

WISDOM BOOKLET

Language Arts

**Teacher's Helps &
Answer Keys**

13A–16A



WBLA Level A 13–16

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The *Wisdom Booklet Language Arts* program is designed for families enrolled in the Advanced Training Institute International, which provides a variety of resources for training parents, young people, and children to be mighty in Spirit. For more information, contact:



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Many thanks to Ray and Donna Reish for their contribution to the development of this curriculum.

Cover photos courtesy of Joy Jensen.

Printed in the United States of America

First Printing: 050524

13A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that mean to retard evil

protect preserve
maintain arrest
sustain guard

Character qualities needed to retard evil

integrity incorruptibility
consistency courage
vigor discernment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In the land where Jesus lived, the Jews did not like the Samaritans. They did not even like to talk to them. Jesus was a Jew, yet He took the initiative and spoke to the woman at the well. Because He is God, He knew she needed to ask Him to be her Savior.

EXTENSION

She was surprised. She never expected a Jewish man to speak to her first. But, as they talked, she quickly realized that He was not an ordinary man.

She soon said, "I know that the Messiah cometh, who is called Christ: when He is come, He will tell us all things" (John 4:25).

FURTHER EXTENSION

Jesus replied, "I who speak unto thee am He" (John 4:26). The initiative of Jesus convinced this woman that He was no ordinary man. She later brought others to hear His teaching.

—*A Child's Book of Character Building*

2. Spelling: Normal R-Controlled Words That Say er (Examples: fir, turn, her)

BASIC LEVEL

- her
- fur
- sir
- herd
- turn
- hurt
- firm
- term

EXTENSION

- other
- ever

FURTHER EXTENSION

- father
- silver

TE: *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The families sounds of *er*, *ir*, and *ur* are considered to be normal r-controlled sounds. These are the three typical spellings for the *er* sound.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Nouns)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
1 Sentence (You may use up to seven words for this sentence.)

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
1 Sentence

FURTHER EXTENSION: Paragraph Five of Body

Topic of Paragraph 5 _____
2 Sentences

Day Three

5. Grammar: Adverbs

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

Day Four

7. Grammar/Sentence Structure: Quotations and Speech Tags

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

13A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that mean to retard evil

protect preserve
maintain arrest
sustain guard

Character qualities needed to retard evil

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consistency courage
vigor discernment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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She was surprised. She never expected a Jewish man to speak to her first. But, as they talked, she quickly realized that He was not an ordinary man.

She soon said, "I know that the Messiah cometh, who is called Christ: when He is come, He will tell us all things" (John 4:25).

FURTHER EXTENSION

Jesus replied, "I who speak unto thee am He" (John 4:26). The initiative of Jesus convinced this woman that He was no ordinary man. She later brought others to hear His teaching.

—*A Child's Book of Character Building*

2. Spelling: Normal R-Controlled Words That Say er (Examples: fir, turn, her)

BASIC LEVEL

1. her
2. fur
3. sir
4. herd
5. turn
6. hurt
7. firm
8. term

EXTENSION

9. other
10. ever

FURTHER EXTENSION

11. father
12. silver

TI: *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The families sounds of *er*, *ir*, and *ur* are considered to be normal r-controlled sounds. These are the three typical spellings for the *er* sound.

3. Editor Duty: Correct Given Paragraph(s)

(Nouns)

Day Two

4. Study Skills/Prewriting:

Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
1 Sentence (You may use up to seven words for this sentence.)

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
1 Sentence

FURTHER EXTENSION: Paragraph Five of Body

Topic of Paragraph 5 _____
2 Sentences

5. Grammar: Adverbs

Day Three

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

7. Grammar/Sentence Structure: Quotations and Speech Tags

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

13A Week 1 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the last paragraph, highlight the nouns (both common and proper nouns).

BASIC LEVEL: Highlight six nouns.

EXTENSION: Highlight eight nouns.

FURTHER EXTENSION: Highlight ten nouns.

Matthew chapter **five** tells us many things to do. **T**he first **twelve** verses tell us about character we need. **T**his character is developed inside a person, not outside where people can see it. Verse **thirteen** talks about things people can see. **I**t is about how we should relate to the world. We are supposed to influence the world for good. If we look at the characteristics of salt, we can get some hints on how we are to influence the world.

Salt helps the body to be stable. Believers **s**hould help the Church to be stable. Without salt, the body can get out of balance. Too much of a good thing then becomes bad. **I**n the Church, truth can get out of balance. **I**t becomes heresy. Believers should prevent this from happening.

Salt has other **uses**. **I**t keeps **food** from going bad. It stops the spread of **bacteria**. A relatively small **amount** of **salt** is required to preserve a large **amount** of **meat**. **Believers** should do **something** like this in the **world**. **We** should keep our **eyes** open. When we see **evil** increasing, we should do **something** about it.

❑ 5b. In the sentences provided, highlight the adverbs.

1. Hudson Taylor **firmly** decided to go to China.
2. He would **not** turn back.
3. He **always** knew he would need God's help.
4. He **finally** decided to try a test.
5. He did **not** want to test God.
6. He **truly** wanted to test himself.
7. He **desperately** wanted to know if he had the faith to go.
8. He **eventually** tried several experiments.
9. Each one **faithfully** proved God's goodness.
10. One time, Hudson **reluctantly** decided to give the last of his money to a poor family.
11. They needed the money **very much**.
12. The next day's mail **surprisingly** brought a letter containing four times the amount he had given away.

Teacher Tip: Do not consider any sentences wrong in the Editor Duty 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.

13A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that mean *to retard evil*

protect preserve
maintain arrest
sustain guard

Character qualities needed *to retard evil*

integrity incorruptibility
consistency courage
vigor discernment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

"But he didn't arrest you!" they said. "He didn't take you off to jail!"

"No, no, no!" said Ralph. "Of course not. He's not after me. He's after real lawbreakers. Police are just human. Treat them right, and they'll treat you right."

EXTENSION

I think Ralph was right. Policemen's work takes them among so many people who do wrong that they appreciate boys and girls who are courteous and respectful, kind and truthful.

FURTHER EXTENSION

A policeman can have a kind heart too. Some years ago in London, I saw one hold back a long line of traffic while he took a poor, old lady by the arm and helped her across the street. Not a car moved till the old woman was safe on the other side.

—*Uncle Arthur's Bedtime Stories*

2. Spelling: Open Syllables Have Long Vowel Sounds (Examples: Bi/ble, o/pen)

BASIC LEVEL

1. ba/by
2. no/bod/y
3. Bi/ble
4. fi/nal
5. la/ter
6. sta/ble

EXTENSION

7. re/late
8. cre/ate

FURTHER EXTENSION

9. to/tal/ly
10. be/tween

TI: 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 *Bible*.

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
2 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
2 Sentences (You may use up to eight words for sentence two.)

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
3 Sentences (You may use up to eight words for sentence two.)

5. Grammar: Adjectives

Day Three

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

7. Grammar/Structural Analysis: Contractions

Day Four

8. Punctuation: Reading Quotations

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

13A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that mean to retard evil

protect preserve
maintain arrest
sustain guard

Character qualities needed to retard evil

integrity incorruptibility
consistency courage
vigor discernment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

"But he didn't arrest you!" they said. "He didn't take you off to jail!"

"No, no, no!" said Ralph. "Of course not. He's not after me. He's after real lawbreakers. Police are just human. Treat them right, and they'll treat you right."

EXTENSION

I think Ralph was right. Policemen's work takes them among so many people who do wrong that they appreciate boys and girls who are courteous and respectful, kind and truthful.

FURTHER EXTENSION

A policeman can have a kind heart too. Some years ago in London, I saw one hold back a long line of traffic while he took a poor, old lady by the arm and helped her across the street. Not a car moved till the old woman was safe on the other side.

—*Uncle Arthur's Bedtime Stories*

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BASIC LEVEL

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2. no/bod/y
3. Bi/ble
4. fi/nal
5. la/ter
6. sta/ble

EXTENSION

7. re/late
8. cre/ate

FURTHER EXTENSION

9. to/tal/ly
10. be/tween

TI: 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*.

3. Editor Duty: Correct Given Paragraph(s)

(Adverbs)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
2 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
2 Sentences (You may use up to eight words for sentence two.)

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
3 Sentences (You may use up to eight words for sentence two.)

5. Grammar: Adjectives

Day Three

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

7. Grammar/Structural Analysis: Contractions

8. Punctuation: Reading Quotations

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

13A Week 2 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first two paragraphs, highlight the adverbs.

BASIC LEVEL: Highlight four adverbs.

EXTENSION: Highlight six adverbs.

FURTHER EXTENSION: Highlight eight adverbs.

John MacGregor was a Scottish adventurer. He was **slowly** sailing on the Jordan River. **H**e was **suddenly** captured by Arabs. They **roughly** took him back to their camp. **H**e was **now** a prisoner. **T**he **A**rab chief talked to **J**ohn. They talked for a while. Then John **quietly** opened a box of salt. **K**indly, he offered it to the chief. **T**he chief had **never** seen salt so white. **H**e **probably** thought it was sugar. The chief tasted it.

John **quickly** put salt into his own mouth. **N**ow they had eaten salt together. They could **not** fight against each other **any more**. They had taken part in a salt covenant. **T**he **A**rabs **finally** took **J**ohn back to his boat and wished him a peaceful journey. John was **now** their brother in the salt covenant.

Most English words do not tell **their** full meaning. *Covenant* is one of these words. In **E**nglish, *covenant* simply means coming together. It is used in much the same way as words such as *agreement* or *promise* are used. **I**t actually means much more than this. **I**t is a very important thing—more than just agreeing to do something. **I**t is a sacred vow.

5b. In the sentences provided, highlight the adjectives.

1. **Many** people try to violate the law.
2. When that happens, **law enforcement** officers step in.
3. **Police** officers protect **innocent** people.
4. **Some** people get out of control.
5. Then the **brave** police must maintain order.
6. When **wicked** and **jealous** men spotted Paul in the temple, they created a riot.
7. The **Roman** soldiers were the police at that time.
8. The **soldiers'** leader came and rescued Paul.
9. Paul was able to continue his **God-given** ministry.
10. Even then the **bold** police maintained law and order.

Teacher Tip: Do not consider any sentences wrong in the Editor Duty 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!

7b. On the lines provided, write the two words that have been combined to form the contraction.

Example: here's—here is

- | | |
|---|--|
| 1. she's— she is (or has) | 8. I've— I have |
| 2. he'll— he will (or shall) | 9. she'll— she will (or shall) |
| 3. they'll— they will (or shall) | 10. wouldn't— would not |
| 4. isn't— is not | 11. won't— will not |
| 5. can't— can not | 12. I'll— I will (or shall) |
| 6. shouldn't— should not | 13. hadn't— had not |
| 7. it'll— it will (or shall) | 14. you'll— you will (or shall) |

13A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that mean *to retard evil*

protect preserve
maintain arrest
sustain guard

Character qualities needed *to retard evil*

integrity incorruptibility
consistency courage
vigor discernment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The home into which Hudson Taylor was born was blessed with a rich spiritual heritage. Both of his parents desired that their family honor God and walk in His ways. Mr. and Mrs. Taylor carefully trained their children.

