **is** heeded by the **sailers**. **It is** the job of the lighthouse to shine. **(receive, radiant, continual, responsibility, sailors)**

Lights on a hill **are seen** from **farther** distances **than** the same light on a lower level. They communicate a message of life, provision, and protection. They are observable from many directions; they are not obscured by surface obstructions.

The **Greek** definition of light **is** the brilliance, brightness, or radiance of something, especially of the sun, a fire, or a lamp. **God** is light. **He** is the brilliance of all that is properly related to **Him**: **His Son**, **His Word**, and believers. Light is so vital that it is the first thing God created after the heaven and the earth.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-------------------------|--------------------|
| 1. insuler | insular |
| 2. zinnia | zinnea |
| 3. effectiveness | efectiveness |
| 4. incinuation | insinuation |
| 5. compassionate | compassionit |

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. irreverance	irreverence
7. tendinnitis	tendinitis
8. inflammation	inflammation
9. coincidance	coincidence
10. symposium	simposium
11. conceptual	conseptual
12. penjulum	pendulum
13. interference	interferance
14. quantum	quontum
15. chauvinistic	shovinistic

↔ **4b.** Highlight the correct spelling of each **Extensions** word.

16. camaraderee	camaraderie
17. potpourri	poepourri
18. pandemoneum	pandemonium
19. luminessence	luminescence

↔ **4c.** Highlight the correct spelling of each **Further Extension** word.

20. osteoporosis	osteoporrosis
21. vulnerability	vulnerability
22. transendentalism	transcendentalism
23. symbeosis	symbiosis

↔ **4d.** Highlight the correct spelling of each **Optional** word.

24. verritable	veritable
25. awthentic	authentic
26. veracious	veracious
27. ethical	ethicul

6. Structural Analysis: Prefix *re*

<> **6b.** On the lines provided, complete the following steps:

- (1) Write ten *re* words.
- (2) Look up their definitions, and write them beside the words.

Note: Try to use a variety of *re* words with all three meanings for *re*.

No Answer Key needed. Answers will vary.

<> **6c.** On the lines provided, write other prefixes, their definitions, and sentences containing them. Use ten different prefixes.

No Answer Key needed. Answers will vary.

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: vain, vein, and vane

<> **10b.** Fill in each blank with the correct Wacky Words--*vain*, *vein*, or *vane*.

1. Joshua will install the weather vane today.
2. Kara watched as the vain child paraded to her seat.
3. Josiah rushed to close all the windows before the rain came, but it was in vain.
4. After Kayla gave blood, she noticed a bruise by her vein.
5. Cami taught about not being vain in her Sunday school class.
6. Josiah suggested putting the weather vane on a pole.
7. Jacob remained calm while the nurse inserted a needle in his vein.

<> **10c.** Look up these three Wacky Words and write a definition and sentence for each one.

No Answer Key needed. Answers will vary.

12. Grammar: Adverbs

<> **12e.** In the sentences provided, replace each underlined adverb and verb with a strong verb by doing the following:

- (1) Think of a word that could replace the words.
- (2) Look this word up in a thesaurus and find a more descriptive word to use in its place.
- (3) Write your new word above the underlined words.
- (4) Make any other changes in each sentence that might be needed after your substitution is inserted.

Example:

Original: He spoke loudly.

Substitute: He *shouted*.

Thesaurus: He *bellowed*.

No Answer Key needed. Answers will vary.

↔ **12f.** On the lines provided, write three descriptive adverbs for the boring ones given.

Besides just using adverbs in your writing, you should also try to use descriptive adverbs—not just boring ones.

Note: You may use a thesaurus if you get stuck.

Example: very—extremely, exceptionally, unusually

Note: If you have trouble thinking of adverb synonyms, use the one given in a sentence and consider what words can be substituted for it.

Example: extremely, exceptionally, unusually

- He is very nice
- He is *extremely* nice
- He is *exceptionally* nice
- He is *unusually* nice

No Answer Key needed. Answers will vary.

↔ **12g.** In the sentences provided, complete the following steps:

- (1) Highlight the adverbs.
- (2) Above each highlighted adverb, write a more descriptive adverb in its place.
- (3) **Extensions:** For ten of the sentences, cross out the adverb and the verb the adverb modifies (as well as the new adverb), and insert a strong verb that does not need an adverb.

For example: He ~~further describes~~ becomes He *expounds upon*...

Note: Adverbs are easier to find if you find the verbs first. You might want to go through and mark all of the verbs in the sentences before highlighting the adverbs.

Note: Some sentences may have more than one adverb; highlight and replace all of the adverbs you find.

Teacher's Note: Examples of changes your student could have made are in paren-

theses following some of the sentences. the verbs that go with the adverb are also highlighted.

1. Two important decisions **surprisingly** accompanied Peter Waldo's salvation.
2. He **initially** gave his material possessions to minister among the poor of France.
3. Vows of poverty were **often** made during medieval times.
4. Monks and hermits **actually** turned their backs on the wealth of the world in an attempt to gain spiritual merit.
5. Peter Waldo's vow did **not** lead him to a life of contemplation behind the **darkly** cloistered walls of a monastery.
6. As he **willingly** distributed the last of his worldly goods, a crowd of scoffers mocked his "foolish" decision.
7. Peter Waldo held meetings with the poor in their cottages and **sacrificially** visited the sick and dying.
8. He gathered into the quiet fields of the French countryside those who would **willingly** listen, to teach them and to pray with them.
9. The light of God's Word **finally** broke **through** to the people of France by the determined hand of Peter Waldo.
10. With the help of several scholars and at his own expense, he **precisely** translated the New Testament into the vernacular.
11. The printing press had **not yet** been invented, and handwritten copies **laboriously** demanded long hours of patient work.
12. God surrounded Peter Waldo with many disciples who were **unusually** eager to share the light they had received.
13. They were required to commit to memory and be able to recite **accurately** whole Gospels and Epistles.
14. They **shockingly** found access to the broken-down cottages of the poor and also to the stately castles of the French nobility.
15. From under their packs or cloaks, they would **coily** reveal a New Testament or Bible.
16. They **softly** spoke of Christ as the "Light of the World" and urged the family to make a place in their home for the Holy Book and a place in their hearts for its Divine Author.
17. The Waldensians **finally** taught the people the absolute authority and inspiration of the Bible.
18. They denied the authority of the pope, the system of indulgences, and purgatory.
19. With the burning truths of God's Word engraved on their hearts, they evangelized the south of France and the northwest of Spain and descended **eastwardly** into the Rhine and Danube valleys, reaching Poland, Bohemia, and Germany.

20. In 1208, a full-scale crusade against the Waldensians was **violently** launched by Pope Innocent III.
21. Although they were expelled from Lyon and hunted down by the ecclesiastical and political armies of France, the Waldensians **fearlessly** continued to teach and preach.
22. Waldensian representatives **carefully** sought the pope's permission to preach and his approval of their evangelistic ministries.
23. They also **willingly** presented the pope a copy of their Bible.
24. The Waldensians were **officially** forbidden to preach and were excommunicated by the pope.
25. Weary travelers **slowly** entered the narrow streets of the city of Lyon.
26. Rich ornamented carvings **beautifully** decorated the dignified row houses.
27. Their overhanging roofs **almost** touched as the projecting peak cast deep shadows on the cobblestones below.
28. Lyon had **long** developed fame for its trade and commerce.
29. Trees had been planted outside the old gray walls where silkworm cocoons **amazingly** produced the city's main source of wealth.
30. One evening, a wealthy merchant family was **peacefully** preparing supper when they heard a knock on the door.
31. A cheerful greeting was enjoyed as they opened it to find two **poorly** dressed but sincere young men who desired to sell assorted pieces of jewelry.
32. **Normally** , the head of the household would have **quickly** turned the young men away due to the lateness of the hour.
33. Yet this time, he **actually** invited them in his home to show their wares.
34. "Madame, will you **please** look at handkerchiefs or pieces of needlework for veils? They are of good price."
35. "Yes, I can present commodities far more valuable than these, and I will **gladly** give them if you will keep a secret."
36. To their surprise, the young man **quickly** lifted a small book from a concealed compartment.
37. For the first time in their lives, the family **actually** understood the Word of God when they read in their own language from the Gospel of John about God's redeeming love in Jesus Christ.
38. These were the disciples of Peter Waldo, **formally** called the Waldensians.
39. Since they desired to be "poor in spirit" and to take no thoughts for the comforts and pleasures of life, they were **humbly** called "The Poor Men of Lyon."
40. Wave after wave of inquisition **fearfully** swept the people under control.

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. Write two sentences about *truthfulness*.

Answers will vary.

2. Write a sentence using your Definition Dissection word.

Answers will vary.

3. **Extensions--**What does the word *concave* mean?

curved inward

4. Use the word *concave* in a sentence.

Answers will vary.

II. Spelling and Homophones

5. Write four examples of words ending with a double consonant dividing the first and second syllable.

a. huddle

b. follow

c. donkey

Answers will vary.

6. **Extensions--**Write four examples of words with a single consonant beginning the second syllable with an open first syllable (i.e. Bi/ble).

a. table

b. stable

c. devise

Answers will vary.

7. What are the three meanings of the prefix *re*?

a. about

b. again

c. back

8. Which of the meanings of *re* is the most common? again

9. List six prefixes and their meanings.

Answers will vary.

10. What does the word *vain* mean?

Adjective meaning someone who thinks a lot of himself or herself

11. What does the word *vein* mean?

Tubes running throughout your body that carry blood

12. What does the word *vane* mean?

Noun meaning a movable object attached to an elevated object that shows the direction in which the wind is blowing

13. Fill in the blanks for the tip to remember what the word *vein* means.

I have veins in my being .

14. Fill in the blanks for the tip to remember what the word *vain* means.

You have nothing to gain when you become vain .

15. Fill in the blanks for the tip to remember what the word *vane* means.

I looked out the window pane to get a look at the weather vane

III. Grammar and Usage

16. List nine strong verbs for the word *say*.

- | | | |
|-------------------|-------------------|--------------------|
| a. <u>exclaim</u> | b. <u>respond</u> | c. <u>shout</u> |
| d. <u>reply</u> | e. <u>respond</u> | f. <u>conclude</u> |
| g. <u>lament</u> | h. <u>spout</u> | i. <u>concur</u> |

Answers will vary.

17. List six strong verbs for the word *sit*.

- | | | |
|------------------|--------------------|-----------------|
| a. <u>lounge</u> | b. <u>recline</u> | c. <u>plop</u> |
| d. <u>slouch</u> | e. <u>straddle</u> | f. <u>relax</u> |

Answers will vary.

18. List six strong verbs for the word *eat*.

- | | | |
|-------------------|------------------|-----------------|
| a. <u>digest</u> | b. <u>inhale</u> | c. <u>slurp</u> |
| d. <u>consume</u> | e. <u>taste</u> | f. <u>wolf</u> |

Answers will vary.

IV. Outlining and Write on

19. Write a topic for each of the paragraphs in the passage.

Answers will vary.

20. What is your closing paragraph about?

Answers will vary.

21. Why do you think a reader will remember your closing paragraph?

Answers will vary.

V. Editing and Revising

22. List three strong verbs that you used in your essay this week.

Answers will vary.

23. 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 7-C: Week Two

For a Five-Day Week

Character Focus: Truthfulness

Day One		
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	Vocabulary Box 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 <p>From the 1940s to the 1980s, America was locked into a war with the Soviet Union, a war called the Cold War. It wasn't a genuine war as we think of one, but both the U.S. and the Soviet Union were ready to go to battle if the other one did anything to initiate it. During that time, hundreds of spies went back and forth between the nations, bringing information about the enemy countries to their homes. These spies worked tirelessly to keep the border guards from discerning their mission.</p> <p>One person who was superior at keeping his work secret from the guards was not trying to get things <i>out</i> of the countries. He was attempting to get the truth of Jesus Christ <i>into</i> the enemy nations. He and his comrades took literally millions of Bibles and tracts into Communist nations without being discovered. He even had a code name: it was Brother Andrew.</p> <p>Extensions</p> <p>Brother Andrew was born in 1928 in Holland, and he was, of course, not named Brother Andrew at birth. His last name, nonetheless, is kept secret so that his partners in God's work will not have to tell if they are captured. When this truth-bearer was a teenager, World War II started, and Germany invaded his homeland, Holland. Andrew found himself in the middle of a battlefield as planes dropped bombs on the cities at night, forcing him and his neighbors to find shelter in the woods nearby.</p> <p>Finally, the war ended, and Andrew joined the Holland army and fought a small war on a far-away island. Shortly after his release from the military, Andrew found Christ. It didn't take him long to start spreading God's Word---on street corners, door to door, and in the marketplace. He eventually went to England to get more training and then, in 1957, he went to speak in Yugoslavia and discovered that not one person in his audience had a Bible.</p> <p>Further Extension</p> <p>This experience prompted Andrew to begin smuggling Bibles into Communist countries. He, his wife, and others in his ministry would drive cars full of Bibles and tracts right into these places. In the latter years of the 1980s, the Soviet Union and other communist countries stopped being Communists, and Bibles were allowed. This did not stop Brother Andrew's work; he continued smuggling Bibles---through Communist African countries, Central America, and China. As a matter of fact, one of his most dangerous missions was in 1981 when he and his confidants smuggled one million Bibles into China in one night.</p> <p style="text-align: right;"><i>Adapted from Cloud of Witnesses</i></p>		

2. Spelling/Structural Analysis: Latin and Greek Plurals

Examples: *azis, azes; criterion, criteria*

All

- | | | |
|----------------|----------------|----------------|
| 1. hypothesis | 2. hypotheses | 3. parenthesis |
| 4. parentheses | 5. curriculum | 6. curricula |
| 7. agenda | 8. agendum | 9. criterion |
| 10. criteria | 11. phenomenon | 12. phenomena |
| 13. alumna | 14. alumnae | 15. appendix |
| 16. appendices | 17. nucleus | 18. nuclei |
| 19. radius | 20. radii | |

Extensions

- | | | |
|------------------|-----------------|------------|
| 21. stimulus | 22. stimuli | 23. cactus |
| 24. cacti | 25. octopus | 26. octopi |
| 27. hippopotamus | 28. hippopotami | |

Optional

- | | | |
|---------------|-------------|---------------|
| 29. bona fide | 30. genuine | 31. unfeigned |
| 32. virtuous | | |

3. Editor Duty: Correct Given Paragraph(s)

Subordinate Clause Openers, Verb Phrases

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

All--Paragraph One of Body: 4 Sentences

All--Paragraph Two of Body: 4 Sentences

All--Paragraph Three of Body: 4 Sentences

All--Paragraph Four of Body: 4 Sentences

All--Paragraph Five of Body: 5 Sentences

6. Grammar: Subordinators

7. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: *though, through, and thought*

Day Three

8. Write On: Scene Descriptions

9. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

10. Spelling Practice: Six "S" Spelling Secret

11. Sentence Structure: Subordinate Clause Openers

Day Four

12. Sentence Structure: Introductory Material

13. Composition and Editing: Edit and Revise Using the Checklist Challenge

14. Spelling Practice: Write That Word!

15. Grammar: Weekly Quizzes

Day Five

16. Spelling: Spelling Test

17. Dictation: Dictation Quiz

18. Composition: Final Copy Informative Report

Optional: Extra Practice

Lesson Plans

Red 7-C: Week Two

For a Four-Day Week

Character Focus: Truthfulness

Day One		
Vocabulary Box		
Characteristics of one who is truthf-- <i>adjectives</i>		
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 truthf--
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

From the 1940s to the 1980s, America was locked into a war with the Soviet Union, a war called the Cold War. It wasn't a genuine war as we think of one, but both the U.S. and the Soviet Union were ready to go to battle if the other one did anything to initiate it. During that time, hundreds of spies went back and forth between the nations, bringing information about the enemy countries to their homes. These spies worked tirelessly to keep the border guards from discerning their mission.

One person who was superior at keeping his work secret from the guards was not trying to get things *out* of the countries. He was attempting to get the truth of Jesus Christ *into* the enemy nations. He and his comrades took literally millions of Bibles and tracts into Communist nations without being discovered. He even had a code name: it was Brother Andrew.

Extensions

Brother Andrew was born in 1928 in Holland, and he was, of course, not named Brother Andrew at birth. His last name, nonetheless, is kept secret so that his partners in God's work will not have to tell if they are captured. When this truth-bearer was a teenager, World War II started, and Germany invaded his homeland, Holland. Andrew found himself in the middle of a battlefield as planes dropped bombs on the cities at night, forcing him and his neighbors to find shelter in the woods nearby.

Finally, the war ended, and Andrew joined the Holland army and fought a small war on a far-away island. Shortly after his release from the military, Andrew found Christ. It didn't take him long to start spreading God's Word--on street corners, door to door, and in the marketplace. He eventually went to England to get more training and then, in 1957, he went to speak in Yugoslavia and discovered that not one person in his audience had a Bible.

Further Extension

This experience prompted Andrew to begin smuggling Bibles into Communist countries. He, his wife, and others in his ministry would drive cars full of Bibles and tracts right into these places. In the latter years of the 1980s, the Soviet Union and other communist countries stopped being Communists, and Bibles were allowed. This did not stop Brother Andrew's work; he continued smuggling Bibles--through Communist African countries, Central America, and China. As a matter of fact, one of his most dangerous missions was in 1981 when he and his confidants smuggled one million Bibles into China in one night.

Adapted from *Cloud of Witnesses*

2. Spelling/Structural Analysis: Latin and Greek Plurals

Examples: *azis, azes; criterion, criteria*

All

- | | | |
|----------------|----------------|----------------|
| 1. hypothesis | 2. hypotheses | 3. parenthesis |
| 4. parentheses | 5. curriculum | 6. curricula |
| 7. agenda | 8. agendum | 9. criterion |
| 10. criteria | 11. phenomenon | 12. phenomena |
| 13. alumna | 14. alumnae | 15. appendix |
| 16. appendices | 17. nucleus | 18. nuclei |
| 19. radius | 20. radii | |

Extensions

- | | | |
|------------------|-----------------|------------|
| 21. stimulus | 22. stimuli | 23. cactus |
| 24. cacti | 25. octopus | 26. octopi |
| 27. hippopotamus | 28. hippopotami | |

Optional

- | | | |
|---------------|-------------|---------------|
| 29. bona fide | 30. genuine | 31. unfeigned |
| 32. virtuous | | |

3. Editor Duty: Correct Given Paragraph(s)

Subordinate Clause Openers, Verb Phrases

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline

All--Paragraph One of Body: 4 Sentences

All--Paragraph Two of Body: 4 Sentences

All--Paragraph Three of Body: 4 Sentences

All--Paragraph Four of Body: 4 Sentences

All--Paragraph Five of Body: 5 Sentences

Day Two

6. Grammar: Subordinators

7. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: *though, through, and thought*

8. Write On: Scene Descriptions

9. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

10. Spelling Practice: Six "S" Spelling Secret

Day Three

11. Sentence Structure: Subordinate Clause Openers

12. Sentence Structure: Introductory Material

13. Composition and Editing: Edit and Revise Using the Checklist Challenge

14. Spelling Practice: Write That Word!

Day Four

15. Grammar: Weekly Quizzes

16. Spelling: Spelling Test

17. Dictation: Dictation Quiz

18. Composition: Final Copy Informative Report

Optional: Extra Practice

Answer Keys Red 7-C: Week Two

3. Editor Duty: Correct Given Paragraph(s)

Subordinate Clause Openers, Verb Phrases

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) Find and highlight the one subordinate clause opener in one of the paragraphs.

(3) In the second paragraph, highlight the five verb phrases. (You may highlight the adverbs in the middle of these verbs phrases.)

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 were producing the city's main source of wealth.

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 in to show their wares. One of the men asked if they would like to buy anything. When the family said they did not, the man told them about something better that he could offer them!

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Circle the correct spelling of each **All** word.

- | | |
|-----------------------|--------------------|
| 1. hypothisis | <u>hypothesis</u> |
| 2. <u>hypotheses</u> | hypothesises |
| 3. parenthisis | <u>parenthesis</u> |
| 4. <u>parentheses</u> | parenthesises |
| 5. <u>curriculum</u> | curricalum |

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. curricula	curricula
7. agendu	agenda
8. agendum	agendem
9. criterion	criterion
10. criteria	critera
11. phenomenon	phenomanan
12. phenomena	phenomana
13. alumna	alumne
14. alumnie	alumnae
15. appendiks	appendix
16. appendicas	appendices
17. nucleus	nucleas
18. nuclei	nuclai
19. radias	radius
20. radii	radei

↔ 4b. Circle the correct spelling of each **Extensions** word.

21. stimulus	stimulas
22. stimulli	stimuli
23. cactus	cactuss
24. cacti	cactii
25. octopuss	octopus
26. octopi	octopii
27. hippopotomas	hippopotamus
28. hippopotammi	hippopotami

↔ 4c. Circle the correct spelling of each **Optional** word.

29. bonna fide	bona fide
----------------	-----------

30. jenuine	genuine
31. unfeigned	unfeegned
32. virtuous	vertuous

6. Grammar: Subordinators

<> 6f. In the sentences provided, complete these steps:

- (1) Highlight all of the subordinators (not just those at the beginning of the sentences).
- (2) Replace the first subordinator of each sentence with another subordinator that also makes sense.

1. When a French physicist used a rotating mirror to measure the speed of light, he used a sunlight that * entered through a narrow slit.
2. A French physicist named Jean Bernard Foucault used a rotating mirror that * measured the speed of light.
3. Using sunlight that * entered through a narrow slit, Jean Bernard Leon Foucault measured the speed of light when he did his experiments.
4. The light that * was reflected off the rotation mirror onto a stationary concave mirror then reflected back to the rotating mirror, and then it rotated back to a screen.
5. Foucault noticed this: as the mirror began to spin, the image on the screen moved.
6. When Foucault noticed this, he was making an amazing discovery.
7. The second image was a result of the slight movement of the rotating mirror when the time came for the light to travel back and forth from the concave mirror.
8. When the time came for the light to travel back and forth from the concave mirror, the second image was a result of the slight movement of the rotating mirror.
9. Foucault's results were extremely close to the value that * Albert Michelson arrived at in 1926.
10. When Foucault did his experiments, he discovered many of the same things that * Albert Michelson had discovered in 1926.
11. Albert Michelson arrived at the same results when he did his study in 1926.
12. When Albert Michelson arrived at his results, he used the same technique as Foucault.
13. When we use modern technology, the best estimate of the speed of light is 186,282 miles per second.
14. As light enters a substance, it is sometimes slowed down.

15. **If** light is slowed to a complete stop, it is said to be absorbed by the substance.
16. **When** light is absorbed it can no longer overcome the darkness around it.
17. Christians must give the world light **that** * is not diminished or hindered.
18. Light is sometimes slowed down **when** it enters a substance.
19. **Whenever** light is slowed to a complete stop, it is said to be absorbed by the substance.
20. **If** light is absorbed, it can no longer overcome the darkness **that** * is around it.

*(Some handbooks would not consider the subordinate clause *that...* to be a true subordinate clause since it doesn't contain a subject. CQLA does because it is a common type of clause found at the end of a sentence.)

<> **6g. Further Extension:** Use the following subordinators, coordinating conjunctions, interjections, and conjunction adverbs in sentences about this month's character quality. Review the Grammar Cards about these types of words if you are not confident in punctuating sentences containing them.

- | | | |
|--------------|---------|-------------|
| 1. when | 2. but | 3. however |
| 4. my | 5. well | 6. since |
| 7. therefore | 8. nor | 9. although |
| 10. for | | |

No Answer Key needed. Answers will vary.

7. Vocabulary/Structural Analysis: Wacky Words

though, through, and thought

<> **7b.** Fill in each blank provided with the correct Wacky Word--*though*, *through*, or *thought*.

1. Brother Andrew thought about how the people of Yugoslavia.
2. Even though it was dangerous, he desired to bring them Bibles.
3. He thought about a plan.
4. He had to take the Bibles through a check point.
5. Brother Andrew smuggled Bibles through several Communist countries.
6. Though he worked closely with his confidants, they did not know his real name.
7. God protected him through it all.

<> 7c. Write a sentence using each of these Wacky Words.

No Answer Key needed. Answers will vary.

<> 7d. Fill in each blank provided with the correct Wacky Word--**vain**, **vein**, or **vane**.

1. Before we install our new weather vane we are going to paint it.
2. The well known speaker was humble, not vain.
3. veins return blood from the organs to the heart.
4. Our bodies contain several different classification of veins.
5. Our search for the lost car keys was in vain for we could not find them.

11. Sentence Structure: Subordinate Clause Openers

<> 11e. In the sentences provided, complete the following steps:

- (1) Underline the subordinator at the beginning of each sentence.
- (2) Highlight the subordinate clause openers.
- (3) Place commas where they are needed.

1. When America was locked into a war with the Soviet Union , it was called the Cold War.
2. While it wasn't a genuine war , it was a readiness to go to battle.
3. While the U.S. and the Soviet Union were not at war , they were both ready to fight if the other one did anything to initiate it.
4. When this happened , hundreds of spies went back and forth between the nations.
5. While this was going on , these spies brought information about the enemy countries to their homes.
6. When the Cold War was going on , these spies worked tirelessly to keep the border guards from discerning their mission.
7. Whenever this was happening , there was one man who was superior at keeping his work secret from the guards.
8. While he was not trying to get things out of the nations , he was trying to get things into the nations.

9. **If** he had been caught , he would have been punished.
10. **If** he was discovered , he would have been in trouble.
11. **When** Brother Andrew was born , he was not named Brother Andrew!
12. **If** others are captured , they might have to tell about their mission.
13. **Since** Brother Andrew did not want his comrades to have to lie , he did not tell them his real name.
14. **When** Andrew was a teenager , World War II started.
15. **As** it proceeded , Germany invaded Andrew's homeland.
16. **As** planes dropped bombs on the cities at night , Andrew found himself in the middle of a battlefield.
17. **When** this happened , he and his neighbors were forced to find shelter in the woods nearby.
18. **After** the war ended , Andrew joined the Holland army.
19. **When** he joined , he had to go fight a small war on a far-away island.
20. **After** he was released from the military , Andrew found Christ.
21. **When** he was born again , it didn't take him long to start spreading God's Word.
22. **When** he preached , he went to street corners, door to door, and the marketplace.
23. **When** he went to speak in Yugoslavia in 1957 , he discovered that not one person in his audience had a Bible.
24. **Although** the people did not have Bibles , they did have Andrew to speak to them.
25. **Before** he had this experience , he did not know that many did not have God's Word.
26. **After** he had this experience , he dedicated his life to bringing Bible to those who do not have any.
27. **When** he took Bibles to others , he went to Communist countries.
28. **If** countries were allowed to have Bibles eventually , he would go to other countries who did not have any.
29. **When** people needed Bibles , he smuggled them in by filling car full of Bibles.
30. **When** he went on a mission to China in 1981 , he and his confidants smuggled one million Bibles into China in one night!

➤ **11f. Extensions:** In the sentences provided, finish the sentences by adding either subordinate clauses or a complete sentence wherever the blanks indicate.

Note: Be sure to place a comma following each subordinate clause opener that you write.

Example: **If we are gentle**, we will show the character of Christ.

No Answer Key needed. Answers will vary.

12. Sentence Structure: Introductory Material

<> 12e. Complete the following steps for the sentences provided:

- (1) Highlight the non-essential information at the beginning of each sentence.
- (2) Insert commas following the openers as needed.

