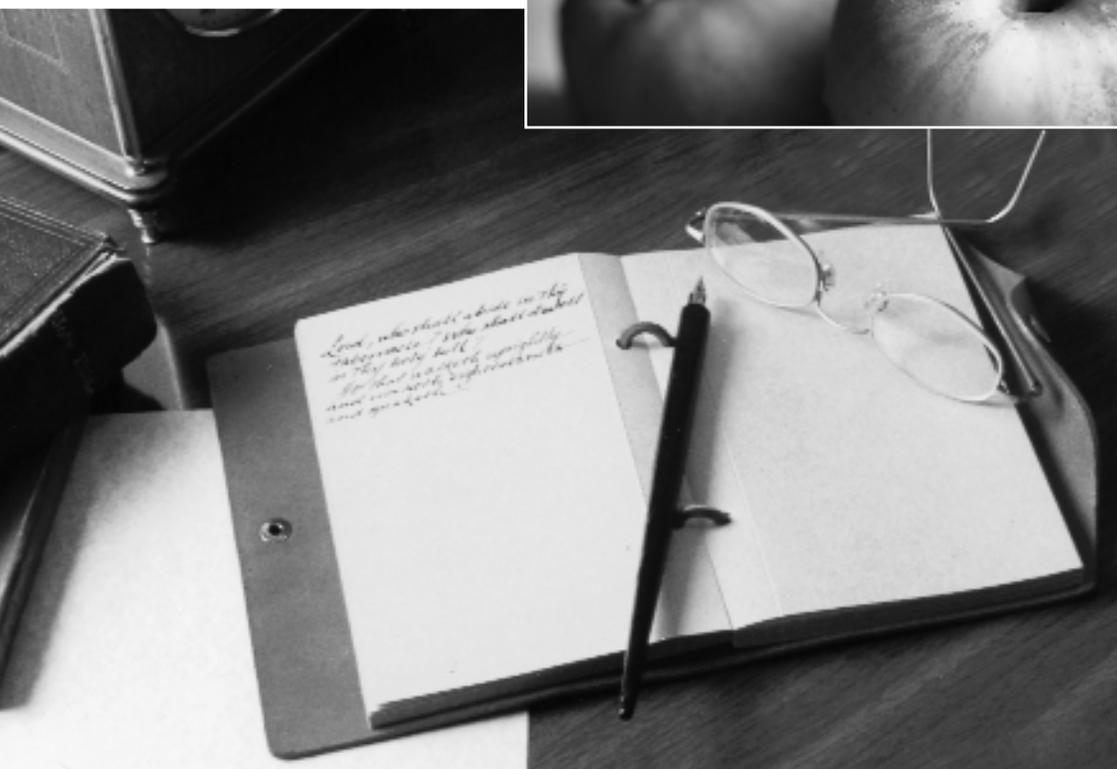


# WISDOM BOOKLET *Language Arts*

**Teacher's Helps &  
Answer Keys**

**17A–20A**



# WBLA Level A 17–20

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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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# 17A Week 1 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *fulfilling good works*

zealous  
prove  
maintain  
abound  
provoke

##### Synonyms for *characteristics of good works*

timely  
attractive  
worthy  
beneficial

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

As the month went on, the children learned how to regain their quarters. When one child came in with muddy boots, another child quietly took the boots, cleaned off the caked dirt, and neatly put them back. When the good work was discovered, the parents praised the one who did it. They said, "Very good job," and a quarter was given back.

#### EXTENSION

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

#### FURTHER EXTENSION

By the end of the month, the full amount of quarters was not completely regained. However, a new teamwork was in the family. Ten years have passed since the project, and the closeness continues.  
—Adapted from *Wisdom Booklet 17*

### 2. Spelling: Long Vowel/Silent e—v-c-e Pattern (Examples: cake, bite, bike)

#### BASIC LEVEL

1. cake  
2. date  
3. came  
4. pride  
5. tube  
6. rode  
7. like  
8. time

#### EXTENSION

9. refine  
10. unlike

#### FURTHER EXTENSION

11. rider  
12. caregiver

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

### Day Two

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

### 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 two.)

#### EXTENSIONS: Paragraph Three of Body

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

### Day Three

### 5. Grammar: Main Subjects

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

### Day Four

### 7. Grammar: Understood Subject (You)

### 8. Composition: Edit and Revise

### Day Five

### 9. Spelling: Spelling Test

### 10. Dictation: Dictation Quiz

### 11. Composition/Creative Writing: Final Copy Informative Essay

### Extra Practice (Optional)

# 17A Week 1 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *fulfilling good works*

zealous  
prove  
maintain  
abound  
provoke

##### Synonyms for *characteristics of good works*

timely  
attractive  
worthy  
beneficial

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

As the month went on, the children learned how to regain their quarters. When one child came in with muddy boots, another child quietly took the boots, cleaned off the caked dirt, and neatly put them back. When the good work was discovered, the parents praised the one who did it. They said, "Very good job," and a quarter was given back.

### EXTENSION

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

### FURTHER EXTENSION

By the end of the month, the full amount of quarters was not completely regained. However, a new teamwork was in the family. Ten years have passed since the project, and the closeness continues.  
—Adapted from *Wisdom Booklet 17*

## 2. Spelling: Long Vowel/Silent e—v-c-e Pattern (Examples: cake, bite, bike)

### BASIC LEVEL

1. cake  
2. date  
3. came  
4. pride  
5. tube  
6. rode  
7. like  
8. time

### EXTENSION

9. refine  
10. unlike

### FURTHER EXTENSION

11. rider  
12. caregiver

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

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

### 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  
(You may use up to seven words for sentence two.)

### EXTENSIONS: Paragraph Three of Body

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

## 5. Grammar: Main Subjects

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

### Day Three

## 7. Grammar: Understood Subject (You)

## 8. Composition: Edit and Revise

### Day Four

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## 11. Composition/Creative Writing: Final Copy Informative Essay

## Extra Practice (Optional)

# 17A 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.

**M**any good works seem to go unnoticed. **T**he people they were done for do not say anything about all the work. Sometimes it seems like the work does not affect anyone. When we do not see results right away, we can get discouraged and want to stop. **T**he **L**ord wants us to keep going even if we cannot see how **G**od is using us.

**T**he story of Mordecai is a good example of this. This Godly man saved the life of the king. The king did not honor **M**ordecai for what he had done. **I**nstead, the king signed a law saying all the Jews would be killed. **M**ordecai was a **J**ew. It seems his good work had no effect.

**G**od never forgets. At just the right time, the king could not sleep and decided to be read to. **T**he reading reminded the king of **M**ordecai's **G**odly **a**ct. **T**he king decided to publicly reward him for what he had done.

## □ 5b. In the sentences provided, highlight the main subjects.

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

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

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

Note: Some documents capitalize *Godly* while others do not.

**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 horizontal red lines.

# 17A Week 2 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *fulfilling good works*

zealous  
prove  
maintain  
abound  
provoke

##### Synonyms for *characteristics of good works*

timely  
attractive  
worthy  
beneficial

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

During the Civil War, President Lincoln asked for help for the soldiers. Among the volunteers was a dedicated woman by the name of Clara Barton. Quickly, she became known to the grateful soldiers as “the angel of the battlefield.” Miss Barton worked herself to the point of exhaustion and needed time to recover, so she went to Europe.

### EXTENSION

Arriving in Europe, she encountered another war in 1870. There, she soon discovered the Red Cross and joined them in their relief efforts. She saw their ability to recruit, train, and organize. She knew it was much better than just a few people working.

### FURTHER EXTENSION

Yes, this brought the “good works” of Henri Dunant to America. Several years later, in 1881, the United States ratified the Geneva Convention, and the American Red Cross began. Clara Barton was its first president.

—*Wisdom Booklet 17*

## 2. Spelling: Two Vowels Together That Say Long e (Examples: keep, leak)

### BASIC LEVEL

1. creek  
2. dear  
3. seen  
4. meet  
5. beat

### EXTENSION

6. read  
7. three

### FURTHER EXTENSION

8. needy  
9. seamless  
10. each

**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 (i.e., *bead*), the first vowel makes its long sound, and the second vowel is silent.

### Day Two

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

(Main Subjects)

## 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 \_\_\_\_\_  
4 Sentences

### Paragraph Three of Body

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

### Day Three

## 5. Grammar/Sentence Structure: Introductory Material

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

### 7. EXTENSIONS:

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

### Day Four

## 8. Structural Analysis: Compound Words

### 9. EXTENSIONS:

**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)

# 17A Week 2 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *fulfilling good works*

zealous  
prove  
maintain  
abound  
provoke

##### Synonyms for *characteristics of good works*

timely  
attractive  
worthy  
beneficial

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

During the Civil War, President Lincoln asked for help for the soldiers. Among the volunteers was a dedicated woman by the name of Clara Barton. Quickly, she became known to the grateful soldiers as “the angel of the battlefield.” Miss Barton worked herself to the point of exhaustion and needed time to recover, so she went to Europe.