EXTENSION

Hudson Taylor was taught at home. His mother gave him a tremendous background in English, and his father taught him to read the writings of great men. His mother's training was very valuable when he later learned the difficult Chinese language.

FURTHER EXTENSION

Hudson's father had prayed that God would give him a son who would serve the Lord in China. Who would go and meet this need? God answered his prayers! When Hudson was five years old, he told his parents that when he was a man, he was going to China to be a missionary. He began at an early age to prepare for China.
—*Wisdom Booklet 13*

2. Spelling: Two Vowels Together That Make Long e (Examples: speak, seem)

BASIC LEVEL

1. need
2. read
3. fee
4. meet
5. keep
6. thee
7. street
8. mean

EXTENSION

9. sheep
10. leave

FURTHER EXTENSION

11. fourteen
12. needy

TT: 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.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Adjectives)

4. Study Skills/Prewriting: Outline Original Paragraphs for a Biographical Essay

Paragraph One of Body

Topic of Paragraph 1 _____

5–6 Sentences (EXTENSIONS: 7–8)

Paragraph Two of Body

Topic of Paragraph 2 _____

5–6 Sentences (EXTENSIONS: 7–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

7–8 Sentences

5. Punctuation: Three Types of Sentences

Day Three

6. Composition/Creative Writing: Write an Original Biographical Essay (Rough Draft of Body)

7. Grammar/Punctuation: Pronouns

Day Four

8. Study Skills/Prewriting:

Take Notes for an Original Opening Paragraph

9. Composition/Creative Writing: Write an Original Opening Paragraph

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

13A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that mean *to retard evil*

protect preserve
maintain arrest
sustain guard

Character qualities needed *to retard evil*

integrity incorruptibility
consistency courage
vigor discernment

1. Copying, Vocabulary, and Comprehension

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The home into which Hudson Taylor was born was blessed with a rich spiritual heritage. Both of his parents desired that their family honor God and walk in His ways. Mr. and Mrs. Taylor carefully trained their children.

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Hudson Taylor was taught at home. His mother gave him a tremendous background in English, and his father taught him to read the writings of great men. His mother's training was very valuable when he later learned the difficult Chinese language.

FURTHER EXTENSION

Hudson's father had prayed that God would give him a son who would serve the Lord in China. Who would go and meet this need? God answered his prayers! When Hudson was five years old, he told his parents that when he was a man, he was going to China to be a missionary. He began at an early age to prepare for China.
—*Wisdom Booklet 13*

2. Spelling: Two Vowels Together That Make Long e (Examples: speak, seem)

BASIC LEVEL

1. need
2. read
3. fee
4. meet
5. keep
6. thee
7. street
8. mean

EXTENSION

9. sheep
10. leave

FURTHER EXTENSION

11. fourteen
12. needy

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

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3. Editor Duty: Correct Given Paragraph(s)

(Adjectives)

Day Two

4. Study Skills/Prewriting: Outline Original Paragraphs for a Biographical Essay

Paragraph One of Body

Topic of Paragraph 1 _____

5–6 Sentences (EXTENSIONS: 7–8)

Paragraph Two of Body

Topic of Paragraph 2 _____

5–6 Sentences (EXTENSIONS: 7–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

7–8 Sentences

5. Punctuation: Three Types of Sentences

6. Composition/Creative Writing: Write an Original Biographical Essay (Rough Draft of Body)

Day Three

7. Grammar/Punctuation: Pronouns

8. Study Skills/Prewriting:

Take Notes for an Original Opening Paragraph

9. Composition/Creative Writing:

Write an Original Opening Paragraph

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

13A Week 3 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the adjectives.

BASIC LEVEL: Highlight four adjectives

EXTENSION: Highlight six adjectives

FURTHER EXTENSION: Highlight eight adjectives.

The tongue tastes **many different** things. Salt has a **key** part in helping the tongue to taste. Saltiness is one of the **four** tastes of the tongue, and it helps to make the **other taste** buds work right. The tongue tells us a lot about how people “taste” things with their ears. People respond to words as the tongue responds to tastes. People test the “flavor” of someone’s speech in the **same** way that **taste** buds tell us if a **certain** flavor is salty, sweet, sour, or bitter.

The tongue is covered with millions of little taste buds. These each taste something different. Each one tastes one of the four main tastes. These are grouped into **four** types: saltiness, sweetness, sourness, and bitterness. Every little cell tastes one of these. Salt gives each of these groups more taste.

Salt is also the first thing someone tastes. The saltiness taste buds **are** on the very front of the tongue. If something is salty, it gets the attention of the tongue very quickly and leaves the tongue wanting more. Salt also makes the mouth dry. It creates thirst.

❑ 7c. Rewrite the sentences provided, replacing the noun that is underlined with a pronoun.

1. In **his** first trip to China, Hudson encountered many trials.
2. God used the trials to make Hudson more like **Himself**.
3. A professed believer wanted to end the idolatry **he** saw.
4. This man started a rebellion, and **it** was called the Taiping rebellion.
5. The English became very interested in China because **they** thought they could increase trade.
6. The China Evangelization Society contacted Hudson to ask **him** to leave for China in 1853.
7. After receiving **his** parents’ permission, Hudson left.
8. Hudson landed at **his** destination of Shanghai on March 1, 1854.

A series of 28 horizontal red lines, evenly spaced, covering most of the page. The lines are thin and light red in color. They are positioned on a white background, with a vertical orange gradient bar on the left side of the page.

13A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that mean *to retard evil*

protect preserve
maintain arrest
sustain guard

Character qualities needed *to retard evil*

integrity incorruptibility
consistency courage
vigor discernment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When you eat something salty, you get thirsty. Your body needs water, so being thirsty reminds you to drink something. This helps your body get the water it needs so it can be more healthy.

EXTENSION

When some people speak, their words make you want to hear more of what they are saying. Some words make you curious. Good words can make you curious to learn more about good things. Just as salt helps your food taste better, so our words can help others want to know more truth.

FURTHER EXTENSION

Sometimes a horse's owner will put salt on the horse's food. The salt makes the horse want to drink more water. This is called "salting the oats." In a similar way, we can use good words to help make others around us want to know more about Jesus.

—Parent Guide Planner 13

2. Spelling: Long and Short Double *o* (Examples: food, good, look)

BASIC LEVEL

1. look
2. groom
3. book
4. soon
5. hoot
6. snoop
7. food
8. too

EXTENSION

9. bloom
10. troop
11. school
12. tooth

FURTHER EXTENSION

13. outlook
14. goodness
15. textbook

TT: The differences in the two sounds of *oo* are very slight. Some students hear them very clearly, while others do not hear them at all. It is good to classify double *o* words, but the ability to hear the difference is not vital to spelling double *o* words.

Day Two

3. **Editor Duty:** Correct Given Paragraph(s)
(Ending Punctuation)

4. **Composition:** Edit and Revise

Day Three

5. **Grammar/Punctuation:** Subordinators

Day Four

6. **Grammar/Sentence Structure:**
Subordinate Clauses

Day Five

7. **Spelling:** Spelling Test

8. **Dictation:** Dictation Quiz

9. **Composition:** Final Copy Original
Biographical Essay

Extra Practice (Optional)

13A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that mean *to retard evil*

protect preserve
maintain arrest
sustain guard

Character qualities needed *to retard evil*

integrity incorruptibility
consistency courage
vigor discernment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When you eat something salty, you get thirsty. Your body needs water, so being thirsty reminds you to drink something. This helps your body get the water it needs so it can be more healthy.

EXTENSION

When some people speak, their words make you want to hear more of what they are saying. Some words make you curious. Good words can make you curious to learn more about good things. Just as salt helps your food taste better, so our words can help others want to know more truth.

FURTHER EXTENSION

Sometimes a horse's owner will put salt on the horse's food. The salt makes the horse want to drink more water. This is called "salting the oats." In a similar way, we can use good words to help make others around us want to know more about Jesus.

—Parent Guide Planner 13

2. Spelling: Long and Short Double *o* (Examples: food, good, look)

BASIC LEVEL

1. look
2. groom
3. book
4. soon
5. hoot
6. snoop
7. food
8. too

EXTENSION

9. bloom
10. troop
11. school
12. tooth

FURTHER EXTENSION

13. outlook
14. goodness
15. textbook

TT: The differences in the two sounds of *oo* are very slight. Some students hear them very clearly, while others do not hear them at all. It is good to classify double *o* words, but the ability to hear the difference is not vital to spelling double *o* words.

Day Two

3. Editor Duty: Correct Given Paragraph(s)
(Ending Punctuation)

4. Composition: Edit and Revise

Day Three

5. Grammar/Punctuation: Subordinators

6. Grammar/Sentence Structure:
Subordinate Clauses

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original
Biographical Essay

Extra Practice (Optional)

13A Week 4 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first two paragraphs, highlight all of the ending punctuation marks.

Hudson Taylor was a young man when he felt the call to China. He had wanted to go when he was a little boy. Now he was sure it was what God wanted. He went to medical school to be trained. He wanted to be ready to serve God in this way.

He also wanted to learn to trust God. He did this in several ways. He would not ask for his paycheck. Instead, he asked God to tell his employer to pay him. His check was never a moment too late. He sometimes would give away the last of his money. God always made sure he had money when he needed it.

He did go to China. He never asked anyone but God for money. God always provided it. Hudson traveled all over China telling people the Good News of Jesus Christ. Many Chinese people came to know God. He also brought many other missionaries to China. He encouraged them to go throughout the world. Many Christians took the Gospel to all parts of the world because of Hudson Taylor.

❑ 5c. In the sentences provided, highlight the subordinators.

1. **When** we taste our food, salt plays a key role in helping us do so.
2. **Because** of the tongue's importance and the analogies between taste and hearing, it is important that we learn about the tongue and its functions.
3. **Since** our primary function is to be a witness of God's truth, it is important that we learn about the hearing of the ear.
4. **Although** our tongues are covered by millions of little cells, these can all be grouped into four categories.
5. **Though** these four types are saltiness, sweetness, sourness, and bitterness, the first taste we sense is saltiness.
6. **Because** the front of our tongues have the saltiness taste buds, the first taste we perceive in anything we chew is saltiness.
7. **Though** the taste buds taste our food, they also help protect us.
8. **When** children express stronger likes and dislikes regarding food than adults do, it shows that they have more taste buds than adults have.

9. **Although** babies have about 250 taste buds, adults only have about 90.
10. **Because** adults lose their ability to taste small differences, they can enjoy more foods than children can.

6d. In the sentences provided, highlight the entire subordinate clause with one color and the comma following the subordinate clause with another color.

1. **When we taste our food**, salt plays a key role in helping us do so.
2. **Because of the tongue's importance and the analogies between taste and hearing**, it is important that we learn about the tongue and its functions.
3. **Since our primary function is to be a witness of God's truth**, it is important that we learn about the hearing of the ear.
4. **Although our tongues are covered by millions of little cells**, these can all be grouped into four categories.
5. **Though these four types are saltiness, sweetness, sourness, and bitterness**, the first taste we sense is saltiness.
6. **Because the front of our tongues has the saltiness taste buds**, the first taste we notice in anything we chew is saltiness.
7. **Though the taste buds taste our food**, they also help protect us.
8. **When children express stronger likes and dislikes regarding food than adults do**, it shows that they have more taste buds than adults have.
9. **Although babies have about 250 taste buds**, adults only have about 90.
10. **Because adults lose their ability to taste small differences**, they can enjoy more foods than children can.