1. During the 1940s to the 1950s, America was locked into a war with the Soviet Union.
2. Actually, this war was called the Cold War.
3. Although it wasn't a genuine war, both the U.S. and the Soviet Union were ready to go to battle if the other one did anything to initiate it.
4. Consequently, there were hundreds of spies who went back and forth between the nations, bringing information about the enemy countries to their homes.
5. Moreover, these spies worked tirelessly to keep the border guards from discerning their missions.
6. Incidentally, there was one person who was superior at keeping his work secret from the guards.
7. In reality, he was not trying to get things out of the nations.
8. Actually, he was trying to get things into the enemy countries.
9. Yes, he and his comrades took literally millions of Bibles and tracts into Communist nations without being discovered.
10. Furthermore, he had a code name.
11. Surprisingly, his code name was Brother Andrew.
12. While he was born in 1929 in Holland, he was not named Brother Andrew from his birth!
13. Nonetheless, he had a code name so that his partners would not have to tell who he was if they were captured.
14. When Andrew was a teen, World War II began.
15. At that time, Germany invaded his homeland of Holland.
16. Before long, Andrew found himself in the middle of a battlefield.
17. As planes dropped bombs on the cities at night, he was forced to find shelter in the nearby woods.
18. Finally, the war ended.
19. As a result, Andrew joined the Holland army.
20. Fittingly, so, Brother Andrew had been called "God's smuggler."
21. After his release from the military, Andrew became a born again Christian.
22. Soon, he was spreading God's Word on street corners, door to door, and in the market-place.
23. Eventually, he went to England to get more training.
24. In 1957, he went to speak in Yugoslavia.
25. While he was there, he discovered that not one person in his audience had a Bible.
26. Therefore, he was prompted to smuggle Bibles into Communist countries.
27. Moreover, he, his wife, and his co-workers would drive cars full of Bibles and tracts right into those places.

28. **After** the Soviet Union and other Communist countries stopped being Communist, Bibles were allowed.
29. **Therefore**, Brother Andrew and his teammates went to other Communist countries.
30. **Moreover**, one of this most dangerous missions was in 1981 when he and his confidants smuggled one million Bibles into China in one night!

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. Write definitions for the three words you found the definition of in 1C.

Answers will vary.

2. Write two sentences describing Brother Andrew from a Bible recipient's point of view.

Answers will vary.

3. Write two sentences about Brother Andrew using two of the words listed below.

- | | | |
|----------------|--------------|-------------|
| a. trustworthy | b. genuine | c. reliable |
| d. reputable | e. honorable | |

Answers will vary.

II. Spelling and Homophones

4. When a word from Latin or Greek ends in *is*, the plural of that word ends in es.
5. When a word from Latin or Greek ends in *us*, the plural of that word ends in i.

6. Make the following Greek or Latin words plural.

- | | |
|-----------------------------|---------------------------------|
| a. axis <u>axes</u> | b. focus <u>foci</u> |
| c. stimulus <u>stimuli</u> | d. crisis <u>crises</u> |
| e. synopsis <u>synopses</u> | f. octopus <u>octopi</u> |
| g. alumnus <u>alumni</u> | h. radius <u>radii</u> |
| i. thesis <u>theses</u> | j. hypothesis <u>hypotheses</u> |

7. Fill in each blank provided with the correct Wacky Word--**though**, **through**, or **thought**.

- a. Though it looked like the loon would never leave the ground, it finally took flight.
- b. The loon shivered in the cold through the bitter night.
- c. Time spent in thought about animals in nature will help up learn wisdom.
- d. God put thought into creating this amazing world.
- e. The loon attempted to fly through the storm.

III. Grammar and Usage

8. Write the Subordinator-Check Sentence: "_____ he was late for church."

9. **Extensions:** When is a preposition considered a subordinator, not a preposition?

When the phrase or clause contains a subject and a verb

10. List twenty (**Extensions:** thirty) subordinators:

Answers will vary.

11. 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.

12. Fill in the blank:

When you start a sentence with a subordinate clause,

Put a comma in where you hear the pause.

IV. Outlining and Write On

13. List two synonyms for each word from the passage:

a. guards

(1) sentinel

(2) warden

b. Bible

(1) God's Word

(2) Holy Book

Answers will vary.

V. Editing and Revising

14. Write two sentences from your essay with subordinate clause openers put at the beginning of them.

Answers will vary.

15. **Extensions:** Write two sentences from your essay with subordinate clauses added to the end of them.

Answers will vary.

16. How many sentences opened with introductory material (sentence openers set off with commas)?

Answers will vary.

17. Find one place in your paper where you could have combined two sentences by turning some of the information into introductory material. Rewrite these two sentences into one.

Answers will vary.

Lesson Plans

Red 7-C: Week Three

For a Five-Day Week

Character Focus: Truthfulness

Day One																				
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	Vocabulary Box 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																			
<p>1. Copying and Comprehension: Passage and Vocabulary Extensions</p> <p>Like a city set on a hill, the Waldensians were true to the teaching and practices of the New Testament. They were a beacon of truth during an age dominated by superstition and spiritual darkness. The persecution of Waldensians in 1655 took almost two thousand lives. A callous Europe was incensed, and in England, Oliver Cromwell voiced extensive concern. John Milton, astounded by the oppression, penned one of his famous sonnets, "On the Late Massacre in Piedmont."</p> <p>All</p> <p>Avenge, O Lord, thy slaughter'd saints, whose bones Lie scatter'd on the Alpine mountains cold, Ev'n them who kept thy truth so pure of old, When all our fathers worshipp'd stocks and stones; Forget not: in thy book record their groans, Who were thy sheep and in their ancient fold Slain by the bloody Piedmontese, that roll'd Mother with infant down the rocks. Their moans The vales redoubl'd to the hills, and they To Heav'n. Their martyr'd blood and ashes sow O'er all th' Italian fields, where still doth sway The triple tyrant; that from these may grow A hundred-fold, who having learnt thy way Early may fly the Babylonian woe.</p> <p>2. Spelling: Confusing Endings Examples: rampant, different, chance, difference</p> <p>All</p> <table style="width: 100%;"> <tr> <td>1. benevolence</td> <td>2. concurrence</td> <td>3. contrivance</td> </tr> <tr> <td>4. abstinence</td> <td>5. circumvent</td> <td>6. inadvertently</td> </tr> <tr> <td>7. belligerent</td> <td>8. confluence</td> <td>9. ambivalent</td> </tr> <tr> <td>10. antecedent</td> <td></td> <td></td> </tr> </table> <p>Extensions</p> <table style="width: 100%;"> <tr> <td>11. convalescence</td> <td>12. dissonance</td> <td>13. dalliance</td> </tr> <tr> <td>14. despondency</td> <td></td> <td></td> </tr> </table> <p>Further Extension</p>			1. benevolence	2. concurrence	3. contrivance	4. abstinence	5. circumvent	6. inadvertently	7. belligerent	8. confluence	9. ambivalent	10. antecedent			11. convalescence	12. dissonance	13. dalliance	14. despondency		
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14. despondency																				

- | | | |
|--------------------|-----------------|------------------|
| 15. ebullience | 16. nonchalance | 17. acquiescence |
| 18. grandiloquence | | |
- Optional**
- | | | |
|------------------|----------------|----------------|
| 19. ambiguous | 20. perfidious | 21. fraudulent |
| 22. disingenuous | | |

3. Editor Duty: Correct Given Paragraph(s) Direct Objects, Indirect Objects, Predicate Nominatives

Day Two

4. Spelling Practice: Choose the Correct Spelling
5. Write On: Period Description
6. Structural Analysis/Grammar: Hyphenated Words

Day Three

7. Write On: Dialogue
8. Vocabulary/Structural Analysis: Wacky Words
Homophones: capital vs. capitol
9. Study Skills/Prewriting/Research: Research and Character Development
Basic: 8 Paragraphs; 50-65 sentences
Extension: 10 Paragraphs; 65-80 sentences
Further Extension: 12 Paragraphs; 80-120 sentences

Day Four

10. Spelling Practice: Six "S" Spelling Secret
11. Prewriting/Study Skills: Outline Original Story
12. Composition/Creative Writing: Write an Original Story (Rough Draft of Body)

Day Five

13. Spelling Practice: Write That Word!
 14. Grammar: Weekly Quizzes
 15. Spelling: Spelling Test
 16. Dictation: Dictation Quiz
- Optional: Extra Practice**

Lesson Plans

Red 7-C: Week Three

For a Four-Day Week

Character Focus: Truthfulness

Day One																																					
<p>Vocabulary Box</p> <p>Characteristics of one who is truthful--<i>adjectives</i></p> <table style="width: 100%; border: none;"> <tr> <td>authentic</td> <td>bona fide</td> <td>candid</td> </tr> <tr> <td>credible</td> <td>ethical</td> <td>genuine</td> </tr> <tr> <td>honorable</td> <td>reliable</td> <td>reputable</td> </tr> <tr> <td>scrupulous</td> <td>trustworthy</td> <td>unfeigned</td> </tr> <tr> <td>veracious</td> <td>veritable</td> <td>virtuous</td> </tr> <tr> <td>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>Vocabulary Box</p> <p>Characteristics of one who is not truthful--<i>adjectives</i></p> <table style="width: 100%; border: none;"> <tr> <td>ambiguous</td> <td>clandestine</td> <td>counterfeit</td> </tr> <tr> <td>crafty</td> <td>deceitful</td> <td>delusive</td> </tr> <tr> <td>devious</td> <td>disingenuous</td> <td>elusive</td> </tr> <tr> <td>fallacious</td> <td>fraudulent</td> <td>mendacious</td> </tr> <tr> <td>perfidious</td> <td>pretentious</td> <td>specious</td> </tr> <tr> <td>spurious</td> <td>underhanded</td> <td>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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<p>1. Copying and Comprehension: Passage and Vocabulary Extensions</p> <p>Like a city set on a hill, the Waldensians were true to the teaching and practices of the New Testament. They were a beacon of truth during an age dominated by superstition and spiritual darkness. The persecution of Waldensians in 1655 took almost two thousand lives. A callous Europe was incensed, and in England, Oliver Cromwell voiced extensive concern. John Milton, astounded by the oppression, penned one of his famous sonnets, "On the Late Massacre in Piedmont."</p> <p>All</p> <p>Avenge, O Lord, thy slaughter'd saints, whose bones Lie scatter'd on the Alpine mountains cold, Ev'n them who kept thy truth so pure of old, When all our fathers worshipp'd stocks and stones; Forget not: in thy book record their groans, Who were thy sheep and in their ancient fold Slain by the bloody Piedmontese, that roll'd Mother with infant down the rocks. Their moans The vales redoubl'd to the hills, and they To Heav'n. Their martyr'd blood and ashes sow O'er all th' Italian fields, where still doth sway The triple tyrant; that from these may grow A hundred-fold, who having learnt thy way Early may fly the Babylonian woe.</p> <p>2. Spelling: Confusing Endings Examples: rampant, different, chance, difference</p> <p>All</p> <table style="width: 100%; border: none;"> <tr> <td>1. benevolence</td> <td>2. concurrence</td> <td>3. contrivance</td> </tr> <tr> <td>4. abstinence</td> <td>5. circumvent</td> <td>6. inadvertently</td> </tr> <tr> <td>7. belligerent</td> <td>8. confluence</td> <td>9. ambivalent</td> </tr> <tr> <td>10. antecedent</td> <td></td> <td></td> </tr> </table> <p>Extensions</p> <table style="width: 100%; border: none;"> <tr> <td>11. convalescence</td> <td>12. dissonance</td> <td>13. dalliance</td> </tr> <tr> <td>14. despondency</td> <td></td> <td></td> </tr> </table> <p>Further Extension</p> <table style="width: 100%; border: none;"> <tr> <td>15. ebullience</td> <td>16. nonchalance</td> <td>17. acquiescence</td> </tr> </table>		1. benevolence	2. concurrence	3. contrivance	4. abstinence	5. circumvent	6. inadvertently	7. belligerent	8. confluence	9. ambivalent	10. antecedent			11. convalescence	12. dissonance	13. dalliance	14. despondency			15. ebullience	16. nonchalance	17. acquiescence															
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<p>18. grandiloquence</p> <p>Optional</p> <p>19. ambiguous 20. perfidious 21. fraudulent</p> <p>22. disingenuous</p>
<p>3. Editor Duty: Correct Given Paragraph(s) Direct Objects, Indirect Objects, Predicate Nominatives</p> <p>4. Spelling Practice: Choose the Correct Spelling</p>
Day Two
<p>5. Write On: Period Description</p> <p>6. Structural Analysis/Grammar: Hyphenated Words</p> <p>7. Write On: Dialogue</p> <p>8. Vocabulary/Structural Analysis: Wacky Words Homophones: capital vs. capitol</p>
Day Three
<p>9. Study Skills/Prewriting/Research: Research and Character Development</p> <p>Basic: 8 Paragraphs; 50-65 sentences Extension: 10 Paragraphs; 65-80 sentences Further Extension: 12 Paragraphs; 80-120 sentences</p> <p>10. Spelling Practice: Six "S" Spelling Secret</p> <p>11. Prewriting/Study Skills: Outline Original Story</p> <p>12. Composition/Creative Writing: Write an Original Story (Rough Draft of Body)</p>
Day Four
<p>13. Spelling Practice: Write That Word!</p> <p>14. Grammar: Weekly Quizzes</p> <p>15. Spelling: Spelling Test</p> <p>16. Dictation: Dictation Quiz</p> <p>Optional: Extra Practice</p>

Answer Keys Red 7-C: Week Three

3. Editor Duty: Correct Given Paragraph(s)

Direct Objects, Indirect Objects, Predicate Nominatives

<> 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 the paragraphs, highlight and label the DO's, IO's, and PN's.

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!

In 1850, a French physicist named Jean Bernard Leon Foucault used a rotating mirror to measure the speed of light. Foucault used sunlight that entered through a narrow slit. The light was reflected off the rotating mirror onto a stationary concave mirror, back to the rotating mirror, and then back to a screen. Foucault noticed this: as the mirror began to spin, the image on the screen moved. (Note: Commas may be placed around named Jean Bernard Leon Foucault; of light is a prepositional phrase that is part of the complete direct object the speed of light.)

The second image was a result of the slight movement of the rotating mirror during the time that was required for the light to travel back and forth from the concave mirror. Foucault's results were extremely close to the value that Albert Michelson, an American scientist, arrived at in 1926, using the same technique. Today the best estimate of the speed of light is 186,282 miles per second. (Back and forth are adverbs here.)

As light enters a substance, it is sometimes slowed down. If light is slowed to a complete stop, it is said to be absorbed by the substance. Light that is absorbed can no longer overcome the darkness around it. Christians must give the world light that is not diminished or hindered. (Diminished and hindered are predicate 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.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each All word.

1. benevolence benevolence

2. concurrence concurrence

3. contrvence	contrivance
4. abstinence	abstinence
5. circumvant	circumvent
6. inadvertently	inadvertantly
7. belligerent	belligerant
8. confluence	confluence
9. ambivalent	ambivelent
10. antecedant	antecedent

↔ **4b.** Highlight the correct spelling of each **Extensions** word.

11. convalescence	convalescance
12. dissonence	dissonance
13. dalliance	dallience
14. despondancy	despondency

↔ **4c.** Highlight the correct spelling of each **Further Extension** word.

15. ebulliance	ebullience
16. nonchalance	nonchalence
17. acquiescence	acquiescance
18. grandiloquance	grandiloquence

↔ **4d.** Highlight the correct spelling of each **Optional** word.

19. anbiguous	ambiguous
20. perfidious	perfideous
21. fraudulant	fraudulent
22. disinjenuous	disingenuous

6. Structural Analysis/Grammar: Hyphenated Words

<> 6d. On the lines provided, write sentences about this week's passage, using one of the following hyphenated words in each sentence:

- | | | |
|-------------------------|-------------------|---------------------|
| 1. once-cherished | 2. long-awaited | 3. well-known |
| 4. hundred-fold | 5. man-made | 6. by-and-by |
| 7. year-round | 8. high-energy | 9. right-on |
| 10. emotionally-charged | 11. God-fearing | 12. life-sustaining |
| 13. life-changing | 14. high-pressure | 15. truth-bearing |

No Answer Key needed. Answers will vary.

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: capital vs. capitol

<> 8a. Fill in each blank provided with the correct Wacky Word--**capital** or **capitol**.

1. What is the capital of Indiana?
2. All proper nouns begin with capital letters.
3. The United States capitol is white.
4. The criminal received capital punishment for his crime.
5. How much capital do you have in your home?

<> 8b. On the lines provided, write two sentences using **capital** and **capitol**.

No Answer Key needed. Answers will vary.

<> 8c. Fill in each blank provided with the correct Wacky Word--**vain**, **vein**, or **vane**.

1. The veins in our bodies have three layers.
2. If we keep ourselves humble, we will not become vain.
3. Some people get spider veins on their legs.
4. The wind vane as been twirling all day.

5. A vain person is usually conceited.
6. Mark's effort to fix the hole was in vain.
7. Where can I buy a weather vane?

<> 8d. Fill in each blank provided with the correct Wacky Word--**though, through, or thought**.

1. Devin thought the movie was over.
2. Some decisions require much thought and prayer.
3. Danae walked through the door and down the hall.
4. Even though it was cold, Kendra still wanted to go swimming.
5. The baby was now sleeping through the night.
6. Though we weren't able to go to the party, we still sent him a card.
7. Dan thought we were going to meet at the restaurant.

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. Write three sentences about truthfulness using three words from this month's Vocabulary Boxes.

Answers will vary.

2. Write your own definitions of the words *oppressions* and *astounded*.

a. *oppressions* - Exercised power in unjust manner

b. *astounded* - To overwhelm with amazement

3. What DD trick did you use this week?

Answers will vary.

4. What word did you study in the DD this week?

Answers will vary.

5. What does your DD word mean (in your own words)?

Answers will vary.

II. Spelling and Homophones

6. You should use the suffix *ance* after a word that has meaning .

7. You should use the suffix *ence* after a non - word .

8. Use *ence* to keep the letters c and g soft.

9. Write four examples of words ending in *ance*.

a. concordance

b. importance

c. parlance

Answers will vary.

10. Write four examples of words ending in *ence*.

a. violence

b. diligence

c. along with

Answers will vary.

11. Fill in the blanks in the tip dealing with hyphenated words.

If it sounds hyphenated it often is .

12. List the three most common types of words that are hyphenated.

1. Number words consisting of two words between twenty-one and ninety-nine

2. Extended family relationships

3. Two word adjective that is not an established noun

13. When you pluralize hyphenated words, which part should you usually pluralize?

1. **First part**

2. Second part

14. What is the only common use for the word *capitol* ? head government building

15. Fill in the correct word *capitol* or *capital*.

a. It was a capital idea.

b. He was happy with the amount of investment capital the company had.

c. The new congressman looked at the capitol building excitedly.

d. Washington D.C. is America's capital city .

III. Grammar and Usage

16. List three ideas you came up with while jotting down notes in your Brainstorming Box that you used in your story.

Answers will vary.

IV. Outlining and Write On

17. Write two sentences describing *tasting* something?

Answers will vary.

18. Write two sentences describing *smelling* something?

Answers will vary.

19. Write two sentences describing *seeing* something?

Answers will vary.

20. Write two sentences describing *feeling* something?

Answers will vary.

21. Write two sentences describing *hearing* something?

Answers will vary.

22. Who is your main character?

Answers will vary.

23. What is the primary obstacle your character will face in your story?

Answers will vary.

V. Editing and Revising

24. Describe your story in one sentence.

Answers will vary.

Lesson Plans

Red 7-C: Week Four

For a Five-Day Week

Character Focus: Truthfulness

Day One																																
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<p>1. Copying and Comprehension: Passage and Vocabulary All</p> <p>Christ promised that if even two Christians were to agree in prayer about a particular matter, their prayers would be answered. When people are united, it is said that they are "in sync." Christians who come together in oneness, are like two waves of the ocean that unite. When two waves meet that are "in sync," they amplify one another. Waves that are "out of sync" cancel each other out.</p> <p>Extensions</p> <p>A room that appears dark still contains light; however, it is diffused. If this light were gathered together and synchronized into a laser beam, it would penetrate the darkness. Similarly, a few believers in a community may not be noticed as individuals, but if they are united in heart, soul, and life, they will be a powerful witness for Christ.</p> <p>Further Extension</p> <p>No wonder Satan does all he can to cause disunity among believers and defeat the final desire of Christ that believers be one, even as He and the Father are one. Disunity is like diffused light. Just as diffused light does not penetrate darkness, disunity in the Body of Christ does not penetrate darkness.</p> <p>2. Spelling/Structural Analysis: / Before e, Except After c, Unless It Says ay</p> <p>Examples: receive, achieve, vein</p> <p>All</p> <table style="width: 100%;"> <tr> <td>1. menagerie</td> <td>2. reverie</td> <td>3. eerie</td> </tr> <tr> <td>4. hierarchies</td> <td>5. extremities</td> <td>6. conspiracies</td> </tr> <tr> <td>7. foreigner</td> <td>8. delicacies</td> <td>9. deceitfulness</td> </tr> <tr> <td>10. surveillance</td> <td>11. efficiently</td> <td>12. deficient</td> </tr> <tr> <td>13. mischievous</td> <td>14. cavalier</td> <td>15. financier</td> </tr> <tr> <td>16. conceivable</td> <td>17. atheist</td> <td>18. proprietary</td> </tr> </table> <p>Extensions--other challenging vowel combinations</p> <table style="width: 100%;"> <tr> <td>19. anesthesiology</td> <td>20. Zeus</td> <td>21. euphemism</td> </tr> <tr> <td>22. aesthetic</td> <td>23. euthanasia</td> <td>24. aerodynamics</td> </tr> </table> <p>Optional</p> <table style="width: 100%;"> <tr> <td>25. clandestine</td> <td>26. fallacious</td> <td>27. mendacious</td> </tr> <tr> <td>28. devious</td> <td></td> <td></td> </tr> </table>			1. menagerie	2. reverie	3. eerie	4. hierarchies	5. extremities	6. conspiracies	7. foreigner	8. delicacies	9. deceitfulness	10. surveillance	11. efficiently	12. deficient	13. mischievous	14. cavalier	15. financier	16. conceivable	17. atheist	18. proprietary	19. anesthesiology	20. Zeus	21. euphemism	22. aesthetic	23. euthanasia	24. aerodynamics	25. clandestine	26. fallacious	27. mendacious	28. devious		
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<p>3. Editor Duty: Correct Given Paragraph(s) Coordinating Conjunctions, BHL Verbs</p>
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Lesson Plans

Red 7-C: Week Four

For a Four-Day Week

Character Focus: Truthfulness

Day One																																					
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Day Four
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Answer Keys Red 7-C: Week Four

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. menageree | menagerie |
| 2. reveree | reverie |
| 3. eerie | earie |
| 4. hirearchies | hierarchies |
| 5. extremmities | extremities |

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. conspiracies	conspiracies
7. foreigner	forenner
8. delicacies	delicucies
9. deceitfulness	deceetfulness
10. surveillance	surveillance
11. efficiently	efficently
12. deficient	deficent
13. mischevous	mischievous
14. cavaleer	cavalier
15. financeer	financier
16. conceivable	conceivable
17. aetheist	atheist
18. proprietaree	proprietary

↔ **4b.** Highlight the correct spelling of each **Extensions** word.

19. anesthesiology	anestheseology
20. Zeus	Zues
21. eufemism	euphemism
22. aesthetic	asthetic
23. euthenasia	euthanasia
24. airodynamics	aerodynamics

↔ **4c.** Highlight the correct spelling of each **Optional** word.

25. clandestien	clandestine
26. fallacious	fallaceous
27. mendaceous	mendacious
28. devious	deveous

5. Grammar: Be a Helper, Link Verbs

<> 5e. 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.
 - a. ACT for action verbs
 - b. INF for infinitives (Those that are to + BHL and to + action)
 - c. BHL for Be a Helper, Link verbs
- (3) Replace one verb in each sentences with a stronger verb.

Note: Do not differentiate between the two types of infinitives--those made with BHL verbs and those made with action verbs. For this lesson, just mark INF.

1. Isaac Newton's famous experiment of **ACT** passing light through a prism **ACT** revealed the basic colors of the spectrum in natural light.
2. Mr. Newton then **ACT** constructed a reflecting telescope for his further study of the light spectrum.
3. A simple spectroscope **ACT** consists of a light-tight box with a narrow entrance slit; a prism or grating; and a detector such as photographic plates, photo detectors, or the human eye.
4. Today scientists **ACT** use advanced spectroscopes for many purposes.
5. Spectroscopes **ACT** identify the elements of metal alloys, **ACT** reveal the presence of even the slightest impurity, and **ACT** measure the composition of distant stars.
6. The study of spectroscopy **BHL** can be **ACT** traced back to the early 1900s when a major **BHL** revolution **ACT** was brewing in the realm of atomic physics.
7. The revolution **BHL** was **ACT** led by a young Dane **ACT** named Niels Bohr.
8. His theories of the atom **ACT** introduced a new idea that **BHL** had never **BHL** been **ACT** considered before.
9. His **BHL** was the only theory **INF** to explain **BHL** puzzling information that scientists **BHL** had **ACT** collected in the middle and late 1800s.
10. Bohr's predecessors **BHL** had **ACT** discovered that elements **ACT** glowed with characteristic colors of light when they **BHL** were **ACT** heated.

10. They heartily tasted everything at the feast. _____ ACT _____ (They ate...)
11. It tasted amazing. _____ BHL _____ (It was...)
12. The fire smelled smokey the next morning. _____ BHL _____ (The fire was...)
13. I slowly smelled charred roast. _____ ACT _____ (I sniffed...)
14. She appeared at the right moment. _____ ACT _____ (She came...)
15. They beautifully did the living room in hues of purple. _____ ACT _____ (They decorated...)

8. Grammar: Helping Verbs and Verb Phrases

<> **8c.** In the sentences provided, highlight the action verbs in one color and any helpers that go with them in another color. (Highlight all BHL verbs with your second color.)

Note: Do not highlight adverbs in the middle of the verb phrase.

Example: We should keep our hearts on God.

1. Light is the brilliance, brightness, or radiance of something.
2. Light can be the radiance of the sun, a fire, or a lamp.
3. God is light.
4. He is the brilliance of all.
5. One of the functions of light is to produce growth.
6. Light is also there to dispel darkness.
7. Light will provide warmth and reveal colors.
8. Light can also retard disease.
9. Christians are to be the light of the world.
10. Without them, there would be no light in this present world.
11. Christians are to be visible in the world.
12. God often puts people like Joseph and Daniel in positions of influence.
13. They turned the course of history and brought glory to God.
14. We must illuminate the Gospel so that others can understand it clearly.
15. The truthful words of Scripture need to be lifted by Christians.
16. We are to reflect God's truth as a mirror reflects light.
17. Our lives as Christians must mirror the glory of the Lord Who lives within us.

18. The law of God **is** a mirror **to show** us the perfection of Christ's holiness.
19. The image of a mirror **must be** precise.
20. Precise words **reveal** the truth with clarity.
21. The precision with which we **imitate** Christ **determines** the effect of our lives.
22. God **made** us in His image so that we **can reflect** the glory of the Lord.
23. Christians **are to provide** a pattern of good works.
24. Christians faithfully **need to withstand** temptation.
25. **To activate** means "**to set** in motion."
26. The Christian **is to activate** leaders.
27. When Christians **fail to take** action against evil, they **allow** it **to spread**.
28. There **is** no substitute for active Christians.
29. The most persuasive Christian **is** one in whom the Holy Spirit **has** full control.
30. Light **gives** direction, and those who **are looking** for Christ **will be drawn** to His light.
31. The phrase "light of a Christian" **refers** to the effectiveness of his witness.
32. This **can be diminished** by carnal living and even **turned** to darkness.
33. The corporate light of a church **can** also **go** out.
34. Lights on a hill **are seen** from farther distances than the same light on a lower level.
35. Just as ships on a dark and troubled sea **set** their courses by the bright signals of a lighthouse, so the people of the world **receive** warning and direction from radiant Christians.
36. The lighthouse **has** a continual responsibility, regardless of whether or not its message **is heeded** by the sailors.
37. It **communicates** a message of life, provision, and protection.
38. It **can be seen** from many directions and **is** not **obscured** by surface obstructions.
39. Before Christ, Satan's program **was to stop** Christ from **being born**.
40. He **worked** through rulers and nations **to attempt to destroy** the Godly seed.
41. Unless we **can understand** this perspective, the study of history **will become** a meaningless conglomeration of names, places, and dates.
42. The final event of history **will be** the brilliant return of Christ.
43. Radiant Christians **appear to be** larger in number and brighter in witness when they **shine** for the Lord in a spiritually dark world. (When the word *appear* means *seem*, it is being used as a BHL verb. When the word *appear* means *look like* it is being used as an action verb.)
44. Since the character of Scripture **is** consistent with the character of God, we **can expect to find** the following relationships between light and the laws that God **wrote**.
45. Light **illuminates** whatever **is** around it; it **reveals** hidden things and **shows** the way to those who otherwise **would be** in darkness.