### EXTENSION

Arriving in Europe, she encountered another war in 1870. There, she soon discovered the Red Cross and joined them in their relief efforts. She saw their ability to recruit, train, and organize. She knew it was much better than just a few people working.

### FURTHER EXTENSION

Yes, this brought the “good works” of Henri Dunant to America. Several years later, in 1881, the United States ratified the Geneva Convention, and the American Red Cross began. Clara Barton was its first president.

—*Wisdom Booklet 17*

## 2. Spelling: Two Vowels Together That Say Long e (Examples: keep, leak)

### BASIC LEVEL

1. creek  
2. dear  
3. seen  
4. meet  
5. beat

### EXTENSION

6. read  
7. three

### FURTHER EXTENSION

8. needy  
9. seamless  
10. each

**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 (i.e., *bead*), the first vowel makes its long sound, and the second vowel is silent.

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

(Main Subjects)

### 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 \_\_\_\_\_  
4 Sentences

### Paragraph Three of Body

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

## 5. Grammar/Sentence Structure: Introductory Material

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

### Day Three

## 7. EXTENSIONS:

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

## 8. Structural Analysis: Compound Words

## 9. EXTENSIONS:

**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)

# 17A 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 last paragraph, highlight the main subjects.

**I**t was the summer of 1859. **A** young man by the name of **H**enri **D**unant set out on a business trip that would change his life and the world. Henri had just finished a job learning to be a banker. **H**e was on his way to a town in **I**taly. **W**hen he arrived, he was not ready for what he saw.

**T**wo huge armies were in the middle of a battle! **H**enri stood on a nearby hill and watched the battle. It was across a **twelve** mile-long field. On **one** side the **F**rench army was lined up to fight. On the other, Austria's army **was** fighting. **T**he battle lasted for **fifteen** hours. **B**y the time it was over, there were more than forty thousand wounded men on the field.

**H**enri went to help the men. **T**he winning **army** did not have very many doctors. **T**hey had very little medicine. **T**he losing army's **doctors** were either captured or had fled. **H**enri worked for **eight** days. **H**e carried the wounded to churches, homes, or other shelters. **H**e worked with other volunteers. **T**hey carried food, water, and bandages. **H**enri never forgot the agony of those days.

## ❑ 5b. In the sentences provided, highlight the openers and add commas as needed.

1. **In three years**, Henri wrote his book.
2. **Faithfully**, he published it himself.
3. **Wow**, it shocked many leaders.
4. **At first**, they could not believe it.
5. **Thinking hard**, Henri Dunant came up with a new plan.
6. **Yes**, they could start a new way of doing things.
7. **Quickly**, many people agreed to his plan.
8. **Putting organizations together in each country**, they would form a treaty.
9. **Finally**, they could do something about the suffering.
10. **By 1870**, every major nation had agreed to the treaty.

**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!

❑ **8c.** To each word provided, add another word to make it a compound word.

**Example:** any + one = anyone

Answers will vary.

# 17A Week 3 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *fulfilling good works*

zealous  
prove  
maintain  
abound  
provoke

##### Synonyms for *characteristics of good works*

timely  
attractive  
worthy  
beneficial

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

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

### EXTENSIONS

Pressing more closely to Him who is leading,  
When we are tempted to turn from the way;  
Trusting the arm that is strong to defend us,  
Happy, how happy, our praises each day.  
—“Stepping in the Light”

## 2. Spelling: *Sh* and *wh* Digraphs (Examples: ship, should, who, when)

### BASIC LEVEL

1. shape  
2. ship  
3. whine  
4. sheet  
5. where  
6. who

### EXTENSION

7. whim  
8. shall

### FURTHER EXTENSION

9. mash  
10. which

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

### Day Two

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

4. **Poetry:** Rhymed Verse (A-B-C-B)

### Day Three

5. **Grammar:** Plural Nouns

6. **Composition/Creative Writing:** Writing  
Rhymed Verse (A-B-C-B Rhyme Scheme)

### Day Four

7. **Grammar/Sentence Structure:**  
Verbs in Past Tense

### Day Five

8. **Spelling:** Spelling Test

9. **Dictation:** Dictation Quiz

Extra Practice (Optional)

# 17A Week 3 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for

*fulfilling good works*

zealous

prove

maintain

abound

provoke

##### Synonyms for

*characteristics of good works*

timely

attractive

worthy

beneficial

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

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

#### EXTENSIONS

Pressing more closely to Him who is leading,  
When we are tempted to turn from the way;  
Trusting the arm that is strong to defend us,  
Happy, how happy, our praises each day.  
—“Stepping in the Light”

### 2. Spelling: *sh* and *wh* Digraphs (Examples: ship, should, who, when)

#### BASIC LEVEL

1. shape

2. ship

3. whine

4. sheet

5. where

6. who

#### EXTENSION

7. whim

8. shall

#### FURTHER EXTENSION

9. mash

10. which

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

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

(Main Subjects)

### Day Two

4. **Poetry:** Rhymed Verse (A-B-C-B)

5. **Grammar:** Plural Nouns

### Day Three

6. **Composition/Creative Writing:** Writing Rhymed Verse (A-B-C-B Rhyme Scheme)

7. **Grammar/Sentence Structure:** Verbs in Past Tense

### Day Four

8. **Spelling:** Spelling Test

9. **Dictation:** Dictation Quiz

Extra Practice (Optional)

# 17A 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 last paragraph, highlight the main subjects of the sentences.

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

**O**ne letter was from a school called Tuskegee, in Alabama. **I**t was founded by Booker T. Washington for black people to go to school there. Most of the black people in **A**labama were farmers. They needed someone to teach them about farming. Certainly, **T**uskegee could not give him fame or money. Those were not what **G**eorge **W**ashington Carver wanted. He agreed to come.

**A**t **T**uskegee, **G**eorge could do the work he loved. **He** wanted to learn all he could about growing things. **He** got to serve others and improve farming. **He** would work there for **forty-six** years.

## 5c. In the list provided, make each word plural:

- |                                   |                              |
|-----------------------------------|------------------------------|
| 1. name— <b>names</b>             | 14. notch— <b>notches</b>    |
| 2. perfume— <b>perfumes</b>       | 15. gift— <b>gifts</b>       |
| 3. fish— <b>fish (or fishes)</b>  | 16. mile— <b>miles</b>       |
| 4. wife— <b>wives</b>             | 17. servant— <b>servants</b> |
| 5. home— <b>homes</b>             | 18. half— <b>halves</b>      |
| 6. government— <b>governments</b> | 19. hutch— <b>hutches</b>    |
| 7. diamond— <b>diamonds</b>       | 20. leaf— <b>leaves</b>      |
| 8. man— <b>men</b>                | 21. alto— <b>altos</b>       |
| 9. perch— <b>perches</b>          | 22. baby— <b>babies</b>      |
| 10. Roman— <b>Romans</b>          | 23. goose— <b>geese</b>      |
| 11. deer— <b>deer</b>             | 24. soprano— <b>sopranos</b> |
| 12. ox— <b>oxen</b>               | 25. fly— <b>flies</b>        |
| 13. ash— <b>ashes</b>             | 26. fry— <b>fries</b>        |

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

❑ **7b.** Go through the phrases provided, and write the past tense verbs on the blanks.

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

1. Today I believe; yesterday I **believed**.
2. Today I love; yesterday I **loved**.
3. Today I learn; yesterday I **learned**.
4. Today I keep; yesterday I **kept**.
5. Today I run; yesterday I **ran**.
6. Today I know; yesterday I **knew**.
7. Today I send; yesterday I **sent**.
8. Today I need; yesterday I **needed**.
9. Today I sing; yesterday I **sang**.
10. Today he mocks; yesterday he **mocked**.
11. Today he scorns; yesterday he **scorned**.
12. Today he leads; yesterday he **led**.
13. Today he stands; yesterday he **stood**.
14. Today he repents; yesterday he **repented**.
15. Today he leaves; yesterday he **left**.

# 17A Week 4 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *fulfilling good works*

zealous  
prove  
maintain  
abound  
provoke

##### Synonyms for *characteristics of good works*

timely  
attractive  
worthy  
beneficial

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Thomas Edison, the famous inventor, heard of George Washington Carver and offered him a large amount of money to come and work for him. Many times Henry Ford offered him large sums to come to Dearborn, but he refused them all. He did not want money. He was happy helping people. A few years before he died, he gave all the money he had to start the George Washington Carver Museum.

### EXTENSION

There today, you can see some of the wonderful things he did in "God's little workshop"; also, the old tools he used are there, such as a few broken bottles, a cup, and an inkwell.