14A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words which describe *the process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The kidneys' main job is to cleanse the blood. Most people have two kidneys. Kidneys are brownish red in color. They are located on each side of your spine about two-thirds of the way down your back.

EXTENSION

Both kidneys work all the time. Yet, if one is damaged, the remaining kidney can do the job of both. Without kidneys, the body would become so filled with impurities that it would poison itself to death within a few days.

FURTHER EXTENSION

The kidneys filter all of your blood over twenty times each day. They also help keep important things in the body in balance. One of the things kidneys balance is salt. Kidneys are always checking the blood to see if there is the right amount of salt present.

—*Parent Guide Planner 14*

2. Spelling: Other Spellings for the Long Double o Sound (Examples: feud, threw)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|---------|---------|---------|
| 1. new | 7. glue | 9. knew |
| 2. dew | 8. sue | 10. due |
| 3. pew | | |
| 4. chew | | |
| 5. blue | | |
| 6. cue | | |

TT: Beside *oo* saying the long double *o* sound as in *boot*, there are often other spellings for this sound such as *eu*, *ew*, and *ue*.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences
(You may use up to seven words for sentence three.)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

Day Three

5. Structural Analysis: Plural Nouns

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

Day Four

7. Grammar: Noun Markers (Articles)

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

14A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words which describe *the process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The kidneys' main job is to cleanse the blood. Most people have two kidneys. Kidneys are brownish red in color. They are located on each side of your spine about two-thirds of the way down your back.

EXTENSION

Both kidneys work all the time. Yet, if one is damaged, the remaining kidney can do the job of both. Without kidneys, the body would become so filled with impurities that it would poison itself to death within a few days.

FURTHER EXTENSION

The kidneys filter all of your blood over twenty times each day. They also help keep important things in the body in balance. One of the things kidneys balance is salt. Kidneys are always checking the blood to see if there is the right amount of salt present.

—Parent Guide Planner 14

2. Spelling: Other Spellings for the Long Double o Sound (Examples: feud, threw)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|---------|---------|---------|
| 1. new | 7. glue | 9. knew |
| 2. dew | 8. sue | 10. due |
| 3. pew | | |
| 4. chew | | |
| 5. blue | | |
| 6. cue | | |

TT: Beside *oo* saying the long double *o* sound as in *boot*, there are often other spellings for this sound such as *eu*, *ew*, and *ue*.

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences
(You may use up to seven words for sentence three.)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

Day Two

5. Structural Analysis: Plural Nouns

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

Day Three

7. Grammar: Noun Markers (Articles)

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

14A Week 1 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the spelling errors.

Christians are not defeated all at **onc** . It begins slowly. **F**irst, the devil tries to **taik** our love for **G**od. He will try to put people and things in our lives that take our **thime** . **T**his gives us no time to love the things of God. **W**e **los** interest in His commandments. Then the new things we are loving make us love the world. (**once, take, time, lose**)

When our love for **G**od is lessened, many things happen. We lose our savor. We are less salty. We cannot win spiritual battles. **W**e are defeated again and again. **G**od's enemies become more powerful.

Another thing that happens is that we do not attract others to **G**od. **N**on-**C**hristians see **our** love for the world. It makes us like them. **T**hey are not attracted by our salt because we are not being good salt. Only complete love of **G**od will make us salty.

❑ 5b. On the lines provided, make the words plural.

- | | |
|---------------------------------|------------------------|
| 1. <u>Christians</u> | 17. <u>peacemakers</u> |
| 2. <u>ambassadors</u> | 18. <u>halves</u> |
| 3. <u>fish</u> or <u>fishes</u> | 19. <u>disciples</u> |
| 4. <u>apostles</u> | 20. <u>leaves</u> |
| 5. <u>children</u> | 21. <u>altos</u> |
| 6. <u>kingdoms</u> | 22. <u>babies</u> |
| 7. <u>dividers</u> | 23. <u>flies</u> |
| 8. <u>men</u> | 24. <u>sopranos</u> |
| 9. <u>churches</u> | 25. <u>fries</u> |
| 10. <u>deer</u> | 26. <u>hutches</u> |
| 11. <u>geese</u> | 27. <u>guys</u> |
| 12. <u>oxen</u> | 28. <u>toes</u> |
| 13. <u>ashes</u> | 29. <u>stores</u> |
| 14. <u>notches</u> | 30. <u>books</u> |
| 15. <u>sandals</u> | 31. <u>tornadoes</u> |
| 16. <u>hills</u> | |

Teacher Tip: Do not consider any sentences wrong in the Editor Duty 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.



Lined writing area with 25 horizontal red lines.

14A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words which describe *the process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Elisha showed he was a good servant to Elijah. The Lord gave Elisha two times as much spiritual power as Elijah had. Elisha had a servant named Gehazi.

EXTENSION

One day a woman's son died. She got on a donkey and hurried to meet Elisha. Elisha told Gehazi to put his rod on the dead boy. Gehazi did this, but it did not work. Elisha had to go himself to raise the boy from the dead.

FURTHER EXTENSION

Later, Gehazi showed that he was more concerned about material things than about the things of God. He coveted and took a reward that did not belong to him. Because of this, he was judged by God. —*Wisdom Booklet 14*

2. Spelling: Ng Sounds (Examples: sing, song, sang, sung)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|-----------|------------|
| 1. rung | 7. strong | 9. evening |
| 2. ding | 8. thing | 10. lining |
| 3. pang | | |
| 4. long | | |
| 5. wrong | | |
| 6. ring | | |

TT: *Ng* following a vowel sometimes makes the vowel sound slightly different than it would sound without the *ng*.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Plural Nouns)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

Day Three

5. **Structural Analysis:** Possessive Nouns

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

Day Four

7. **Punctuation:** Capitalization Rules

8. **Composition:** Edit and Revise

Day Five

9. **Spelling:** Spelling Test

10. **Dictation:** Dictation Quiz

11. **Composition:** Final Copy Informative Essay

Extra Practice (Optional)

14A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words which describe *the process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Elisha showed he was a good servant to Elijah. The Lord gave Elisha two times as much spiritual power as Elijah had. Elisha had a servant named Gehazi.

EXTENSION

One day a woman's son died. She got on a donkey and hurried to meet Elisha. Elisha told Gehazi to put his rod on the dead boy. Gehazi did this, but it did not work. Elisha had to go himself to raise the boy from the dead.

FURTHER EXTENSION

Later, Gehazi showed that he was more concerned about material things than about the things of God. He coveted and took a reward that did not belong to him. Because of this, he was judged by God. —*Wisdom Booklet 14*

2. Spelling: Ng Sounds

(Examples: sing, song, sang, sung)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|-----------|------------|
| 1. rung | 7. strong | 9. evening |
| 2. ding | 8. thing | 10. lining |
| 3. pang | | |
| 4. long | | |
| 5. wrong | | |
| 6. ring | | |

TI: *Ng* following a vowel sometimes makes the vowel sound slightly different than it would sound without the *ng*.

3. Editor Duty: Correct Given Paragraph(s)

(Plural Nouns)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

5 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

5. Structural Analysis: Possessive Nouns

Day Three

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

7. Punctuation: Capitalization Rules

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

14A Week 2 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the plural nouns.

BASIC LEVEL: Highlight three plural nouns.

EXTENSION: Highlight four plural nouns.

FURTHER EXTENSION: Highlight five plural nouns.

Ministries have different **purposes** and **missions**. Some reach out to **non-Christians**. Some **ministries** help **believers** to grow. However all **ministries** have some **things** in common. The **workers** can twist the vision of the leader. **E**very large ministry has to have **workers** to keep it going. **T**he different **types** of **workers** decide what will happen to the ministry after the leader dies. **S**ome **workers** will destroy a **ministry**, and some **workers** will help a ministry.

People make every decision based on what they already believe. If someone believes something that is wrong, his decisions will be wrong. **W**hen these people are put in charge of ministries, they will make the wrong decisions. Hudson **T**aylor's ministry kept this kind of people away. He would not tell people about what he needed. **P**eople who thought like the world thought this was crazy. They stayed away.

Some people join ministries because they want to leave other authorities. If a son is having trouble with his father, he will try to leave home quickly. He may go to a ministry to get away from the orders of his parents. **A**fter he is in the ministry for a time, he will have problems with someone else in charge. **H**e will say he just does not like the person, but it is more than that. He did not solve the problems at home, so he will not get along with any authorities.

□ 5b. Make the nouns provided possessive, and give them something to own.

Example: seas—seas' waves

- | | | | |
|------------------------|----------------------|----------------------|---------------------|
| 1. merchant's | 5. churches' | 9. nation's | 13. witness' |
| 2. government's | 6. disciple's | 10. bodies' | 14. men's |
| 3. earth's | 7. Christ's | 11. cross' | 15. God's |
| 4. believers' | 8. people's | 12. century's | 16. seed's |

Teacher Tip: Do not consider any sentences wrong in the Editor Duty in which your student combined sentences with a semicolon rather than by inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

□ **7b.** In the paragraph provided, highlight and correct the capitalization errors.

You can read about the story of Lot in the Bible. It is also in our Wisdom Booklet this month. God judged Sodom and Gomorrah for their wickedness and lack of Godly people. When Lot came into Sodom, he was a just man, but he did not influence the city or his family. Rather than influencing the city for God, Lot allowed the city to influence his family for ungodliness. When Lot and his family fled, his wife looked back and turned into a pillar of salt. That was the end of Sodom and Gomorrah—and the end of Lot's wife.

□ **7c. EXTENSIONS:** In your notebook, rewrite the paragraph provided, capitalizing the words that should be capitalized.

You can read about the story of Lot in the Bible. It is also in our Wisdom Booklet this month. God judged Sodom and Gomorrah for their wickedness and lack of Godly people. When Lot came into Sodom, he was a just man, but he did not influence the city or his family. Rather than influencing the city for God, Lot allowed the city to influence his family for ungodliness. When Lot and his family fled, his wife looked back and turned into a pillar of salt. That was the end of Sodom and Gomorrah—and the end of Lot's wife.

Extra Practice (Optional)

1E. In the sentences provided, highlight the capitalized words.

1. In order to avoid the salt tax of the Roman government, a merchant bought a huge quantity of salt from Cyprus and hid it in sixty-five cabins.
2. The damp, earthen floors drew up moisture and dissolved the salt into the ground.
3. The worthless mounds that remained had to be thrown out into the roads to be trodden under foot.
4. God judged Sodom and Gomorrah for their wickedness.
5. When Lot came into Sodom, he was a just man.
6. He did not influence Sodom for God.
7. Lot's wife turned into a pillar of salt.
8. Christians who were truly the "salt of the earth" brought about the Reformation in Germany.
9. Hitler carried humanistic thinking to its ultimate conclusion.
10. Corinth was a seaport populated by wicked people and by Christians who had become carnal.

14A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words which describe *the process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Ananias and Sapphira became bad examples. They wanted the people in the early Church to praise them for doing good deeds and giving to the Church! Since coveteousness was in their hearts, they lied to the Holy Spirit.