<> 8d. In the sentences provided, complete the following steps:

- (1) Highlight all of the verbs, including the helpers (not just the main verb of each sentence).
- (2) Above each verb, write which type it is. (If it is an infinitive, just write INF—regardless of

whether it is an action verb being used as an infinitive or a Be, a Helper, Link verb being used as an infinitive.)

- a. ACT = Action verb
- b. BHL = Be, a Helper, Link verb
- c. INF = Infinitive

Note: There may be multiple verbs in each sentence.

BHL ACT INF ACT

Example: Light **is said to spread** out in all directions without

ACT ACT

slowing down or **changing** its course.

1. Light **is** unlike any other known substance.

ACT

2. Just as sound waves **travel** from the source of the sound to the ears of the listener, so

ACT

light waves **travel** from the light source to the eyes of an observer.

ACT INF ACT

3. The consistency of the speed of light **allows** it **to be used** as a measuring instrument in the universe.

BHL BHL BHL

4. Distances outside of our solar system **are** so great they **can** not **be** conveniently calculated in terms of miles or kilometers.

BHL ACT ACT

5. Instead, these distances **are calculated** in light years, the distance light **travels** in a year.

BHL ACT

6. A light year **is** usually **rounded** off to about six trillion miles.

BHL ACT

7. There **is** strong evidence that nothing ever **travels** faster than the speed of light in a vacuum.

BHL INF

8. The speed of light **appears to be** the ultimate speed possible.

BHL

9. All forms of radio waves, x-rays, and gamma rays **are** merely differing wave lengths of light.

ACT ACT

10. All **travel** at close to this speed, but none **travel** faster.

BHL ACT

11. Magnetic fields and electrical currents **can** also **approach** the speed of light, but

BHL ACT

they **can** not **exceed** it.

12. When light **ACT** enters a transparent substance such as water, glass, or a diamond, it **ACT** slows down.
13. In water, light **ACT** travels at only 139,000 miles per second.
14. Light **ACT** travels even more slowly in glass.
15. The speed of light **BHL** was first **ACT** estimated by a Danish astronomer, Ole Roemer, in 1676.
16. In 1676, Roemer **ACT** observed that the eclipses of Jupiter's moons **ACT** changed predictably, depending on whether the earth **BHL** was on the side of its orbit closest to Jupiter or farthest away.
17. In 1850, a French physicist **ACT** named Jean Bernard Leon Foucault **ACT** used a rotating mirror **INF** to measure the speed of light.
18. Foucault **ACT** used sunlight that **ACT** entered through a narrow slit.
19. As light **ACT** enters a substance, it **BHL** is sometimes **ACT** slowed down, and if light **BHL ACT** is **ACT** slowed to a complete stop, it **BHL ACT** is **INF** said to be absorbed.
20. Light that **BHL ACT** is absorbed **BHL** can no longer **ACT** overcome the darkness around it.

10. Grammar: Negative Words/Double Negatives

<> **10c.** Correct the sentences below with improper negative word usage. Leave the ones that are correct as they are.

1. They weren't going anywhere. (Note: In sentences like this one, your student may have changed the other negative word: They were going nowhere. This will also be acceptable throughout this lesson)
2. They aren't having anything for dinner.
3. Neither they nor we were aware of it.

4. He wasn't sure that there was any left.
5. They aren't here for any time at all.
6. We didn't want them to have any.
7. Neither she nor he wanted any controversy.
8. Either the boys or the girls were not coming to any party.
9. The girls acted as though nothing was wrong on any day at all.
10. The boys acted as though nothing was wrong either.

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. What does the word "in sync" mean?

united, matched perfectly, synchronized

2. Look up synonyms for this word, and list three of them below.

Answers will vary.

3. Use the word "in sync" in a sentence.

Answers will vary.

4. What part of the word "in sync" helps you to see what it means?

II. Spelling and Homophones

Fill in the blanks with the correct letter(s) or words.

5. i before e means that in most cases (note the c exception), when a word has the long e sound and is spelled with the i and e together, the word is spelled with the i before the e.
6. Except after c means that in the case of a word that has the long e sound and is spelled with the i and e combination following the letter c, the word is spelled with the e before the i.
7. Unless it say ay as in neighbor or weigh means that when an i and e combination is in a word that has the long a sound, the word is spelled with the e before the i.

III. Grammar and Usage

8. List six BHL verbs you used in your paper this week.

Answers will vary.

9. Write three main types of verbs used in CQLA

1. Action verbs
2. Infinitives
3. Be, a Helper, Link verbs

10. Fill in the blank: If you can substitute the words is are am was or were in place of the verb in a sentence, it is probably being used as a BHL verb.

11. Write five verb phrases you used in your report this week.

Answers will vary.

12. List six negative words.

- | | | |
|---------------|------------------|-------------------|
| 1. <u>no</u> | 2. <u>none</u> | 3. <u>never</u> |
| 4. <u>not</u> | 5. <u>hardly</u> | 6. <u>nothing</u> |

Answers will vary.

13. What is the rule regarding negative words?

Do not use two of them in the same sentence

14. Can you use negative words in *both* parts of a compound sentence?

yes

IV. Editing and Revising

15. What four strong verbs did you add to your story this week?

Answers will vary.

16. What two words did you add to your story that you have not used in writing before?

Answers will vary.

17. What three redundant words did you have to replace in your story this week?

Answers will vary.

18. Write six sentences from your story using six difference conciseness techniques from the Checklist Challenge.

Answers will vary.

19. What is the strongest verb in your story?

Answers will vary.

20. What is the strongest adverb in your story?

Answers will vary.

21. What is the strongest adjective in your story?

Answers will vary.

Red 8-C: 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

All	<p>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. In effect, they placed a bushel over the candle of God's truth.</p> <p>Second, spiritual pride and unbridled sin created darkness within the walls of the monastery. Over time, laziness, greed, and immorality became common practice in the monasteries, these so-called fortresses of faith. Their obsession with self-abasement and seclusion caused the monks to lose sight of the finished work of Christ.</p>
Extensions	<p>Ironically, as men escaped from the influences of the world to develop their spiritual lives through aesthetic acts, they violated the command of Christ's teaching: "Ye are the light of the world. A city that is set on a hill cannot be hid. 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 5:14 & 15).</p> <p>Monks not only hid the light and truth of the Bible, but they also twisted the concept of good works and glorified themselves rather than God. As formerly-persecuted New Testament churches became popular and accepted as part of the state religion of Rome, many sought a life of humility and contemplation to convince themselves that they were worthy of heaven. Monasticism offered an emotional substitute for martyrdom and psychological replacement for salvation through faith.</p>
Further Extension	<p>A desire to escape the chaos and confusion of barbarian Europe also led young men and women into the cloistered life. Civil order and violence characterized the Western world in A.D. 476 after the fall of Rome. Monasteries became havens of protection from that unrest.</p>

<> 1a. Read this week's passage aloud.

<> 1b. In the passage, highlight the words *self-abasement* and *aesthetic*.

<> 1c. Look up these words in the dictionary. On the lines provided, write their exact definitions.

Compare these definitions with what you already knew about compassion.

Definition of *self-abasement*

Definition of *aesthetic*

<> 1d. From the shaded Vocabulary Box, choose four words from one of the Vocabulary Boxes, and write them on the lines provided.

1. _____ 2. _____

3. _____ 4. _____

<> 1e. On the lines provided, write three sentences about the passage. In your sentences, use three of the Vocabulary Words you listed.

1. _____

2. _____

3. _____

<> 1f. In the passage, highlight three words which you are not familiar with---that you have never used in your own writing. Look up their definitions, and write the words and their definitions on the lines provided.

1. _____

Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only. Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated 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 defeated, they need to be rekindled with God's light.

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.

(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. _____

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.

(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: During the Dark Ages, monastic communities created two types of
darkness. 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: Open Syllables Have Long Vowel Sounds

Example: o/pen

<> **2a.** In the first copy box of the passage, highlight the multi-syllable words whose first syllable is an open/long syllable.

All of the words you highlighted have an open first syllable. An open syllable has the following characteristics:

1. It is a **syllable that ends with a vowel.**
2. The **vowel at the end of that syllable makes that syllable say the vowel's long sound.**

Teacher Tip: An open syllable is a syllable that ends in a vowel, as opposed to a closed syllable, which ends in a consonant. (A consonant "closes" a syllable.) When a syllable is an open syllable, it usually makes the vowel's long sound, as in *be*, *go*, and *Bi/ble*.

Write any Review Words that your teacher gives you on the lines provided.

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional** Words) to page 27 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write ten sentences using ten of the spelling words.

Help Box for 2a.

You should have highlighted the following words:

Paragraph 1:

- | | |
|-------------|------------|
| 1. Monastic | 2. created |
| 3. Ages | 4. people |
| 5. bushel | 6. over |

Paragraph 2:

- | | |
|---------------------------------|------------|
| 7. created | 8. Over |
| 9. laziness | 10. became |
| 11. so-called (hyphenated word) | |

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. repercussion*	re-per-cus-sion		comes from Latin word same as percussion--an instrument you strike-- <i>re</i> mean again--strike again	
2. apprehension*	ap-pre-hen-sion		double <i>p</i>	
3. commentator*	com-men-ta-tor		think com • men • tator	
4. fettuccine Also spelled fettucini	fet-tuc-ci-ne			
5. audacious*	au-da-cious			
6. aristocrat*	a-ris-to-cratt			
7. accumulation*	ac-cu-mu-la-tion		double <i>c</i>	
8. benevolence*	be-nev-o-lence			
9. facetious*	fa-ce-tious		think face • tious	
10. deplorable*	de-plor-a-ble			
11. hallucination*	hal-lu-ci-na-tion			
12. impunity*	im-pu-ni-ty			
13. innovation*	in-no-va-tion			
14. innuendo*	in-nu-en-do			
15. occasional*	oc-ca-sion-al		double <i>c</i>	

*Commonly Misspelled

**Note: You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
16. ostentatious*	os-ten-ta-tious			
17. pterodactyl*	pter-o-dac-tyl			
Further Extension				
18. psychoanalysis*	psy-cho-a-nal-y-sis			
19. pugnacious*	pug-na-cious			
Optional				
20. conscientious	con-sci-en-tious			
21. empathetic	em-pa-thet-ic			
22. commiserative	com-mis-er-a-tive			
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)

Subject-Verb Agreement

Further Study: Look up verses in the Bible that talk about *compassion*.

<> 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 verbs that show improper subject-verb agreement, and correct them if you have not already done so.

Nehemiah were a dynamic leader who motivated gods' people. when he learned of the plight of the remnant of gods' chosen people in Jerusalem he weep and prayed asking god to remove the reproach that was upon them god provided him favor with the king and the king send him to Jerusalem to rebuild the walls

before Nehemiah could accomplish his goals he had to motivate the discouraged people he not only succeeded in motivating the people but he encouraged them enough that they actually rebuild the walls in an amazing 52 days he took many steps to motivate the builders

For example he surveyed the job and then he visualize how it could be done. This preparation gives him the motivation that he communicated to gods people. He gathered the leaders together and showed them how the reproach they was facing could be removed by rebuilding the walls. Finally he convinced them that the task were possible because of gods' blessing upon them

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.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-----------------|--------------|
| 1. repercussion | repercusion |
| 2. aprehension | apprehension |
| 3. comentator | commentator |
| 4. fettuccine | fettucine |
| 5. audacious | audacous |

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

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. arestocrat	aristocrat
7. acumulation	accumulation
8. benevolence	benevolence
9. facetious	facetous
10. deploreble	deplorable
11. hallucenation	hallucination
12. impunity	impunety
13. innovation	innovashun
14. innuendo	inuendo
15. occasionel	occasional

<> 4b. Highlight the correct spelling of each **Extensions** word.

16. ostentatious	ostentatous
17. pterodectyl	pterodactyl

<> 4c. Highlight the correct spelling of each **Further Extension** word.

18. psychoanalysis	pschoanalysis
19. pugnacious	pugnacious

<> 4d. Highlight the correct spelling of each **Optional** word.

20. conscientous	conscientious
21. empathettic	empathetic
22. commiserative	commisserative
23. genuin	genuine

<> 4e. On the lines provided, write your two (**Extensions**: Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Alternative Writing for Red 8-C: Week One

- Write a five paragraph biography about a famous monk.
- Write a five paragraph informative report about a specific monastery.

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.

5. Study Skills/Prewriting: Key Word Outline

<> 5. Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of the entire paragraph.
 - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3-5 words** that would most help you remember the content of the sentence.
 - b. Write those **3-5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

All--Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

(You may just put the references here and look it up when it is time to write.)

All--Paragraph Four of Body

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

(You may use up to nine words for Sentence Two.)

Sentence 3 _____

All--Paragraph Five of Body

Topic of Paragraph 5 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sample KWO

Paragraph One

Topic of Paragraph 1: Monastic communities purposely kept the common people in spiritual darkness during the Dark Ages.

Sentence 1: Monastic created 2 → darkness → D.A.

Sentence 2: 1st Scriptures → Latin → people → darkness

Sentence 3: bushel over candle → God's truth

Sample Paragraph From KWO

Paragraph 1

Throughout the Dark Ages, the Monastic communes developed two classes of spiritual darkness. Foremost, the monks intentionally held the masses of Europe in an environment of Biblical ignorance by exclusively penning the Scriptures in Latin. This can be compared to putting a bucket over the candle of God's truth.

6. Grammar/Punctuation: Appositives

<> **6a.** In the second paragraph of the passage, highlight the appositive:

...in the monasteries, **these so-called fortresses of faith.**

Did you remember that an **appositive** has the following characteristics?

1. It **re-names or re-states the subject**.
2. It **follows a noun** (or other word that needs remarked or explained)—often the subject of the sentence.
3. It is **set off with commas** (unless the appositive is a one-word name).
4. It adds variety to your writing.
5. It helps make your writing more concise.

<> **6b.** Study the Grammar Card about appositives provided in this lesson.

<> **6c. Optional:** Make a Grammar Card about appositives or add new information to an existing card.

<> **6d.** In the sentences provided, complete the following steps:

- (1) Highlight the appositives with one color.
- (2) Place commas in the sentences where needed to set off the appositives.

Example: Our God, **the loving heavenly Father**, cares for us.

1. To function effectively, a lamp a light must be put in a place of high visibility.
2. Our light is to shine to those who are already in our lives our neighbors and loved ones and to those who will come into our lives.

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.

3. Just prior to the time of Christ, a group of Jewish men later known as the Essenes retreated to the wilderness to form a religious community.
4. In order to protect the Scriptures from the Roman invasion of Palestine in A.D. 70, the Essenes the religious community put the sacred scrolls in clay jars and hid them in a cave.
5. Christians those set apart by God are to be separate from the world but not isolated from the world.
6. Due to their own misunderstanding of the nature and purposes of the Christian life, deeply religious people retreated to monasteries places of seclusion throughout Europe.
7. Without light, Europe went into the Dark Ages that period of history when people could not read Scriptures for themselves.
8. During the Dark Ages, gross corruption and apostasy resulted in the world the place these holy men were trying to avoid as well as in the monasteries.
9. 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 those in our own church.
10. Roland the hero of Charlemagne's army inspired the Frankish Empire in A.D. 778.
11. Daniel is one of the few prominent men in Scripture God's Holy Word of whom God does not record failure.
12. From his youth, he built disciplines daily decision into his life that produced Godly convictions and outstanding success.
13. As his friends saw his courage that is boldness and faith to stand alone, they followed his example.
14. Job's friends spent hours trying to get him to acknowledge sins he did not commit in fractions that were not truly his.
15. The term comfort in Scripture encompasses the wider meaning of giving counsel during times of need periods of hardship.
16. Paul's message in counseling was to give the counsel that God the heavenly Father had given him in similar troubles.
17. The most effective counseling takes place by ministering life to life that is "doing life together."
18. It involves the compassion of sharing with others those close to us how God ministered to us during similar trials.
19. Paul's credentials for counseling included abounding in the sufferings of Christ those "thorns in his side."
20. Further excavations in the Qumran Valley revealed an ancient Essene monastery whose members had copied the manuscripts God's Holy Word.
21. First, by copying the Scriptures exclusively in Latin, the monks purposely kept the

common people of Europe in a state of spiritual darkness that is, without light.

22. Second, spiritual pride and unbridled sin created darkness within the walls of the monasteries these places of seclusion.

<> **6e.** On the lines provided, rewrite ten of the sentences, creating new appositives for the ones you highlighted.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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. 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. Structural Analysis: *Then* vs. *Than*

- ↔ **9a.** In the passage, highlight the word *than* in the fourth paragraph.

The words *than* and *then* are commonly confused words for writers of all ages. You need to be able to distinguish between them.

1. Than


- a. Used to **compare two things**
- b. Than=compare
- c. Examples:
 - 1) Less **than** something
 - 2) Something is more **than** something else

2. Then

- a. Used to **show a sequence of events**
- b. For example: First, this happened. **Then**, this happened.
- c. Next has an e, and then has an e: next=then.

Grammar Card: Then vs. Than

- Then
 - Often an adverb, **telling when**
 - Tells a sequence: First this happened; **then that happened.**
- Than
 - Comparison word**
 - Compares one thing to another: This blue is darker **than that one.**

 Remember that the word *then* has an e in it; so the does the word *next*. *Then* means *next*. *Than* is a comparison word; it does not mean *next*.

“Tricky Tricks to Help It Stick”

(1) If you can substitute the word “*ne xt*” in place of the word in question, use *th e n*.

- a. **Original:** He then/than left town.
- b. **Substitute:** He next left town
- c. **Use then:** He then left town

(2) Another good tip comes from a young student named Adam: **Use *then* to show *when*!**

<> **9b.** Study the Grammar Card about *then* vs. *than* provided in this lesson.

<> **9c. Optional:** Make a Grammar Card about *then* vs. *than* or add new information to an existing card.

<> **9d.** Fill in each blank provided with the correct Wacky Word--*then* or *than*.

- 1. After Braden made the hot chocolate, he _____ added some whipped cream.
- 2. First Clint sauté the onions and mushrooms, _____ he cooked the steak.
- 3. Ryan can sing louder _____ anyone I know.
- 4. Amy’s father is older _____ her mother.
- 5. Graham _____ sought counsel from his parents.
- 6. Liz’s dog is friendlier _____ yours.
- 7. Donna walked in the door and _____ put her books on the desk.

<> **9e. Optional:** Write sentences about the truth of Scripture containing *then/than*.

Basic Level: Write ten sentences.

Extensions: Write fifteen sentences.

10. Composition and Editing: Edit and Revise Using the Checklist Challenge

- <> 10. Use the Checklist Challenge located after this week's lesson to edit your report.
- (1) Complete each revision for each paragraph, as indicated.
 - (2) Insert revisions with pen or pencil into your rough draft paper.
 - (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
 - (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

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*.

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: 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 help!

You must learn subordinators before they are used in subordinator 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 subordinators.**

For example:

When he was late for church, fits and creates a subordinate clause (group of words with a subject and verb that can not stand alone).

Sadly he was late for church, fits and creates a real sentence. However, *sadly* is an adverb, not a subordinator. A true subordinator will fit and will not create a real sentence.

- (2) Learn *W* subordinators--many of these are question words. These may or may not fit in the Subordinator Check Sentences:

when	whenever	where
wherever	whether	while
which	who	whom
why		

- (3) Learn the first six in rhyme

Since, when, though
Because, if, although

- (4) Time prepositions

until	before
after	during

<> 12. List thirty total subordinators using the "categories" given above.

- (1) Subordinator Check Sentence (non-*W* ones):

_____ he was late for church.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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) List *W* ones:

(3) List six in rhyme:

(4) List four time subordinators-that are also prepositions:

Subordinators

he was late for church (non-W Subordinators)

after	although	as	as if	as though
because	before	during	even as	even if
even though	in as much as	provided	since	though
until				

W Ones

who	what	when	where	whoever
whatever	whenever	wherever	whom	why
whomever				

Other Question and Here/There

how	here	there
-----	------	-------

Time Prepositions

after	before	provide	during	until
-------	--------	---------	--------	-------

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 Word** 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 Word** 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. Composition: Final Copy Informative 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, take notes for a paragraph about the Dark Ages.
- 2E. Using your notes from this lesson, write your paragraph.
- 3E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.
- 4E. In your notebook, write twenty multi-syllable words whose first syllable is an open/long syllable.
- 5E. Read a book about the Dark Ages
- 6E. Write twenty sentences that contain appositives.
- 7E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Red 8-C: 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 ☐ 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 ☐ All Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (/y words and others) as further directed. Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All ☐ All ☐ All Change one of the "**boring**" verbs in each paragraph to a "**strong**" verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

☐ All ☐ All ☐ All ☐ All ☐ All 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 ☐ 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

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: **Monastic Monks**
- Something bold: **Escape?**
- A song title or line: **“All By Myself”**
- A Scripture: **“In the World, But Not of the World?”**
- Something biblical: **“Be Ye Different”**
- Something about character: **“Chaos and Confusion?”**
- Something informative: **Secluded but ineffective**
- Other: **Aesthetic Acts?**

- ☞ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

☐ All

Add a sentence to the beginning of your report that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

☞ **Tips:**

- **Write a sentence that describes your report without telling the reader exactly what it is about.**
- **Do not say: *In this report you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* report.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your report's subject.**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the “**thesis statement reloaded**” and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- They display extraordinary stealth.
- Then, they are trapped!
- And soon it happened.

All

All

All

All

All

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

☞ This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All

All

All

All

All

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ Do not change insignificant words such as *was*, *it*, *and*, etc.

All

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

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.**



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 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 All All All All

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **A word you have never used in writing might be one you use in speaking but not in your 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.

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.**

FE

Add one **split quotation** (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:

- "Some predators do not catch their prey," he said, "by chasing them down and assailing them directly."

☞ **A split quote is created when you can remove the speech tag from the middle of the quote and one complete sentence remains.**

All All All All All

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
1. To See: 1. Copy the word you need to practice on the first empty line of this column. 2. Look at this first word carefully. 3. Pay attention to the parts of the word that follow spelling rules you already know. 4. Look closely at the shape of the word. 5. See if there are parts of the word you know easily.	2. To Say: 1. Say the word you wrote in column one loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. 2. Try to picture the word in your mind. 3. Close your eyes to picture the word, if needed.	4. To Spell: 1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. 2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot: 1. Uncover the word in the 1. SEE column. 2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)	6. To Stop/Start: 1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. 2. If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

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)

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. Use some of the words from this week's passage in sentences:

- | | |
|--------------|------------------|
| a. Dark Ages | b. monasticism |
| c. aesthetic | d. contemplation |
| e. barbarian | |

a. _____

b. _____

c. _____

d. _____

e. _____

2. Use four of the Vocabulary Words from this month in sentences about the passage.

a. _____

b. _____

c. _____

d. _____

II. Spelling and Homophones

3. List two tips that you used to learn two of the spelling words from this week.

a. _____

b. _____

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

4. Fill in the blanks for the following characteristics of an open syllable word:

- a. It is a syllable that ends in a _____.
- b. The _____ at the end of that _____ says the _____ sound.

5. Write a tip for remembering the difference between the Wacky Words listed below.

- a. then - _____
- b. than - _____

6. Write two sentences about this week's passage using the words *then* and *than*.

- a. _____
- b. _____

III. Outlining and Write On

7. List six words from this week's passage that you needed to use in your KWO due to their spelling, technical nature, etc.

- a. _____ b. _____
- c. _____ d. _____
- e. _____ f. _____

8. List the topics of all five paragraphs for your Key Word Outline this week—that is, what each paragraph of your new report is about.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

IV. Grammar and Usage

9. Fill in the characteristics of an appositive.

- a. It _____ or _____ the _____.
- b. It _____ a noun (or other word that needs renamed or explained).
- c. It is _____ with _____.

10. Punctuate the appositives in the sentences below.

- a. Monastic communities created two types of darkness during the Dark Ages that period in Europe between the 5th and 15th centuries.

- b. Monks not only hid the light and truth of the Bible, but they also twisted the concept of good works and glorified themselves rather than God the truly Holy One.
- c. As formerly-persecuted New Testament churches became popular and accepted as part of the state religion of Rome, many sought a life of humility and contemplation to convince themselves that they were worthy of heaven our eternal home
- d. A desire to escape the chaos and confusion of barbarian Europe that is, the physical world also led young men and women into the cloistered life.
- e. Monasteries became havens of protection artificial places of isolation from that unrest.

V. Editing and Revising

11. List four words that you substituted in your report for some of the redundant words.

- a. _____ b. _____
- c. _____ d. _____

12. What did you title your report this week? _____

13. Write sentences from your report with various sentence openers listed below:

- a. Subordinate clause opener: _____

- b. Prepositional phrase opener: _____

- c. Adverb word opener: _____

- d. Adverb phrase opener: _____

- e. Conjunctive adverb opener: _____

14. List five subordinators under each category of memory tricks:

a. They fit into a Subordinator Check Sentence (and are not adverbs):

_____ he was late for church.

- (1) _____ (2) _____
- (3) _____ (4) _____
- (5) _____

b. They begin with the letter w.

- (1) _____ (2) _____

(3) _____ (4) _____

(5) _____

c. They are also prepositions (especially time-related prepositions).

(1) _____ (2) _____

(3) _____ (4) _____

(5) _____

d. They are in the Subordinator Rhyme that Level A students learn.

(1) _____ (2) _____

(3) _____ (4) _____

(5) _____

Red 8-C: 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

All	Jesus bids us shine, first of all for Him; Well He sees and knows it if our light is dim; He looks down from heaven, and sees us shine, You in your small corner, and I in mine.
Extensions	Jesus bids us shine, then, for all around Darkest days and nights in this world abound- Sin, and want, and sorrow: we must shine, You in your small corner, and I in mine.
Further Extension	Jesus bids us shine, as we work for Him, Bringing those that wander from the paths of sin; He will ever keep us, if we shine, You in your small corner, and I in mine. "Jesus Bids Us Shine"

<> 1a. Read this week's passage aloud.

This passage is a hymn. It is an example of rhymed verse poetry. Rhymed verse poetry is just as its name suggests—**poetry that rhymes**.

<> **1b.** From the shaded Vocabulary Box, choose four Vocabulary Words and write them on the lines provided.

1. _____
2. _____
3. _____
4. _____

<> **1c.** On the lines provided, write three sentences about the hymn "Jesus Bids Us Shine." In your sentences, use three of the Vocabulary Words you listed.

1. _____

2. _____

3. _____

<> **1d.** In the passage, highlight the words at the end of each line.

Did you discover that this poem has an A-A-B-B rhyme scheme? **In both stanzas, lines one and two rhyme, and lines three and four rhyme.**

<> **1e.** In the passage, count the number of syllables in each line.

The rhyme scheme, the number of syllables per line, and the accents of the words in the poem are what give poetry rhythm. **It is best to have each rhyming line of a poem have the same or nearly the same number of syllables.** This makes the poem flow better.

<> **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.

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 story behind the song "Jesus Bids Us Shine."

Further Study: Make a list of ways you can show compassion.

Character Focus: In the Bible, sin and the world are compared to darkness, and God and His children are compared to light.

Optional Penmanship Practice

As we have therefore opportunity, let us do good unto all men especially unto them that are of the household of faith.

Galatians 6: 10

Character Focus: Christians are supposed to be lights to everyone around them especially other Christians.

(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: Jesus looks down from heaven, and he sees us shine.

Two complete sentences joined with a comma - cc

<> **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.

Help Box for 1e.

Both stanzas have the following syllables per line:

Line one—10 Line two—11 Line three—10

Line four—10

Teacher Tip: An open syllable is a syllable that ends in a vowel, as opposed to a closed syllable, which ends in a consonant. (A consonant “closes” a syllable.) When a syllable is an open syllable, it usually makes the vowel’s long sound, as in *be*, *go*, and *Bi/ble*.

2. Spelling: Short Vowel + //, ss, ff, and zz

Examples: hill, stiff, fizzle

<> **2a.** In the first copy box of the passage, highlight the word *Well*.

The words you highlighted are examples of one-syllable, short-vowel words ending in two of the same consonants, rather than only one (as in *ham*, *bed*, or *not*).

There are primarily four families of short-vowel, one-syllable words that rarely end in one consonant.

These families almost always have the final consonant doubled.