### FURTHER EXTENSION

With simple tools like these, he made silk from the bark of poplar trees, rope from cornstalk fiber, paper from okra. Miracle after miracle came out of that little workshop, all because a humble boy wanted to feel like he was working with God no matter what the cost.  
—*Uncle Arthur's Bedtime Stories*

## 2. Spelling: Unusual One-Vowel-Is-Long Combinations (Examples: child, blind, mold)

### BASIC LEVEL

1. wild  
2. cold  
3. old  
4. bold  
5. hind  
6. sold  
7. mold  
8. find

### EXTENSION

9. blind  
10. boldness  
11. child

### FURTHER EXTENSION

12. rind  
13. wildly  
14. oldest

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

### Day Two

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

**4. Composition:** Write Original Poetry

### Day Three

**5. Grammar:** Noun Markers (Articles)

**6. Composition:** Edit and Revise

### Day Four

**7. Grammar/Sentence Structure:** Infinitives

### Day Five

**8. Spelling:** Spelling Test

**9. Dictation:** Dictation Quiz

**10. Composition:** Final Copy Poetry

**Extra Practice (Optional)**

# 17A Week 4 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for

##### *fulfilling good works*

zealous  
maintain  
provoke  
prove  
abound

##### Synonyms for

##### *characteristics of good works*

timely  
worth  
attractive  
beneficial

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Thomas Edison, the famous inventor, heard of George Washington Carver and offered him a large amount of money to come and work for him. Many times Henry Ford offered him large sums to come to Dearborn, but he refused them all. He did not want money. He was happy helping people. A few years before he died, he gave all the money he had to start the George Washington Carver Museum.

### EXTENSION

There today, you can see some of the wonderful things he did in "God's little workshop"; also, the old tools he used are there, such as a few broken bottles, a cup, and an inkwell.

### FURTHER EXTENSION

With simple tools like these, he made silk from the bark of poplar trees, rope from cornstalk fiber, paper from okra. Miracle after miracle came out of that little workshop, all because a humble boy wanted to feel like he was working with God no matter what the cost. —*Uncle Arthur's Bedtime Stories*

## 2. Spelling: Unusual One-Vowel-Is-Long Combinations (Examples: child, blind, mold)

### BASIC LEVEL

1. wild  
2. cold  
3. old  
4. bold  
5. hind  
6. sold  
7. mold  
8. find

### EXTENSION

9. blind  
10. boldness  
11. child

### FURTHER EXTENSION

12. rind  
13. wildly  
14. oldest

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

### Day Two

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

(Verb Tense)

## 4. Composition: Write Original Poetry

### Day Three

## 5. Grammar: Noun Markers (Articles)

## 6. Composition: Edit and Revise

## 7. Grammar/Sentence Structure: Infinitives

### Day Four

## 8. Spelling: Spelling Test

## 9. Dictation: Dictation Quiz

## 10. Composition: Final Copy Poetry

## Extra Practice (Optional)

# 17A 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 second paragraph, highlight the past tense verbs (verbs which show action that has already happened).

**BASIC LEVEL:** Highlight four past tense verbs.

**EXTENSION:** Highlight five past tense verbs.

**FURTHER EXTENSION:** Highlight six past tense verbs.

John **A**dams was a powerful leader of the American Revolution. He was sent to Philadelphia in 1774. **H**e was a member of the Continental Congress. **J**ohn **A**dams knew that this was a very important meeting. They would decide **two** very important things. First, who would lead the army. Second, who would write the letter to the King of **E**ngland for their appeal.

**T**here **were** several people who **could have been** put in charge of the army. **J**ohn **A**dams **knew** that one man would be perfect for the job, so slowly he **stood** up and **made** his suggestion. **H**e **suggested** that **G**eorge **W**ashington lead the army. Everyone was **shocked**. John Adams and George Washington **were** from different states. **W**ashington **became** the leader of the new army.

**J**ohn Adams supported Thomas Jefferson as the person to write the letter to England. Jefferson wrote a **one**-page document to tell King **G**eorge and the world that America was free. The document was called the Declaration of Independence.

## □ 7b. Beside the phrases provided, write an *I* if they are infinitives; write a *P* if they are prepositional phrases.

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



# 18A Week 1 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Characteristics of one who desires God's approval

genuineness    unfeigning  
transparency    humility  
sincerity        forthrightness

##### Characteristics of one who desires man's approval

hypocrisy        perversion  
legalism          transgression  
shortcoming

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The Law teaches us to fear God. It clearly shows us how wrong sin really is. Paul said that it is God's Law that tells us what is sinful. Without laws, there is no reason for a person to feel guilty for the wrong things he does. Because they do not like to feel guilty, sinners want to reject God's Law. It makes them ashamed of their sinful lives.

### EXTENSION

The Law also explains what sin is. First, sin is an act of rebellion against God. Jesus said that whenever we do something wrong to another believer, we are doing something wrong to Him. Simply put, sin is any action of ours that disobeys one of God's commands in the Bible.

### FURTHER EXTENSION

Because God's Law reflects how holy He is, His Law also shows how unholy and sinful we are. We should feel guilty and sad for anything we have done that disobeyed God's commands. Then, we should humbly ask His forgiveness and His power to change. Finally, we should leave our bad ways and choose to live a life of obeying God's Law. —Adapted from *Wisdom Booklet 18*

## 2. Spelling: R-Controlled Long e and Long a (Examples: hear, pear, dear, bear)

### BASIC LEVEL

1. dear  
2. sear  
3. near  
4. wear  
5. gear  
6. clear

### EXTENSION

7. bear  
8. unclear

### FURTHER EXTENSION

9. fearless  
10. shear

**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 confusing the spelling of words that contain one combination with the spelling of the other combination. (For example, he might spell *hear* with the other combination, *beer*.)

**TT:** R-controlled means that the letter *r* controls the sound of the letter or letters that are before the *r*. There are several spellings for the r-controlled long *a* sound, as in: *fair*, *caring*, *care*, and *bear*.

### 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 \_\_\_\_\_  
6 Sentences

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
4 Sentences

### EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
4 Sentences

### Day Three

## 5. Grammar: Subject Part and Predicate Part

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

## 7. Sentence Structure: Five Parts of a Sentence (CAVES)

### Day Four

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

## 9. FURTHER EXTENSIONS: 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)

# 18A Week 1 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Characteristics of *one who desires God's approval*

genuineness    unfeigning  
transparency    humility  
sincerity        forthrightness

##### Characteristics of *one who desires man's approval*

hypocrisy    perversion  
legalism      transgression  
shortcoming

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The Law teaches us to fear God. It clearly shows us how wrong sin really is. Paul said that it is God's Law that tells us what is sinful. Without laws, there is no reason for a person to feel guilty for the wrong things he does. Because they do not like to feel guilty, sinners want to reject God's Law. It makes them ashamed of their sinful lives.

### EXTENSION

The Law also explains what sin is. First, sin is an act of rebellion against God. Jesus said that whenever we do something wrong to another believer, we are doing something wrong to Him. Simply put, sin is any action of ours that disobeys one of God's commands in the Bible.

### FURTHER EXTENSION

Because God's Law reflects how holy He is, His Law also shows how unholy and sinful we are. We should feel guilty and sad for anything we have done that disobeyed God's commands. Then, we should humbly ask His forgiveness and His power to change. Finally, we should leave our bad ways and choose to live a life of obeying God's Law. —Adapted from *Wisdom Booklet 18*

## 2. Spelling: R-Controlled Long e and Long a (Examples: hear, pear, dear, bear)

### BASIC LEVEL

1. dear  
2. sear  
3. near  
4. wear  
5. gear  
6. clear

### EXTENSION

7. bear  
8. unclear

### FURTHER EXTENSION

9. fearless  
10. shear

**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 confusing the spelling of words that contain one combination with the spelling of the other combination. (For example, he might spell *hear* with the other combination, *beer*.)

**TT:** R-controlled means that the letter *r* controls the sound of the letter or letters that are before the *r*. There are several spellings for the r-controlled long *a* sound, as in: *fair*, *caring*, *care*, and *bear*.

## 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 \_\_\_\_\_  
6 Sentences

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
4 Sentences

### EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
4 Sentences

## 5. Grammar: Subject Part and Predicate Part

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

### Day Three

## 7. Sentence Structure: Five Parts of a Sentence (CAVES)

## 8. FURTHER EXTENSIONS:

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

## 9. FURTHER EXTENSIONS:

**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)

# 18A 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 and correct the spelling errors.

Sometimes believers are accused of being **liek** the Pharisees. People **sai** that for a lot of reasons. Sometimes we are doing the things **G**od wants us to do. **P**eople **feal** bad for doing the **rong** thing, so they say believers are being too strict. **(like, say, feel, wrong)**

**B**ut sometimes we are being like the **P**harisees. When **B**elievers act like the **P**harisees, people are right when they say we are like them. **T**he Pharisees were more concerned with what people thought than with what God thought about what they did. They only acted Godly because they wanted people to notice. This is not really following **G**od's **L**aw.

If believers are more worried about other people thinking they are Godly than actually being Godly, they are not really following **G**od's **L**aw. **G**od wants us to genuinely follow Him, not just look like we are following **H**im. When we are following **C**hrist, we will be following His Law.

## ❑ 5c. Using your highlighter, divide each sentence between the subject part and the predicate part.

1. God | gave His Law.
2. Believers | should follow it.
3. God's laws | have reasons.
4. People | call believers hurtful names.
5. We | must focus on Christ.
6. He | is the key to the Law.
7. Jesus | fulfilled the Law.
8. The Law | still has a purpose.
9. The Law | helps believers.
10. The Law | convicts unbelievers.