EXTENSION

When Ananias and Sapphira lied, God justly punished them. They became useless to God. He punished them with death for lying to the Holy Spirit.

FURTHER EXTENSION

Unlike Ananias and Sapphira, Paul tried hard to remain pure. He did not want to become worthless to God. Paul kept his body under strict discipline. He walked humbly by the power of God's Spirit.

—*Wisdom Booklet 14*

2. Spelling: Sounds of *ch* (Examples: Christ, chum, chivalry)

BASIC LEVEL	EXTENSION	FURTHER EXTENSION
-------------	-----------	-------------------

1. chat	9. church	11. leech
2. cheer	10. chef	12. Christmas
3. cheat		
4. chief		
5. churn		
6. chide		
7. child		
8. chap		

TT: 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*.

Day Two

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

4. Study Skills/Prewriting: Outline Original Paragraphs for a Biographical Essay

Paragraph One of Body

Topic of Paragraph 1 _____

5–7 Sentences (EXTENSIONS: 6–8)

Paragraph Two of Body

Topic of Paragraph 2 _____

5–7 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

6–8 Sentences

Day Three

5. Sentence Structure: Clauses vs. Sentences

6. Composition/Creative Writing: Write an Original Biographical Essay (Rough Draft of Body)

7. Grammar: Subordinators

Day Four

8. Study Skills/Prewriting: Take Notes for an Original Opening Paragraph

9. Grammar and Sentence Structure: Subordinate Clauses

10. Composition/Creative Writing: Write an Original Opening Paragraph

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

Extra Practice (Optional)

14A Week 3 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words which describe *the process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Ananias and Sapphira became bad examples. They wanted the people in the early Church to praise them for doing good deeds and giving to the Church! Since covetousness was in their hearts, they lied to the Holy Spirit.

EXTENSION

When Ananias and Sapphira lied, God justly punished them. They became useless to God. He punished them with death for lying to the Holy Spirit.

FURTHER EXTENSION

Unlike Ananias and Sapphira, Paul tried hard to remain pure. He did not want to become worthless to God. Paul kept his body under strict discipline. He walked humbly by the power of God's Spirit.

—*Wisdom Booklet 14*

2. Spelling: Sounds of *ch* (Examples: Christ, chum, chivalry)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|-----------|---------------|
| 1. chat | 9. church | 11. leech |
| 2. cheer | 10. chef | 12. Christmas |
| 3. cheat | | |
| 4. chief | | |
| 5. churn | | |
| 6. chide | | |
| 7. child | | |
| 8. chap | | |

TT: The letters *c* and *h* together form what is called a consonant digraph. A consonant digraph is different from a consonant blend in that each sound of the consonant does not continue to make its original sound. The two consonants together now form a new sound. *Ch* is often more confusing than the others because it makes at least three different sounds. The true *ch* digraph makes the *ch* sound as in *choo-choo*.

3. Editor Duty: Correct Given Paragraph(s)

(Capitalization)

4. Study Skills/Prewriting: Outline Original Paragraphs for a Biographical Essay

Paragraph One of Body

Topic of Paragraph 1 _____

5–7 Sentences (EXTENSIONS: 6–8)

Paragraph Two of Body

Topic of Paragraph 2 _____

5–7 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

6–8 Sentences

Day Two

5. Sentence Structure: Clauses vs. Sentences

6. Composition/Creative Writing: Write an Original Biographical Essay (Rough Draft of Body)

7. Grammar: Subordinators

Day Three

8. Study Skills/Prewriting: Take Notes for an Original Opening Paragraph

9. Grammar and Sentence Structure: Subordinate Clauses

10. Composition/Creative Writing: Write an Original Opening Paragraph

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

Extra Practice (Optional)

14A Week 3 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight and capitalize the words that should be capitalized.

One of the lowest places on earth is the **Dead Sea**. **The Dead Sea** is the saltiest sea on the earth. **Salt** water helps in many different ways, but when it is too salty, it is useless. **This** is what happens in the **Dead Sea**. **The Dead Sea** valley was made when **Sodom** and **Gomorrah** were destroyed. **God** judged sin, and the entire valley became useless.

Nothing can live in the Dead Sea. The salt and other minerals kill everything in it. Not even tiny life forms can survive. Brine shrimp normally live in salt water. In the **Dead Sea**, there is too much salt for them to live. **Birds** will not even hunt near the Dead Sea because they know nothing lives there.

The reason the Dead **Sea** has so much salt in it is that it always receives and never gives. **The** Jordan River empties into the **Dead Sea**. It is joined by many other rivers, and they all end in the Dead Sea. **The** problem is that the Dead Sea never has anything flow out of it. The water stays in the same place. Some of the water will evaporate into the air, but salt does not evaporate. All of the salt just stays there. **Because** the Dead **Sea** never gives its salt away, it becomes saltier.

□ 5b. Read the phrases provided, and put a C next to the ones that are clauses instead of complete sentences and an S next to the ones that are sentences.

1. The Lord has called us to be effective. **S**
2. When we are not effective. **C**
3. The Lord is a God of mercy. **S**
4. He is also a God of justice. **S**
5. Since He wants us to be effective. **C**
6. We should be effective. **S**
7. If we are not. **C**
8. We are like salt. **S**
9. Because we have a choice. **C**
10. Although we can be useful. **C**
11. We must ignore the world. **S**
12. Our minds cannot be focused in two places. **S**

❑ **7c.** In the sentences provided, highlight the subordinators.

1. **When** salt is mixed with other things, it is no longer pure.
2. **If** salt loses its savor, it is good for nothing.
3. **Because** we need pure salt, we must purify it.
4. **Although** we should love God, sometimes we love the world more.
5. **If** that happens, we lose our usefulness.
6. **Though** God loves us, He hates uselessness.
7. **When** we lose our effectiveness, we are like impure salt.
8. **If** we are effective, we are like pure salt.
9. **Although** bad salt is useless, good salt is necessary.
10. **Though** God cannot use us when we mix with the world, He can use us if we are willing to be separate from the world.

❑ **9d.** In each sentence provided, highlight the subordinate clause opener with one color, and highlight the subordinator itself with a different color.

1. **Though** Nehemiah had a vision , others did not have the same direction.
2. **Because** they had lost their usefulness , they were not given such a vision.
3. **Since** there were two people who did not want God's people to be strong , Nehemiah avoided these two.
4. **Though** they tried their best to set up a meeting with him , Nehemiah refused.
5. **Because** he knew they wanted to stop him , Nehemiah told them that God would prosper the people of Jerusalem.
6. **Because** Nehemiah kept this "bad salt" from mixing with the good , God blessed his work.
7. **When** personal disciplines are neglected , we have a form of godliness without power.
8. **Since** they do not get the same results , Christians resort to new methods.
9. **Although** men have been looking for better methods , God has been looking for better men.
10. **Though** methods may be helpful , they can never replace the power of the Spirit.

14A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words which describe *the process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

"What a sight!" exclaimed Frank.

"Yes, indeed," said Father. "And to think that the little snowflake has done all this damage."

"I never thought of that," said Frank.

"But it's true," replied Father. "Snowflakes may be small, and one of them will melt on your finger in an instant, but their habit of sticking together makes them dangerous. One seems to attract another, and when they meet together, they absorb the next thing to fall on them, until finally the first two have grown so large and so heavy that nothing can withstand their weight."

EXTENSION

"Interesting, isn't it," said Frank.

"Very," said Father, "and it reminds me of sin."

"Of sin?" said Frank.

FURTHER EXTENSION

"Yes, of sin. One sin may be very small and easily forgiven and forgotten. But sin doesn't like to dwell alone. A person who tells one lie almost always has to tell ten more to cover up the first one. If he is not found out soon, he will keep on telling them by the hundreds to cover up those he has told already, until at last some disaster befalls him as the result of his wrongdoing."

—*Uncle Arthur's Bedtime Stories*

2. Spelling: Letter *a* Says Short *o* Sound (Examples: talk, small, taught, always)

BASIC LEVEL	EXTENSION	FURTHER EXTENSION
-------------	-----------	-------------------

1. gall	9. small	13. almost
2. talk	10. befall	14. already
3. what	11. always	
4. fall	12. taught	
5. raw		
6. paw		
7. all		
8. walk		

TT: The following groups are examples of unusual letter combinations that make the short *o* sound: *a, ald, alk, all, au, augh, aw.*

Day Two

3. **Editor Duty:** Correct Given Paragraph(s)
(Subordinators)

4. **FURTHER EXTENSION:**

Study Skills/Prewriting: Take Notes for an Original Closing Paragraph for a Biographical Essay

Day Three

5. **FURTHER EXTENSION:**

Composition/Creative Writing: Write an Original Closing Paragraph for a Biographical Essay

6. **Grammar:** Interjections

Day Four

7. **Composition:** Edit and Revise

8. **Grammar/Sentence Structure:** Quotations and Speech Tags

9. **Sentence Structure:** SSS5—Super Short Sentence of Five Words or Fewer

Day Five

10. **Spelling:** Spelling Test

11. **Dictation:** Dictation Quiz

12. **Composition/Creative Writing:** Final Copy Original Biographical Essay

Extra Practice (Optional)

14A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words which describe *the process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

"What a sight!" exclaimed Frank.

"Yes, indeed," said Father. "And to think that the little snowflake has done all this damage."

"I never thought of that," said Frank.

"But it's true," replied Father. "Snowflakes may be small, and one of them will melt on your finger in an instant, but their habit of sticking together makes them dangerous. One seems to attract another, and when they meet together, they absorb the next thing to fall on them, until finally the first two have grown so large and so heavy that nothing can withstand their weight."

EXTENSION

"Interesting, isn't it," said Frank.

"Very," said Father, "and it reminds me of sin."

"Of sin?" said Frank.

FURTHER EXTENSION

"Yes, of sin. One sin may be very small and easily forgiven and forgotten. But sin doesn't like to dwell alone. A person who tells one lie almost always has to tell ten more to cover up the first one. If he is not found out soon, he will keep on telling them by the hundreds to cover up those he has told already, until at last some disaster befalls him as the result of his wrongdoing."

—*Uncle Arthur's Bedtime Stories*

2. Spelling: Letter a Says Short o Sound (Examples: talk, small, taught, always)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|---------|------------|-------------|
| 1. gall | 9. small | 13. almost |
| 2. talk | 10. befall | 14. already |
| 3. what | 11. always | |
| 4. fall | 12. taught | |
| 5. raw | | |
| 6. paw | | |
| 7. all | | |
| 8. walk | | |

TT: The following groups are examples of unusual letter combinations that make the short o sound: *a, ald, alk, all, au, augh, aw.*

3. Editor Duty: Correct Given Paragraph(s)

(Subordinators)

Day Two

4. FURTHER EXTENSION:

Study Skills/Prewriting: Take Notes for an Original Closing Paragraph for a Biographical Essay

5. FURTHER EXTENSION:

Composition/Creative Writing: Write an Original Closing Paragraph for a Biographical Essay

6. Grammar: Interjections

Day Three

7. Composition: Edit and Revise

8. Grammar/Sentence Structure: Quotations and Speech Tags

9. Sentence Structure: SSS5—Super Short Sentence of Five Words or Fewer

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition/Creative Writing: Final Copy Original Biographical Essay

Extra Practice (Optional)

14A Week 4 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the last paragraph, highlight the subordinator.