1. **// families:** wall, well, will, lull
2. **ss families:** mass, mess, miss, muss
3. **zz families:** jazz, fizz, buzz
4. **ff families:** staff, stiff, stuff, scoff

It is important to remember that words rarely end in one of these consonants because that rule not only applies to a word—but often applies to syllables as well:

1. harass**ment**
2. mast**iff**

Of course, there are instances when short-vowel, one-consonant words end in only one of those consonants, but they often make a different sound, such as:

1. **f**: **of** (making a v sound instead of **ff** sound)
2. **s**: **was**, **is**, **has** (making a z sound instead of **ss** 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 35-38 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 ten sentences using ten of the spelling words.

Further Study: Read the story of the ten virgins in Matthew 25, and explain why the five virgins lamps went out.

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.

Write any Review Words that your teacher gives you on the lines provided.

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. corruption*	cor-rup-tion			
2. communion*	com-mun-ion			
3. confession*	con-fes-sion			
4. offensive*	of-fen-sive			
5. illustration*	il-lus-tra-tion			
6. medallion*	me-dal-lion			
7. mastiff	mas-tiff			
8. baliff	ba-liff			
9. plaintiff*	plain-tiff			
10. pontiff	pon-tiff			
11. assessment	as-sess-ment			
12. harassment	ha-rass-ment			
13. giraffe	gi-raffe			
14. chenille	che-nille			
15. embarrass*	em-bar-rass			

*Commonly Misspelled

**Note: You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
16. dispossess*	dis-pos-sess			
17. pragmatically*	prag-mat-i-cal-ly			
Further Extension				
18. nacelle	na-celle			
19. chlorophyll	chlo-ro-phyll			
20. consciousness	con-sci-ous-ness			
Optional				
21. altruistic	al-tru-is-tic			
22. sympathetic	sym-pa-thet-ic			
23. responsive	re-spon-sive			
24. tenderhearted	ten-der-heart-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.

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

<> 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.

Character Focus: Light can be turned into energy that can be used to power things.

When offering counsel, there is always a strong temptation to draw a person to ourselves, rather than drawing him to the lord. This method build dangerous dependence and emotional attachments to the counselor—rather than to the lord in the end this leads to bondage by one or both parties, since the comfort that is needed by the counselee can only be given by god

The most effective counseling take place with the ministry of a life to a life. Paul had the ability to give counsel to kings (like king Agrippa) citizens free men and slaves do to his own experiences this process of course goes beyond sympathy and empathy it involves the compassion of sharing with others how god ministered to us when we experienced a similar heartache or problem

Based on this concept of counseling it is valuable to take the needs that you have experienced and write about them. In addition write out the spiritual insights or direction that god gave you at that time—or that He gives you now as you review these experiences these insights will greatly aid you in helping others find freedom and deliverance in there times of need

4. Spelling Practice: Choose the Correct Spelling

<> **4a.** Highlight the correct spelling of each **All** word.

- | | |
|-----------------|-------------|
| 1. corruption | korruption |
| 2. comunion | communion |
| 3. confession | confession |
| 4. offensive | ofensive |
| 5. illustration | ilustration |
| 6. medalion | medallion |
| 7. mastiff | mastif |
| 8. baliff | balif |
| 9. plaintif | plaintiff |
| 10. pontiff | pontif |
| 11. assesment | assessment |
| 12. harrassment | harassment |
| 13. giraffe | girafe |
| 14. chenille | chenile |
| 15. embarras | embarrass |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|-------------------|--------------|
| 16. disposesss | disposes |
| 17. pragmatically | pragmaticaly |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|-------------------|--------------|
| 18. nacele | nacelle |
| 19. cholorophyl | chlorophyll |
| 20. consciousness | consciousnes |

Topic of Paragraph Line

The "Topic of Paragraph Line" that is above each paragraph of each essay is provided as a comprehension and a composition exercise. As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.

As a composition exercise, its merits are endless. It is one of the first keys that CQLA uses to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years have become very adept at knowing when a paragraph ends and when a new one should be started. It narrows the student's thinking to see that everything I write in this paragraph has to be about that topic.

Do not let your students skip this vital step! The "Topic of Paragraph Line" is different than many other outlining tools (like the KWO) that require a student to use no more than a certain number of words, write in phrases or sentences only, etc. On this line, students may use as many words as they desire and may write phrases or complete sentences. Encourage your students to use this line to help them.

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

<> 4d. Highlight the correct spelling of each **Optional** word.

- | | |
|-------------------|--------------|
| 21. altruistic | alltruistic |
| 22. sympathetic | simpathetic |
| 23. responsiv | responsive |
| 24. tenderhearted | tenderharted |

<> 4e. On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Character Focus: Candles cannot burn on their own. In the same way, Christians need God's help to burn for Him.

Alternative Writing for Red 8-C: Week Two

- Write three paragraphs about candlelight.
- Write three paragraphs about giving wise counsel.
- Write three or four paragraphs about discerning levels of conflict.

Further Study: Make a poster with the saying "Your talk talks, and your walk talks, but your walk talks louder than you talk talks." Add a Bible verse to support this quote.

5. Study Skills/Prewriting: Rhyme Scheme

There are many rhyme schemes used in rhymed verse poetry. When writing poetry, it is best if each stanza has the same rhyme scheme so the poem sounds balanced. Of course, the chorus of a song may have a different rhyme scheme as long as it fits with the verses.

<> 5a. Add another stanza to the poem provided, keeping the A-A-B-B-C-C-D-D rhyme scheme. (Be sure that your rhyming lines have the same or nearly the same number of syllables, and punctuate them so that your poem flows nicely.)

Jesus Bids Us Shine

Jesus bids us shine, with a clear, pure light, (A) (10 syllables)

Like a little candle burning in the night; (A) (11 syllables)

In this world of darkness, we must shine, (B) (9 syllables)

You in your small corner, and I in mine. (B) (10 syllables)

Jesus bids us shine, first of all for Him; (C) (10 syllables)

Well He sees and knows it if our light is dim; (C) (11 syllables)

He looks down from heaven, sees us shine, (D) (9 syllables)

You in your small corner, and I in mine. (D) (10 syllables)

Optional Penmanship Practice

Thy word is a lamp unto my feet and a light unto my path.

Psalm 119: 105

<> **5b.** Add another stanza to the A-A-B-B poem provided.

Light the Path

The Savior calls to all His own, "Light the path today." (A) (13 syllables)

Wherever the path may lead your feet, be sure to light the way. (A) (15 syllables)

Others walk in darkness, grasping for a touch of light, (B) (13 syllables)

Yours may be the only one they find that's shining bright. (B) (13 syllables)

Teacher Tip: Some students are absolutely sure they cannot write poetry at all. If your student feels that way, walk him through the process, tapping out the number of syllables he needs, helping him make a list of words that rhyme with the word he is trying to rhyme with, and giving him suggestions.

Similes and Metaphors

1. A **simile** compares two things by using the words *like* or *as*.
2. A **metaphor** compares two things without using the words *like* or *as*.

<> **5c.** Add another stanza to the A-B-A-B poem provided.

Jesus, You're the Light

Savior, Lord, and King of kings (A) (7 syllables)

Shine through me, your beaming light (B) (7 syllables)

You, Who makes my heart to sing, (A) (7 syllables)

Jesus, truly, You're the Light. (B) (7 syllables)

Character Focus: Compassion is investing whatever is necessary to heal the hurts of others.

<> 5d. Add another stanza to the A-B-C-B poem provided.

Search Deep Within, My Savior

Search deep within, my Savior, search where'er Thou will, (A) (12 syllables)

Shine forth the searchlight of Your love, deep within my heart. (B) (13 syllables)

Search deep within, my Savior, Thou knowest all my sins (C) (13 syllables)

Shine forth the searchlight of Your love, to every hidden part. (B) (14 syllables)

Character Focus: When Christians are light, they are witnesses for God.

6. Grammar: Past Participles

<> 6a. In the passage, highlight the following verb phrases:

1. must shine (box 2)
2. will ever keep (box 3)

Do you remember that a verb phrase consists of the base verb (any of the three types) and any helpers that go along with it? Do you remember that a helping verb is a Be, a Helper, Link verb put in front of a base verb?

Do you remember that a helping verb helps the base verb tell about the action or being of the sentence?

Another major function of helping verbs (those Be, a Helper, Link verbs that come in front of the base verb) is to tell the reader **when** something took place, such as in the following sentences:

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 now)

Past participles are verb tenses that are also known as the following:

1. Past perfect tense: I had gone.
2. Present perfect tense: I have gone.
3. Future perfect tense: I will have gone.

The good news is that you do not have to know all of that to write well (or speak well)! **If you speak with past participles correctly, you will not have to learn anything new in this lesson.** If you do not speak with past participles correctly, you need to brush up on them!

Writing and speaking correctly with past participles involves using what is sometimes called the final tense of the verb that your helper goes with:

1. I have **gone**.
2. I have **spoken**.
3. I have **written**.
4. I have **lain**.

Each past participle has a helping verb with it, usually one of the “has” verbs:

1. has
2. had
3. have

Past participle verbs 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 base verb.

The problem most people encounter with past participles falls in one of two categories:

1. They say the past participle tense of the verb without a helper:
 - a. Correct: I **saw** him.
 - b. Incorrect: I **seen** him.
2. They say the past tense of the verb with a helper:
 - a. Correct: I had **gone**.
 - b. Incorrect: I had **went**.

<> 6b. Study the verb chart below until you can recite the verb tenses to your teacher in the sentence as she gives you the present tense “Today I _____.”

Basic Level: Recite all three tenses of thirty verbs.

Extensions: Recite all three tenses of forty verbs.

Teacher Tip: One way to do the recitation for this lesson is for you to say the following (while your student orally fills in the blanks):

Today I arise.

Yesterday I arose.

Before that I had ____.

Further Study: Read a book about solar power or how to get solar power.

Character Focus: *Dependability* is fulfilling the job I am given even if it costs me.

Grammar Card: Past Participle Chart

Past Participles Ending in *n*:

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
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:

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
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:

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
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:

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
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

<> 6c. In the sentences provided, complete the following steps:

- (1) Highlight all of the verb phrases (any two word or more verb phrase that begins with a BHL verb).
- (2) Correct any verbs that are incorrectly conjugated (verb phrases and/or individual verbs).

Note: Do not correct the sentences if they would perhaps sound better without a verb phrase (i.e. *created* rather than *have created*). The verb phrases are there specifically for this lesson.

Character Focus: Without light no one can see anything. Christians show others the way to Christ.

1. Monastic communities have created two type of darkness during the Dark Ages.
2. They have copied the Scriptures exclusively in Latin.
3. They kepted the common people of Europe in a state of spiritual darkness.
4. They had placed a bushel over the candle of God's truth.
5. Spiritual pride and unbridled sin had created darkness with the walls of the monastery.
6. They were knew for their spiritual pride.
7. Their obsession with self-abasement had made them lose sight of the finished work of Christ.
8. They had went into seclusion.
9. They thought seclusion would help them to be holier.
10. As men escaped from the influences of the world via seclusion, they had violated God's command to be a light.
11. They tried to escape from the influences of the world to develop their spiritual lives through aesthetic acts.
12. They have hid the light and truth of the Bible.
13. They had also twisted the concept of good works and glorified themselves rather than God.
14. Many people sought a life of humility and contemplation to convince themselves that they was worthy of heaven.
15. Monastacism had offered a replacement for salvation through faith.
16. A desire to escape the chaos and confusion of barbarian Europe had also lead young men and women into the cloistered life.
17. Civil order and violence had characterized the Western world in A.D. 476 after the fall of Rome .
18. They was characterized by civil order and violence.
19. Monasteries had became havens of protection from that unrest.

Further Study: Learn the three things required for fire to burn.

Character Focus: When a Christian's light goes out, the root problem must be found and Scripturally dealt with.

Character Focus: Because the Bible is God's Word, it can light our path.

20. They had went into the cloistered life to escape barbarian Europe.

<> **6d. Optional:** In your notebook, write sentences with different past participle verbs from the list in this lesson:

Basic Level: Write twenty sentences.

Extension: Write twenty-five sentences.

Further Extension: Write thirty sentences.

7. Grammar: Preposition Review

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:

*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. 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 | |

Preposition Check Sentence for Time With **A** Prepositions

The girl prayed after the service.

.....at
.....along with
.....around

Character Focus: When light is hidden, it goes out because it needs air to exist. If Christians do not shine their light, they are in danger of going out.

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!

<> 7a. 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**?

A

- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |

<> 7b. On the lines provided, write 10 **B prepositions**.

B

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
|----------|----------|

- | | |
|----------|-----------|
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

8. 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.

<> **8a.** In the sentence below, highlight the word *raise*.

We should raise our hearts in service to others.

They 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 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

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/rises
 - 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

Remember this rhyme:



Remember this rhyme:

Lie and **r**ise have **I**, and **s**it does too.
These are all words that **I** alone can do.
Lay, **s**et, and **r**aise are words that you choose
When each has an object at the end to use.

<> **8b.** Study the Grammar Card about rise/raise provided in this lesson.

<> **8c. Optional:** Make a Grammar Card about rise/raise or add new information to an existing card.

<> **8d.** Fill in the blanks below with the correct form of the verbs *rise* and *raise*.

1. He is _____ early.
2. They _____ the flag.
3. They will be _____ vegetables next year.
4. She just _____ up and did the work.
5. He _____ his hand.
6. He _____ early.
7. She has _____ vegetables before .
8. They have _____.
9. She will be _____ the flag at sun up.
10. They _____ late.
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.

<> **8e.** 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.

9. Composition/Creative Writing: Write Original Rhymed Verses

<> **9a.** Choose two of the rhyme schemes that you used for practice. Using these schemes, write two poems with two stanzas each.

Poem One

Rhyme Scheme _____

Title _____

Stanza 1 _____

Stanza 2 _____

Poem Two

Rhyme Scheme _____

Title _____

Stanza 1 _____

Stanza 2

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. Wacky Words: Homophone Review

<> 11a. In the first copy box of the passage, highlight each of the following Wacky Words one time each:

- | | | |
|--------|----------|----------|
| 1. Him | 2. sees | 3. knows |
| 4. our | 5. light | 6. He |
| 7. You | 8. in | 9. your |
| 10. I | 11. mine | |

The words that you highlighted are all homophones that are taught in CQLA. Depending on how many years you have worked on CQLA, you may or may not have learned little tricks and tips for ones listed.

Here are some serious and some funny tips to help you remember these homophones:

- a. **their—heir** is in it; **their** shows ownership; **heir** shows ownership too
- b. **there—here** is in it; **here** and **there**; use for **there are** and **there is**
- c. **they're**—contraction *they are*; say contracted words uncontracted to be sure that you are using the correct word for the job
- d. **wandering**—you **wander** in an **area**; you **wander around**
- e. **wonder**—you **ponder** when you **wonder**
- f. **scent**—cats have a certain **scent** when their litter box needs cleaned
- g. **sent**—**envelopes** are **sent**
- h. **farther**—**farther** refers to **area** (has root *far*)
- i. **further**—**further** refers to **understanding**
- j. **bear**—a **bear** is a creature
- k. **bare**—ends in an **e**; when we **bare** something, we **expose** it

Part of being a good learner and a good student is knowing how you learn—and working in those areas. For example, the author of CQLA loves mnemonics and tricks. (Can you tell?) Other people are distracted by that type of learning.

What kind of learner are you? What helps you learn homophones the best? What helps you learn to spell difficult words? Work in those areas to help you learn better, faster, and more thoroughly.

<> 11b. Fill in each blank provided with the correct Wacky Word---**their, there, they're, wander, wonder, scent, sent, farther, further, bear, or bare.**

- 1. _____ meeting us for lunch.
- 2. We are going to _____ the nursing home to sing.
- 3. _____ rarely on time.
- 4. _____ lake is just ahead.
- 5. When we get _____, we will eat.
- 6. We do not know what _____ going to sing.
- 7. Ray and Donna parked _____ car in the parking garage.

Teacher Tip If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week’s **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

8. We should be _____ after lunch.
9. Maelynn thinks she left her keys _____.
10. _____ going to drop off the food at noon.
11. I _____ what time it is.
12. Please don’t _____ around the woods too far.
13. We could _____ all day without a map.
14. Jonathan _____ what time it is.
15. I _____ if the Reishes are coming.
16. Donna _____ the card in the mail.
17. Jonathan _____ Maelynn flowers for Valentine’s Day.
18. The dogs picked up the _____ of the drugs.
19. Did she get the email I _____ her?
20. The _____ of the candle filled the room.
21. After church, he explained that concept _____.
22. The _____ we go, the more lost we are!
23. We can discuss the matter _____ when everyone gets here.
24. I believe the store is _____ down the street.
25. That restaurant is _____ than this one.
26. I hope we don’t see a _____ while walking the trails.
27. She gave her sister a stuffed _____ for Christmas.
28. You should put sunscreen on your _____ skin.
29. The _____ slept in the warm sun after his hibernation.
30. My _____ feet are dirty from walking in the strawberry patch.

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.

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.

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 twenty words with short vowel sounds that end in double consonants.
- 2E. Read a book of poems.
- 3E. In your notebook, write twenty sentences with past participle verb phrases.
- 4E. In your notebook, write twenty sentences using the homophones you reviewed this week.
- 5E. 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
1. To See: 1. Copy the word you need to practice on the first empty line of this column. 2. Look at this first word carefully. 3. Pay attention to the parts of the word that follow spelling rules you already know. 4. Look closely at the shape of the word. 5. See if there are parts of the word you know easily.	2. To Say: 1. Say the word you wrote in column one loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. 2. Try to picture the word in your mind. 3. Close your eyes to picture the word, if needed.	4. To Spell: 1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. 2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot: 1. Uncover the word in the 1. SEE column. 2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)	6. To Stop/Start: 1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. 2. If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

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)

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

Fill in the blanks:

1. Rhymed verse poetry is just as its name suggests--_____ that _____.
2. The _____, the number of _____, and the _____ in the poem are what give poetry _____.
3. It is best to have each rhyming _____ of a poem have the same or nearly the same number of _____.
4. Write four sentences about the passage using (a) four Vocabulary Words from this month and (b) four words you have never used in writing before.
 - a. _____

 - b. _____

 - c. _____

 - d. _____

II. Spelling and Homophones

5. List three words from this week's spelling list that you have never used in writing before.
 - 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.

6. Use this week's homophones in sentences about this week's passage.

- | | | |
|---------------|---------------|-------------|
| (1) their | (2) there | (3) they're |
| (4) wandering | (5) wondering | (6) scent |
| (7) sent | (8) farther | (9) further |
| (10) bear | (11) bare | |

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

(9) _____

(10) _____

(11) _____

III. Grammar and Usage

7. What does a verb phrase consist of? _____

8. A _____ verb helps the base verb tell about the action or being of the sentence.
9. A helping verb helps the base verb by telling _____ something took place.

10. Write the past participle forms for the confusing verbs below:

Example: sit.....have sat

- a. did....have _____
- b. go.....have _____
- c. write...have _____
- d. lie down....have _____
- e. lay the book...have _____
- f. hang the picture....have _____
- g. hang the killer....have _____

11. List prepositions in the categories given:

a. Twenty A's

- | | |
|------------|------------|
| (1) _____ | (2) _____ |
| (3) _____ | (4) _____ |
| (5) _____ | (6) _____ |
| (7) _____ | (8) _____ |
| (9) _____ | (10) _____ |
| (11) _____ | (12) _____ |
| (13) _____ | (14) _____ |
| (15) _____ | (16) _____ |
| (17) _____ | (18) _____ |
| (19) _____ | (20) _____ |

b. Ten B's

- | | |
|-----------|------------|
| (1) _____ | (2) _____ |
| (3) _____ | (4) _____ |
| (5) _____ | (6) _____ |
| (7) _____ | (8) _____ |
| (9) _____ | (10) _____ |

c. Ten that fit in The angel flew _____ the clouds.

- | | |
|-----------|------------|
| (1) _____ | (2) _____ |
| (3) _____ | (4) _____ |
| (5) _____ | (6) _____ |
| (7) _____ | (8) _____ |
| (9) _____ | (10) _____ |

d. Ten that fit in **The girl prayed _____ the service.**

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

(9) _____

(10) _____

e. Six that are **opposites.**

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

f. Six that are **built on other words/prepositions.**

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

Red 8-C: 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

Every creature struggles at birth in one way or another. The struggle of each newborn is unique, 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 must struggle 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.

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 sit 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.

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. However, 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*

Sentence containing the word *arduous*

Character Focus: Truthfulness is reporting all the facts so that judgments can be made.

<> **1d.** From the shaded Vocabulary Box, choose four Vocabulary Words and write them on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

Further Study: Learn about the rules governing a legal witness.

<> **1e.** On the lines provided, write three sentences about the passage. 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.

(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: Read a book about an effective counselor.

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.

Character Focus: God's power is never exhausted. Christians can cut themselves off from the power though.

- (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 book of Daniel and explain how Daniel and his friends were lights in a dark empire.

- (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, they remain in the pouch until they are mature enough to be on their own.

Ly 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/Structural Analysis: *U* Affects the Sounds of *g* and *q*

Examples: **vague, unique**

<> **2a.** In the first paragraph of the passage, highlight the word *unique*.

The letters *g* and *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*.)

Not only do words rarely end with *g* or *q* only, but also there are many words that end in the three letter combinations of *gue* or *que*.

Examples:

- | | |
|----------|-------------|
| 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 is, of course, true at the end of words too—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 ten sentences using ten of the spelling words.

Further Study: Read a book about counseling.

Write any Review Words that your teacher gives you on the lines provided.

Character Focus: Christians are not the source of light, only the channel.

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. epilogue	ep-i-logue			
2. Quidam*	Qui-dam			
3. opaque	o-paque			
4. requiem*	req-ui-em			
5. boutique	bou-tique			
6. Equateur*				
7. quadruple*	quad-ru-ple			
8. quantum	quan-tum			
9. analogue	a-na-logue			
10. demagogue	dem-a-gogue			
11. pedagogue	ped-a-gogue			
12. guillotine	guil-lo-tine			
13. aquarelle*	aq-ua-relle			
14. ubiquity*	ubiq-ui-ty			
15. quadrillion	quad-ril-lion			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
16. Quatuor*	Quat-u-or			
17. guanaco*	gua-na-co			
18. guanine*	gua-nine			
19. guarani*	gua-ra-ni			
20. aiguille*	ai-guille			
Optional				
21. callous	cal-lous			
22. phlegmatic	phleg-mat-ic			
23. apathetic	ap-a-thet-ic			
24. oblivious	ob-liv-i-ous			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Positive, Comparative, and Superlative Degrees

<> 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 words that show the positive, comparative, or superlative degrees.

An law system that is based upon biblical principles will give light to a nation however the ability of that system to endure depend upon witnesses that will truthfully testify a truthful witness are needed for the principles to withstand the rigors of time. Every action of a criminal is a attack on that law and the authority behind it

The witness role is to bring the most pertinent facts to the court who will convict the offender or confirm the innocent because witnesses is essential to the preservation of a legal system and the society that is built upon it god establish very clear requirements for those who would give testimony under the inspiration of the holy spirit john identified these more crucial requirements

A witness is one that has been present and has personally saw something. He should be a beholder spectator or eyewitness by requiring the witness to have firsthand experience of a fact or a event about which he testifies many distortions and mistakes of hearsay is reduced or completely eliminated

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-------------|----------|
| 1. epilogue | epulogue |
| 2. Quidam | Quiddam |
| 3. opeck | opaque |
| 4. requiem | requeum |
| 5. bouteeek | boutique |

6. Equater	Equateur
7. quadruple	quadrupple
8. quantumm	quantum
9. annalogue	analogue
10. demagouge	demagogue
11. pedagogue	pedagouge
12. guilotene	guillotine
13. aquarel	aquarelle
14. ubiquity	ubikitee
15. quadrillun	quadrillion

Further Study: Read Acts 8 and see what kind of counseling Peter gave to Simon.

Character Focus: Christians should inspire others to action.

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.

<> **4b.** Highlight the correct spelling of each **Extensions** word.

16. Quatoor	Quatuor
17. guanaco	guanacco
18. guaneen	guanine
19. guarani	guarantee
20. aiguille	aiguille

<> **4c.** Highlight the correct spelling of each **Optional** word.

21. callous	calluss
22. phlegmatic	flegmatic
23. apathetick	apathetic
24. obliveous	oblivious

<> **4d.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Overview Of an Animal's Struggles Research Report

(Overview Box**--Read Only)

You will be writing an informative report over the next three 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, insert and cite quotations, divide material into sections and paragraphs, 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 animal's struggle throughout its life.** You may choose from the topics listed or choose a different one according to your teacher's instructions.

- A. Elephants
- B. Wolves
- C. Frogs
- D. Butterflies
- E. Bees
- F. Sperm whales

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT

- A. **Basic** students will write **6 paragraphs** for the body (P'soB)--two paragraphs for each "section."
- B. **Extensions** students will write **8 paragraphs** for the body (P'soB)--two paragraphs for each "section."

Note: You will be breaking your paper down into sections and paragraphs for your animal struggles. Thus, Basic students may have three sections with two paragraphs each--

I. Birth Struggles

- A.
- B.

II. Feeding Struggles

- A.
- B.

III. Predator Struggles

- A.
- B.

Or Basic students may have two sections with three paragraphs each--

I. Birth and Early Years' Struggles

- A.
- B.
- C.

II. Adult and later Years' Struggles

- A.
- B.
- C.

III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write **7-9 sentences*** per paragraph.
- B. **Extensions** students will write **8-10 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 **3 sources**. You will be 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

- A. **Basic** students will include **4 direct quotations**. You will be given instructions on how to do this within the writing lesson this week and next week.
- B. **Extensions** students will include **6 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. Overview Source Outlining Method
- B. "Color-Coded Research"
- C. Section-Paragraph-Sentence Approach
- D. Patterned Paragraphs
- E. Outlining Cards
- F. MLA-Type of Quotation Citation
- G. "Avoiding Plagiarism" Instruction
- H. Opening Sentence vs. Transition Sentence for paragraph introductions
- I. First, Third, Second Person Writing
- J. Transition Words and Phrases
- K. Checklist Challenge Coding

****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 Locate an Overview Source

Further Study: Decide what you would do if someone asked you for advice on a certain subject.

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 sections and then paragraphs (as opposed to just paragraphs). Consider this when you choose your topic too. For example:
 - a. **Make each time period a “section” of your report** (a Roman numeral in your outlining cards).
 - b. Then **each struggle within that time period will be a paragraph** (a capital letter in your outlining cards).
 - c. **Sentence lines will still be numbers.**
 - d. This report will be more challenging than that because you will be getting details about one animal's struggle throughout its life.
 - i. You will divide your paper into sections--
 - (a) Either time periods of your animal's life (birth, childhood, adulthood)
 - (b) Struggles (birth, feeding, hiding)
 - ii. Each section will contain two or three paragraphs--thus within the section, you will have to divide into logical paragraph breaks--

Example:

I. Chick's birth

PoB-A: Within egg

1. Twists & turns
2. Head faces large end of egg
3. Etc.

PoB-B: Breaking free

1. Breaks inner membrane
2. Etc.

Character Focus: When a Christian counsels someone, he must not draw the person to himself because He is not the source of light. They must draw the person to the Lord because He is the true light.

- (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.**

- (3) You will want to choose an animal that is most interesting to you. You will be reading and researching about it, so you want to be sure you enjoy learning about it.

- <> **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.

Choosing Sources

Specifically, you might like a source book that contains any or all of the following:

Box A

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 Overview Source Method” box provided.

Looking Ahead...at the “Overview Source Method” With Paragraphs and Sections (Read Only Box)

Box C

In the “**Overview Source Method**” of writing, you will find one source (the “Overview Source”) in the beginning **that will help 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 research 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: *Emperor Penguin* (a book about penguins that contains information about all of the struggles you are writing about)

- (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 sections paragraphs for your report and begin by writing the section topics on the Topic of Section of Body lines provided in your worktext:

Example:

Topic of Section I: Birth

Topic of Section II: As a chick

Topic of Section III: Adult life

- (4) Highlight the Overview Source With “Color-Coded Research” (highlighters, pens, pencils, or sticky notes) for possible section information--**one color per section.**⁺ The detailed instructions for this will be given in the lesson text.

Example: Three or four different time periods for three or four sections—**I. Birth; II As a chick; III. Adult life**)

— use one color per section.