**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.** Read the phrases provided. Put an *S* beside the sentences that are complete and an *N* beside the phrases that are not complete sentences.

**Example:** He went to a small chapel. S

1. Since Jesus came. N
2. The Law is still important N
3. God gave the Law to Moses. S
4. In the Bible the Israelites. N
5. Said the Law is still important. N
6. Jesus quoted the Law to prove what He was saying. S
7. He did not have to do that. S
8. Because He is God. N
9. God's Word is powerful. S
10. we are supposed to follow it. N

# 18A Week 2 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Characteristics of *one who desires God's approval*

genuineness    unfeigning  
transparency    humility  
sincerity        forthrightness

##### Characteristics of *one who desires man's approval*

hypocrisy        perversion  
legalism          transgression  
shortcoming

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

We have learned that God made all people. I was made by God. You were made by God. God loves His creation and wants all people to know and belong to Him.

### EXTENSION

If we belong to God, we must live for Him. We must live to please Him. We must live the way He wants us to live.

### FURTHER EXTENSION

God has told us how we must live. God gave His Law. His Law tells us what we must do and what we must not do. His Law tells us what kind of people His children should be even in the present time.

—Adapted from *Leading Little Ones to God*

## 2. Spelling: Homophones

### BASIC LEVEL

1. ant
2. aunt
3. in
4. inn
5. I
6. eye
7. do
8. dew

### EXTENSION

9. for
10. four

### FURTHER EXTENSION

11. him
12. hymn
13. blue
14. blew

**TT:** Homophones are words that sound alike when spoken but are spelled differently from each other. *Homo* means “same” and *phone* means “sound”; thus, homophones “sound the same.” Students are more likely to remember this rule if they know that homophones sound the same “on the phone,” but they can be distinguished from each other if they are seen in print.

### Day Two

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

(Main Subject)

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

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
5 Sentences

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
3 Sentences

### EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
4 Sentences

### Day Three

## 5. Grammar: Action Verbs

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

### Day Four

## 7. Grammar: Be, a Helper, Link Verbs

## 8. Composition: Edit and Revise

### Day Five

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## 11. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 18A Week 2 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Characteristics of *one who desires God's approval*

genuineness    unfeigning  
transparency    humility  
sincerity       forthrightness

##### Characteristics of *one who desires man's approval*

hypocrisy    perversion  
legalism      transgression  
shortcoming

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

We have learned that God made all people. I was made by God. You were made by God. God loves His creation and wants all people to know and belong to Him.

#### EXTENSION

If we belong to God, we must live for Him. We must live to please Him. We must live the way He wants us to live.

#### FURTHER EXTENSION

God has told us how we must live. God gave His Law. His Law tells us what we must do and what we must not do. His Law tells us what kind of people His children should be even in the present time.

—Adapted from *Leading Little Ones to God*

### 2. Spelling: Homophones

#### BASIC LEVEL

1. ant
2. aunt
3. in
4. inn
5. I
6. eye
7. do
8. dew

#### EXTENSION

9. for
10. four

#### FURTHER EXTENSION

11. him
12. hymn
13. blue
14. blew

**TT:** Homophones are words that sound alike when spoken but are spelled differently from each other. *Homo* means “same” and *phone* means “sound”; thus, homophones “sound the same.” Students are more likely to remember this rule if they know that homophones sound the same “on the phone,” but they can be distinguished from each other if they are seen in print.

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

(Main Subject)

### Day Two

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

##### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
5 Sentences

##### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
3 Sentences

##### EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
4 Sentences

#### 5. Grammar: Action Verbs

### Day Three

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

#### 7. Grammar: Be, a Helper, Link Verbs

#### 8. Composition: Edit and Revise

### Day Four

#### 9. Spelling: Spelling Test

#### 10. Dictation: Dictation Quiz

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

#### Extra Practice (Optional)

# 18A Week 2 Answer Keys

## ❑ 2f. In the sentences provided, highlight the correct homophones.

1. **We** /wee should follow God's Law.
2. He **made** /maid laws for our good.
3. Believers are told too/**to** love God and keep His commandments.
4. **I** /Eye want to follow His Law.
5. Some people want to live their own weigh/**way**, without the Lord.
6. The leader of the French Revolution was won/**one** of these people.
7. He tried **to** /two take God out of society.
8. The French people suffered because they would knot/**not** follow God.
9. Their/**There** are many reasons to follow the laws of God.
10. God has promised to bless those who obey Hymn/**Him**.

## ❑ 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 main subject of each sentence.

**I**n the Old Testament, **God** gave us many examples of what Christ would be like. **These** were people or things that showed some aspect of His life or character. **They** are called types of **Christ**. **Types** of **Christ** can be things, people, events, or places.

**T**he Tabernacle had many things in it that were types of **Christ**. The mercy seat was on top of the ark of the covenant. **I**t was where the priest would bring blood to atone for the sins of the people. **I**t was the place the Israelites were forgiven. **J**esus took the place of the mercy seat. In Him we **are** forgiven.

**T**he **T**abernacle also had candles in it for light. The candlestick was made of pure gold. **I**t was perfect. **J**esus is the only Person ever to be perfect. And He is the Light of the world, **too**.

❑ **5b. In the sentences provided, highlight the action verbs.**

1. Christians **believe** in the Bible.
2. God **gave** us the Bible for many reasons.
3. He **told** us many things.
4. We should **read** the Bible.
5. We should **follow** it.
6. It **says** to obey God.
7. The Law of God **tells** us about Jesus.
8. God **recorded** many things in His Law.
9. The Law can **bring** us to Christ.
10. The Law **tells** us what Christ is like.

❑ **7b. In the sentences provided, highlight the Be, a Helper, Link verbs.**

Note: Some of them will stand alone, and some of them will be helpers.

**Example:** She **will** put dinner in the oven.

1. Jesus **is** Lord.
2. We **must** follow Him.
3. What God says, we **will** obey.
4. The Law of God **is** very important.
5. We **should** read God's Word.
6. A jot **is** a very little mark on a letter.
7. Without the jot, the letter **is** not the correct letter.
8. The tittle **is** a different small mark on a letter.
9. The jot and tittle **are** the smallest marks in the Hebrew alphabet.
10. Jesus knew this **was** true.

# 18A Week 3 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Characteristics of *one who desires God's approval*

genuineness    unfeigning  
transparency    humility  
sincerity        forthrightness

##### Characteristics of *one who desires man's approval*

hypocrisy        perversion  
legalism          transgression  
shortcoming

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

The ball was stuck. Billy had hit a baseball so high that it nearly went over the roof of the shed. It finally hit the peak of the roof and rolled into the gutter.

#### EXTENSIONS

Billy loved to play baseball. He could play it any time of the day and all day, if his mother let him. One thing that she would not let him do was climb up on the shed roof or gutter. She always told him it was too dangerous. His father had told him that he must call for help if a ball ever got caught up there. Now what could little Billy do?

— *A Child's Book of Character Building*

### 2. Spelling: *Le* Grabs the Consonant Before It (Examples: little, fiddle, needle)

#### BASIC LEVEL

1. little
2. rattle
3. tattle
4. fiddle
5. kettle
6. apple
7. ladle

#### EXTENSION

8. single
9. needle

#### FURTHER EXTENSION

10. middle
11. eagle
12. candle
13. whistle
14. bangle

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

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

(Action Verbs)

### Day Two

#### 4. Study Skills/Prewriting: Key Word Outline With a Continuing Paragraph

##### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
3 Sentences

##### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
6 Sentences

#### 5. Grammar: Adverbs

### Day Three

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

#### 7. Grammar: Coordinating Conjunctions

### Day Four

#### 8. Grammar/Sentence Structure: Combine Two Sentences With a Coordinating Conjunction

#### 9. Study Skills/Prewriting: Take Notes for an Original Continuing Paragraph

### Day Five

#### 10. Spelling: Spelling Test

#### 11. Dictation: Dictation Quiz

#### Extra Practice (Optional)

# 18A Week 3 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Characteristics of *one who desires God's approval*

genuineness    unfeigning  
transparency    humility  
sincerity       forthrightness

##### Characteristics of *one who desires man's approval*

hypocrisy    perversion  
legalism      transgression  
shortcoming

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

The ball was stuck. Billy had hit a baseball so high that it nearly went over the roof of the shed. It finally hit the peak of the roof and rolled into the gutter.

#### EXTENSIONS

Billy loved to play baseball. He could play it any time of the day and all day, if his mother let him. One thing that she would not let him do was climb up on the shed roof or gutter. She always told him it was too dangerous. His father had told him that he must call for help if a ball ever got caught up there. Now what could little Billy do?