Hundreds of years ago in Germany, there was a revival. A determined Christian monk named Martin Luther started the Reformation there. He nailed onto a church door a list of sins that the Church had done. **T**hey were called the Ninety-Five Theses. The Catholic Church became angry at him. **T**he Emperor called him to a meeting at a town called Worms. The leaders of the **C**atholic **C**hurch were going to make **M**artin **L**uther pay for what he did.

It took **M**artin **L**uther a long time to get to the meeting. In several towns, he stopped and preached the Gospel. His enemies made fun of him. They were trying to turn the people away from him. **L**uther's enemies wanted him dead. He would not even come unless the Emperor told him that he could go home safely. Finally, **M**artin **L**uther and the men he was meeting with were all at **W**orms.

The meeting was more like a trial. The leader of the meeting asked if **L**uther wrote pamphlets and books. Martin **L**uther said he did. Everyone knew he did. **T**he men told **M**artin **L**uther that he had to admit that he was wrong in what he wrote. **M**artin **L**uther said he would not. **I**f **G**od convicted him that it was wrong, he would say it was wrong. **H**e said he could not do anything else. Martin **L**uther's courage gave all of the other people the boldness to say the Church was wrong.

□ 6d. In the sentences provided, highlight and punctuate the interjections.

Remember: When you use an exclamation mark, use a capital letter for the next word since you are starting a new sentence.

1. **My !** **H**ow sin can multiply. (or a comma)
2. **Wow !** Martin Luther was brave. (or a comma)
3. **No ,** he would not recant. (or an exclamation mark)
4. **Yes ,** he was in the right. (or an exclamation mark)
5. **Oh ,** I do not want to be ineffective. (or an exclamation mark)
6. **Well ,** we all can be salt.
7. **Yes ,** but we all do not choose to be good salt.
8. **Wow ,** how can we be salt then? (or an exclamation mark)

15A Week 1 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Actions of *those who are light*

illuminate mirror
pattern activate
guide

Characteristics of *those who are light*

truthful precise
dependable persuasive
perceptive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Your face reveals your attitude; it shows if you are joyful or sad. A cheerful countenance can be an encouragement to others. Your face can actually “speak” louder than your words.

EXTENSION

A smile brightens the face, giving it a healthy glow. It causes the eyes to sparkle and the facial muscles to be relaxed. A smile reveals a cheerful attitude and draws others to you.

FURTHER EXTENSION

A sad countenance shows a selfish attitude. It makes others wonder what is causing you to frown. People tend to look away from a frown because it makes them feel awkward. A smile says, “I care,” and “I am joyful.” People tend to smile back when you smile at them.
—*Wisdom Booklet 15*

2. Spelling: Suffixes That Do Not Change the Spelling of the Root Word (Example: truthful)

BASIC LEVEL

1. hurt—hurtful
2. thank—thankful
3. joy—joyful
4. truth—truthful
5. help—helpful

EXTENSION

6. cheer—cheerful
7. will—willful

FURTHER EXTENSION

8. watch—watchful
9. insight—insightful
10. flavor—flavorful

TT: 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*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

(You may divide sentence one into two sentences at the semicolon if you desire.)

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

Day Three

5. Grammar: Be, a Helper, Link Verbs

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

Day Four

7. Punctuation: Semicolon Usage

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

15A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Actions of *those who are light*

illuminate mirror
pattern activate
guide

Characteristics of *those who are light*

truthful precise
dependable persuasive
perceptive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Your face reveals your attitude; it shows if you are joyful or sad. A cheerful countenance can be an encouragement to others. Your face can actually “speak” louder than your words.

EXTENSION

A smile brightens the face, giving it a healthy glow. It causes the eyes to sparkle and the facial muscles to be relaxed. A smile reveals a cheerful attitude and draws others to you.

FURTHER EXTENSION

A sad countenance shows a selfish attitude. It makes others wonder what is causing you to frown. People tend to look away from a frown because it makes them feel awkward. A smile says, “I care,” and “I am joyful.” People tend to smile back when you smile at them. —*Wisdom Booklet 15*

2. Spelling: Suffixes That Do Not Change the Spelling of the Root Word (Example: truthful)

BASIC LEVEL

1. hurt—hurtful
2. thank—thankful
3. joy—joyful
4. truth—truthful
5. help—helpful

EXTENSION

6. cheer—cheerful
7. will—willful

FURTHER EXTENSION

8. watch—watchful
9. insight—insightful
10. flavor—flavorful

TT: 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*).

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences
(You may divide sentence one into two sentences at the semicolon if you desire.)

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

5. Grammar: Be, a Helper, Link Verbs

Day Three

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

7. Punctuation: Semicolon Usage

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

15A Week 1 Answer Keys

□ **2b.** On the lines provided, complete the following steps at the level directed by your teacher.

1. In the first column, copy the root words.
2. In the next column, add the suffix *ful* to the root words.

- | | |
|---------------------|-----------------------|
| 1. <u>hurt/ful</u> | 6. <u>cheer/ful</u> |
| 2. <u>thank/ful</u> | 7. <u>will/ful</u> |
| 3. <u>joy/ful</u> | 8. <u>watch/ful</u> |
| 4. <u>truth/ful</u> | 9. <u>insight/ful</u> |
| 5. <u>help/ful</u> | 10. <u>flavor/ful</u> |

□ **3.** Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. **EXTENSIONS:** In the third paragraph, highlight the spelling errors and correct them, if you have not already done so.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Christ is the only true source of light. It is our job to show God's light. When Christ lives in us, we can shine God's light. When we are shining God's light, others can see that we are different. They want to have the light also.

There are many different parts of light. It does many different things. Christians must do the same things. Light attracts others. People want to be near the light and warmth of a fire. In the same way, Christians should attract others. They should be so joyful and kind that others want to be around them.

Light is warm. It gives of heat. Those around it feel the warmth and enjoy it. Christians should also show God's warmth by being kinde and loving. God commanded us to love each other. When we love each other, we show others we are different because the world cannot love like God can. Christians cannot either, unless Christ is with thim. (off, enjoy, kind, them)

□ **5c.** In the sentences provided, highlight the Be, a Helper, Link verbs.

Note: Some of the BHL verbs will be by themselves, and some of them will be helpers with a base verb.

1. Joseph was in a position of leadership.
2. Esther was a queen.
3. Daniel was a light to the king.
4. To illuminate is to give light.
5. A *luminary* is a heavenly body.
6. To darken is the opposite of to illuminate.

7. Nathan **had** illuminated truth for David.
8. David's judgment **was** clouded.
9. Nathan **had** shown David his error.
10. David **was** not **being** just.
11. Nathan **was** truthful.
12. We **should** reflect God's truth.
13. Christians **should** mirror His truth.
14. God **has** made us in His image.
15. Our lives **are** to **be** what others **should** pattern.
16. Christians **should** activate leadership.
17. Activating **is** an action that **is** done.
18. A Christian **can** guide others.
19. He **can** show the way.
20. A guide **is** someone who **can** see ahead.
21. A guide **must** watch out for danger.
22. Jesus **has** promised us that the Holy Spirit **will** guide us.
23. A wise person **will** use truth to warn others of danger.
24. A smile **will** show warmth.
25. A warm Christian **will be** compassionate.

□ 7b. In the sentences provided, combine the two sentences in each set by using a semicolon.

Note: Remember that the sentence after the semicolon should not begin with a capital letter.

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

1. When we see people, we notice outward differences first; we also detect differences in various unchangeable features.
2. Jesus told His disciples to pray that God would send out laborers into His harvest; even a few laborers can be effective if they are perceptive to the needs of others.
3. The more we see the real needs of people, the more we are able to recognize the wide scope of resources that God gives us; by seeing others' needs, we can distinguish that good and perfect will of God.
4. We must be in a constant attitude of prayer for ourselves and others; we must also learn how to ask others appropriate questions about their needs for prayer.
5. As our lives are in tune with the Spirit of God, He will give us discernment; thus, we will not misinterpret the real needs of the people around us.
6. One who discerns will examine himself before evaluating the actions of others; one who judges will condemn others for their visible problems without seeing the roots of those problems.
7. One who discerns will check all the facts before reaching a conclusion; one who judges will form opinions on first impressions or hearsay.
8. A discerning Christian is one who detects a fault in another and is able to give him clear direction; he is then able to restore an offending brother rather than rejecting him.
9. Jesus instructed His disciples to perceive the spiritual needs of the people around them; He compared those multitudes to fields of a ready harvest.
10. *To discern* means "to see with understanding"; *to misjudge* means "to see without understanding."

15A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Actions of *those who are light*

illuminate mirror
pattern activate
guide

Characteristics of *those who are light*

truthful precise
dependable persuasive
perceptive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Their plan was simple. Doing the job of a peddler, these men carried boxes of wares door to door. When they came into a house to sell small things, they would hint about something they had that was worth much more. They would show this if the people wanted to see it.

EXTENSIONS

They would show a hidden Bible. Then they would tell the family about Jesus, the one who wrote this precious Book. They told the family to open their hearts to Jesus because He is the Light of the world.

—*Wisdom Booklet 15*

2. Spelling: Double Consonant in the Middle of a Word = First Syllable Short

BASIC LEVEL

1. hid/den
2. bles/sing
3. hap/py
4. mis/sing
5. hap/pen
6. got/ten

EXTENSION

7. ad/ded
8. pat/tern
9. bud/ding
10. can/not

FURTHER EXTENSION

11. mes/sage
12. clap/ping
13. car/ry
14. mir/ror

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Be, a Helper, Link Verbs; Semicolons)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences

Day Three

5. **Grammar/Sentence Structure:** OCCTI (Five Things in a Paragraph)

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

7. **Grammar:** Subject Part and Predicate Part

Day Four

8. **Study Skills/Prewriting:** Write an Outline for an Original Opening Paragraph

9. **Composition/Creative Writing:** Write an Original Opening Paragraph

10. **Composition:** Edit and Revise

Day Five

11. **Spelling:** Spelling Test

12. **Dictation:** Dictation Quiz

13. **Composition:** Final Copy Informative Essay

Extra Practice (Optional)

15A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Actions of *those who are light*

illuminate mirror
pattern activate
guide

Characteristics of *those who are light*

truthful precise
dependable persuasive
perceptive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Their plan was simple. Doing the job of a peddler, these men carried boxes of wares door to door. When they came into a house to sell small things, they would hint about something they had that was worth much more. They would show this if the people wanted to see it.

EXTENSIONS

They would show a hidden Bible. Then they would tell the family about Jesus, the one who wrote this precious Book. They told the family to open their hearts to Jesus because He is the Light of the world.