- (5) Highlight each of the Topic of Section lines in your worktext with the same color that you used in your Overview Source for each section of information. (Thus, if the birth information in your Overview Source is highlighted in pink, the Section I: Birth in this worktext 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:
- Underline possible PoB-A information with a pen (of that information that is highlighted in pink).
 - 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 (Example: pink highlighted)

PoB-A: As an egg (Example: pink highlighted information underlined)

PoB-B: Environment (Example: pink highlighted information circled)

PoB-C: Hatching (Example: pink highlighted information with box around it)

- (8) Choose other sources that contain information specifically about your paragraph topics, as assigned.
- Examples: (1) *E Encyclopedia*; (2) *Emperor Penguins: Uniquely Armed for Antarctica*; and (3) *March of the Penguins*
- (9) Color-code sections and mark paragraph information in your additional sources like you did in your Overview Source.
- (10) Write information from all of your sources beneath your paragraph note headers (i.e. for the sentences of your report) on the Outlining Cards provided.

Section I: Birth

PoB-A: As an egg

Opening/Transition Sentence: Nests in large colonies in the Antarctic circle

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.**

<> 5e. Study the Looking Ahead at the “Section-Paragraph-Sentence” Method box.

Looking Ahead...at the “Section-Paragraph-Sentence” Method

(Read Only Box)

Box B

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 box 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.). **Each of your time periods will be a section.**
 - b. **Beneath these “sections,” you will put your paragraphs** (just like your earlier paragraph method) that will be noted by capital letters.
 - 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 time period**, etc.--and each paragraph beneath each section will be about a part of that section (how its struggles).
- (3) Thus, in this report, your breakdowns will be:
 - a. **A section will be one time period of your topic** (birth, etc.).
 - b. **Each time period will have at least two paragraphs beneath it**, though you may have more (A, B, C, D, etc.).
 - c. Each paragraph will have sentences (Support Sentence 1, 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!).

<> 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 research-based writing project.

Consider **how this source will be used** when choosing your “Overview Source” for this writing project:

- (1) The first purpose of the “Overview Source” is to determine what information (paragraph topics) you want to include in your paper--and to give you a “big picture” look at your topic.
 - a. When you have a strong Overview Source, it is simple to decide what your paragraph topics will be.

- b. While your “Overview Source” will be excellent for giving you your paragraph topics, you will not be permitted to get more than **50%** of your report’s information (notes on your Outlining Cards) from that source.

Further Study: Read when Jesus counseled the woman at the well in John 4.

- (2) You want to choose an **“Overview Source”** for this that contains information about all aspects of your topic.
- (3) 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.
- (4) 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: For example, if you had one book of three hundred pages about chicks/chickens, you would not have information for your other struggles, and you would be wading through way too much information for six paragraphs about chickens’ struggles.

- (5) 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 eight total paragraphs, you do not want your Overview Source to be shorter than thirty-two paragraphs--though it may be longer. If your source is the same length as your paper will be, you are back to middle school writing. You want to have a lot of material to choose from then you pick the portions you want to include in your report. When you begin this merging of multiple sources, you are truly starting to write at an upper level.

- (6) Generally speaking, online encyclopedias, websites about an animal's struggles, etc., are good “Overview Sources.”

Note: At this level, it is a good idea to get out of the habit of using *Wikipedia* since colleges do not usually permit its use. An acceptable alternative to *Wikipedia* is a cd-rom encyclopedia, such as *Encyclopedia Britannica*, *World Book*, etc. *Wikipedia*, however, is a wealth of information to skim and familiarize yourself with unknown topics--though it is not regulated enough to be cited in formal writing.

<> **5g.** Study the Sample “Sections-Paragraphs-Sentences” box.

Sample
“Sections-Paragraphs-Sentences”

Box E

You will choose one time period for each section. Each section will contain 2 to 3 paragraphs (depending on your level)--or more, if desired. Each paragraph will be 6-9 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: Emperor Penguin

***Three to Four major aspects of this topic (i.e. section):**

I. Birth (first section)

II. As a chick (second section)

III. Adult life (third section)

***2-3 paragraphs per section:**

I. Birth

A. As an egg (1st paragraph of Section I)

B. Environment (2nd paragraph of Section I)

C. Hatching (3rd paragraph of Section I--for those doing extra paragraphs)

***5-8 sentences per paragraph:**

I. Governor

A. As an egg

1. *Nests in large colonies in the Antarctic Circle* (1st sentence of paragraph A of Section I)
2. *Females lay eggs and then return to the sea to feed while the male sits on the egg to keep it warm* (2nd sentence of paragraph A of Section I)
3. *Egg approximately 1 lb., small compared to the mother's size* (3rd sentence of paragraph A of Section I)
4. *Egg transferred from mother's feet to father's right away* (4th sentence of paragraph A of Section I)
5. *If the egg is dropped the chick dies because of the cold ice* (5th sentence of paragraph A of Section I)
6. *Colonies are up to 300 miles from the sea* (6th sentence of paragraph A of Section I)

<> **5h.** Read the information in your Overview Source(s) that pertains to your topic.

6. Grammar: Adjectives

You probably remember that an adjective modifies (or describes) a noun or pronoun (a person, place, thing, or idea, etc.).

An adjective answers one of the following questions:

1. What kind? (**plow** pan)
2. How many? (**three** forces)
3. Which one? (**another** heart)
4. Whose? (**Mother's** eraser)*

***Note: CQLA does not call possessives adjectives. They do tell whose (Mother's), but they are not descriptive.**

<> 6a. In the first two paragraphs of the passage, highlight the descriptive adjectives. Do not highlight the articles (a, an, the), pronouns (this, her, his), or possessive nouns (mother's, Joe's). Draw arrows from the adjectives to the words they modify.

Descriptive adjectives are words, along with strong verbs and descriptive adverbs, that make a big difference in writing. When you write with descriptive adjectives, try to use the very best ones for the job—the most descriptive adjectives you can find.

<> 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.

Grammar Card: Adjective (Abbreviated: ADJ)

- Describes/modifies:
 - nouns: meek person
 - pronouns: She is kind.
- Usually comes before word it describes: meek person
- Answers one of four questions:
 - What kind? humble
 - Which one? that, this
 - How many? a, five
 - Whose? Mom's
- Predicate adjective (PA)—at end of sentence—when following a Be, a Helper, Link verb: She is kind.
- Non-descriptive adjectives are articles, adjectives, and pronouns that tell:
 - How many? a, five
 - Which one? this, that,
 - Whose? Mom's
- Descriptive adjectives tell what kind: meek person

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.
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.

<> 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. _____
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. _____
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.

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. _____

<> 6f. Optional: In your notebook, write sentences with descriptive adjectives.

Basic Level: Write fifteen sentences.

Extension: Write twenty sentences.

Further Extension: Write twenty sentences containing information from a character book.

Help Box for 6a

You should have marked the following words:

Paragraph 1:

1. unique → struggle

2. spiritual → lives

Paragraph 2:

3. Baby → opossums

4. blind, hairless, partially-developed → They

5. long and arduous → quest

6. three-inch → quest

7. nourishing → milk

8. tiny → opossums

9. mature → they

7. Research and Study Skills: Write Working Thesis Statement, Gather Information From Overview Source, Choose Additional Source(s), and Start Color-Coded Research

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 too much 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 emperor penguins, you might write, *The emperor penguin begins its challenging life in large colonies deep in Antarctica*. This would tell your reader that **your paragraph is going to be about life in Antarctica for the emperor penguin**.

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 emperor penguins. **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 emperor penguin report might be ***One of the most lucrative documentaries of all-time, March of the Penguins, records the life circle of the emperor penguin, one of the most magnificent and hardy animals in the world.***

Since you have read your Overview 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 (i.e. about all of the time periods or struggles you are writing about--not just information about the birth process).
- (3) Tell your reader what you plan to include in your report (to a small extent--i.e. list the time periods or struggles your report includes).

***Note: Any time a report will be about a certain number of items (i.e. four time periods), list these in your Thesis Statement in the same order you will include them in your report.**

(4) Do not say, *In this report, you will read about...*

(5) Include the three or four different time periods or struggles 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 Statement

**One of the most lucrative documentaries of all-time, March of the Penguins, records the life circle of the emperor penguin, one of the most magnificent and hardy animals in the world.*

***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) 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 twelve to sixteen sentences total about each time period or struggle—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).

- (2) Read the sections of your Overview Source that pertain to your topic.
- (3) Once you have determined what your Section Topics are (i.e. your three or four time periods or struggles), 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 them in one place or the other as needed.

Topic of Sections Box

Topic of Section I: _____
Topic of Section II: _____
Topic of Section III: _____
Extensions--Topic of Section IV: _____

Note: You will choose one aspect for each section. Each section will contain two or three paragraphs about each aspect. Each paragraph will contain 7-10 sentences. Thus, each section will contain fourteen to thirty sentences about that aspect.

- (4) Now begin the “Color-Coded Research” process as follows:
- Choose three or four different colors of highlighters⁺--one color for each section (i.e. for each time period) that you will write about in your report.
 - Highlight the first Topic of Section line above (Section I) with one color of highlighter.
 - 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**, for example) with a pink highlighter, highlight all of the **birth** information in your Overview Source (that you **think** you might want to use) with that same pink highlighter.

- Continue in this manner, using the “Color-Coded Research” approach to highlight your Section Topic lines in this work text (above) and the material in your Overview Source until you have color coded all of your Section Topic lines and any of the information in your Overview Source that you think you might use.

⁺**You may use whatever you desire for your color coding—highlighters, colored pencils or pens, crayons, etc. (though some implements’**

shading 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 the edges of the source's pages) that you label.

*Only use information on your Outlining Cards from your Overview Source that you feel is especially strong (and not exceeding 25% of your paper's total content—see note below). Remember, you will get at least 25% of your information from your other source(s). (See <> 7 c.)

Note: You may not get more than 25% 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 sections then paragraphs.

- <> 7c. Study the “Patterned Paragraph” Approach Box provided. You may choose to use the Patterned Paragraph Approach described in the box for each aspect you may use Free Style Paragraphs (in which each aspect's information is not the same as each other ones).

“Patterned Paragraph” Approach

Box D

You may desire to use a “Patterned Paragraph” Approach for this report. The “Patterned Paragraph” Approach is one in which you have the same type of information in the same order in all “corresponding” paragraphs.

For example:

Section I: Birth

PoB-A: As an egg

PoB-B: Environment

PoB-C: Hatching

Section II: As a chick

PoB-A: Early days

PoB-B: Predators

PoB-C: Eating

Section III: Adult life

PoB-A: Eating Habits

PoB-B: Getting around

PoB-C: parenting

Note: If you are new to lengthy, detailed papers such as this one, the “Patterned Paragraph” Approach is highly recommended.

- <> 7d. Determine and mark your PoB Topics following these steps:

- (1) Now skim your Overview Source again to determine Paragraph Topics for each section.
(Refer to the Patterned Paragraph Approach box above, if desired.)
- (2) As you skim through your source, consider that you are writing two or three short paragraphs about each **aspect** 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 **time period** emerge. These aspects will be paragraphs. Consider which of these aspects you want to include in your report, following these tips:
- Choose two (or three if you desire to do three paragraphs per time period) aspects of each time period that you see you can find a lot of information about—and that would interest your readers.
 - These may be the same two or three aspects for each time period (i.e. their eating habits)—in the case of Patterned Paragraphs.
 - Or they may be different aspects for different time periods in the case of Free Style Paragraphs.
 - Write all of your Section Topics and Paragraph Topics on the lines provided below.
(Use the Section Topic information you wrote earlier in 7b.)
 - Color-Code the Topic of Section lines given below with the same colors you used for those lines in the Topic of Sections Box earlier.

Topic of Section and Topic of Paragraph Box

All—Topic of Section I: _____
Topic of PoB-A: _____
Topic of PoB-B: _____
Optional—Topic of PoB-C: _____

All—Topic of Section II: _____
Topic of PoB-A: _____
Topic of PoB-B: _____
Optional—Topic of PoB-C: _____

All—Topic of Section III: _____
Topic of PoB-A: _____
Topic of PoB-B: _____
Optional—Topic of PoB-C: _____

Extensions—Topic of Section IV: _____
Topic of PoB-A: _____
Topic of PoB-B: _____
Optional—Topic of PoB-C: _____

<> **7e.** Mark your paragraph information in your Overview Source and your Paragraph Topics box you listed above following these steps:

- (1) Start marking your source for possible paragraph breaks. For example, in your Pink Birth information in your source, underline all aspects as an egg (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 one.
 - a. If Birth 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. As an egg underlined
 - ii. Environment circled
 - iii. Hatching 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 25% of your paper's total content—see note below). Remember, you will get at least 25% of your information from your other source(s). (See <> 7c.)

<> **7f.** 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:
 - a. Continue with the same method—if the I. Birth is all highlighted in Pink for Section I in your Overview Source, use that same color for Section I information you find in your additional sources.
 - b. If PoB-A for As an egg is highlighted in pink then underlined in pen, continue that same coding in your additional sources.
 - c. Thus, when you are ready to create your Outlining Cards, you will lay all of your sources out in front of you and find all of the info you highlighted in pink and underlined in pen (from all sources) to take notes for PoB-A for Section I, etc.

Using Multiple Sources in Research Report Writing

When using multiple sources for report writing, follow these steps with your sources:

1. Always begin with the source that will help you choose your paragraph topics (i.e. your Overview Source).
2. Then move on to the source that contains the next greatest amount of information you will need.
3. Continue in this manner, using the sources that contain the most information first, then moving onto the ones with less usable information.

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. Study Skills/Research: Create Bibliography Cards

<> **9a.** Study the “Major Works/Minor Works” Box provided in this lesson, if needed.

Major and Minor Works

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 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.)

- (1) Get as much information about your sources as you can.
- (2) Leave out any information that you are unable to find (i.e. leave that line blank).
- (3) Be as thorough and as careful as you can be since these cards will be used to create your list of Works Cited later.
- (4) If you add other sources later, create Bibliography Cards for those as well.

10. Study Skills/Research: Create Outlining Cards for Informative Research Report

<> 10. Follow the steps below to learn how to create an outline (notes) that you can write your report from using the source(s) that you have chosen and marked, following these steps:

- (1) Turn to the Outlining Cards following this entire writing lesson.
- (2) Start with the first section of the body of your report that you listed in step 2, and complete the following steps using your sources and the Outlining Cards:
 - a. **Write the topic of that section on the topic of section line (Roman numeral I) that you recorded in this work text earlier (<> 7d).**
 - b. Open your source and find the information you highlighted or marked with sticky notes for that topic.
 - c. **Fill in the paragraph 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.**
- (3) **Fill in the rest of the sentence lines with notes about that aspect using your other source(s).***
- (4) Be sure to **use information from at least two sources for each aspect.**
- (5) Do this for each of your three or four aspects.
- (6) **You may cut out the cards or leave them all on each page** (since each page contains one section). 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.).
- (7) Keep these tips in mind:
 - a. **A paragraph is a unit of thought** within each section.
 - i. Each section should only contain information about one aspect.
 - ii. Do not put information about as an egg and the hatching on the same paragraph space. **Each of your aspects of birth 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 aspects or aspect.

- 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. Remember the major focus of your report (as narrowed in your thesis statement). Make sure you include information that leads up to that and explains/supports that.
- f. 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.**
- g. Study the sample Outlining Card provided.

Outlining Format Sample

Time Period I. Birth

PoB-A: As an egg

Opening/Transition Sentence: _____

SS 1: _____

SS 2: _____

Time Period I. Birth (continued)

PoB-B: environment.

Opening/Transition Sentence from PoB-A into PoB-B: _____

SS 1: _____

SS 2: _____

- (8) Do not create cards until you have studied and understand the information about how to include quotations in your outline and report (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,” that outlining method might not be the best for you.

11. Study Skills/Research: Quotation Inclusion

<> **11a.** 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 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 in your report..

***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 zoologist or National Geographic, etc., that you got from a source that had already quoted it. (These words will have quotation marks around them in your source.)**
- (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 National Geographic,....). (These words will not have quotation marks around them in your source. You are creating a quote from your source.)**
- (3) If you desire to have more quotations in your report than the number assigned, you may do so.
- (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 a your quote in either of those paragraphs.** Opening and closing paragraphs are good places to include interesting, attention-grabbing quotes.
 - a. Since you are writing about animals, you might want to include a Bible verse or a quote by a famous person about this in either your opening or closing paragraph. **This may be counted as one of your sources and one of your 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 assignment and write it there.**
- (6) Follow these steps to record your quote in your outline (which will be similar to the same 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 a Bibliography Card with detailed citation information for each source that you use to write your paper (regardless of whether you got a quote from that source or just took general notes from it). 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.

- <> 11b.** 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.
 - 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 that introduces 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.

- <> 11c.** 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 within each shaded 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:

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.
5. This is “lifted text”—it was not quoted in your source.

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.**
7. This is “lifted text”—it was not quoted in your source.

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.
9. This is “lifted text”--it was not quoted in your source.

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.

- This quote is already quoted in the source--the words are quoted words (not lifted text).

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.)
3. This is "lifted text"--it was not quoted in your source.

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.

A Note About Plagiarizing

Plagiarizing is when a writer steals another writer's words as his own. This often happens when a student does not understand how to take notes properly. You will need to read information, write notes that will help you remember what the source said, then rewrite that material in your own words. (This is another reason why you are using multiple sources rather than just one--and why should not get more than 25% of your information (or whatever percentage is permitted for that paper) from any one source. You want to gather information from multiple sources, put it all together, write it in your own words, and have an original report.)

Be careful to take thorough notes that you can use later, but also be careful to only include the basics (subject-verb-object, for example). You can add your own sentence openers, describers, etc. when you write. You want to get the general knowledge from your source, but you do not want to steal another writer's phrases and sentences word-for-word.

12. 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*.

<> **12a.** In the third paragraph of the passage, highlight the word *sit*.

Sit and *set* are a lot like *lie* and *lay*.

- People **sit**.
- Things **get set**.

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.

In the case of the passage, the young fawns sit all by themselves. That is, they are not being “put” or “set” down but rather they sit on their 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.
 - 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.

<> **12b.** 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.

<> **12c.** Study the Grammar Card about *sit* and *set* provided in this lesson.

<> **12d. Optional:** Make a Grammar Card about *sit/set* or add new information to an existing card.

<> **12e.** 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. They _____ down.
4. She has _____ the clothes out beforehand
5. She just _____ down and wept when she heard the news.
6. He _____ down.
7. They will be _____ the clothes out beforehand.
8. They have _____ down.
9. She will be _____ the clothes out beforehand.
10. He _____ the book down.
11. He has _____ down.
12. They _____ the clothes out beforehand.
13. Yesterday, he _____ down to rest.
14. She _____ the clothes out beforehand.
15. They are _____ down.
16. They have _____ the clothes out beforehand.

<> **12f.** 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.

13. Write On: Strong Verbs or Adverbs?

You have been learning how to use adverbs in your writing and the impact they make on writing. There is another tool you need to learn how to use in order to write well: strong verbs.

Describers are important to good writing—both adverbs and adjectives. However, even more important to good writing is the strong verb.

Sometimes people use describers (adverbs and adjectives) instead of using strong verbs. When a person does that, it makes his sentences heavy-laden and wordy instead of fluid.

Describers are useful and have their place in your writing, but do not use them instead of using strong verbs! For example:

Instead of:	Use:	Instead of:	Use:
softly spoke	whispered	studied deeply	investigated
joyfully said	exclaimed	looked closely	peered
very fast	rapidly	surprisingly found	discovered
walked slowly	sauntered	stood tall	straightened
sat back	reclined		

<> **13.** Choose sentences from the previous lesson on adverbs and re-write each one assigned in your notebook, taking out the adverb you inserted and the word it modified (usually a verb). Substitute one strong word (usually a strong verb) for the words you omitted.

Basic Level: Write five sentences.

Extensions: Write ten sentences.

14. Study Skills/Research: Create a List of Works Cited

<> **14a.** Create a list of **Works Cited** (WC) following these steps:

- (1) Gather the Bibliography Cards that you created earlier and number them in alphabetical order by the 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).
 - a. 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).
 - b. **Thus, your sources will be in ABC order based on the first word that you wrote on each card.**
- (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 (shading and boxing provided to delineate three parts in (5) below):
 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."	<i>History Link</i> . 28 Oct. 2006. Web. 20 Sept. 2008.
Soanes, Catherine.	<i>The Oxford Dictionary of Current English</i> .	New York: Oxford UP, 2001. Print.
Theaker, Julie.	"Easy Knitting Patterns and Yarn Discount."	<i>Knitting.com</i> . 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 WC on the computer, italicize major works.

(7) Double space the entire Works Cited page. (See the sample Works Cited provided after <> 14b.)

- 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.
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***Note: If any aspect of your entry already contains a punctuation mark (i.e. dash, colon, period, comma, etc.), keep that internal punctuation mark in your entry as well.**

15. Grammar: Nouns

<> 15a. In the first paragraph of the passage, highlight the common nouns.

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 the time! Sometimes you put nouns at the beginning of your sentences—as the subjects.

1. The **boy** rode.
2. The **girl** sang.

Sometimes you put nouns at the end of your sentences—as the objects.

1. The boy rode his **bike**.
2. The girl sang the **song**.

Nouns can be either common or proper. Common nouns are just the regular name of things.

1. boy
2. love
3. girl
4. town
5. baby
6. street
7. box

Proper nouns are the proper names of things:

1. Jonathan
2. Knoxville
3. Kara
4. Oak Street
5. Jacob

One trick for finding nouns in a sentence is as follows: **If you could replace the word in question with one of the following pronouns, it is probably a noun:**

1. it
2. he/him
3. she/him
4. they/them
5. this/that

Another trick for finding nouns is as follows: **If you can put an article (*a, an, the*) or descriptive adjective before it, it is probably a noun:**


1. a boy
2. nice boy
3. the mom
4. wise mom

Many nouns are adjectives with simple changes--often the change of a *c* to a *t*.

<u>Noun</u>	<u>Adjective</u>
reverence	reverent
fervence	fervent
patience	patient
fragrance	fragrant
violence	violent
persistence	persistent
perseverance	perseverant

<> **15b.** Study the Grammar Card about nouns provided in this lesson.

<> **15c. Optional:** Make a Grammar Card about nouns or add new information to an existing card.


 Common nouns are the “common” names of people, places, things, or ideas.

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.

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

<> **15d.** In the sentences provided, highlight only the common nouns. You should also highlight the possessive nouns here (i.e. *mother's*).

Note: Do not highlight the pronouns—words that take the place of a noun, e.g.: *him, her, they, their, etc.* Also, do not highlight a noun that is used as something else, such as *They sun themselves* (*sun* is used as a verb instead of a noun).

Note: Most sentences have more than one common noun and some do not have any.

1. Baby opossums, for example, weigh less than 1/200th of an ounce at birth.
2. They are blind, hairless, and only partially-developed.
3. Yet, they must struggle through a long and arduous three-inch quest to find their mother's pouch.
4. Inside the pouch is nourishing milk that keeps the tiny opossums alive.
5. They remain in the pouch until they are mature enough to be on their own.
6. The white-tailed deer's primary defense is its swift legs.
7. Its keen nose and sharp ears allow it to flee from danger even before the enemy approaches.
8. Yet, young fawns must struggle against this inner drive to flee.
9. They must sit motionless for the first three days of their lives.
10. During these seventy-two hours, their legs are not strong enough to flee from their enemies.
11. If a fawn loses the struggle and jumps to its feet, it is certain to be easy prey for a coyote, dog, or bobcat.
12. A baby alligator must break through two shells before it can hatch.
13. It uses a special tooth located on the tip of its snout to cut through the shell.
14. Once an alligator hatches, its struggles are just beginning.
15. Waiting to intercept it on its way back to the water are raccoons, herons, egrets, and snakes.
16. Even fish and bullfrogs will pursue the hatchling.
17. However, as long as the alligator is near its mother, it has no reason to fear.

<> **15e. 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 containing information from a character book or other source.

Help Box for 15a

You should have highlighted the following:

- | | | |
|------------------|--------------|------------|
| 1. creature | 2. birth | 3. way |
| 4. struggle | 5. newborn | 6. purpose |
| 7. reward | 8. struggles | 9. rewards |
| 10. applications | 11. lives | 12. Lord |

16. Composition: Write Rough Draft of Informative Report About Animal's Struggles

<> **16a.** Before you begin writing your rough draft, study the details in the “Opening Sentence or Transition Sentence?” box provided below.

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.

<> **16b.** 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 | • in addition to | • furthermore | • moreover | • besides |
|-------|------------------|---------------|------------|-----------|

- | | | | | |
|---------------------|-------------------|---------------------|----------------|-----------------------|
| • than | • too | • also | • both-and | • another |
| • equally important | • first | • second, etc., | • again | • further |
| • last | • finally | • not only-but also | • as well as | • in the second place |
| • next | • likewise | • similarly | • in fact | • as a result |
| • consequently | • in the same way | • for example | • for instance | • however |
| • thus | • therefore | • otherwise | | |

To Indicate Space or Directions

- | | | | | |
|---------------|--------------------|---------------------|----------------|---------------------|
| • at the left | • at the right | • in the center | • on the side | • along the edge |
| • on top | • below | • beneath | • under | • around |
| • above | • over | • straight ahead | • at the top | • at the bottom |
| • surrounding | • opposite | • at the rear | • at the front | • in front of |
| • beside | • behind | • next to | • nearby | • in the distance |
| • beyond | • in the forefront | • in the foreground | • within sight | • out of sight |
| • across | • under | • nearer | • adjacent | • in the background |

To Introduce an Illustration or Example

- | | | | | |
|------------------|-----------------|----------------|-----------|-----------------|
| • thus | • for example | • for instance | • namely | • to illustrate |
| • in other words | • in particular | • specifically | • such as | |

To Contrast

- | | | | | |
|---------------------|--------------------------|-------------------|-------|---------------|
| • on the contrary | • contrarily | • notwithstanding | • but | • however |
| • nevertheless | • in spite of | • in contrast | • yet | • on one hand |
| • on the other hand | • rather | • or | • nor | • conversely |
| • at the same time | • while this may be true | | | |

To Compare or Show Similarities

- | | | | | |
|-------------|------------|-------------------|------------------|----------------|
| • similarly | • likewise | • in like fashion | • in like manner | • analogous to |
|-------------|------------|-------------------|------------------|----------------|

To Show Concession or Exceptions

- | | | | | |
|---------------|----------------|------------------------|---------------|-------------|
| • although | • at any rate | • at least | • still | • thought |
| • even though | • granted that | • while it may be true | • in spite of | • of course |

To Emphasize

- | | | | | |
|-------------|---------------|---------------|-------------|-------------|
| • above all | • indeed | • truly | • of course | • certainly |
| • surely | • in fact | • in truth | • again | • besides |
| • also | • furthermore | • in addition | | |

To Give an Example or Illustration

- | | | | | |
|----------------------|-----------------|-----------------|--------|------------------|
| • for example | • for instance | • to illustrate | • thus | • in other words |
| • as an illustration | • in particular | | | |

To Give Details or Specific Example(s)

- | | | | | |
|----------------|--------------|-----------------|--------------|-----------|
| • specifically | • especially | • in particular | • to explain | • to list |
| • to enumerate | • in detail | • namely | • including | |

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

<> **16c.** 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 policeman 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.**

<> 16d. 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 on your first outlining cards.
- (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 paragraph 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 notebook (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.

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 a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **17c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____

3. _____ 4. _____

18. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

<> **18a.** 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. **Statistic**
 - f. **Quote**
 - g. **Rhyme**
 - h. 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 **4-7 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 this with the thesis statement.

Notes for Opening Paragraph

<> 18b. 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. 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, before the report you just wrote.

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.

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.