— *A Child's Book of Character Building*

### 2. Spelling: *Le* Grabs the Consonant Before It (Examples: little, fiddle, needle)

#### BASIC LEVEL

1. little
2. rattle
3. tattle
4. fiddle
5. kettle
6. apple
7. ladle

#### EXTENSION

8. single
9. needle

#### FURTHER EXTENSION

10. middle
11. eagle
12. candle
13. whistle
14. bangle

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

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

(Action Verbs)

### Day Two

#### 4. Study Skills/Prewriting: Key Word Outline With a Continuing Paragraph

##### Paragraph One of Body

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

3 Sentences

##### Paragraph Two of Body

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

6 Sentences

#### 5. Grammar: Adverbs

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

### Day Three

#### 7. Grammar: Coordinating Conjunctions

#### 8. Grammar/Sentence Structure: Combine Two Sentences With a Coordinating Conjunction

#### 9. Study Skills/Prewriting: Take Notes for an Original Continuing Paragraph

### Day Four

#### 10. Spelling: Spelling Test

#### 11. Dictation: Dictation Quiz

#### Extra Practice (Optional)

# 18A 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 paragraphs provided, highlight the action verbs at the level directed by your teacher.

**BASIC LEVEL:** Highlight six verbs.

**EXTENSION:** Highlight seven verbs.

**FURTHER EXTENSION:** Highlight eight verbs.

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

Farmers **need** good soil to **plant** their crops. The better the soil is, the more grain they will **get**. Soil can be **destroyed**. All dirt is not good soil. **There are** different kinds of dirt. **Some** dirt is good for plants. Some dirt is not. Sand is not a good kind of soil to use. **It** is too soft. **Clay** is not good, either. It is too hard.

**The** right kind of soil is not too hard or too soft. **It contains** clay and sand. This **makes** it not too soft and not too hard. There are things in the dirt **called** minerals. **This** is what everything else **depends** on. **Without** minerals, the ground could not **grow** anything. Some minerals are very good for some kinds of plants and not good for others.

**If** farmers **plant** the same kind of crop again and again in the same place all the time, the plant will **use** up all the minerals. **Farmers** have to **take** turns **planting** different crops in the same place so the soil is not hurt.

## 5b. Read the sentences provided, and highlight the adverbs.

1. God **always** loves us.
2. God wants us to **passionately** and **wholeheartedly** love Him.
3. Without His Law, we would **never** know sin.
4. His Law helps us to **truly** love Him.
5. Jesus **completely** fulfilled the Law.
6. He did **not** destroy the Law.
7. God's Law **never** changes.
8. Man's laws **constantly** change.

9. God's Law is **much** higher than man's laws.
10. We should **diligently** try to obey the laws.

**8. In the sentences provided, highlight the CC's (FANBOYS).**

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

**Example:** *Pneuma* is a word **for** both the Holy Spirit **and** air.

1. Without God's Law, we would not have a standard, **nor** would we have a reason to have other laws.
2. God's laws tell us to do many things, **but** God is more concerned with our hearts.
3. With right hearts we want to please God, **so** we will follow His laws.
4. You love your parents, **so** you obey them.
5. God's Law is perfect, **for** He wrote it.
6. Many people try to change God's Law, **or** they say that it is wrong.
7. We should obey our authorities, **yet** we should not obey them if they ask us to do what God says is wrong.
8. We can do everything right **yet** still have a wrong heart.
9. The Pharisees seemed to keep the Law perfectly, **but** they still had wrong hearts.
10. Keeping the Law cannot help you get into heaven, **but** it can help you live on earth.

# 18A Week 4 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

Characteristics of *one who desires God's approval*

genuineness    unfeigning  
transparency    humility  
sincerity        forthrightness

Characteristics of *one who desires man's approval*

hypocrisy      perversion  
legalism        transgression  
shortcoming

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

In 1789, the people of France started a rebellion against their rulers. They captured the king and his family. The royal family was thrown into prison. Later, most of them were killed. The government was destroyed. The people in charge of the revolution tried to take God completely out of society.

### EXTENSION

The leaders of the Revolution became very cruel. They beheaded thousands of people with the guillotine. Nobles were killed by the hundreds. Soon common people were being killed, too. There was no law enforcement, so people stole things all the time.

### FURTHER EXTENSION

When one leader was no longer popular, he was beheaded. Because the people said there was no right or wrong, they could not say something should not be done. The French people needed someone to be in charge. They were looking for someone who was strong. Soon they had a leader named Napoleon Bonaparte. He became one of the most controlling dictators in all of history.

—Adapted from *Wisdom Booklet 18*

## 2. Spelling: Ng Sounds (Examples: thing, bang, strong)

### BASIC LEVEL

1. sing
2. king
3. slang
4. rang
5. wrong
6. dong
7. rung
8. flung

### EXTENSION

9. thing
10. strong
11. tangy
12. sung

### FURTHER EXTENSION

13. something
14. sling

**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)  
(Coordinating Conjunctions)

**4. Composition/Creative Writing:**  
Write an Original Continuing Paragraph

### Day Three

**5. Sentence Structure/Grammar:**  
Nouns and Pronouns

### 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 Original Story

Extra Practice (Optional)

# 18A Week 4 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Characteristics of *one who desires God's approval*

genuineness    unfeigning  
transparency    humility  
sincerity       forthrightness

##### Characteristics of *one who desires man's approval*

hypocrisy    perversion  
legalism     transgression  
shortcoming

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

In 1789, the people of France started a rebellion against their rulers. They captured the king and his family. The royal family was thrown into prison. Later, most of them were killed. The government was destroyed. The people in charge of the revolution tried to take God completely out of society.

### EXTENSION

The leaders of the Revolution became very cruel. They beheaded thousands of people with the guillotine. Nobles were killed by the hundreds. Soon common people were being killed, too. There was no law enforcement, so people stole things all the time.

### FURTHER EXTENSION

When one leader was no longer popular, he was beheaded. Because the people said there was no right or wrong, they could not say something should not be done. The French people needed someone to be in charge. They were looking for someone who was strong. Soon they had a leader named Napoleon Bonaparte. He became one of the most controlling dictators in all of history.

—Adapted from *Wisdom Booklet 18*

## 2. Spelling: Ng Sounds

(Examples: thing, bang, strong)

### BASIC LEVEL

1. sing
2. king
3. slang
4. rang
5. wrong
6. dong
7. rung
8. flung

### EXTENSION

9. thing
10. strong
11. tangy
12. sung

### FURTHER EXTENSION

13. something
14. sling

**TT:** *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)

(Coordinating Conjunctions)

### Day Two

#### 4. Composition/Creative Writing:

Write an Original Continuing Paragraph

#### 5. Sentence Structure/Grammar:

Nouns and Pronouns

### 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 Original Story

#### Extra Practice (Optional)

# 18A 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 all of the paragraphs, highlight the coordinating conjunctions (FANBOYS).

A baby in the womb can do many things that babies outside the womb can do. An unborn baby has never seen another person, yet the baby can smile and frown. The baby develops different skills at different times in the womb. God has a perfect calendar for these developments. (*For is used as a preposition here.*)

After six months in the womb, a baby can hear, see, and taste. An unborn baby can learn things, too, but the baby is not ready to live outside the womb. A baby can tell what the emotions of the mother are. Sometimes the mother is worried, so the baby will be as well. The attitudes of the father can also affect the unborn baby.

The Bible tells the story about a baby hearing and responding to something while in the womb. In the Book of Luke, there is the story of John the Baptist in Elisabeth's womb. Mary arrived at Elisabeth's house, and John leaped inside of his mother when he heard the sound of their greetings.

## ❑ 5c. Rewrite the sentences provided, replacing the noun that is underlined with a pronoun.

### Example:

God calls God's Law a "schoolmaster" for nonbelievers because God's Law teaches nonbelievers that nonbelievers need God.

God calls His Law a "schoolmaster" for nonbelievers because it teaches them that they need Him.

1. Jesus used the Old Testament in His teaching.
2. His Law is holy because God is holy.
3. Believers should use the Law to help guide their lives.
4. Following the Law, believers learn how they can have real success.
5. Nonbelievers also have the chance to benefit from God's Law in their lives when God uses it to show them His ways.
6. Nonbelievers will not have lasting peace in their lives from obeying the Law only.
7. Christ alone could complete the goals of the Law through His death.

8. Believers should remember that God's Law would accomplish nothing without **His** grace and help in **their** lives.
9. Believers need the Holy Spirit to help **them**.
10. Believers also need the written Law to guide **them**.

**□ 7b. In the sentences provided, highlight the verb phrases. Remember, a verb phrase is the main verb and its helpers if it has any.**

**Example:** Some governments **have embraced** God's Law.

1. Josiah **had become** king at a young age.
2. He **wanted to be** a good king.
3. He ordered that the Temple **should be cleaned** .
4. The people who **were cleaning** the Temple found something.
5. They decided that they **should bring** it to the king.
6. They **had found** the Law of God.
7. It **had been lost** in the Temple.
8. Josiah wanted it **to be read** .
9. The scribe **did obey** the king.
10. The Law **began to convict** King Josiah.

# 19A Week 1 Teacher's Helps For a Five-Day Week

## Day One

### Vocabulary Box

#### Words which give *God's perspective in applying His Law*

great	letter	reap
liberty	royal	mind
sow	license	spirit
conscience		

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

There are two aspects of laws. The first one is the letter of the law. The second one is the spirit of the law. If Christians follow the spirit of the law, they will follow the letter of the law. God gave His Law in the Bible, yet He wants us to follow the spirit and not just the letter.