—*Wisdom Booklet 15*

2. Spelling: Double Consonant in the Middle of a Word = First Syllable Short

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1. hid/den
2. bles/sing
3. hap/py
4. mis/sing
5. hap/pen
6. got/ten

EXTENSION

7. ad/ded
8. pat/tern
9. bud/ding
10. can/not

FURTHER EXTENSION

11. mes/sage
12. clap/ping
13. car/ry
14. mit/ror

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

3. Editor Duty: Correct Given Paragraph(s)

(Be, a Helper, Link Verbs; Semicolons)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences

Day Two

5. Grammar/Sentence Structure:

OCCTI (Five Things in a Paragraph)

6. Composition/Creative Writing: Write a

Rough Draft From a Key Word Outline

7. Grammar: Subject Part and Predicate Part

Day Three

8. Study Skills/Prewriting: Write an Outline for an Original Opening Paragraph

9. Composition/Creative Writing:

Write an Original Opening Paragraph

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

15A Week 2 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the Be, a Helper, Link verbs.

BASIC LEVEL: Highlight seven verbs.

EXTENSION: Highlight nine verbs.

FURTHER EXTENSION: Highlight ten verbs.

3. In all of the paragraphs, highlight the semicolons.

Teacher Tip: Your student may have highlighted any of the shaded words in this Answer Key for the number of items he was to highlight.

Peter Waldo **was** a merchant in the Middle Ages. He took the Gospel to many parts of Europe. At that time, the Catholic Church **was** in charge; anyone who **did** not **do** what they said **could be** killed. **The Catholic Church did** not believe that common people **could have** the Gospel. Peter **Waldo did** not agree. He started a group of people who **were** called the Waldensians. **They** agreed to take the Bible to the people, so that the people **could** understand it.

The Waldensians would travel throughout **Europe**, telling the good news; they carried parts of the **Bible** with them. They would go into homes as traveling tinkers or book sellers. **After** they had sold some things, they would hint that they had something with them more precious than jewels. **If** the family was interested, the **Waldensians** would pull out the **Bible**. The **Gospel** was then told to the family and they were encouraged to let **Jesus** into their hearts.

The **Waldensians** were persecuted for what they were doing. The Roman Catholic Church hated them because they were spreading the light; the pope condemned them for showing **God's Word** to the common people. They were accused of preaching something they had made up because they were not part of the Church. **In** that day, most people thought that God could only speak through the Church. The **Waldensians** knew better than that; they took **God's** light to many, many places.

5b. In the first paragraph of the passage, highlight and label the five parts of a paragraph (OCCTI).

Opening sentence: Highlight the opening sentence.

Closing sentence: Highlight the closing sentence in another color.

Contains all the same topic: On the line provided, write the topic of the paragraph.

Three or more sentences: On the line provided, write the number of sentences.

Indented: At the beginning of the paragraph, write an *I*.

I **Their plan was simple.** Doing the job of a peddler, these men carried boxes of wares door to door. When they came into a house to sell small things, they would hint about something they had that was worth much more. **They would show this if the people wanted to see it.**

Topic of Paragraph: The Waldensians' methods **Number of Sentences:** 4

7c. In the sentences provided, draw a line between the subject part and the predicate part.

Example: The little boy | ran across the street.

1. The city of Lyon | was very busy.
2. Weary people | came into the streets of the city of Lyon.
3. This French city | was famous for its trade and commerce.
4. It | was the center of the European silk industry.
5. The Waldensians | acted like peddlers.
6. They | went from door to door.
7. They | acted like they were selling trinkets.
8. They | gave away Bibles.
9. They | said the Bible was the best "jewel."
10. Many people | believed.

15A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Actions of *those who are light*

illuminate mirror
pattern activate
guide

Characteristics of *those who are light*

truthful precise
dependable persuasive
perceptive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Brightly beams our Father's mercy,
From His lighthouse evermore,

EXTENSION

But to us He gives the keeping,
Of the lights along the shore.

FURTHER EXTENSION

Let the lower lights be burning!
Send a gleam across the wave!
Some poor fainting, struggling seaman,
You may rescue, you may save.

—“Let the Lower Lights Be Burning”

The first and second copy boxes should be considered one stanza throughout this week's lesson.

2. Spelling: Two Vowels Together Make the Long Vowel Sound (Examples: bead, die, rain, seed)

BASIC LEVEL

1. lead
2. beam
3. keep
4. see
5. heap
6. teach
7. foam
8. loaf

EXTENSION

9. speak
10. gleam
11. treated
12. goes

FURTHER EXTENSION

13. seaman
14. tried

TT: 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.

Day Two

3. **Editor Duty:** Correct Given Paragraph(s)
(Subject Part and Predicate Part)

4. **Poetry:** Rhyme Scheme (A-B-C-B)

Day Three

5. **Creative Writing:** Write Rhyming Verse
(A-B-C-B Rhyme Scheme)

Day Four

6. **Grammar:** Action Verbs

Day Five

7. **Spelling:** Spelling Test

8. **Dictation:** Dictation Quiz

Extra Practice (Optional)

15A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Actions of *those who are light*

illuminate mirror
pattern activate
guide

Characteristics of *those who are light*

truthful precise
dependable persuasive
perceptive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Brightly beams our Father's mercy,
From His lighthouse evermore,

EXTENSION

But to us He gives the keeping,
Of the lights along the shore.

FURTHER EXTENSION

Let the lower lights be burning!
Send a gleam across the wave!
Some poor fainting, struggling seaman,
You may rescue, you may save.
—“Let the Lower Lights Be Burning”

The first and second copy boxes should be considered one stanza throughout this week's lesson.

2. Spelling: Two Vowels Together Make the Long Vowel Sound (Examples: bead, die, rain, seed)

BASIC LEVEL

1. lead
2. beam
3. keep
4. see
5. heap
6. teach
7. foam
8. loaf

EXTENSION

9. speak
10. gleam
11. treated
12. goes

FURTHER EXTENSION

13. seaman
14. tried

TT: 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.

Day Two

3. **Editor Duty:** Correct Given Paragraph(s)
(Subject Part and Predicate Part)

4. **Poetry:** Rhyme Scheme (A-B-C-B)

Day Three

5. **Creative Writing:** Write Rhyming Verse
(A-B-C-B Rhyme Scheme)

6. **Grammar:** Action Verbs

Day Four

7. **Spelling:** Spelling Test

8. **Dictation:** Dictation Quiz

Extra Practice (Optional)

15A Week 3 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, divide the sentences by drawing a line between the subject part and the predicate part (except for the last sentence).

Light | does many more things than we imagine. We | cannot even see all light. Our eyes | can only see certain kinds of colors. We | see the colors in the rainbow. Light | really has many more colors and rays. We | are still affected by the rays of light that we cannot see. Radios | use certain light rays to send signals. Other rays of light | are used in x-rays. When doctors take an x-ray, they | flash a certain type of light that takes a picture of the inside of the body.

Another thing light does is make things grow. Everything needs light to grow. Without light nothing would live or grow. Plants need to take in light so they can use certain parts of it. The plants then give off a chemical called oxygen. It is what we breathe. The plants could not live without light, and we cannot live without plants. God made light to meet many special needs of people.

Light is what gives us color. Colors are really just light divided. The different colors all come together to make pure white light. When you see a rainbow, it is really just divided light. The rain makes a prism in the sky. The light shines through it as a spectrum of colors. You can only see the rainbow when the light is showing through the rain. The same kind of thing can be seen with some glass or crystal prisms. However, light must be present.

□ 6b. In the sentences provided, highlight the action verbs.

Note: Some sentences may have more than one verb!

1. Light **reveals** color.
2. Light **travels** at a high speed.
3. Light **produces** energy and growth.
4. Light **travels** faster than almost anything.
5. Water **slows** light down.
6. Absorbed light can not **overcome** darkness.
7. Christ **created** light by His Word.
8. When He **came** to earth, Christ **set** aside His glory.
9. Light **casts** out darkness.

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!

15A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Actions of *those who are light*

illuminate mirror
pattern activate
guide

Characteristics of *those who are light*

truthful precise
dependable persuasive
perceptive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Hour after hour they worked hard. No night had ever been so long. Their arms felt weary. Their hands were sore. Minutes seemed like hours, and hours appeared to be days.

EXTENSION

The storm started to be very strong. Mother was taking care of their sick father. The children of the light kept turning, turning, turning the wheel. They finally saw the light gray in the eastern sky.

FURTHER EXTENSION

Captains saw the light that night and thanked God for it. The captains never knew what happened in the lighthouse that night. The children had been faithful to keep the light burning.

—*Uncle Arthur's Bedtime Stories*

The first two copy boxes should be considered one paragraph throughout this week's lesson.

2. Spelling: Sounds of ea

(Examples: great, beat, head, year, heart)

BASIC LEVEL

1. great
2. death
3. meat
4. tear
5. clear
6. meal
7. earth
8. wealth

EXTENSION

9. heart
10. health

FURTHER EXTENSION

11. appear
12. fearful

TT: When *ee* or *ea* are combined with the letter *r*, they usually still make the long *e* sound, but it is somewhat *r-controlled*. *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The *ear* and *eer* combinations are more “long-vowel” sounds than they are *r-controlled*. The greatest difficulty students have with the *eer* and *ear* families is confusion of the spelling of words that contain one combination with the spelling of the other combination. (For example, he might spell *hear* with the other combination, *beer*.)

TT: *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The *ar* family is known primarily for saying the *ar* sound as in *far*. The *ear* family, however, has different sounds—one of which is *ar* as in *heart*.

TT: 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.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Action Verbs)

4. Composition: Write Original Poetry

Day Three

5. Grammar/Sentence Structure: Comma Usage

Day Four

6. Composition: Edit and Revise

7. Grammar/Punctuation: Verb Phrases

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Poetry

Extra Practice (Optional)

15A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Actions of *those who are light*

illuminate mirror
pattern activate
guide

Characteristics of *those who are light*

truthful precise
dependable persuasive
perceptive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Hour after hour they worked hard. No night had ever been so long. Their arms felt weary. Their hands were sore. Minutes seemed like hours, and hours appeared to be days.

EXTENSION

The storm started to be very strong. Mother was taking care of their sick father. The children of the light kept turning, turning, turning the wheel. They finally saw the light gray in the eastern sky.

FURTHER EXTENSION

Captains saw the light that night and thanked God for it. The captains never knew what happened in the lighthouse that night. The children had been faithful to keep the light burning.

—*Uncle Arthur's Bedtime Stories*

The first two copy boxes should be considered one paragraph throughout this week's lesson.

2. Spelling: Sounds of ea

(Examples: great, beat, head, year, heart)

BASIC LEVEL

1. great
2. death
3. meat
4. tear
5. clear
6. meal
7. earth
8. wealth

EXTENSION

9. heart
10. health

FURTHER EXTENSION

11. appear
12. fearful

TT: When *ee* or *ea* are combined with the letter *r*, they usually still make the long *e* sound, but it is somewhat *r-controlled*. *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The *ear* and *eer* combinations are more “long-vowel” sounds than they are *r-controlled*. The greatest difficulty students have with the *eer* and *ear* families is confusion of the spelling of words that contain one combination with the spelling of the other combination. (For example, he might spell *hear* with the other combination, *beer*.)

TT: *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The *ar* family is known primarily for saying the *ar* sound as in *far*. The *ear* family, however, has different sounds—one of which is *ar* as in *heart*.

TT: 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.