<> 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 twenty sentences using the comparative and superlative words.
- 2E. In your notebook, take more notes about someone who showed compassion from a character book.
- 3E. In your notebook, write another paragraph about showing compassion.
- 4E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write twenty words that contain a *gu* or a *qu*.
- 6E. Read ten of the places in the Bible where animals are discussed.
- 7E. Find ten sentences with descriptive adjectives in them from a character book and copy them into your notebook.
- 8E. In your notebook, write any journal entries, letters, poems, paragraphs, book reports, etc. as directed by your teacher.
- 9E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Sample Outline Research Report Animal's Struggles: Emperor Penguin

<p>I. Birth</p> <p>PoB-A: Opening: "And they will march just as they have done for centuries, ever since the emperor penguin decided to stay, to live and love in the harshest place on Earth." March of the Penguins</p> <p>PoB-B: As an egg</p> <p>Sentence 1: Nests in large colonies in the Antarctic circle</p> <p>Sentence 2: Females lay eggs and then return to the sea to feed while the male sits on the egg to keep it warm</p> <p>Sentence 3: Egg approximately 1 lb., small compared to the mother's size</p> <p>Sentence 4: Egg transferred from mother's feet to father's right away</p> <p>Sentence 5: If the egg is dropped the chick dies because of the cold ice</p> <p>Sentence 6: Colonies are up to 300 miles from the sea</p> <p>PoB-C: Environment</p> <p>Sentence 1: Only penguin to breed during Antarctic winter</p> <p>Sentence 2: Air -40 degrees</p> <p>Sentence 3: Wind 89 mph</p> <p>Sentence 4: Average body temperature of 102 degrees</p> <p>Sentence 5: Adults move and breakdown fats, induced by glucagon to stay warm, chicks can't</p> <p>Sentence 6: Breeding colonies try to find areas sheltered from the wind like near ice cliffs</p> <p>Sentence 7: Very responsive to changes in climate</p> <p>Sentence 8: Long periods of warmth decrease adult life, but long periods of cold decrease hatching</p> <p>PoB-D: Hatching</p> <p>Sentence 1: After three months incubation on the father's feet, will hatch</p> <p>Sentence 2: Can take 2-3 days to break through thick shell</p> <p>Sentence 3: Entirely dependent on parents for warmth because only covered in down feathers</p> <p>Sentence 4: Balances on parents' feet in the same pocket the egg once sat</p> <p>Sentence 5: Called guard phrase</p> <p>Sentence 6: Stay in the protection of one parent or another for the next 40 or more days</p> <p>Sentence 7: Eats regurgitated food the parents bring back from the sea</p> <p>II. As a chick</p> <p>PoB-A: Early days</p> <p>Sentence 1: Lives on parents feet for the first 40-50 days</p> <p>Sentence 2: Then begins to huddle together with the other</p>	<p>chicks for warmth and protection from predators</p> <p>Sentence 3: Huddle is called a crèche, and can have several thousand chicks</p> <p>Sentence 4: Without crèche, chicks would die from the cold</p> <p>Sentence 5: Chicks develop juvenile plumage, which is most warmer than their down feathers</p> <p>Sentence 6: Near the end of the year will travel to the sea as a group</p> <p>PoB-B: Predators</p> <p>Sentence 1: Birds responsible for the death of many chicks</p> <p>Sentence 2: Predators include the southern giant petrel and south polar skua</p> <p>Sentence 3: They eat both dead and live chicks</p> <p>Sentence 4: Leopard seals and orcas eat both young and old penguins once they reach the water</p> <p>Sentence 5: If one parent dies, the young is abandoned because the remaining parent cannot</p> <p>PoB-C: Eating</p> <p>Sentence 1: Chick eats food brought back by the parents from the sea for the first several months</p> <p>Sentence 2: Then travels to the ocean as a flock around 4 months old (often several thousand large)</p> <p>Sentence 3: Begin diving with parents</p> <p>III. Adult life</p> <p>PoB-A: Eating habits</p> <p>Sentence 1: "Veritable sea bullets" (Hile, 2004)</p> <p>Sentence 2: Diving up to 40 times more pressure than the surface</p> <p>Sentence 3: Diving shuts down non-vital organs and decreases heart rate to less than 20 bpm</p> <p>Sentence 4: Special hemoglobin transports oxygen in low blood levels allowing EP to stay awake when others species would lose consciousness or die</p> <p>Sentence 5: Regular dives up to 500 feet</p> <p>Sentence 6: Deep dives of 1300 feet</p> <p>Sentence 7: Will catch and eat several fish before surfaces to breath</p> <p>PoB-B: Getting around</p> <p>Sentence 1: Like all penguins, unable to fly</p> <p>Sentence 2: Powerful swimmers, but unable to walk well on land</p> <p>Sentence 3: Gets around on land either waddling or tobogganing</p> <p>Sentence 4: Tobogganing sliding on stomach across the ice</p> <p>Sentence 5: Slower on land makes them more susceptible to land predators</p>
--	--

PoB-C: Parenting

Sentence 1: Mates around 3-4 years of age, mother and father will both travel to nesting area together

Sentence 2: Males will not eat for around 115 days after leaving to nest

Sentence 3: Can lose "up to 50% of their total body weight during the incubation period" (MarineBio.org)

Sentence 4: Females return at hatching time and take over care of the young while the father goes feeds

Sentence 5: Parents take turns of several weeks of caring for the young and feeding in weeks long intervals

Sentence 6: After 50 days or so, chick can be left alone with the other chicks, so the parents can both feed at the same time

Sentence 7: Return to feed chick regurgitated food

PoB-D: Closing: "There are few places hard to get to in this world. But there aren't any where it's harder to live." (March of the Penguins)

Sample Research Report Animal's Struggles: Emperor Penguin

"And they will march just as they have done for centuries, ever since the emperor penguin decided to stay, to live and love in the harshest place on Earth" (qtd in Jacquet). One of the most lucrative documentaries of all-time, *March of the Penguins*, records the life circle of the emperor penguin, one of the most magnificent and hardy animals in the world. They live deep in Antarctica, far from any warmth or contact with most other animals. Throughout their lifetime, these birds face challenges unlike any other animal. These struggles have fascinated humanity since the emperor penguin has been discovered. These magnificent creatures will endure and repeat the cycle for the continuation of their species.

The emperor penguin begins its challenging life in large colonies deep in Antarctica. (These colonies are up to three hundred miles from the sea, the penguins' primary food source.)

A female lays a single egg and then returns to the sea to feed while the male sits on the egg to keep it warm. The egg weighs approximately one pound. This sounds large for an egg, but it is actually small compared to the mother's size. The egg must be carefully transferred from the mother's feet to the father's. If the egg touches the freezing ice, the embryonic chick inside will die from the extreme cold.

Emperor penguins are the only penguins who breed during the Antarctic winter when temperatures easily drop to less than forty degrees below zero. Freezing winds of up to ninety miles per hour further decrease the penguins' early survival rate. In the middle of these frigid conditions, the adult penguins maintain a body temperature of 102 degrees by moving around while their bodies break down fats. The egg has no source of heat to protect itself or the developing chick, so it must rely completely on the father's warmth to protect it while it develops. Slight changes in the overall temperatures can have profound effects on the survival rates of the eggs. Long periods of extremely cold weather decreases the hatching rate of the eggs.

Hatching itself is a challenge for the emperor penguin. After three months of incubating on its father's feet, the chick starts to pick its way out of the egg. It can take two to three days for the newborn to break out to freedom. Even then, the chick is only covered with a layer of down feather, which is insufficient to protect the chick from the cold. This downy hatchling continues to balance on the parents' feet in the same pocket the egg was once in. This phase of the emperor penguins' life is called the guard phase and lasts for forty or more days. The chick not only relies on the parents for warmth, but for food as well, living off the regurgitated food the parents bring back from the sea.

The chick lives on the parents' feet for the first forty to fifty days, and then begins to venture beyond that protection, forming huddles together with the other chicks for warmth and protection from predators. These huddles, consisting of several thousand chicks, are called crèches. Without the crèche, the chick would die from the cold. During this time, the little darlings start to develop juvenile plumage, which provides them with more warmth than their down feathers. During this time, they are still relying on their parents' regurgitated food for substance. At about four months of age, the chicks will travel to the water with their parents and other chicks.

(continued next page)

Predators are a constant threat to the emperor penguin throughout its lifespan. This is never more true than when it is young. Birds, such as the southern giant petrel and south polar skua, are responsible for the death of many chicks. These fowl both pluck living chicks from the flock and scavenge the remains of chicks who have died from other causes. Once the young penguins reach the water, leopard seals and orcas become their primary hunters. These sea creatures feed on adult and young penguins as one of their primary food sources. Leopard seals hunt the penguin on land and in the water, making them perhaps the emperor penguin's most dangerous enemy.

During their guard phrase, chicks are completely dependent on their parents for food, but when they travel to the ocean, this changes. In the final days at the nesting colony, the parents stop feeding the chick. The flock heads to the ocean when the chicks are about four months old. The toddler will grow apart from its parents, but often remain a part of the flock. The chicks will continue their growth to adulthood there, returning to the nesting areas years later to reproduce themselves.

In the water, emperor penguins are "veritable sea bullets" (Hile, 2004). They regularly dive 500 feet below the surface of the water with deep dives over 1300 feet. During these dives, their bodies do an amazing physiological feat of shutting down non-vital organs and decreasing the heart rate to less than twenty beats per minutes. This significantly lowers the amount of oxygen available, but emperor penguins have special hemoglobin that transports oxygen throughout the body despite these low levels. This allows the emperor penguin to swim and hunt when other species would lose consciousness or die. They are able to catch and eat several fish before needing to surface to breathe.

Like all penguins, this breed is unable to fly. The emperor penguins are powerful swimmers, but are unable to walk well on land, making them prime targets for predators even in adulthood. On land, they are forced to awkwardly waddle around or "toboggan" across the ice. "Tobogganing" consists of sliding across the ice on their stomachs, which is often a faster way of getting around than walking. However, both methods leave them open to predators such as the leopard seal. Because of this, this penguin spends much of its adult life in the water. This is an environment its body seems better suited to.

At around three to four years of age, emperor penguins return to the nesting colonies as parents. For them, this will be the most difficult phase of their lives. Mother and father travel to the colony together; the mother leaves after laying the egg and the father remains. The male penguin goes about 115 days without eating from the time of mating to the hatching of the egg. During the time, the male can lose "up to 50% of their total body weight during the incubation period" (MarineBio.org). Females return at hatching time and take over the care of the young while the father returns to the ocean to feed. During the next several months, the parents will take turns of several week intervals of caring for the chick and feeding themselves.

As March of the Penguins summarized, "There are few places hard to get to in this world. But there aren't any where it's harder to live" (qtd. In Jacquet). The emperor penguin endures staggering cold, long periods without food, and many predators to survive and thrive in a region of the world few other species can live in. God has endowed the emperor penguin with the skills and attributes it needs to endure through all its trials. These struggles are at times extremely difficult, but not more than the species can handle.

Sample of Works Cited

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Hile, Jennifer. 2004. "Emperor Penguins: Uniquely Armed for Antarctica ," National Geographic Channel. http://news.nationalgeographic.com/news/2004/03/0329_040329_TVpenguins.html. n.d. Web.

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MarineBio.org. "Emperor Penguins" <http://marinebio.org/species.asp?id=534>. March 2012. Web. June 24, 2012.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
1. To See: 1. Copy the word you need to practice on the first empty line of this column. 2. Look at this first word carefully. 3. Pay attention to the parts of the word that follow spelling rules you already know. 4. Look closely at the shape of the word. 5. See if there are parts of the word you know easily.	2. To Say: 1. Say the word you wrote in column one loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. 2. Try to picture the word in your mind. 3. Close your eyes to picture the word, if needed.	4. To Spell: 1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. 2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot: 1. Uncover the word in the 1. SEE column. 2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)	6. To Stop/Start: 1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. 2. If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

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)

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 does the word *arduous* mean? _____
2. What DD tip did you use this week? _____

II. Spelling and Homophones

3. Write your two most challenging *qu* words.
a. _____ b. _____
4. Write your two most challenging *gu* words.
a. _____ b. _____
5. Define one *qu* word and one *gu* word from #3 and #4.
a. _____
b. _____
6. Did you have any homophone errors in your rough draft this week? _____

III. Outlining and Write On

7. What are your paragraph topics for your animal struggle report?
a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
8. What one quote did you include in your outline for your report? _____

9. List four major works and four minor works on the lines below, punctuated/indicated correctly.
(1) _____
(2) _____
(3) _____
(4) _____

* 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) _____
- (6) _____
- (7) _____
- (8) _____

10. List strong verbs for the adverb-verb combinations listed.

- a. joyfully walked - _____
- b. studied intently - _____
- c. sneakily looked - _____

IV. Grammar and Usage

11. An adverb _____ or _____.

12. Adverbs answer four questions a reader might want to know:

- a. _____ b. _____
- c. _____ d. _____

13. List six non-ly adverbs that are commonly used.

- a. _____ b. _____
- c. _____ d. _____
- e. _____ f. _____

14. Nouns are a group of words that include the following:

- a. _____ b. _____
- c. _____ d. _____

15. What are the two types of nouns?

- a. _____ b. _____

16. If you can replace the word in question with a _____, it is likely a noun.

17. If you can put an _____ or descriptive _____ before the word in question, it is likely a noun.

18. 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. _____ coke |
| 9. _____ pen | 10. _____ crayons |

19. Now do #18 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. _____ coke
9. _____ pen 10. _____ crayons

V. Editing and Revising

20. List six weak adverbs that you should avoid in writing.

- a. _____ b. _____
c. _____ d. _____
e. _____ f. _____

21. Write the thesis statement for your entire report. _____

22. Write each paragraph's transition sentence/topic sentence.

- a. _____
b. _____
c. _____
d. _____
e. _____
f. _____

Section I: Outlining Cards

Section I: _____ (1st aspect) PoB-A: _____ Opening/Transition Sentence: _____ _____ (_____) SS1: _____ _____ (_____) SS2: _____ _____ (_____) SS3: _____ _____ (_____) SS4: _____ _____ (_____) SS5: _____ _____ (_____) SS6: _____ _____ (_____) SS7: _____ _____ (_____) SS8: _____ _____ (_____)

Section I: _____ (1st aspect continued) PoB-B: _____ 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 the report.

Section I: _____
(1st aspect continued)
Optional--PoB-C: _____
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 the report.

Section II: Outlining Cards

Section II: _____ (2nd aspect) PoB-A: _____ Opening/Transition Sentence: _____ _____ (_____) SS1: _____ _____ (_____) SS2: _____ _____ (_____) SS3: _____ _____ (_____) SS4: _____ _____ (_____) SS5: _____ _____ (_____) SS6: _____ _____ (_____) SS7: _____ _____ (_____) SS8: _____ _____ (_____)
--

Section II: _____ (2nd aspect continued) PoB-B: _____ 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 the report.

Section II: _____
(2nd aspect continued)
Optional--PoB-C: _____
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 the report.

Section III: Outlining Cards

Section III: _____ (3rd aspect) PoB-A: _____ Opening/Transition Sentence: _____ _____ (_____) SS1: _____ _____ (_____) SS2: _____ _____ (_____) SS3: _____ _____ (_____) SS4: _____ _____ (_____) SS5: _____ _____ (_____) SS6: _____ _____ (_____) SS7: _____ _____ (_____) SS8: _____ _____ (_____)

Section III: _____ (3rd aspect continued) PoB-B: _____ 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 the report.

Section III: _____

(3rd aspect continued)

Optional--PoB-C: _____

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 the report.

Extensions--Section IV: Outlining Cards

Section IV: _____
(Extensions--4th aspect)
PoB-A: _____
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

Section IV: _____
(Extensions--4th aspect continued)
PoB-B: _____
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 the report.

Section IV: _____
(Extensions--4th aspect continued)
Optional--PoB-C: _____
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 the report.

Extra/Optional Outlining Cards--Section V

Section V: _____ (Optional--5th aspect) PoB-A: _____ Opening/Transition Sentence: _____ _____ (_____) SS1: _____ _____ (_____) SS2: _____ _____ (_____) SS3: _____ _____ (_____) SS4: _____ _____ (_____) SS5: _____ _____ (_____) SS6: _____ _____ (_____) SS7: _____ _____ (_____) SS8: _____ _____ (_____)

Section V: _____ (Optional--5th aspect continued) PoB-B: _____ 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 the report.

Section V: _____

(Optional--5th aspect continued)

PoB-C: _____

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 the report.

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[†]] _____ :

[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.)

⁺ Include city and state of publisher if city is not widely known (Stillwater, MN: Voyager, 2004).

⁺⁺ 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 fonting indicates 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.

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Book

[Author] _____, _____ .
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[Full title of book (underlined since it is a major work; you will italicize when you type this information)]

[City of publication[†]] _____

[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] _____.

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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].)

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(For example, for cd-rom encyclopedia put it on encyclopedia but replace the word Print with the word Video.)

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-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.

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Red 8-C: 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	<p>Finally, the cowbird found the nest on a low branch. Slipping inside, it reached down; stretched its eager, narrow beak wide open; picked up one of the four eggs (those belonging to another); and then darted away. Finding a perch, it cracked and ate the egg---and the contents, including part of the shell. Once it had destroyed the egg, it stayed away from the nest until the following day.</p> <p>Late the next morning when it did fly back to the hedgerow, the bird did not go directly in. It seemed hesitant and anxious as it waited. After a delay of several minutes, it made a nervous and cautious approach to the nest and perched on its rim. Quickly, she entered the nest, staying only a few seconds before flying rapidly away. But when she left, there was something different in the nest---a new egg, a different color than the others.</p>
Extensions	<p>In the spring, the cowbird watches for birds building their nests and waits as they complete their busy construction work. One day before the cowbird lays its egg, it waits until the owner of the marked nest is gone, then it steals an egg from the nest of the rightful occupant and destroys it. The next day, it cautiously returns, lays its own egg in a period of less than one minute and quickly leaves the nest again. It is careful not to disturb the bird's home, for this intruder will not return but relies on the owner of the nest to care for the young cowbird.</p>
Further Extension	<p>However, in this case, the female cowbird made a wrong choice. She had chosen the home of a robin. Upon returning to the nest, the robin immediately recognized the foreign object. Using its bill, the robin worked the egg up to the rim of the nest and rolling it over the edge, she smashed the shell and spilled its contents.</p>

<> 1a. Read this week's passage aloud.

This passage illustrates an animal in nature that does not care for, that is, show compassion to, those of its own family. A common problem among Christians everywhere is a desire to serve outside our families before meeting the needs of those inside our families. There is no better place to see who and what we really are than in our homes. When we cannot show compassion and love to those closest to us, we do not have any business ministering to those unrelated to us. Compassion starts at home!

<> **1b.** From the shaded Vocabulary Box, choose four Vocabulary Words and write them on the lines provided.

1. _____
2. _____
3. _____
4. _____

<> **1c.** On the lines provided, write three sentences about the passage. In your sentences, use three of the Vocabulary Words you listed.

1. _____

2. _____

3. _____

<> **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.

Further Study: Learn what a subpoena is and how a court issues one.

(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. _____

Further Study: Make a chart comparing the monks of the Middle Ages to the Pharisees of Jesus' time.

(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.

Character Focus: Christians sometimes are asked questions that force them to be a witness. They must be ready for these times.

<> 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: Slipping inside, it reached down; stretched its eager, narrow beak wide open; picked up one of the four eggs (those belonging to another); and then darted away.

Semi colon used to create compound sentence--Complete Sentence on left of semicolon; second half "answers" first half in this example.

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, Telemachus, Father Joques, Saint Valentine, or Saint Nicholas.

<> 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: When to Change or Not to Change y to i in Words

Examples: try, tries, and play, played

<> **2a.** In the third paragraph of the passage, highlight the word *relies*.

The word *impurities* is a good example of the rule about adding a suffix that begins with a vowel. Do you remember these rules for adding suffixes that begin with e?

1. When a **root word ends with consonant+y**, follow these steps:

- 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**, follow these steps:

- 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**) pages 82–83 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: Making words plural that end in y is very tricky. Teach your student that if the word already has a vowel + y, just add s. If the word has only a y at the end, he should change the y to i and add es. Another way to look at this rule as well as the one with words ending in o, is to tell him that in both cases, words that have two vowels already at the end (e.g., oy with y considered to be a vowel) do not need to be changed (e.g., enjoy—enjoys). Words with only one vowel at the end (e.g., y) need the y changed to an i and an es added (e.g., try—tries). Thus, most plurals following these rules will have two vowels before the s.

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 (e.g., busy, busier, busiest).

Write any Review Words that your teacher gives you on the lines provided.

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. amplifies	am-pli-fies			
2. abnormalities	ab-nor-mal-i-ties			
3. monopolies	mo-nop-o-lies			
4. academies	a-cad-e-mies			
5. conspiracies	con-spir-a-cies			
6. extremities	ex-trem-i-ties			
7. visionaries	vi-sion-ar-ies			
8. menagerie	me-nag-er-ie			
9. emergencies	e-mer-gen-cies			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
10. topographies	to-pog-ra-phies			
11. intermediaries	in-ter-me-di-ar-ies			
Further Extension				
12. bibliographies	bib-li-og-ra-phies			
13. bourgeoisie	bour-geoi-sie			
Optional				
14. disinterested	dis-in-ter-est-ed			
15. impervious	im-per-vi-ous			
16. languid	lan-guid			
17. insensitive	in-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.

Further Study: Make a list of questions you could be asked about your faith and possible answers.

3. Editor Duty: Correct Given Paragraph(s)

Subordinate Clauses

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the first two paragraphs, highlight the subordinate clauses.

Whether a problem becomes a classroom or a prison are usually determined by whether we view it from gods perspective or from our own Human authorities can and sometimes does make wrong decisions however if we picture these authoritys as independent agents over whom god has no control we will reject they as individuals and miss the deeper lessons that god is trying to teach us through them

When a authority give a command that is contrary to the biblical convictions that god has made clear to us we should not obey that command. 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 very often the authority will not hear this appeal until past offenses against him is made right by the one under his authority this will properly restore the relationship.

For example Onesimus stole from his master and ran away paul met him and lead him to salvation through christ. Although paul could have easily retained onesimus to help him in his ministry he sent this runaway slave back to his master of course before he sent him back he wrote a letter preparing the way. Later philemon released onesimus to serve with paul which further demonstrated gods deeper purposes through human authorities

Character Focus: The light inside of us can be shown on our faces.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-----------------|---------------|
| 1. amplifies | amplefies |
| 2. abnormalitys | abnormalities |
| 3. monopolys | monopolies |

4. academies	academys
5. conspiracies	consperacies
6. extemitys	extremities
7. visionaries	visionarys
8. menagery	menagerie
9. emergencies	emergencys

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

<> **4b.** Highlight the correct spelling of each **Extensions** word.

10. typographys	topographies
11. intermediaries	intermediarys

Character Focus: When the light is hidden, the people who are hiding it easily fall into sin.

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

12. bibliographies	bibliographys
13. bourgeoisys	bourgeoisie

<> **4d.** Highlight the correct spelling of each **Optional** word.

14. disinterrested	disinterested
15. impervious	imperveous
16. languid	langguid
17. insensetive	insensitive

Further Study: Read an encyclopedia entry about a famous monk.

<> **4e.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Further Study: Read a book about the monks or monasteries.

Character Focus: Throughout history people have tried to protect the light of the Bible by hiding it. That has never worked.

5. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph

<> 5a. Now that you have written the body and opening paragraph of your report, you are ready to write a closing paragraph.

(1) Your closing paragraph will include a “thesis statement reloaded.”

- a. Remember, a “thesis statement reloaded” is a statement that “closes” your paper--sums up what your entire paper is about.
- b. It should be a sentence or two in length and should close your report.
- c. It may be at the very beginning of your closing paragraph or at the end of your closing paragraph.
- d. It should bridge the gap between your catchy closing paragraph and the body of your report.
- e. It should leave your reader with a feeling of satisfaction after reading your paper.
- f. It may repeat something catchy from your opening or may repeat the title of your report, if desired.
- g. Be sure your “thesis statement reloaded” is not identical to your thesis statement---it should be “reloaded” with the key words still in it.

(2) Write enough notes for **4-7 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

Further Study: Read about the Dead Sea Scrolls and how they were made.

<> 5b. Follow these steps for writing your closing paragraph:

- (1) Write an **opening sentence** (“thesis statement reloaded”) at the beginning of your closing paragraph that tells what your report was about. (Or plan to put your “thesis statement reloaded” later, if desired.)
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Using each set of notes for one sentence:
 - a. Read a line of notes.
 - b. Think about what you want to say about those notes.
 - c. Say a sentence aloud that you want to use.
 - d. Write that sentence down.
 - e. Repeat these steps for all of your notes.
 - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced), after the report you just wrote.

Character Focus: By hiding the light, the monks allowed themselves to be controlled by darkness.

6. Spelling Practice: Six “S” Spelling Secret

<> 6a. Take a spelling “pre-test” in your notebook.

<> 6b. 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.

<> 6c. If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher’s Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

7. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> 7. 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.

8. Structural Analysis: Lie/lay

<> 8a. In the third paragraph of the passage, highlight the words *lays its eggs*.

This phrase contains the verb *lays*. The verb *lays* in the passage is the current tense 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.
 - 3) The bird **lays** its eggs in the nest.
- c. Usually has an object following it (book, animals, etc.).

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 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.

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.

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.

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

<> **8b.** Memorize the rhyme above and recite it to your teacher.



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.

<> **8c.** Study the Grammar Card about *lie* and *lay* provided in this lesson.

<> **8d. Optional:** Make a Grammar Card about *lay/lie* or add new information to an existing card.

<> **8e.** Fill in the blanks below with the correct form of the verbs *lie* and *lay*.

1. Yesterday, he _____ sleeping soundly.
2. He has _____ down.
3. They _____ down.
4. They _____ the dog to rest.
5. People _____.
6. She _____ the clothes out beforehand.
7. He _____ the book down.
8. They will be _____ the clothes out beforehand.
9. They _____ the book down.
10. She just _____ down and wept when she heard the news.
11. They are _____ down.
12. They _____ the clothes out beforehand.
13. He will _____ down to sleep.
14. Things get _____ down.
15. He is _____ down.
16. She _____ the book on the table.
17. She has _____ the clothes out beforehand.
18. He _____ down.
19. They have _____ down.
20. She will be _____ the clothes out beforehand.
21. We sleep in peace when we _____ down.
22. They _____ the animals in their graves.

<> **8f.** Fill in the blanks for the rhyme:

Remember this rhyme:

_____ and _____ have _____ and _____ does too.

These are all words that I alone can do.

_____, _____, and _____ are words that you choose
When each has an _____ at the end to use.

<> 8g. 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.

9. Grammar/Sentence Structure: Verbal Openers

<> 9a. In the first paragraph of the passage, highlight the following phrase: *Slipping inside*.

The phrase *Slipping inside* is known as a verbal. There are many things to learn about verbals, but this curriculum will just teach you what you need to know to write well.

A **verbal** has the following characteristics:

1. It is a **phrase** (group of words).
2. It is **not a whole, complete sentence**.
3. It is **sometimes a good sentence opener**.
4. It is a **phrase beginning with a form of a verb**.
5. It is often not used as a verb—but is used as other parts of speech (adverb, adjective, subject, etc.).
6. It is sometimes a sentence's main subject—**To be honest** is God's will for us. (*To be honest* is the main subject of the sentence—it is what the sentence is about.)
7. When used as a sentence opener, it may be called any of the following:
 - a. *To* + verb phrase: **To be there on time**, we must be early.
 - b. *Ing* opener: **Finding a perch**, it cracked...of the shell.
 - c. *Ed* opener: **Helped by other birds**, it lays its eggs.

For our purposes, verbals can be any of the following verbs in various forms:

1. Be, a Helper, Link verbs: **Being** of sound mind, . . .
2. Action Verbs: **Jumping** for joy, . . .
3. Infinitives: **To be** completely refined, . . .


A verbal is another great introductory item—it **can usually be removed from the sentence and a complete sentence remains**. A verbal at the beginning of a sentence is set off with a comma when it is used as a sentence opener.

To write well with verbals, you need to put a comma in when the phrase ends—if a pause is heard and a comma is needed. Examples:

1. **Jumping for joy**, the man was healed. (participial phrase)

Grammar Card: Verbal (Also known as *ing* opener)


- Phrases used at the beginning of a sentence that start with a verb
- Often called infinitive phrases, gerunds, or participial phrases
- If needed, insert a comma when the phrase ends:
 - Gerund: **Jumping for joy**, the man was healed. (comma needed)
 - Infinitive phrase: **To laugh at others** is unkind. (no comma needed)
 - Participial phrase: **Laughing joyfully**, we cheered for our team.

 If your sentence does not have a subject following the verb opener, the verbal opener may be your sentence's main subject. When this happens, you will not place a comma after the verbal opener since you should never place a comma between the subject and the verb. For example, *Speaking encouraging words* is God's command to all of us. (*Speaking encouraging words* does not have a subject following it but has the sentence's main verb following it.)