### EXTENSION

The word *letter* literally means doing what the law says. If his parents told him to sit down, and John sat down, that would be obeying the letter of the law. John was doing exactly what his parents told him to do.

### FURTHER EXTENSION

The spirit of the law is about what a person's heart is like. If John sat down, but was angry inside when he did, he was not following the spirit of the law. The spirit of the law is understanding what God wants and doing it joyfully from the heart.

—Adapted from *Wisdom Booklet 19*

## 2. Spelling: Soft and Hard *th* (Examples: thin, the)

### BASIC LEVEL

1. that
2. thin
3. think
4. them
5. thud
6. those

### EXTENSION

7. thatch
8. though

### FURTHER EXTENSION

9. thou
10. wrath

**TT:** The letters *t* and *h* together form what is called a *consonant digraph*. A consonant digraph is different from a consonant blend in that each consonant does not continue to make its original sound. The two consonants together form a new sound. The consonant digraph *th* actually makes two different sounds: the hard sound as in *the* and the soft sound as in *thin*. The difference in sounds is very slight and some students are not able to distinguish between the two sounds. Do not be concerned if your student is unable to do so.

## Day Two

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

(Pronouns)

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

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
5 Sentences

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
3 Sentences

### EXTENSIONS: Paragraph Three of Body

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

## Day Three

## 5. Grammar: Proper Nouns

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

## Day Four

## 7. Grammar: Commonly Confused Words

## 8. Composition: Edit and Revise

## Day Five

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## 11. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 19A Week 1 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

Words which give *God's perspective in applying His Law*

great	letter	reap
liberty	royal	mind
sow	license	spirit
conscience		

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

There are two aspects of laws. The first one is the letter of the law. The second one is the spirit of the law. If Christians follow the spirit of the law, they will follow the letter of the law. God gave His Law in the Bible, yet He wants us to follow the spirit and not just the letter.

### EXTENSION

The word *letter* literally means doing what the law says. If his parents told him to sit down, and John sat down, that would be obeying the letter of the law. John was doing exactly what his parents told him to do.

### FURTHER EXTENSION

The spirit of the law is about what a person's heart is like. If John sat down, but was angry inside when he did, he was not following the spirit of the law. The spirit of the law is understanding what God wants and doing it joyfully from the heart.

—Adapted from *Wisdom Booklet 19*

## 2. Spelling: Soft and Hard *th* (Examples: thin, the)

### BASIC LEVEL

1. that
2. thin
3. think
4. them
5. thud
6. those

### EXTENSION

7. thatch
8. though

### FURTHER EXTENSION

9. thou
10. wrath

**TI:** The letters *t* and *h* together form what is called a *consonant digraph*. A consonant digraph is different from a consonant blend in that each consonant does not continue to make its original sound. The two consonants together form a new sound. The consonant digraph *th* actually makes two different sounds: the hard sound as in *the* and the soft sound as in *thin*. The difference in sounds is very slight and some students are not able to distinguish between the two sounds. Do not be concerned if your student is unable to do so.

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

(Pronouns)

### Day Two

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

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
5 Sentences

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
3 Sentences

### EXTENSIONS: Paragraph Three of Body

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

## 5. Grammar: Proper Nouns

### Day Three

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

## 7. Grammar: Commonly Confused Words

## 8. Composition: Edit and Revise

### Day Four

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## 11. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 19A 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 all of the paragraphs, highlight the pronouns.

**BASIC LEVEL:** Highlight six pronouns.

**EXTENSION:** Highlight eight pronouns.

**FURTHER EXTENSION:** Highlight nine pronouns.

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

God gave **us** the Law. **The** Law is **God's** way to tell **us** what **we** should and should not do. Many people try to make the Law seem hard to follow, but **God** makes **it** very simple. **He** said all the other laws **are** based on two very important laws.

**The** first one **is** the great commandment. **It** says to love **God** with all of **your** heart, soul, mind, and strength. If **we** love **God**, **we** will follow **His** Law. **When** **you** love someone, **you** want to make **him** happy. **God** is pleased when **we** do what **He** says.

**The** other important law is to love **your** neighbor as **yourself**. **God** says everyone is **our** neighbor. When **we** love people, **we** will not do things to hurt **them**. **We** will not steal from **them** or kill **them**. **These** are two laws that **we** will follow if **we** love **our** neighbor. If **we** truly love **our** neighbor and truly love the Lord, **we** will keep the whole Law.

## 5b. In the sentences provided, highlight the proper nouns that should be capitalized, and capitalize them.

- Christians** believe in the **Bible**.
- The **Bible** is **God's Word**.
- God** told the writers what to write.
- The **Bible** is not some man's word.
- William Tyndale** translated the **Bible**.
- Tyndale** did not write the **Bible**.
- He just took the words and put them into **English**.
- The **British and Foreign Bible Society** translated the **Bible** too.
- They translated **God's Word** into other languages.
- Only **God** wrote the **Bible**.

**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.

**7b.** In each of the sentences provided, highlight the correct word.

**Example:** God blesses us **when** /win we honor His principles.

1. **Then** /than the eagle must choose to fly.
2. When the eagle takes the updrafts, it can go higher than/**than** other birds.
3. The other birds our/**are** not equipped to fly that high.
4. Are/**Our** Christian walk should be like the eagle's flight.
5. We must be higher **than** /then the world.

# 19A Week 2 Teacher's Helps For a Five-Day Week

## Day One

### Vocabulary Box

#### Words which give *God's perspective in applying His Law*

great	letter	reap
liberty	royal	mind
sow	license	spirit
conscience		

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

When William Tyndale's Bibles were shipped to England, the Bishop of London tried to destroy them. He got King Henry VIII to publicly say that the Bibles were not allowed in the country. That did not matter to the people who needed them. The Bibles kept coming.

### EXTENSION

Then the Bishop of London started burning all the Bibles he could find. He confiscated all of them and burned them. The Bibles kept coming. The people still bought Bibles. The Bishop could not stop them.

### FURTHER EXTENSION

He could not get enough Bibles to burn the way he was doing it, so he started having people buy the Bibles for him. They bought them from Tyndale's friends. The friends gave the money back to the Bible printing business. The Bishop was giving Tyndale all the money he needed to print and ship the Bibles!

—Adapted from *Wisdom Booklet 19*

## 2. Spelling: Letter a Says Short o Sound

### BASIC LEVEL      EXTENSION      FURTHER EXTENSION

- |          |           |            |
|----------|-----------|------------|
| 1. all   | 9. malt   | 11. halter |
| 2. walk  | 10. stall | 12. walker |
| 3. talk  |           |            |
| 4. halt  |           |            |
| 5. salt  |           |            |
| 6. chalk |           |            |
| 7. fall  |           |            |
| 8. mall  |           |            |

**TT:** The following groups are examples of unusual letter combinations that make the short *o* sound: *all* (mall, tall, hall); *alt* (halt, malt, salt); and *alk* (talk, walk, balk).

## Day Two

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

(Proper 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 \_\_\_\_\_  
5 Sentences

### EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
4 Sentences

## Day Three

## 5. Grammar: Capitalization Rules

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

## Day Four

## 7. Grammar: SSS5—Super Short Sentence of Five Words or Fewer

## 8. Composition: Edit and Revise

## Day Five

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## 11. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 19A Week 2 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words which give *God's perspective in applying His Law*

great	letter	reap
liberty	royal	mind
sow	license	spirit
conscience		

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

When William Tyndale's Bibles were shipped to England, the Bishop of London tried to destroy them. He got King Henry VIII to publicly say that the Bibles were not allowed in the country. That did not matter to the people who needed them. The Bibles kept coming.

#### EXTENSION

Then the Bishop of London started burning all the Bibles he could find. He confiscated all of them and burned them. The Bibles kept coming. The people still bought Bibles. The Bishop could not stop them.

#### FURTHER EXTENSION

He could not get enough Bibles to burn the way he was doing it, so he started having people buy the Bibles for him. They bought them from Tyndale's friends. The friends gave the money back to the Bible printing business. The Bishop was giving Tyndale all the money he needed to print and ship the Bibles!

—Adapted from *Wisdom Booklet 19*

### 2. Spelling: Letter *a* Says Short *o* Sound

#### BASIC LEVEL

1. all
2. walk
3. talk
4. halt
5. salt
6. chalk
7. fall
8. mall

#### EXTENSION

9. malt
10. stall

#### FURTHER EXTENSION

11. halter
12. walker

**TT:** The following groups are examples of unusual letter combinations that make the short *o* sound: *all* (mall, tall, hall); *alt* (halt, malt, salt); and *alk* (talk, walk, balk).

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

(Proper 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 \_\_\_\_\_  
5 Sentences

##### EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
4 Sentences

#### 5. Grammar: Capitalization Rules

### Day Three

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

#### 7. Grammar: SSS5—Super Short Sentence of Five Words or Fewer

#### 8. Composition: Edit and Revise

### Day Four

#### 9. Spelling: Spelling Test

#### 10. Dictation: Dictation Quiz

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

#### Extra Practice (Optional)

# 19A 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 paragraphs, highlight the proper nouns and capitalize them, if needed.