3. Editor Duty: Correct Given Paragraph(s)

(Action Verbs)

Day Two

4. Composition: Write Original Poetry

5. Grammar/Sentence Structure: Comma Usage

Day Three

6. Composition: Edit and Revise

7. Grammar/Punctuation: Verb Phrases

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Poetry

Extra Practice (Optional)

15A Week 4 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the action verbs.

BASIC LEVEL: Highlight six verbs.

EXTENSION: Highlight seven verbs.

FURTHER EXTENSION: Highlight eight verbs.

When people **see** you, they immediately **think** something about you. They might **think** that you are a sad person. They might **think** you are a joyful person. **T**hey **know** the difference because they can **see** your face, how you **carry** yourself, and how you **dress**. Posture is also very important for what people **think** of you. If you are **slouching**, they may **think** that you are sad or lazy. **I**f you always **walk** with your chin held high, they may **think** that you are proud and haughty.

If you are smiling, people think that you have something to be happy about. That makes them want to smile, too. **A**s a believer, you do have something to smile about. **T**he future is in **G**od's hands. You can be joyful because you are going to go to heaven. A lot of people do not know that. **G**od **H**imself has given you your smile. He wants you to use it.

What we wear tells others either that we like ourselves or that we do not. Sometimes we do this without knowing it. Every person looks best in different colors. **S**ome people do not look good at all in dark green or fall yellow, but they might look really good in dark blue or rich red. What color you look best in is decided by a lot of things. **Y**our hair color, your skin color, and the color of your eyes all work together to determine the color that looks best on you. **G**od made all the colors and all the people for a purpose. **H**e loves us all, even though **H**e made us all different.

□ 5b. In the sentences provided, add commas and highlight them as needed.

1. Finally, the pastor wrote a letter to the mayor.

2. Yes, they wanted to see the "trinkets."

3. The precise, kind Waldensians were lights.

4. Peter Waldo was a Godly, selfless man.

5. No, Peter Waldo would not stop preaching the Gospel.

6. Wow, when no Bibles were written in English, German, or Spanish, Peter Waldo translated the New Testament.

16A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that mean *to brighten a life*

inspire motivate
comfort uplift
cheer rejuvenate

Character needed *to brighten a life*

creative resourceful
considerate reliable
effervescent resilient

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Mr. Brown looked at the gas, the oil, and more. The tires sunk into the mud. Then he thought of the old saying that if a Ford happens to stop, you should get out and look under it to see what has dropped out.

EXTENSION

He looked and saw something right under the engine. It was not part of the car. It looked like a roll of dirty paper. It couldn't be!

FURTHER EXTENSION

He crawled under the car and picked up the roll. Yes, it was real money! In the light, the outside bills were so dirty. It must have been lying there for a long time.

Now they could pay the doctor! When Mr. Brown got into the car, it started right up as if nothing had been wrong. They were dependent upon God, and God was strong.

—*Uncle Arthur's Bedtime Stories*

2. Spelling: *Nk* Sounds (Examples: bank, ink, bunk)

BASIC LEVEL

1. pink
2. rank
3. sank
4. link
5. dunk
6. junk

EXTENSION

7. banker
8. inkstand

FURTHER EXTENSION

9. sunken
10. bunker

TT: *Nk* following a vowel sometimes makes the vowel sound slightly different than it would sound without the *nk*.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Misspelled Words)

4. Study Skills/Prewriting: Key Word Outline

EXTENSIONS: Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
4 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____
3 Sentences

Day Three

5. Grammar: Subject-Verb Agreement

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

Day Four

7. Grammar: Homophones (Examples: write, right; here, hear)

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

16A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that mean *to brighten a life*

inspire motivate
comfort uplift
cheer rejuvenate

Character needed *to brighten a life*

creative resourceful
considerate reliable
effervescent resilient

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Mr. Brown looked at the gas, the oil, and more. The tires sunk into the mud. Then he thought of the old saying that if a Ford happens to stop, you should get out and look under it to see what has dropped out.

EXTENSION

He looked and saw something right under the engine. It was not part of the car. It looked like a roll of dirty paper. It couldn't be!

FURTHER EXTENSION

He crawled under the car and picked up the roll. Yes, it was real money! In the light, the outside bills were so dirty. It must have been lying there for a long time.

Now they could pay the doctor! When Mr. Brown got into the car, it started right up as if nothing had been wrong. They were dependent upon God, and God was strong.

—*Uncle Arthur's Bedtime Stories*

2. Spelling: *Nk* Sounds

(Examples: bank, ink, bunk)

BASIC LEVEL

1. pink
2. rank
3. sank
4. link
5. dunk
6. junk

EXTENSION

7. banker
8. inkstand

FURTHER EXTENSION

9. sunken
10. bunker

TT: *Nk* following a vowel sometimes makes the vowel sound slightly different than it would sound without the *nk*.

3. Editor Duty: Correct Given Paragraph(s)

(Misspelled Words)

Day Two

4. Study Skills/Prewriting: Key Word Outline

EXTENSIONS: Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
4 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____
3 Sentences

5. Grammar: Subject-Verb Agreement

Day Three

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

7. Grammar: Homophones (Examples: write, right; here, hear)

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

16A Week 1 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the misspelled words.

David was one of the greatest men in the Bible. He **rote** most of the Psalms. **He** wrote them in one of the most **unusual places**. **He** had a job no one else **whould** do. His older brothers would not do it. His father would not do it. **He** took care of the sheep. He had to spend many hours **allone** in the **feild**. (wrote, unusual places, would, alone, field)

He could have wished for a better job. Most boys wanted adventure. **David** made the best use of his time. **He** played the harp. He became very good. All who heard him were helped by the sound of his playing. He wrote songs for **God**. We still read and sing them.

Even King **Saul** was helped by **David's** music. **The** servants told him about **David**. When **Saul** was plagued by an evil spirit, he sent for **David**. David had learned to play by doing what no one else would. **He** used those abilities for the king. **Saul** felt better when **David** played.

□ 5b. In the sentences provided, highlight the subjects, and choose the right verb for each one from the verbs provided.

1. **We** **are**/is God's light.
2. The **world** **is**/are in darkness.
3. **Jesus** **was**/were God's Son.
4. **He** **was**/were the One Who told us to be light.
5. A **Christian** **is**/are the only light some people will see.
6. **Lights** **are**/is always needing to be filled.
7. **Lights** **was**/**were** lamps in the New Testament.
8. **Someone** **was**/were in darkness.
9. **Jesus** **is**/are the real Light-Giver.
10. **People** **were**/was the reason He died.

7b. On the lines provided, write the definition of each word.

Note: If you know what the word means, you do not have to use a dictionary—just write a short description in your own words.

1. there—a place that is not here
2. their—something that belongs to them
3. they're—they are
4. real—something that is not false
5. reel—a part of a fishing pole or a camera
6. be—a Be, a Helper, Link verb
7. bee—an insect
8. see—to look at
9. sea—a body of water
10. so—a CC or FANBOYS
11. sew—a needle pulling thread
12. hear—to listen
13. here—someplace that is not there
14. right—not left
15. write—to put letters and words on paper

16A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that mean to brighten a life

inspire motivate
comfort uplift
cheer rejuvenate

Character needed to brighten a life

creative resourceful
considerate reliable
effervescent resilient

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Firmly, Job's Biblical story shows that problems often come in groups. In different areas of life, there are often problems all at one time, and they appear to make a mess. Sometimes that is how problems come.

EXTENSION

Job was the object of conflicts between Satan and God. He also saw conflicts with his children and God. His wife had a consistent wrong response to God. His neighbors stole from him.

FURTHER EXTENSION

Then three "friends" came to comfort Job. Thinking, they sat speechless for seven days. They thought of their own ideas of what was happening instead of seeking the Lord. No, they did not help Job.

—*Wisdom Booklet 16*

2. Spelling: / Before e, Except After c, Unless it Says ay (Examples: weigh, die)

BASIC LEVEL

1. yield
2. priest
3. vein
4. tied
5. tier
6. die

EXTENSION

7. weigh
8. chief

FURTHER EXTENSION

9. receive
10. neighbor

TT: 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*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Homophones)

4. Study Skills/Prewriting: Key Word Outline

EXTENSIONS: Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
4 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

Day Three

5. Structural Analysis: Confusing Words

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

Day Four

7. Grammar/Sentence Structure: Introductory Material

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

16A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that mean *to brighten a life*

inspire motivate
comfort uplift
cheer rejuvenate

Character needed *to brighten a life*

creative resourceful
considerate reliable
effervescent resilient

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Firmly, Job's Biblical story shows that problems often come in groups. In different areas of life, there are often problems all at one time, and they appear to make a mess. Sometimes that is how problems come.

EXTENSION

Job was the object of conflicts between Satan and God. He also saw conflicts with his children and God. His wife had a consistent wrong response to God. His neighbors stole from him.

FURTHER EXTENSION

Then three "friends" came to comfort Job. Thinking, they sat speechless for seven days. They thought of their own ideas of what was happening instead of seeking the Lord. No, they did not help Job.

—*Wisdom Booklet 16*

2. Spelling: / Before e, Except After c, Unless it Says ay (Examples: weigh, die)

BASIC LEVEL

1. yield
2. priest
3. vein
4. tied
5. tier
6. die

EXTENSION

7. weigh
8. chief

FURTHER EXTENSION

9. receive
10. neighbor

TT: 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*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Homophones)

4. Study Skills/Prewriting: Key Word Outline

EXTENSIONS: Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

4 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

4 Sentences

5. Structural Analysis: Confusing Words

Day Three

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

7. Grammar/Sentence Structure: Introductory Material

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

16A Week 2 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the homophones.

God's Word has been hidden **in** many different ways throughout history. Each **time**, society has felt the **effects**. **In** ancient history, devout Jews went into hiding with many of the Scriptures. They lived **in** caves **in** the Qumran Valley. **There** they copied the **S**criptures. **T**hese could have been spread **through** **all** the Roman world, but the **J**ews believed **in** total isolation from the world. **T**hey stayed hidden **in** **their** caves with the Word of **G**od.

After the destruction of **J**erusalem, this group of Jews died off, and no one remembered anything about them. The **W**ord of **G**od they had copied stayed hidden for almost two thousand years. Finally, a young shepherd found the scrolls. **H**e had been watching his sheep outside of one of the caves and stumbled across them. **A**rchaeologists found dozens of others. **T**his was the most important archaeological find of modern times.

The Dead Sea Scrolls had been discovered. In the **D**ead **S**ea **S**crolls were found parts of each book in the **O**ld **T**estament except Esther. They are the oldest existing copies of the Bible. **T**his proved that the **B**ible had not been changed for over two thousand years. **T**he light had been hidden in the desert for centuries.

□ 5b. In each sentence provided, choose between the two confusing words by highlighting the correct word.

Example: Light is faster **than** /then almost anything else.

1. Shining **our** /are light is hardest at home.
2. Lights **are** /our supposed to help others.
3. We cannot **sit** /set and do nothing.
4. We are told to **raise** /rise the standard.
5. People lay/**lie** in the dark, needing light.
6. Shining **our** /are light is most difficult among those we know.
7. We must learn to demonstrate Christianity at home, and than/**then** we can shine elsewhere.
8. **Then** /than we can give light to people.

9. Light is stronger than/**than** darkness.

10. He **set**/sit the candle down.

□ 7b. In the sentences provided, highlight the openers, and add commas as needed.