2. **To be there on time**, we must rise early.
3. **Laughing joyfully**, we cheered for our team. (participial phrase)

Do not worry! You will not have to learn those fancy words for them. Just recognize them as sentence openers when you see them, and write with them when it seems appropriate to open a sentence with an ing, ed, or other type of verb phrase.

Be careful when starting sentences with verbal openers! Occasionally, when a verbal is at the beginning of a sentence, it is not a sentence opener but is being used as the sentence's main subject instead.

 If your sentence does not have a subject following the verb opener, the verbal opener may be your sentence's main subject. When this happens, you will not place a comma after the verbal opener since you should never place a comma between the subject and the verb. For example, *Speaking encouraging words* is God's command to all of us. (*Speaking encouraging words* does not have a subject following it but has the sentence's main verb following it—thus, it is the sentence's main subject.)

Examples:

1. **To be early** was always my goal.
2. **Rising to give up his seat** is his trademark.
3. **Helped by many** was such a relief to him.

<> **9b.** Study the Grammar Card about verbals provided in this lesson.

<> **9c. Optional:** Make a Grammar Card about verbals, or add new information to an existing card.

<> **9d.** In the sentences provided, complete the following steps:

- (1) Highlight the verbal openers.
 - (2) Insert commas where needed.
 - (3) Highlight each sentence's main subject with a different color highlighter.
 - (4) Box any "verbal openers" that are not verbal openers but are being used as the sentence's main subject instead.
1. Finding the nest on a low branch the cowbird slipped inside.
 2. Finding the nest on a low branch was a stroke of good luck for the cowbird.
 3. Slipping inside the cowbird happily proceeded with its mayhem.
 4. Picking up one of the four eggs was its plan all along.
 5. Picking up one of the four eggs the cowbird darted away.
 6. To destroy the egg the cowbird went far away from the nest
 7. Staying away until the following day the cowbird knew it wouldn't be found out.
 8. Destroyed by the cowbird the little bird within the egg did not stand a chance.
 9. Darting away the cowbird cracked and ate the egg.
 10. Flying back to the hedgerow the bird did not go directl in.
 11. Hesitating anxiously it waited.
 12. Waiting for several minutes it then made a nervous and cautious approach to the nest.
 13. Waiting for several minutes gave the cowbird a chance.
 14. Entering the nest she stayed only a few seconds before flying rapidly away.

15. Leaving quickly she deposited something different in the nest.
16. Saddened to find a different egg the nest's owner knew her egg was gone.
17. Watching for birds building their nests the cowbird steals an egg and destroys it.
18. Returning the next day it will leave its own egg there.
19. Returning to the nest the robin recognized the foreign object.
20. Using her bill the robin rolled the egg over the edge of the nest and smashed the shell.

<> **9e. Optional:** In your notebook, write sentences with verbal openers.

Basic Level: Write fifteen sentences.

Extensions: Write twenty sentences containing information from a character book or other source.

10. Spelling Practice: Write That Word!

<> **10a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **10b.** Complete the following steps for one of the words you listed in 10a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **10c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

11. Grammar: 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 Words** section of next week's Spelling Lesson.

13. Dictation: Dictation Quiz

<> **13a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.

<> **13b.** (T) Review your dictation with your teacher.

<> **13c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

14. **Composition:** Final Copy Original Informative Research Report

- <> **14a.** 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).
- <> **14b.** Write or key the final copy of your list of Works Cited.
- <> **14c.** Create a cover page for your research report as modeled below.
- <> **14d.** 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?

Sample Cover Page

Research Report:
“Reaping and Sowing in Small Spaces”

Prepared for
Mrs. Reish
by
Kara Reish

Fall 2005

Ninth Grade

Optional: Extra Practice

- 1E. In your notebook, write fifteen sentences with information from a character book using verbal openers (*ing* openers) in your notebook.
- 2E. In your notebook, write a paragraph using your notes from this lesson.
- 3E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.
- 4E. In your notebook, write twenty words that end in consonant+y or vowel+y with suffixes added to them.
- 5E. Read ten of the places in the Bible where Jesus showed compassion.
- 6E. Find ten sentences with appositives or verbal openers from a character book or other source and copy them into your notebook
- 7E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Red 8-C: Week 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**

☐ 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.

🔑 **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:

- 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 ☐ All ☐ All Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

☐ All ☐ All ☐ All ☐ All ☐ All 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

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	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 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: **Penguins' Perils**
- Something comical: **Poor Penguin!**
- Something bold: **Chicks!**
- A song title or line: **"Ain't No Mountain High Enough"**
- A Scripture: **"Lo, There Will Be Trials"**
- Something biblical: **"All Things Work Together for Good"**
- Something about character: **Endurance**
- Something informative: **Struggles in Every Stage**
- Other: **I Can Make It!**

☞ **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	E's	E's

Check each paragraph carefully to be sure that your **transition from one paragraph to another** is smooth. If not, add transition sentences as needed. If your transition sentences are adequate, highlight the check box(es) as directed by your teacher.

☞ **Your transition from one topic to another topic may come at the end of a paragraph (telling the next paragraph's topic) or at the beginning of a paragraph (telling that paragraph's topic).**

All	All	All	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.

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	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

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 **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
All	All	All	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	All	All
All	All	All	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.**

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 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.**

FE

Add a **subordinate clause, which is set off with commas, to the middle of one of your sentences.** If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Orb webs, **which people see most often**, are created by two families of spiders.
- The Venus' flytrap, **which is a plant that catches and eats bugs and flies**, provides another example of entrapment.

All All 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.**

FE

Add one sentence with a **colon** (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:

- There is a plant that catches and eats bugs and **flies:** the infamous Venus' fly trap.

All All All All All
All All All E's E's

Edit each paragraph with your teacher, and correct any usage or spelling errors.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
1. To See: 1. Copy the word you need to practice on the first empty line of this column. 2. Look at this first word carefully. 3. Pay attention to the parts of the word that follow spelling rules you already know. 4. Look closely at the shape of the word. 5. See if there are parts of the word you know easily.	2. To Say: 1. Say the word you wrote in column one loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. 2. Try to picture the word in your mind. 3. Close your eyes to picture the word, if needed.	4. To Spell: 1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. 2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot: 1. Uncover the word in the 1. SEE column. 2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)	6. To Stop/Start: 1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. 2. If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
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11. _____
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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. _____
10. _____
11. _____
12. _____
13. _____
14. _____
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16. _____
17. _____
18. _____
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20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)

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 four sentences about the cowbird using four words from the Vocabulary Boxes.

- a. _____

- b. _____

- c. _____

- d. _____

II. Spelling and Homophones

2. Write the words given below with *ies* or *es* added to them:

- a. amplify - _____
- b. monopoly - _____
- c. conspiracy - _____
- d. visionary - _____
- e. emergency - _____

3. Write the words given below with *ies* or *es* added to them:

- a. topography - _____
- b. bibliography - _____

III. Outlining and Write On

4. Write your sources on the lines provided, punctuated/indicated correctly.

- 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.

5. Write sentences containing your sources with the sources punctuated/indicated correctly.

For example: The strawberry plant is one of the most versatile home fruit plant available, according to *Love Those Strawberries* (Smith, 43).

- a. _____

b. _____

c. _____

d. _____

IV. Grammar and Usage

6. A verbal phrase opener has the following characteristics:

- a. It is a _____ (group of words).
b. It is _____ a whole, complete sentence.
c. It can be used at the beginning of a sentence as a _____.
d. It is a phrase beginning with a form of a _____.

7. Add verbal openers to the following sentence:

- a. _____
the cowbird reach down.
b. _____
it cracked and ate the egg.
c. _____
it made a nervous and cautious approach.
d. _____
it waits until the owner of the marked nest is gone.

V. Editing and Revising

8. Write four sentences from your report with verbal openers.

- a. _____

b. _____

c. _____

d. _____

9. Write two potential titles for your report.

a. _____

b. _____

10. Write your final thesis statement. _____

Teacher's Helps

Red 8-C

Character Focus: Compassion

Lesson Plans and Answer Keys

Lesson Plans

Red 8-C: Week One

For a Five Day Week

Character Focus: Compassion

Day One																																		
<p>Vocabulary Box</p> <p>Characteristics of one who is compassionate--<i>adjectives</i></p> <table style="width: 100%; font-size: small;"> <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>Vocabulary Box</p> <p>Characteristics of one who is not compassionate--<i>adjectives</i></p> <table style="width: 100%; font-size: small;"> <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>1. Copying and Comprehension: Passage and Vocabulary</p> <p>All</p> <p>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. In effect, they placed a bushel over the candle of God's truth.</p> <p>Second, spiritual pride and unbridled sin created darkness within the walls of the monastery. Over time, laziness, greed, and immorality became common practice in the monasteries, these so-called fortresses of faith. Their obsession with self-abasement and seclusion caused the monks to lose sight of the finished work of Christ.</p> <p>Extensions</p> <p>Ironically, as men escaped from the influences of the world to develop their spiritual lives through aesthetic acts, they violated the command of Christ's teaching: "Ye are the light of the world. A city that is set on a hill cannot be hid. 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 5:14 & 15).</p> <p>Monks not only hid the light and truth of the Bible, but they also twisted the concept of good works and glorified themselves rather than God. As formerly-persecuted New Testament churches became popular and accepted as part of the state religion of Rome, many sought a life of humility and contemplation to convince themselves that they were worthy of heaven. Monasticism offered an emotional substitute for martyrdom and psychological replacement for salvation through faith.</p> <p>Further Extension</p> <p>A desire to escape the chaos and confusion of barbarian Europe also led young men and women into the cloistered life. Civil order and violence characterized the Western World in A.D. 476 after the fall of Rome. Monasteries became havens of protection from the unrest.</p>																																		
<p>2. Spelling: Open Syllables Have Long Vowel Sounds</p> <p>Examples: o/pen</p> <p>All</p> <table style="width: 100%; font-size: small;"> <tr> <td>1. repercussion</td> <td>2. apprehension</td> <td>3. commentator</td> </tr> <tr> <td>4. fettuccine</td> <td>5. audacious</td> <td>6. aristocrat</td> </tr> </table>		1. repercussion	2. apprehension	3. commentator	4. fettuccine	5. audacious	6. aristocrat																											
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<p>7. accumulation</p> <p>10. deplorable</p> <p>13. innovation</p>	<p>8. benevolence</p> <p>11. hallucination</p> <p>14. innuendo</p>	<p>9. facetious</p> <p>12. impunity</p> <p>15. occasional</p>
<p>Extensions</p> <p>16. ostentatious 17. pterodactyl</p>		
<p>Further Extension</p> <p>18. psychoanalysis 19. pugnacious</p>		
<p>Optional</p> <p>20. conscientious 21. empathetic 22. commiserative</p> <p>23. genuine</p>		
<p>3. Editor Duty: Correct Given Paragraph(s)</p> <p>Subject-Verb Agreement</p>		
<p>4. Spelling Practice: Choose the Correct Spelling</p>		
Day Two		
<p>5. Study Skills/Prewriting: Key Word Outline</p> <p><u>All</u>--Paragraph One of Body: 3 Sentences</p> <p><u>All</u>--Paragraph Two of Body: 3 Sentences</p> <p><u>All</u>--Paragraph Three of Body: 2 Sentences</p> <p><u>All</u>--Paragraph Four of Body: 3 Sentences</p> <p><u>All</u>--Paragraph Five of Body: 3 Sentences</p>		
<p>6. Grammar/Punctuation: Appositives</p>		
<p>7. Spelling Practice: Six "S" Spelling Secret</p>		
Day Three		
<p>8. Composition/Creative Writing: Write a Rough Draft Report From a Key Word Outline</p>		
<p>9. Structural Analysis: Then vs. Than</p>		
<p>10. Composition and Editing: Edit and Revise Using the Checklist Challenge</p>		
Day Four		
<p>11. Spelling Practice: Write That Word!</p>		
<p>12. Grammar: Subordinator Review</p>		
<p>13. Grammar: Weekly Quizzes</p>		
Day Five		
<p>14. Spelling: Spelling Test</p>		
<p>15. Dictation: Dictation Quiz</p>		
<p>16. Composition: Final Copy Informative Essay</p> <p>Optional: Extra Practice</p>		

Lesson Plans

Red 8-C: Week One

For a Four Day Week

Character Focus: Compassion

Day One

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

All

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. In effect, they placed a bushel over the candle of God's truth.

Second, spiritual pride and unbridled sin created darkness within the walls of the monastery. Over time, laziness, greed, and immorality became common practice in the monasteries, these so-called fortresses of faith. Their obsession with self-abasement and seclusion caused the monks to lose sight of the finished work of Christ.

Extensions

Ironically, as men escaped from the influences of the world to develop their spiritual lives through aesthetic acts, they violated the command of Christ's teaching: "Ye are the light of the world. A city that is set on a hill cannot be hid. 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 5:14 & 15).

Monks not only hid the light and truth of the Bible, but they also twisted the concept of good works and glorified themselves rather than God. As formerly-persecuted New Testament churches became popular and accepted as part of the state religion of Rome, many sought a life of humility and contemplation to convince themselves that they were worthy of heaven. Monasticism offered an emotional substitute for martyrdom and psychological replacement for salvation through faith.

Further Extension

A desire to escape the chaos and confusion of barbarian Europe also led young men and women into the cloistered life. Civil order and violence characterized the Western World in A.D. 476 after the fall of Rome. Monasteries became havens of protection from the unrest.

2. Spelling: Open Syllables Have Long Vowel Sounds

Examples: o/pen

All

1. repercussion
2. apprehension
3. commentator

- | | | |
|-----------------|-------------------|----------------|
| 4. fettuccine | 5. audacious | 6. aristocrat |
| 7. accumulation | 8. benevolence | 9. facetious |
| 10. deplorable | 11. hallucination | 12. impunity |
| 13. innovation | 14. innuendo | 15. occasional |

Extensions

16. ostentatious
17. pterodactyl

Further Extension

18. psychoanalysis
19. pugnacious

Optional

20. conscientious
21. empathetic
22. commiserative
23. genuine

3. Editor Duty: Correct Given Paragraph(s)

Subject-Verb Agreement

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

All--Paragraph One of Body: 3 Sentences

All--Paragraph Two of Body: 3 Sentences

All--Paragraph Three of Body: 2 Sentences

All--Paragraph Four of Body: 3 Sentences

All--Paragraph Five of Body: 3 Sentences

6. Grammar/Punctuation: Appositives

7. Spelling Practice: Six "S" Spelling Secret

8. Composition/Creative Writing: Write a Rough Draft Report From a Key Word Outline

Day Three

9. Structural Analysis: *Then* vs. *Than*

10. Composition and Editing: Edit and Revise Using the Checklist Challenge

11. Spelling Practice: Write That Word!

12. Grammar: Subordinator Review

Day Four

13. Grammar: Weekly Quizzes

14. Spelling: Spelling Test

15. Dictation: Dictation Quiz

16. Composition: Final Copy Informative Essay

Optional: Extra Practice

Answer Keys Red 8-C: Week One

3. Editor Duty: Correct Given Paragraph(s) Subject-Verb Agreement

<> 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 verbal opener, and place a comma following it. Be sure to listen carefully for the end of it as it is a long verbal opener.
- (3) In the second paragraph, highlight the misused homophones, and write the correct one above each one.

Teacher Tip: If your Level C student combines two sentences into one using a semicolon or other conciseness technique, rather than placing periods at the end of each sentence, do not consider it incorrect.

Nehemiah was a dynamic leader who motivated God's people. When he learned of the plight of the remnant of God's chosen people in Jerusalem, he wept and prayed, asking God to remove the reproach that was upon them. God provided him favor with the king, and the king sent him to Jerusalem to rebuild the walls.

Before Nehemiah could accomplish his goals, he had to motivate the discouraged people. He not only succeeded in motivating the people, but he encouraged them enough that they actually rebuilt the walls in an amazing fifty-two days. He took many steps to motivate the builders.

For example, he surveyed the job, and then he visualized how it could be done. This preparation gave him the motivation that he communicated to God's people. He gathered the leaders together and showed them how the reproach they were facing could be removed by rebuilding the walls. Finally, he convinced them that the task was possible because of God's blessing upon them.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|------------------------|--------------------|
| 1. <u>repercussion</u> | repercusion |
| 2. <u>aprehension</u> | <u>aprehension</u> |
| 3. <u>comentator</u> | <u>commentator</u> |

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 for the number of words assigned.

- | | |
|-------------------|---------------|
| 4. fettuccine | fettucine |
| 5. audacious | audacious |
| 6. arestocrat | aristocrat |
| 7. acumulation | accumulation |
| 8. benevolence | benevolance |
| 9. facetious | facetous |
| 10. deploreble | deplorable |
| 11. hallucenation | hallucination |
| 12. impunity | impunety |
| 13. innovation | innovashun |
| 14. innuendo | inuendo |
| 15. occasionel | occasional |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|------------------|-------------|
| 16. ostentatious | ostentatous |
| 17. pterodectyl | pterodactyl |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|--------------------|---------------|
| 18. psychoanalysis | pschoanalysis |
| 19. pugnacious | pugnacious |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- | | |
|-------------------|----------------|
| 20. conscientous | conscientious |
| 21. empathetic | empathetic |
| 22. commiserative | commisserative |
| 23. genuin | genuine |

6. Grammar/Punctuation: Appositives

<> 6d. In the sentences provided, complete the following steps:

- (1) Highlight the appositives with one color.
- (2) Place commas in the sentences where needed to set off the appositives.
- (3) In your notebook, re-write each sentence, substituting a different word or words for the appositive.

Example: Our God, the loving heavenly Father , cares for us.

1. To function effectively, a lamp, a light , must be put in a place of high visibility.
2. Our light is to shine to those who are already in our lives,
our neighbors and loved ones , and to those who will come into our lives.
3. Just prior to the time of Christ, a group of Jewish men, later known as the Essenes , retreated to the wilderness to form a religious community.
4. In order to protect the Scriptures from the Roman invasion of Palestine in A.D. 70, the Essenes, the religious community , put the sacred scrolls in clay jars and hid them in a cave.
5. Christians, those set apart by God , are to be separate from the world but not isolated from the world.
6. Due to their own misunderstanding of the nature and purposes of the Christian life, deeply religious people retreated to monasteries, places of seclusion , throughout Europe.
7. Without light, Europe went into the Dark Ages, that period of history when people could not read Scriptures for themselves .
8. During the Dark Ages, gross corruption and apostasy resulted in the world, the place these holy men were trying to avoid , as well as in the monasteries.
9. 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, those in our own church .
10. Roland, the hero of Charlemagne's army , inspired the Frankish Empire in A.D. 778.
11. Daniel is one of the few prominent men in Scripture, God's Holy Word , of whom God does not record failure.
12. From his youth, he built disciplines, daily decision , into his life that produced Godly convictions and outstanding success.
13. As his friends saw his courage, that is boldness and faith , to stand alone, they followed his example.
14. Job's friends spent hours trying to get him to acknowledge sins he did not commit, in fractions that were not truly his .
15. The term comfort in Scripture encompasses the wider meaning of giving counsel during times of need, periods of hardship .

16. Paul's message in counseling was to give the counsel that God, the heavenly Father, had given him in similar troubles.
17. The most effective counseling takes place by ministering life to life, that is "doing life together."
18. It involves the compassion of sharing with others, those close to us, how God ministered to us during similar trials.
19. Paul's credentials for counseling included abounding in the sufferings of Christ, those "thorns in his side."
20. Further excavations in the Qumran Valley revealed an ancient Essene monastery whose members had copied the manuscripts, God's Holy Word.
21. First, by copying the Scriptures exclusively in Latin, the monks purposely kept the common people of Europe in a state of spiritual darkness, that is, without light.
22. Second, spiritual pride and unbridled sin created darkness within the walls of the monasteries, these places of seclusion.

9. Structural Analysis: *Then* vs. *Than*

<> 9d. Fill in each blank provided with the correct Wacky Word--*then* or *than*.

1. After Braden made the hot chocolate, he then added some whipped cream.
2. First Clint sauté the onions and mushrooms, then he cooked the steak.
3. Ryan can sing louder than anyone I know.
4. Amy's father is older than her mother.
5. Graham then sought counsel from his parents.
6. Liz's dog is friendlier than yours.
7. Donna walked in the door and then put her books on the desk.

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. Use some of the words from this week's passage in sentences:

- a. Dark Ages
- b. monasticism
- c. aesthetic
- d. contemplation
- e. barbarian

Answers will vary.

2. Use four of the Vocabulary Words from this month in sentences about the passage.

Answers will vary.

II. Spelling and Homophones

3. List two tips that you used to learn two of the spelling words from this week.

Answers will vary.

4. Fill in the blanks for the following characteristics of an open syllable word:

- a. It is a syllable that ends in a vowel.
- b. The vowel at the end of that syllable says the vowel's long sound.

5. Write a tip for remembering the difference between the Wacky Words listed below.

- a. then - shows a sequence of events - next has an e, and then has an e.
- b. than - used to compare tow things - than = compare

6. Write two sentences about this week's passage using the words *then* and *than*.

Answers will vary.

III. Outlining and Write On

7. List six words from this week's passage that you needed to use in your KWO due to their spelling, technical nature, etc.

Answers will vary.

8. List the topics of all five paragraphs for your Key Word Outline this week—that is, what each paragraph of your new report is about.

Answers will vary.

IV. Grammar and Usage

9. Fill in the characteristics of an appositive.

- a. It renames or restates the subject.
- b. It follows a noun (or other word that needs renamed or explained).
- c. It is set off with commas.

10. Punctuate the appositives in the sentences below.

- a. Monastic communities created two types of darkness during the Dark Ages , that period in Europe between the 5th and 15th centuries.

- b. Monks not only hid the light and truth of the Bible, but they also twisted the concept of good works and glorified themselves rather than God , the truly Holy One.
- c. As formerly-persecuted New Testament churches became popular and accepted as part of the state religion of Rome, many sought a life of humility and contemplation to convince themselves that they were worthy of heaven , our eternal home
- d. A desire to escape the chaos and confusion of barbarian Europe , that is, the physical world , also led young men and women into the cloistered life.
- e. Monasteries became havens of protection , artificial places of isolation , from that unrest.

V. Editing and Revising

11. List four words that you substituted in your report for some of the redundant words.

Answers will vary.

12. What did you title your report this week?

Answers will vary.

13. Write sentences from your report with various sentence openers listed below:

Answers will vary.

14. List five subordinators under each category of memory tricks:

- a. They fit into a Subordinator Check Sentence (and are not adverbs):

_____ he was late for church.

- (1) because (2) since (3) although
 (4) even though (5) unless

- b. They begin with the letter w.

- (1) when (2) while (3) whenever
 (4) whereas

- c. They are also prepositions (especially time-related prepositions).

- (1) after (2) before (3) until
 (4) (5)

- d. They are in the Subordinator Rhyme that Level A students learn.

- (1) since (2) when (3) although
 (4) because (5) if (6) though

Lesson Plans

Red 8-C: Week Two

For a Five Day Week

Character Focus: Compassion

Day One

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

All

Jesus bids us shine, first of all for Him;
Well He sees and knows it if our light is dim;
He looks down from heaven, and sees us shine,
You in your small corner, and I in mine.

Extensions

Jesus bids us shine, then, for all around
Darkest days and nights in this world abound-
Sin, and want, and sorrow: we must shine,
You in your small corner, and I in mine.

Further Extension

Jesus bids us shine, as we work for Him,
Bringing those that wander from the paths of sin;
He will ever keep us, if we shine,
You in your small corner, and I in mine.

"Jesus Bids Us Shine"

2. Spelling: Short Vowel + ll, ss, ff, and zz

Examples: hill, stiff, fizzle

All

1. corruption	2. communion	3. confession
4. offensive	5. illustration	6. medallion
7. mastiff	8. bailiff	9. plaintiff
10. pontiff	11. assessment	12. harassment
13. giraffe	14. chenille	15. embarrass

Extensions

16. dispossess 17. pragmatically

Further Extension

18. nacelle 19. chlorophyll 20. consciousness

Optional

21. altruistic 22. sympathetic 23. responsive
24. tenderhearted

3. Editor Duty: Correct Given Paragraph(s)

Nouns

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Rhyme Scheme

6. Grammar: Past Participles

Day Three

7. Grammar: Preposition Review

8. Structural Analysis: Rise vs. Raise

9. Composition/Creative Writing: Write Original Rhymed Verses

Day Four

10. Spelling Practice: Six "S" Spelling Secret

11. Wacky Words: Homophone Review

12. Spelling Practice: Write That Word!

Day Five

13. Grammar: Weekly Quizzes

14. Spelling: Spelling Test

15. Dictation: Dictation Quiz

Optional: Extra Practice

Lesson Plans

Red 8-C: Week Two

For a Four Day Week

Character Focus: Compassion

Day One

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

All

Jesus bids us shine, first of all for Him;
Well He sees and knows it if our light is dim;
He looks down from heaven, and sees us shine,
You in your small corner, and I in mine.

Extensions

Jesus bids us shine, then, for all around
Darkest days and nights in this world abound-
Sin, and want, and sorrow: we must shine,
You in your small corner, and I in mine.

Further Extension

Jesus bids us shine, as we work for Him,
Bringing those that wander from the paths of sin;
He will ever keep us, if we shine,
You in your small corner, and I in mine.

"Jesus Bids Us Shine"

2. Spelling: Short Vowel + ll, ss, ff, and zz

Examples: hill, stiff, fizzle

All

1. corruption	2. communion	3. confession
4. offensive	5. illustration	6. medallion
7. mastiff	8. bailiff	9. plaintiff
10. pontiff	11. assessment	12. harassment
13. giraffe	14. chenille	15. embarrass

Extensions

16. dispossess 17. pragmatically

Further Extension

18. nacelle 19. chlorophyll 20. consciousness

Optional

21. altruistic 22. sympathetic 23. responsive
24. tenderhearted

3. Editor Duty: Correct Given Paragraph(s)

Nouns

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Rhyme Scheme

6. Grammar: Past Participles

7. Grammar: Preposition Review

8. Structural Analysis: Rise vs. Raise

Day Three

9. Composition/Creative Writing: Write Original Rhymed Verses

10. Spelling Practice: Six "S" Spelling Secret

11. Wacky Words: Homophone Review

12. Spelling Practice: Write That Word!

Day Four

13. Grammar: Weekly Quizzes

14. Spelling: Spelling Test

15. Dictation: Dictation Quiz

Optional: Extra Practice

Answer Keys Red 8-C: Week Two

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 common nouns.

(3) In the second paragraph, highlight all of the proper nouns.

Teacher Tip: If your Level C student combines two sentences into one using a semicolon or other conciseness technique, rather than placing periods at the end of each sentence, do not consider it incorrect.

When offering **counsel**, there is always a strong **temptation** to draw a **person** to ourselves, rather than drawing him to the **Lord**. This **method** builds dangerous **dependence** and emotional **attachments** to the **counselor**—rather **than** to the **Lord**. **I**n the **end**, this leads to **bondage** by one or both **parties**, since the **comfort** that is needed by the **counselee** can only be given by **God**.

The most effective counseling takes place with the ministry of a life to a life. **Paul** had the ability to give counsel to kings (like **King Agrippa**), citizens, free men, and slaves **due** to his own experiences. **T**his process, of course, goes beyond sympathy and empathy. **I**t involves the compassion of sharing with others how **God** ministered to us when we experienced a similar heartache or problem.

Based on this concept of counseling, it is valuable to take the needs that you have experienced and write about them. In addition, write out the spiritual insights or direction that **God** gave you at that time—or that He gives you now as you review these experiences. **T**hese insights will greatly aid you in helping others find freedom and deliverance in **their** times of need.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|----------------------|-------------------|
| 1. corruption | korruption |
| 2. comunion | communion |
| 3. confession | confession |
| 4. offensive | ofensive |

5. illustration	ilustration
6. medalion	medallion
7. mastiff	mastif
8. baliff	balif
9. plaintif	plaintiff
10. pontiff	pontif
11. assesment	assessment
12. harrassment	harassment
13. giraffe	girafe
14. chenille	chenile
15. embarras	embarrass

<> **4b.** Highlight the correct spelling of each **Extensions** word.