Many people have tried to say that the Bible is not true. They say that people have changed it over the years. The Bible is one of the oldest books in the world. It has been translated into hundreds of languages. Thousands of people have helped to translate it. Doubters say that some must have changed it, but God said that not one part of His Word would ever pass away.

There are some very old copies of the Bible. One example is the Dead Sea Scrolls. The Dead Sea Scrolls were found in the Dead Sea Valley. They have parts of all the books of the Old Testament except the Book of Esther. Many other old documents have proven that the Bible has not changed in thousands of years.

Some people have tried to say that things in the Bible are not true. For a long time, the only old book that talked about the Hittites or the Assyrians was the Bible. People would say the writers made them up. Since then, people have found other writings that talk about the power of these two peoples. Scientists have also found some of their cities. The cities are just as the Bible said they were. The Bible is right, no matter what people say.

## □ 5b. Correct the paragraph provided, according to the level directed by your teacher.

**BASIC LEVEL:** In the paragraph provided, highlight any words that should be capitalized.

**EXTENSIONS:** In your notebook, rewrite the paragraph provided, correcting all capitalization errors. Highlight the words that you capitalized.

William Tyndale was later caught. He was sentenced to die at the stake. The Bishop of London thought he had won. Tyndale was burned at the stake. His last words were, "Lord, open the eyes of the King of England Only a few years later, God did just that.

**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!



# 19A Week 3 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words which give God's perspective in applying His Law

great	letter	reap
liberty	royal	mind
sow	license	spirit
conscience		

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

Jesus did not teach people how to read and write. He taught something much more important than that—the most important thing in the world—how to know God fully. He told the people about God's love. He helped them to see the dreadful sin that was deep down in their hearts.

#### EXTENSION

Because He came to die for our sin, we can be God's children. He told everyone that punishment will come to all who do not listen to God. And he told them about the new world God is going to make, without any sin in it at all.

#### FURTHER EXTENSION

Oh, how the people loved to listen to Jesus! They followed Him wherever He went. Sometimes thousands sat on a hill while He explained the truths they had heard before. His entire life fulfilled the prophecies they had been taught.

—*Leading Little Ones to God*

### 2. Spelling: Kn and ph Sounds (Examples: knot, phone)

#### BASIC LEVEL      EXTENSION      FURTHER EXTENSION

- |          |          |             |
|----------|----------|-------------|
| 1. know  | 7. knead | 9. orphan   |
| 2. kneel | 8. photo | 10. prophet |
| 3. knot  |          |             |
| 4. phone |          |             |
| 5. knew  |          |             |
| 6. knife |          |             |

**TT:** The combinations *gh* and *ph* are sometimes silent (e.g. *augh*) and sometimes say the consonant *ff* sound (e.g., *cough*, *phone*).

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

#### (Capitalization Rules)

### Day Two

#### 4. Study Skills/Prewriting: Outline Original Paragraphs for an Informative 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

#### 5. Grammar: Suffixes That Do Not Change the Spellings of Root Words

### Day Three

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

#### 7. Grammar: Subordinate Clauses vs. Sentences

### 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)

# 19A Week 3 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words which give *God's perspective in applying His Law*

great	letter	reap
liberty	royal	mind
sow	license	spirit
conscience		

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

Jesus did not teach people how to read and write. He taught something much more important than that—the most important thing in the world—how to know God fully. He told the people about God's love. He helped them to see the dreadful sin that was deep down in their hearts.

#### EXTENSION

Because He came to die for our sin, we can be God's children. He told everyone that punishment will come to all who do not listen to God. And he told them about the new world God is going to make, without any sin in it at all.

#### FURTHER EXTENSION

Oh, how the people loved to listen to Jesus! They followed Him wherever He went. Sometimes thousands sat on a hill while He explained the truths they had heard before. His entire life fulfilled the prophecies they had been taught.

—*Leading Little Ones to God*

### 2. Spelling: *Kn* and *ph* Sounds

(Examples: knot, phone)

#### BASIC LEVEL

1. know
2. kneel
3. knot
4. phone
5. knew
6. knife

#### EXTENSION

7. knead
8. photo

#### FURTHER EXTENSION

9. orphan
10. prophet

**TT:** The combinations *gh* and *ph* are sometimes silent (e.g. *aught*) and sometimes say the consonant *ff* sound (e.g., *cough*, *phone*).

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

(Capitalization Rules)

### 4. Study Skills/Prewriting: Outline Original Paragraphs for an Informative 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. Grammar: Suffixes That Do Not Change the Spellings of Root Words

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

### 7. Grammar: Subordinate Clauses vs. Sentences

### Day Three

### 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)

# 19A 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 words that should be capitalized, and capitalize them if you have not already done so.

**The Old Testament** told the Jews what the **Messiah** would be like. **There** are many prophecies that **Jesus** fulfilled when **He** was on earth. **There** are more than three hundred prophecies that **Jesus** fulfilled.

**Many** prophecies in the Old Testament are about Jesus' birth. The Old Testament said that **God's** **Son** would be born of a virgin. **Jesus** is the only person in history to be born like that. The Old Testament said that the **Messiah** would be born in Bethlehem. Jesus was born in **Bethlehem**. There are many other things that the Old Testament said would happen at **Jesus'** birth, and each one happened.

**The Old Testament** told how **Jesus** would die and rise again. It said that a friend would betray Jesus to the leaders and that they would accuse him falsely. All these things happened to Jesus. The Scriptures also told how **Jesus** would say nothing in **His** own defense. **Jesus** did not use **His** power when **He** was tried. **Every** aspect of Jesus' death was foretold in the **Old Testament**.

## 5b. On the lines provided, copy the words and add one of the suffixes *-ful*, *-ly*, or *-ness* to them.

Note: The spelling of the root words will not change in this spelling list.

- |  |   |
|--|---|
| 1. great— <b>greatly</b> or <b>greatness</b> | 9. good— <b>goodly</b> or <b>goodness</b>     |
| 2. kind— <b>kindly</b> or <b>kindness</b>    | 10. total— <b>totally</b>                     |
| 3. soft— <b>softly</b> or <b>softness</b>    | 11. firm— <b>firmly</b> or <b>firmness</b>    |
| 4. slow— <b>slowly</b> or <b>slowness</b>    | 12. light— <b>lightly</b> or <b>lightness</b> |
| 5. color— <b>colorful</b>                    | 13. dark— <b>darkly</b> or <b>darkness</b>    |
| 6. fear— <b>fearful</b>                      | 14. dread— <b>dreadful</b>                    |
| 7. quick— <b>quickly</b> or <b>quickness</b> | 15. law— <b>lawful</b>                        |
| 8. thought— <b>thoughtful</b>                |   |

❑ **7d.** Finish the sentences provided by adding complete sentences to the subordinate clauses.

**BASIC LEVEL:** Complete five of the sentences.

**EXTENSIONS:** Complete all ten of the sentences.

**Example:** Though heaven and earth cease, God's Word will not fail.

Answers will vary.

# 19A Week 4 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words which give *God's perspective in applying His Law*

great	letter	reap
liberty	royal	mind
sow	license	spirit
conscience		

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

The Chinese may have been the first people to notice that animals can tell when earthquakes are coming. They could predict earthquakes by watching what the farm animals did. Goats and sheep are very sensitive to what the earth does. They can feel a quake three or four minutes before it happens.

#### EXTENSION

The Chinese also noticed that their wells did funny things before an earthquake. The well would have less water in it than before.

#### FURTHER EXTENSION

Sometimes they would be able to see new hills in the ground several months before an earthquake. Yes, these signs let them know that an earthquake would happen soon. As early as A.D. 132, the direction of earthquakes was measured using metal balls that dropped from a large kettle.

—Adapted from *Wisdom Booklet 19*

### 2. Spelling: Numbers (Examples: two, twenty, one hundred)

#### BASIC LEVEL

- two
- ten
- five
- seven
- ninety
- eight

#### EXTENSION

- twenty-six
- hundred

#### FURTHER EXTENSION

- thirty-three
- thirteen

**TT:** Occasionally a word contains fewer phonetic components than sight word components, and should simply be memorized. A good example of this in early writing stages is the word *you*.

### Day Two

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

(Action Verbs)

### 4. Grammar: Dates, Numbers, and Places Within Text

### Day Three

### 5. Composition: Edit and Revise

### Day Four

### 6. Grammar: Interjection Sentence Openers

### Day Five

### 7. Spelling: Spelling Test

### 8. Dictation: Dictation Quiz

### 9. Composition: Final Copy Original Informative Essay

### Extra Practice (Optional)

# 19A Week 4 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words which give *God's perspective in applying His Law*

great	letter	reap
liberty	royal	mind
sow	license	spirit
conscience		

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

The Chinese may have been the first people to notice that animals can tell when earthquakes are coming. They could predict earthquakes by watching what the farm animals did. Goats and sheep are very sensitive to what the earth does. They can feel a quake three or four minutes before it happens.