1. **Brightly**, we must give light to other believers.

2. **In this world**, people are looking for light.

3. **Well**, we can shine throughout the world.

4. **Reaching out to others**, we must be light.

5. **Desiring man's approval** causes us to hide our light.

6. **Hiding**, people are not effective.

7. **Yes**, brightening a life is more than an expression.

8. **Surely**, it is the responsibility of every Christian.

9. **In Him**, we live and move and have our being.

10. **In all of history**, people have needed light.

16A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that mean *to brighten a life*

inspire motivate
comfort uplift
cheer rejuvenate

Character needed to *brighten a life*

creative resourceful
considerate reliable
effervescent resilient

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

First, there must be some sort of burnable, usable fuel. An oil lamp may use olive oil, kerosene, or some other oil. Second, the fuel must be heated to its kindling temperature. This is like the part done by a match. Third, there must be an ample supply of oxygen.

EXTENSIONS

In the Bible, oil is like a picture of the work of the Holy Spirit. It shows how the Holy Spirit gives us grace to live for God. The kindling temperature is like the trials and problems that we have. Those difficult, painful trials bring more grace.

—*Wisdom Booklet 16*

2. Spelling: Unusual Consonant Clusters

Not at the Beginning of Words

(Examples: judge, thatch, badge, itch)

BASIC LEVEL

1. itch
2. fetch
3. judge
4. badge
5. match
6. edge

EXTENSION

7. snitch
8. dodge

FURTHER EXTENSION

9. snatch
10. pitch

TT: A *consonant cluster* is formed when three consonants are combined to create a sound. The consonants may retain their original sounds, or two of them may be a consonant digraph (e.g., *sh*, *th*) blended with another consonant (e.g., *shr*, *thr*). In the clusters above, the individual sounds are not heard as clearly as they would be in consonant clusters at the beginning of words. The *e* at the end of the *dge* makes the *g* say its soft sound, as learned in the soft and hard *g* rule.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Confusing Words)

4. Study Skills/Prewriting: Outline Original Paragraphs for a Compare/Contrast Essay

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences (EXTENSIONS 7)

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences (EXTENSIONS 7)

Day Three

5. Grammar/Sentence Structure:

Using Words to Show Order or Sequence

6. Composition/Creative Writing: Write

an Original Compare/Contrast Essay
(Rough Draft of Body)

Day Four

7. Grammar: Double and Triple Adjectives

8. Study Skills/Prewriting: Take Notes for an Original Opening Paragraph

9. Composition/Creative Writing:

Write an Original Opening Paragraph

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

16A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that mean *to brighten a life*

inspire motivate
comfort uplift
cheer rejuvenate

Character needed *to brighten a life*

creative resourceful
considerate reliable
effervescent resilient

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

First, there must be some sort of burnable, usable fuel. An oil lamp may use olive oil, kerosene, or some other oil. Second, the fuel must be heated to its kindling temperature. This is like the part done by a match. Third, there must be an ample supply of oxygen.

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In the Bible, oil is like a picture of the work of the Holy Spirit. It shows how the Holy Spirit gives us grace to live for God. The kindling temperature is like the trials and problems that we have. Those difficult, painful trials bring more grace.

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3. Editor Duty: Correct Given Paragraph(s)

(Confusing Words)

Day Two

4. Study Skills/Prewriting: Outline Original Paragraphs for a Compare/Contrast Essay

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences (EXTENSIONS 7)

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences (EXTENSIONS 7)

5. Grammar/Sentence Structure:

Using Words to Show Order or Sequence

6. Composition/Creative Writing: Write an Original Compare/Contrast Essay (Rough Draft of Body)

Day Three

7. Grammar: Double and Triple Adjectives

8. Study Skills/Prewriting: Take Notes for an Original Opening Paragraph

9. Composition/Creative Writing: Write an Original Opening Paragraph

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

16A Week 3 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. Highlight the following confusing words:

- a. our
- b. sit
- c. then
- d. are

Witnesses **are** extremely important in any court case. A witness is someone who has seen the crime or knows facts that **are** needed in the trial. **S**ometimes a witness does not have the choice whether or not to give his testimony. **O**ur courts have the power to tell a witness to come to the court at a certain time, **sit** on the stand, and **then** to give his testimony.

The court uses written orders called subpoenas. **T**his word comes from Latin words that mean “to be under penalty.” **I**f a witness does not testify, he can face legal penalties. There is also a legal document for people who must bring something to the court. **A**fter the court has issued these documents, the witness must testify.

A witness is paid for his time, but he must actually be at the court to get this money. **A** witness will still be paid even if he never testifies. **H**e is paid for being available. Sometimes the side that brings him to testify will pay the witness. **S**ometimes the court will pay him for his time.

□ 5b. In the sentences provided, highlight the sequencing words, and punctuate them as necessary.

Example: **Initially**, God designed the local church.

1. **First**, the church should be a place of prayer.
2. **Second**, it should not be just a once-a-week gathering.
3. **Third**, it is to be a functioning organism.
4. **Fourth**, each member must strengthen the others.
5. **Finally**, they must support one another.
6. **One** thing we must get all people to follow is Godly counsel.
7. **First**, we must see that this can only be accomplished by the Holy Spirit.

16A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that mean *to brighten a life*

inspire motivate
comfort uplift
cheer rejuvenate

Character needed *to brighten a life*

creative resourceful
considerate reliable
effervescent resilient

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The rich young ruler felt sad. He came to Jesus with a question. How could he gain heaven? The response of Jesus shows how important it is to deal with a person's main problem. He showed that it is good to find the hardest area and work on that first.

EXTENSIONS

In the case of the rich young ruler, his love for riches was greater than his love for God. Jesus told him the key problem, but the young man did not want to deal with it, so he went away sad.

—*Wisdom Booklet 16*

2. Spelling: Unusual Consonant Combinations (Examples: felt, lamb, hymn)

BASIC LEVEL

1. lamb
2. hymn
3. salt
4. felt
5. melt
6. limp

EXTENSION

7. chimp
8. tilt

FURTHER EXTENSION

9. adult
10. fault

TT: The pronunciations of these combinations are often based more on the pronunciation of the speaker than on hard and fast rules (e.g., *often, calm*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Sequencing Words, Triple Adjectives)

4. EXTENSIONS:

Study Skills/Prewriting: Take Notes for an Original Closing Paragraph

Day Three

5. Grammar: Noun Markers (Articles)

6. EXTENSIONS:

Composition/Creative Writing: Write an Original Closing Paragraph

Day Four

7. **Composition:** Edit and Revise

8. **Grammar:** Coordinating Conjunctions

Day Five

9. **Spelling:** Spelling Test

10. **Dictation:** Dictation Quiz

11. **Composition:** Final Copy Original Compare/Contrast Essay

Extra Practice (Optional)

16A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that mean *to brighten a life*

inspire motivate
comfort uplift
cheer rejuvenate

Character needed *to brighten a life*

creative resourceful
considerate reliable
effervescent resilient

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The rich young ruler felt sad. He came to Jesus with a question. How could he gain heaven? The response of Jesus shows how important it is to deal with a person's main problem. He showed that it is good to find the hardest area and work on that first.

EXTENSIONS

In the case of the rich young ruler, his love for riches was greater than his love for God. Jesus told him the key problem, but the young man did not want to deal with it, so he went away sad.

—*Wisdom Booklet 16*

2. Spelling: Unusual Consonant Combinations (Examples: felt, lamb, hymn)

BASIC LEVEL

1. lamb
2. hymn
3. salt
4. felt
5. melt
6. limp

EXTENSION

7. chimp
8. tilt

FURTHER EXTENSION

9. adult
10. fault

TT: The pronunciations of these combinations are often based more on the pronunciation of the speaker than on hard and fast rules (e.g., *often*, *calm*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Sequencing Words, Triple Adjectives)

4. EXTENSIONS:

Study Skills/Prewriting: Take Notes for an Original Closing Paragraph

5. Grammar: Noun Markers (Articles)

Day Three

6. EXTENSIONS:

Composition/Creative Writing:

Write an Original Closing Paragraph

7. Composition: Edit and Revise

8. Grammar: Coordinating Conjunctions

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Original Compare/Contrast Essay

Extra Practice (Optional)

16A Week 4 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. Highlight the sequencing words.

BASIC LEVEL: Highlight three sequencing words.

EXTENSION: Highlight four sequencing words.

FURTHER EXTENSION: Highlight five sequencing words.

3. Highlight and punctuate the triple adjective, if you have not already done so.

Counseling is being able to show others how **G**od can help them solve their problems. **A** person who does not know the causes of his problems cannot know how to solve them. **F**irst, a person must understand and deal with the cause of his problem. **S**econd, he must learn how to help others see the cause for their problems too. **F**inally, he can help others solve their problems.

Reckless, **h**eadstrong, **y**oung people often look for counseling about problems they are having with their parents. **G**od has said that the parents are the ones who are in charge of them. The **f**irst step that the young person should take is go to the parents. **T**hen **G**od can give us the wisdom to help both the parents and the teenager. **G**od also says that the wife should go to the husband **f**irst.

The people who bring complaints to a counselor are normally part of the cause of the problem. When a man came to **J**esus asking **H**im to settle a problem with his brother, **J**esus went to the source of the problem. The man was greedy. **H**e wanted his brother's money. **F**irst, **J**esus dealt with the man's greed. **N**ext, **H**e could help with the brother.

□ 5b. In the sentences provided, highlight the noun markers.

Note: There may be more than one noun marker in each sentence.

1. We must come under **the** authorities.
2. They are given by **the** Mighty God.
3. Many people have **a** complaint.
4. **An** annoyance is not usually **the** cause of **the** problem.
5. **A** rebellious person can get great sympathy.
6. He weaves great stories of **the** injustices done to him.
7. What **a** rebel does is betray his disobedient heart.
8. This is often **the** source of **the** conflict.

9. Rulers are supposed to be **a** terror to **the** evildoers.
10. Chastisement is outlined in **the** Bible.
11. It is **the** solution to rebellion.
12. Rejecting God-given authorities is **a** sign of rebellion.
13. It is **the** desire to make our own decisions.
14. Rebellion is **a** very serious matter.
15. It is compared to witchcraft in **the** Bible.

8C. In the sentences provided, highlight the CC's, and punctuate them as needed.

Example: God sees this world as a courtroom, **and** all Christians are witnesses.

1. There are factors which guide a witness' testimony, **yet** these also guide a Christian's light.
2. These are laws that God has placed on believers, **and** we must choose to obey them.
3. Among state **and** federal governments, *Black's Law Dictionary* is the commonly used authority.
4. Black's definition is very close to the Biblical meaning, **and** it requires one to see what has happened.
5. A witness is a man **or** woman who has seen an event.
6. An older witness is not disqualified, **nor** is a child disqualified.
7. A child is able to recount an event he has seen before **but** must remember the events himself.
8. People in prison **and** people with disabilities are able to testify.
9. There are times when a Christian is called to tell his testimony, **and** he must tell the truth no matter what his position.
10. Paul gave witness to the Gospel, **yet** he was in prison.

Lined writing area with horizontal red lines.

WBLA 13-16A Answer Keys



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