16. disposesss	disposes
17. pragmatically	pragmaticaly

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

18. nacele	nacelle
19. cholorophyl	chlorophyll
20. consciousness	consciousnes

<> **4d.** Highlight the correct spelling of each **Optional** word.

21. altruistic	alltruistic
22. sympathetic	simpathetic
23. responsiv	responsive
24. tenderhearted	tenderharted

6. Grammar: Past Participles

<> **6c.** In the sentences provided, complete the following steps:

- (1) Highlight all of the verb phrases (any two word or more verb phrase that begins with a BHL verb).
- (2) Correct any verbs that are incorrectly conjugated (verb phrases and/or individual verbs).

Note: Do not correct the sentences if they would perhaps sound better without a verb phrase (i.e. *created* rather than *have created*). The verb phrases are there specifically for this lesson.

1. Monastic communities **have created** two type of darkness during the Dark Ages.
2. They **have copied** the Scriptures exclusively in Latin.
3. They **kept** the common people of Europe in a state of spiritual darkness.
4. They **had placed** a bushel over the candle of God's truth.
5. Spiritual pride and unbridled sin **had created** darkness with the walls of the monastery.
6. They **were known** for their spiritual pride.
7. Their obsession with self-abasement **had made** them lose sight of the finished work of Christ.
8. They **had gone** into seclusion.
9. They thought seclusion **would help** them to be holier.
10. As men escaped from the influences of the world via seclusion, they **had violated** God's command to be a light.
11. They tried to escape from the influences of the world to develop their spiritual lives through aesthetic acts. **(No verb phrase)**
12. They **have hidden** the light and truth of the Bible.
13. They **had** also **twisted** the concept of good works and **had glorified** themselves rather than God. **(Compound bse verb--had twisted and had glorified)**
14. Many people sought a life of humility and contemplation to convince themselves that they **were** worthy of heaven. **(No verb phrase)**
15. Monastacism **had offered** a replacement for salvation through faith.
16. A desire to escape the chaos and confusion of barbarian Europe **had** also **led** young men and women into the cloistered life.
17. Civil order and violence **had characterized** the Western world in A.D. 476 after the fall of Rome .
18. They **were** characterized by civil order and violence.

19. Monasteries had become havens of protection from that unrest.
20. They had gone into the cloistered life to escape barbarian Europe.

8. Structural Analysis: Rise vs. Raise

<> 8d. 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. They will be raising vegetables next year.
4. She just rose up and did the work.
5. He raised his hand.
6. He rises early.
7. She has raised vegetables before.
8. They have risen.
9. She will be raising the flag at sun up.
10. They rise late.
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.

11. Wacky Words: Homophone Review

<> 11b. Fill in each blank provided with the correct Wacky Word---*their, there, they're, wander, wonder, scent, sent, farther, further, bear, or bare*.

1. They're meeting us for lunch.
2. We are going to their the nursing home sing.
3. They're rarely on time.

4. Their lake is just ahead.
5. When we get there , we will eat.
6. We do not know what they're going to sing.
7. Ray and Donna parked their car in the parking garage.
8. We should be there after lunch.
9. Maelynn thinks she left her keys there .
10. They're going to drop off the food at noon.
11. I wonder what time it is.
12. Please don't wander around the woods too far.
13. We could wander all day without a map.
14. Jonathan wonder what time it is.
15. I wonder if the Reishes are coming.
16. Donna sent the card in the mail.
17. Jonathan sent Maelynn flowers for Valentine's Day.
18. The dogs picked up the scent of the drugs.
19. Did she get the email I sent her?
20. The scent of the candle filled the room.
21. After church, he explained that concept further .
22. The farther we go, the more lost we are!
23. We can discuss the matter further when everyone gets here.
24. I believe the store is farther down the street.
25. That restaurant is farther than this one.
26. I hope we don't see a bear while walking the trails.
27. She gave her sister a stuffed bear for Christmas.
28. You should put sunscreen on your bare skin.
29. The bear slept in the warm sun after his hibernation.
30. My bare feet are dirty from walking in the strawberry patch.

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

Fill in the blanks:

1. Rhymed verse poetry is just as its name suggests-- poetry that rhymes.
2. The rhyme scheme, the number of syllables per line, and the accents of the words in the poem are what give poetry rhythm.
3. It is best to have each rhyming line of a poem have the same or nearly the same number of syllables.
4. Write four sentences about the passage using (a) four Vocabulary Words from this month and (b) four words you have never used in writing before.

Answers will vary.

II. Spelling and Homophones

5. List three words from this week's spelling list that you have never used in writing before.

Answers will vary.

6. Use this week's homophones in sentences about this week's passage.

- | | | |
|---------------|---------------|-------------|
| (1) their | (2) there | (3) they're |
| (4) wandering | (5) wondering | (6) scent |
| (7) sent | (8) farther | (9) further |
| (10) bear | (11) bare | |

Answers will vary.

III. Grammar and Usage

7. What does a verb phrase consist of? a base verb and any helpers
8. A helping verb helps the base verb tell about the action or being of the sentence.
9. A helping verb helps the base verb by telling when something took place.
10. Write the past participle forms for the confusing verbs below:

Example: sit.....have sat

- a. did....have done
- b. go.....have gone
- c. write...have written
- d. lie down....have lain
- e. lay the book...have laid
- f. hang the picture....have hung
- g. hang the killer....have hanged

11. List prepositions in the categories given:

a. **Twenty A's**

Answers will vary.

b. **Ten B's**

Answers will vary.

c. Ten that fit in **The angel flew _____ the clouds.**

Answers will vary.

d. Ten that fit in **The girl prayed _____ the service.**

Answers will vary.

e. Six that are **opposites.**

Answers will vary.

f. Six that are **built on other words/prepositions.**

Answers will vary.

Lesson Plans

Red 8-C: Week Three

For a Five Day Week

Character Focus: Compassion

Day One

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 All

Every creature struggles at birth in one way or another. The struggle of each newborn is unique, 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 must struggle 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.

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 sit 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.

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. However, as long as the alligator is near its mother, it has no reason to fear.

2. Spelling/Structural Analysis: U Affects the Sounds of g and q

Examples: vague, unique

All

- | | | |
|---------------|---------------|-----------------|
| 1. epilogue | 2. Quidam | 3. opaque |
| 4. requiem | 5. boutique | 6. Equateur |
| 7. quadruple | 8. quantum | 9. analogue |
| 10. demagogue | 11. pedagogue | 12. guillotine |
| 13. aquarelle | 14. ubiquity | 15. quadrillion |

Extensions

- | | | |
|-------------|--------------|-------------|
| 16. Quatuor | 17. guanaco | 18. guanine |
| 19. guarani | 20. aiguille | |

Optional

- | | | |
|---------------|----------------|---------------|
| 21. callous | 22. phlegmatic | 23. apathetic |
| 24. oblivious | | |

3. Editor Duty: Correct Given Paragraph(s)

Positive, Comparative, and Superlative Degrees

4. Spelling Practice: Choose the Correct Spelling

5. Research and Study Skills: Choose Your Topic and Locate an Overview Source

Basic--6 Paragraphs, 7-9 Sentences

Extensions--8 Paragraphs, 8-10 Sentences

Day Two

6. Grammar: Adverbs

ly words and others

7. Research and Study Skills: Write Your Working Thesis Statement, Gather Information From Overview Source, Choose Additional Source(s), and Start Color-Coded Research

8. Spelling Practice: Six "S" Spelling Secret

9. Study Skills/Research: Create Bibliography Cards

Day Three

10. Study Skills/Research: Create Outlining Cards for Informative Research Report

11. Study Skills/Research: Quotation Inclusion

12. Structural Analysis: Sit/Set

13. Write On: Strong Verbs or Adverbs?

Day Four

14. Study Skills/Research: Create a List of Works Cited

15. Grammar: Nouns

16. Composition: Write Rough Draft of Informative Report About Animal's Struggles

17. Spelling Practice: Write That Word!

Day Five

18. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

19. Grammar: Weekly Quizzes

20. Spelling: Spelling Test

21. Dictation: Dictation Quiz

Optional: Extra Practice

Lesson Plans

Red 8-C: Week Three

For a Four Day Week

Character Focus: Compassion

Day One

Vocabulary Box

Characteristics of one who is compassionate--*adjectives*

altruistic	conscientious	considerate
commiserative	empathetic	genuine
kindhearted	merciful	responsive
sensitive	sympathetic	tenderhearted
thoughtful	understanding	unselfish

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| 13. aquarelle | 14. ubiquity | 15. quadrillion |

Extensions

- | | | |
|-------------|--------------|-------------|
| 16. Quatuor | 17. guanaco | 18. guanine |
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Optional

- | | | |
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| 24. oblivious | | |

3. Editor Duty: Correct Given Paragraph(s)

Positive, Comparative, and Superlative Degrees

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Basic--6 Paragraphs, 7-9 Sentences

Extensions--8 Paragraphs, 8-10 Sentences

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Day Three

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18. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

19. Grammar: Weekly Quizzes

20. Spelling: Spelling Test

21. Dictation: Dictation Quiz

Optional: Extra Practice

Answer Keys Red 8-C: Week Three

3. Editor Duty: Correct Given Paragraph(s) Positive, Comparative, and Superlative Degrees

<> 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 words that show the positive, comparative, or superlative degrees.

Teacher Tip: If your Level C student combines two sentences into one using a semicolon or other conciseness technique, rather than placing periods at the end of each sentence, do not consider it incorrect.

A law system that is based upon Biblical principles will give light to a nation; however, the ability of that system to endure depends s upon witnesses that will truthfully testify. A **truthful** witness is needed for the principles to withstand the rigors of time. Every action of a criminal is an attack on that law and the authority behind it.

The witness' role is to bring the **most pertinent** facts to the court, who will convict the offender or confirm the innocent. Because witnesses are **essential** to the preservation of a legal system and the society that is built upon it, God established very **clear** requirements for those who would give testimony. Under the inspiration of the Holy Spirit, John identified these **most crucial** requirements.

A witness is one that has been present and has personally **seen** something. He should be a beholder, spectator, or eyewitness. By requiring the witness to have firsthand experience of a fact or an event about which he testifies, many distortions and mistakes of hearsay are reduced or completely eliminated.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-------------------|---------------|
| 1. epilogue | epulogue |
| 2. Quidam | Quiddam |
| 3. opeck | opaque |
| 4. requiem | requeum |
| 5. bouteeek | boutique |

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. Equater	Equateur
7. quadruple	quadruple
8. quantumm	quantum
9. annalogue	analogue
10. demagouge	demagogue
11. pedagogue	pedagogue
12. guilotene	guillotine
13. aquarel	aquarelle
14. ubiquity	ubikitee
15. quadrillun	quadrillion

<> **4b.** Highlight the correct spelling of each **Extensions** word.

16. Quatoor	Quatuor
17. guanaco	guanacco
18. guaneen	guanine
19. guarani	guarantee
20. aiguille	aiguille

<> **4c.** Highlight the correct spelling of each **Optional** word.

21. callous	callus
22. phlegmatic	flegmatic
23. apathetick	apathetic
24. obliveous	oblivious

6. Grammar: Adjectives

<> **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.

Answers will vary.

<> **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.

Teacher Tip: “Old” is considered either an adjective describing Testament or just part of the proper noun.

Answers will vary.

12. Structural Analysis: Sit/Set

<> **12e.** 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. They sit down.
4. She has set the clothes out beforehand.
5. She just sat down and wept when she heard the news.
6. He sits down.
7. They will be setting the clothes out beforehand.
8. They have sat down.
9. She will be setting the clothes out beforehand.
10. He set the book down.
11. He has sat down.
12. They set the clothes out beforehand.
13. Yesterday, he sat down to rest.
14. She sets the clothes out beforehand.
15. They are sitting down.
16. They have set the clothes out beforehand.

15. Grammar: Nouns

<> 15d. In the sentences provided, highlight only the common nouns. You should also highlight the possessive nouns here (i.e. *mother's*).

Note: Do not highlight the pronouns—words that take the place of a noun, e.g.: *him, her, they, their*, etc. Also, do not highlight a noun that is used as something else, such as *They sun themselves* (*sun* is used as a verb instead of a noun).

Note: Most sentences have more than one common noun and some do not have any.

1. Baby opossums , for example , weigh less than 1/200th of an ounce at birth .
2. They are blind, hairless, and only partially-developed.
3. Yet, they must struggle through a long and arduous three-inch quest to find their mother's pouch .
4. Inside the pouch is nourishing milk that keeps the tiny opossums alive.
5. They remain in the pouch until they are mature enough to be on their own. (*Own* is a pronoun in this sentence.)
6. The white-tailed deer's primary defense is its swift legs .
7. Its keen nose and sharp ears allow it to flee from danger even before the enemy approaches.
8. Yet, young fawns must struggle against this inner drive to flee.
9. They must sit motionless for the first three days of their lives .
10. During these seventy-two hours , their legs are not strong enough to flee from their enemies .
11. If a fawn loses the struggle and jumps to its feet , it is certain to be easy prey for a coyote , dog , or bobcat .
12. A baby alligator must break through two shells before it can hatch.
13. It uses a special tooth located on the tip of its snout to cut through the shell .
14. Once an alligator hatches, its struggles are just beginning.
15. Waiting to intercept it on its way back to the water are raccoons , herons , egrets , and snakes .
16. Even fish and bullfrogs will pursue the hatchling .
17. However, as long as the alligator is near its mother , it has no reason to fear.

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. What does the word *arduous* mean? difficult, laborious
2. What DD tip did you use this week?

Answers will vary.

II. Spelling and Homophones

3. Write your two most challenging *qu* words.

Answers will vary.

4. Write your two most challenging *gu* words.

Answers will vary.

5. Define one *qu* word and one *gu* word from #3 and #4.

Answers will vary.

6. Did you have any homophone errors in your rough draft this week?

Answers will vary.

III. Outlining and Write On

7. What are your paragraph topics for your animal struggle report?

Answers will vary.

8. What one quote did you include in your outline for your report?

Answers will vary.

9. List four major works and four minor works on the lines below, punctuated/indicated correctly.

Answers will vary.

10. List strong verbs for the adverb-verb combinations listed.

a. joyfully walked - strolled

b. studied intently - investigated

c. sneakily looked - peeked

Answers will vary.

IV. Grammar and Usage

11. An adverb modifies or describes.

12. Adverbs answer four questions a reader might want to know:

a. to what extent

b. how

c. when

d. where

13. List six non-ly adverbs that are commonly used.

- a. tomorrow
- b. never
- c. very
- d. up
- e. always
- f. sometimes

Answers will vary.

14. Nouns are a group of words that include the following:

- a. person
- b. place
- c. thing
- d. idea

15. What are the two types of nouns?

- a. common
- b. proper

16. If you can replace the word in question with a pronoun, it is likely a noun.

17. If you can put an article or descriptive adjective before the word in question, it is likely a noun.

18. 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.

19. Now do #18 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.)

V. Editing and Revising

20. List six weak adverbs that you should avoid in writing.

Answers will vary.

21. Write the thesis statement for your entire report.

Answers will vary.

22. Write each paragraph's transition sentence/topic sentence.

Answers will vary.

Lesson Plans

Red 8-C: Week Four

For a Five Day Week

Character Focus: Compassion

Day One

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 All

Finally, the cowbird found the nest on a low branch. Slipping inside, it reached down; stretched its eager, narrow beak wide open; picked up one of the four eggs (those belonging to another); and then darted away. Finding a perch, it cracked and ate the egg--and the contents, including part of the shell. Once it had destroyed the egg, it stayed away from the nest until the following day.

Late the next morning when it did fly back to the hedgerow, the bird did not go directly in. It seemed hesitant and anxious as it waited. After a delay of several minutes, it made a nervous and cautious approach to the nest and perched on its rim. Quickly, she entered the nest, staying only a few seconds before flying rapidly away. But when she left, there was something different in the nest--a new egg, a different color than the others.

Extensions

In the spring, the cowbird watches for birds building their nests and waits as they complete their busy construction work. One day before the cowbird lays its egg, it waits until the owner of the marked nest is gone, then it steals an egg from the nest of the rightful occupant and destroys it. The next day, it cautiously returns, lays its own egg in a period of less than one minute and quickly leaves the nest again. It is careful not to disturb the bird's home, for this intruder will not return but relies on the owner of the nest to care for the young cowbird.

Further Extension

However, in this case, the female cowbird made a wrong choice. She had chosen the home of a robin. Upon returning to the nest, the robin immediately recognized the foreign object. Using its bill, the robin worked the egg up to the rim of the nest and rolling it over the edge, she smashed the shell and spilled its contents.

2. Spelling: When to Change or Not to Change *y* to *i* In Verb Tenses

Examples: try, tries, and play, plays

All

- | | | |
|----------------|------------------|----------------|
| 1. amplifies | 2. abnormalities | 3. monopolies |
| 4. academies | 5. conspiracies | 6. extremities |
| 7. visionaries | 8. menagerie | 9. emergencies |

Extensions

10. topographies 11. intermediaries

Further Extension

12. bibliographies 13. bourgeoisie

Optional

14. disinterested 15. impervious 16. languid
17. insensitive

3. Editor Duty: Correct Given Paragraph(s)

Subordinate Clauses

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph

6. Spelling Practice: Six "S" Spelling Secret

Day Three

7. Composition and Editing: Edit and Revise Using the Checklist Challenge

8. Structural Analysis: Lie/lay

Day Four

9. Grammar/Sentence Structure: Verbal Openers

10. Spelling Practice: Write That Word!

11. Grammar: Weekly Quizzes

Day Five

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

14. Composition: Final Copy Original Informative Research Report

Optional: Extra Practice

Lesson Plans

Red 8-C: Week Four

For a Four Day Week

Character Focus: Compassion

Day One

Vocabulary Box

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Extensions

10. topographies 11. intermediaries

Further Extension

12. bibliographies 13. bourgeoisie

Optional

14. disinterested 15. impervious 16. languid
17. insensitive

3. Editor Duty: Correct Given Paragraph(s)

Subordinate Clauses

Day Two

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Day Four

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12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

14. Composition: Final Copy Original Informative Research Report

Optional: Extra Practice Optional: Extra Practice

Answer Keys Red 8-C: Week Four

3. Editor Duty: Correct Given Paragraph(s) Subordinate Clauses

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the first two paragraphs, highlight the subordinate clauses.

Whether a problem becomes a classroom or a prison is usually determined by whether we view it from God's perspective or from our own. Human authorities can and sometimes do make wrong decisions. However, if we picture these authorities as independent agents over whom God has no control, we will reject them as individuals and miss the deeper lessons that God is trying to teach us through them.

When an authority gives a command that is contrary to the Biblical convictions that God has made clear to us, we should not obey that command. 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. Very often, the authority will not hear this appeal until past offenses against him are made right by the one under his authority. This will properly restore the relationship.

For example, Onesimus stole from his master and ran away. Paul met him and led him to salvation through Christ. Although Paul could have easily retained Onesimus to help him in his ministry, he sent this runaway slave back to his master. Of course, before he sent him back, he wrote a letter preparing the way. Later, Philemon released Onesimus to serve with Paul, which further demonstrated God's deeper purposes through human authorities.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-----------------|---------------|
| 1. amplifies | amplefies |
| 2. abnormalitys | abnormalities |
| 3. monopolys | monopolies |
| 4. academies | academys |

- | | |
|-----------------|---------------|
| 5. conspiracies | conspieracies |
| 6. extemitys | extremities |
| 7. visionaries | visionarys |
| 8. menagery | menagerie |
| 9. emergencies | emergencys |

<> 4b. Highlight the correct spelling of each **Extensions** word.

- | | |
|--------------------|---------------|
| 10. typographys | topographies |
| 11. intermediaries | intermediarys |

<> 4c. Highlight the correct spelling of each **Further Extension** word.

- | | |
|--------------------|---------------|
| 12. bibliographies | bibliographys |
| 13. bourgeoisys | bourgeoisie |

<> 4d. Highlight the correct spelling of each **Optional** word.

- | | |
|--------------------|---------------|
| 14. disinterrested | disinterested |
| 15. impervious | imperveous |
| 16. languid | langguid |
| 17. insensetive | insensitive |

8. Structural Analysis: Lie/lay

<> 8e. Fill in the blanks below with the correct form of the verbs **lie** and **lay**.

1. Yesterday, he lay sleeping soundly.
2. He has lain down.
3. They lie down.
4. They laid the dog to rest.

5. People lie.
6. She lays the clothes out beforehand.
7. He laid the book down.
8. They will be laying the clothes out beforehand.
9. They laid the book down.
10. She just lay down and wept when she heard the news.
11. They are lying 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. She lay the book on the table.
17. She has laid the clothes out beforehand.
18. He lies down.
19. They have lain down.
20. She will be laying the clothes out beforehand.
21. We sleep in peace when we lie down.
22. They lay the animals in their graves.

<> 8f. Fill in the blanks for the rhyme:

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.

9. Grammar/Sentence Structure: Verbal Openers

<> 9d. In the sentences provided, complete the following steps:

- (1) Highlight the verbal openers.
- (2) Insert commas where needed.
- (3) Highlight each sentence's main subject with a different color highlighter.
- (4) Box any "verbal openers" that are not verbal openers but are being used as the sentence's main subject instead.

1. Finding the nest on a low branch , the cowbird slipped inside.
2. Finding the nest on a low branch was a stroke of good luck for the cowbird.
3. Slipping inside , the cowbird happily proceeded with its mayhem.
4. Picking up one of the four eggs was its plan all along.
5. Picking up one of the four eggs , the cowbird darted away.
6. To destroy the egg , the cowbird went far away from the nest
7. Staying away until the following day , the cowbird knew it wouldn't be found out.
8. Destroyed by the cowbird , the little bird within the egg did not stand a chance.
9. Darting away , the cowbird cracked and ate the egg.
10. Flying back to the hedgerow , the bird did not go directly in.
11. Hesitating anxiously , it waited.
12. Waiting for several minutes , it then made a nervous and cautious approach to the nest.
13. Waiting for several minutes gave the cowbird a chance.
14. Entering the nest , she stayed only a few seconds before flying rapidly away.
15. Leaving quickly , she deposited something different in the nest.
16. Saddened to find a different egg , the nest's owner knew her egg was gone.
17. Watching for birds building their nests , the cowbird steals an egg and destroys it.
18. Returning the next day , it will leave its own egg there.
19. Returning to the nest , the robin recognized the foreign object.
20. Using her bill , the robin rolled the egg over the edge of the nest and smashed the shell.

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. Write four sentences about the cowbird using four words from the Vocabulary Boxes.

Answers will vary.

II. Spelling and Homophones

2. Write the words given below with *ies* or *es* added to them:

- a. amplify - amplifies
- b. monopoly - monopolies
- c. conspiracy - conspiracies
- d. visionary - visionaries
- e. emergency - emergencies

3. Write the words given below with *ies* or *es* added to them:

- a. topography - topographies
- b. bibliography - bibliographies

III. Outlining and Write On

4. Write your sources on the lines provided, punctuated/indicated correctly.

Answers will vary.

5. Write sentences containing your sources with the sources punctuated/indicated correctly.

Answers will vary.

IV. Grammar and Usage

6. A verbal phrase opener has the following characteristics:

- a. It is a phrase (group of words).
- b. It is not a whole, complete sentence.
- c. It can be used at the beginning of a sentence as a sentence opener.
- d. It is a phrase beginning with a form of a verb.

7. Add verbal openers to the following sentence:

Answers will vary.

V. Editing and Revising

8. Write four sentences from your report with verbal openers.

Answers will vary.

9. Write two potential titles for your report.

Answers will vary.

10. Write your final thesis statement.

Answers will vary.

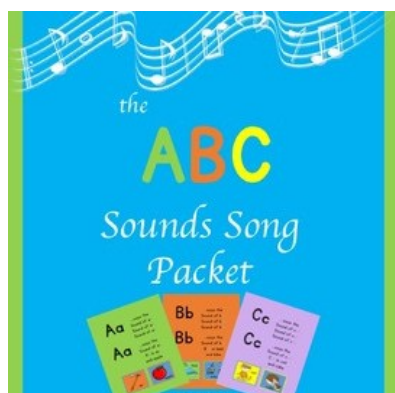
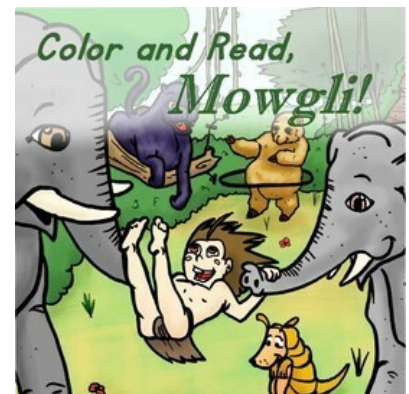
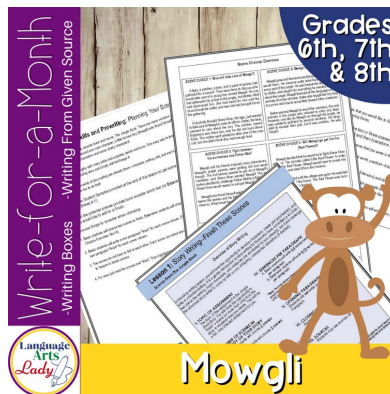
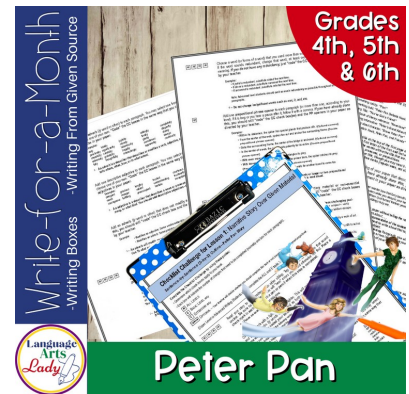
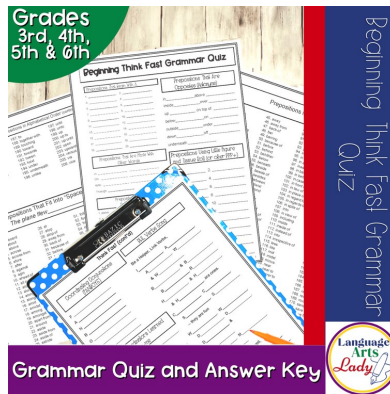
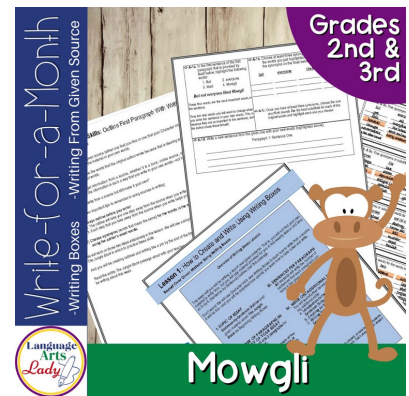
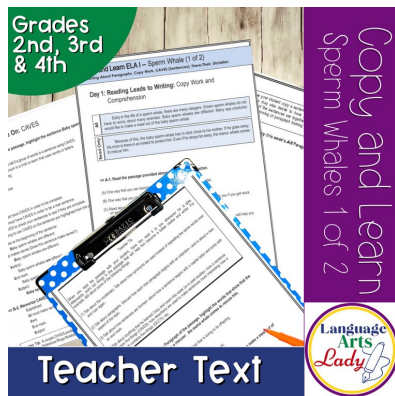
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Donna Reish, mother of seven grown children and thirty-two year homeschool veteran, is a prolific curriculum writer, blogger, and teacher from Indiana. She graduated from Ball State University with a degree in Elementary Education and did master's work in Reading Specialist following that. Donna began writing curriculum for a publisher out of Chicago specifically for homeschoolers twenty years ago. Following the completion of those thirty books

over ten years, she and her husband started a small press publishing company writing materials for homeschools and Christian schools. With the surge of digital products, Donna now writes curriculum books that are digital downloads (both secular and faith-based products), bringing her total curriculum products to 120 books of 50,000+ pages. Donna tests all of her books with 50-80 in-person students each year locally before they are published--and this is her real love: Seeing the faces of students who achieve language arts goals that they never thought were possible using her creative, incremental approaches and materials. Donna teaches parents, teachers, and teacher parents, about grammar, language arts, writing, reading, learning, and more at her teaching website, *Language Arts Lady Blog*, and through her videocasts/podcasts, *How I Teach*.

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