#### EXTENSION

The Chinese also noticed that their wells did funny things before an earthquake. The well would have less water in it than before.

#### FURTHER EXTENSION

Sometimes they would be able to see new hills in the ground several months before an earthquake. Yes, these signs let them know that an earthquake would happen soon. As early as A.D. 132, the direction of earthquakes was measured using metal balls that dropped from a large kettle.

—Adapted from *Wisdom Booklet 19*

### 2. Spelling: Numbers (Examples: two, twenty, one hundred)

#### BASIC LEVEL

1. two
2. ten
3. five
4. seven
5. ninety
6. eight

#### EXTENSION

7. twenty-six
8. hundred

#### FURTHER EXTENSION

9. thirty-three
10. thirteen

**TT:** Occasionally a word contains fewer phonetic components than sight word components, and should simply be memorized. A good example of this in early writing stages is the word *you*.

### Day Two

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

(Action Verbs)

### 4. Grammar: Dates, Numbers, and Places Within Text

### Day Three

### 5. Composition: Edit and Revise

### 6. Grammar: Interjection Sentence Openers

### Day Four

### 7. Spelling: Spelling Test

### 8. Dictation: Dictation Quiz

### 9. Composition: Final Copy Original Informative Essay

### Extra Practice (Optional)

# 19A 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.

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

Fossils are parts of dead animals that have been **turned** into stone. **B**ecause they are stone, they **last** a long time. Sometimes trees and other plants can be fossils, too. Fossils **tell** us a lot about the past. **We know** there were dinosaurs because scientists have **found** their fossils. **F**ossils also **raise** many questions. **T**hey do not **tell** us everything. To **fill** in the blanks, many people just **guess**.

**O**ne question is, how were fossils made? **N**o one has ever seen a fossil being made. Some people think it took millions of years to make fossils. This does not make sense because the Bible tells us that the earth is not that old.

**S**ome people think that fossils only take a short time to make. These people think that most of the fossils came from **N**oah's **F**lood in the **B**ible. This would have been a time when many plants and animals died all at the same time.

## 4b. In the sentences provided, highlight the dates.

**Example:** On **July 3, 2004**, the little boy turned six years old.

1. On **February 23, A.D. 303**, Rome released its full wrath on the believers.
2. The Edict of Milan was signed in **A.D. 313**.
3. From **A.D. 500** to **A.D. 900**, scholars copied Scripture.
4. The Rosetta Stone was found by the French Army in **1799**.
5. In **1382**, someone said that every other person on the road was a Lollard.
6. In the spring of **1382**, people met to discredit John Wycliffe.
7. John Wycliffe died in **1384**.
8. In **1415**, the church leaders burned Wycliffe's body.
9. The printing press was invented in **1453**.
10. In **1524**, William Tyndale left England, never to return.



# 20A Week 1 Teacher's Helps For a Five-Day Week

## Day One

### Vocabulary Box

#### Words that mean

#### *Godly righteousness*

humble      unspoiled  
untarnished      selfless  
upright      wholesome  
virtuous      genuine

#### Words that mean

#### *Pharisaical righteousness*

overbearing      hypocritical  
grandiose      affected  
condescending      pompous  
vainglorious      egotistical

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

How do germs spread? Germs are traveling all the time, looking for a place to rest. When someone sneezes, thousands of germs fly through the air. Many germs could be lying around the house mixed in the dust or carried in by people. Germs can live almost anywhere!

### EXTENSION

Some germs get inside people by insect bites. One carrier of germs is a certain type of flea. In the olden days, a flea would first live on a mouse or rat and later bite a person. The germs it gave to a human spread and killed thousands of people in Europe.

### FURTHER EXTENSION

Germs are found in some foods. We are blessed to live in a time when we understand about germs. Our vegetables, milk, and eggs are usually germfree. —*My Magnificent Machine*

## 2. Spelling: Double Consonant in the Middle of a Word = First Syllable Short (Examples: hap/py, sil/ly, flim/sy)

### BASIC LEVEL

1. happy
2. blessed
3. funny
4. puppy
5. rotten
6. silly
7. cannot
8. spelling

### EXTENSION

9. after
10. sinner

### FURTHER EXTENSION

11. humble
12. listen

**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)

(Spelling Errors)

## Day Two

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

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
5 Sentences

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
4 Sentences

### EXTENSIONS: Paragraph Three of Body

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

## 5. Structural Analysis: Prefix *un-*

## Day Three

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

## 7. Punctuation: Three Types of Sentences

## Day Four

## 8. Grammar: Verb Phrases

## 9. Composition: Edit and Revise

## Day Five

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## 12. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 20A Week 1 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words that mean

##### *Godly righteousness*

humble      unspoiled  
untarnished      selfless  
upright      wholesome  
virtuous      genuine

##### Words that mean

##### *Pharisaical righteousness*

overbearing      hypocritical  
grandiose      affected  
condescending      pompous  
vainglorious      egotistical

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

How do germs spread? Germs are traveling all the time, looking for a place to rest. When someone sneezes, thousands of germs fly through the air. Many germs could be lying around the house mixed in the dust or carried in by people. Germs can live almost anywhere!

#### EXTENSION

Some germs get inside people by insect bites. One carrier of germs is a certain type of flea. In the olden days, a flea would first live on a mouse or rat and later bite a person. The germs it gave to a human spread and killed thousands of people in Europe.

#### FURTHER EXTENSION

Germs are found in some foods. We are blessed to live in a time when we understand about germs. Our vegetables, milk, and eggs are usually germfree. —*My Magnificent Machine*

### 2. Spelling: Double Consonant in the Middle of a Word = First Syllable Short (Examples: hap/py, sil/ly, flim/sy)

#### BASIC LEVEL

1. happy  
2. blessed  
3. funny  
4. puppy  
5. rotten  
6. silly  
7. cannot  
8. spelling

#### EXTENSION

9. after  
10. sinner

#### FURTHER EXTENSION

11. humble  
12. listen

**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)

(Spelling Errors)

### Day Two

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

#### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
5 Sentences

#### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
4 Sentences

#### EXTENSIONS: Paragraph Three of Body

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

### 5. Structural Analysis: Prefix *un-*

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

### Day Three

### 7. Punctuation: Three Types of Sentences

### 8. Grammar: Verb Phrases

### 9. Composition: Edit and Revise

### Day Four

### 10. Spelling: Spelling Test

### 11. Dictation: Dictation Quiz

### 12. Composition: Final Copy Informative Essay

### Extra Practice (Optional)

# 20A 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 and correct them, if you have not already done so.

There are two **types** of righteousness. One is what God wants us to have. The other is man's imitation of **G**od's best. **H**uman beings cannot be righteous on their **own**. They **need** **G**od's help. **A** lot of the time people **try** to be righteous on their own. This is Pharisaical righteousness. (**types, own, need, try**)

Pharisaical righteousness is not real righteousness at all. It is just making yourself look good for others to see. Since others can only see what is on the outside, most people think they can get away with this. **B**ut **G**od always sees what is on the inside, in the heart. **H**e knows if someone is just acting like they are righteous.

**R**real righteousness takes someone admitting he cannot be good on his own. Only **G**od can bring real righteousness. **W**hen people's hearts are humbled and focused on the Lord, they are showing true righteousness. Someone who is righteous will not expect others to praise him, because he is focused on **G**od. God's approval is all that matters to someone who is truly righteous.

## □ 5b. On the lines provided, add *un* to each word so that it means the opposite of its original meaning. Then write the new words.

- |                        |                         |
|------------------------|-------------------------|
| 1. <b>un</b> repentant | 9. <b>un</b> wise       |
| 2. <b>un</b> godly     | 10. <b>un</b> fair      |
| 3. <b>un</b> known     | 11. <b>un</b> worthy    |
| 4. <b>un</b> seen      | 12. <b>un</b> sure      |
| 5. <b>un</b> broken    | 13. <b>un</b> teachable |
| 6. <b>un</b> faithful  | 14. <b>un</b> mended    |
| 7. <b>un</b> qualified | 15. <b>un</b> educated  |
| 8. <b>un</b> done      |                         |

❑ **8b.** In the sentences provided, highlight the verb phrases (two or more verbs together).

**Example:** Some governments **have embraced** God's Law.

1. The priests **were commanded to serve** God.
2. Instead, they **began to serve** themselves.
3. Ezra's heart **was broken** by the sin he **had seen** .
4. He **could have chosen to do** nothing.
5. He **had to make** this choice.
6. God **has given** us His Word.
7. He **had given** Ezra His Word.
8. Ezra **was becoming** a leader for God in his nation.
9. The Israelites **had been needing** a Godly man **to be** their leader.
10. Only someone with a heart after God **can be** a truly great leader.

# 20A Week 2 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words that mean

##### Godly righteousness

humble      unspoiled  
untarnished      selfless  
upright      wholesome  
virtuous      genuine

##### Words that mean

##### Pharisaical righteousness

overbearing      hypocritical  
grandiose      affected  
condescending      pompous  
vainglorious      egotistical

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Once outside the mine, he headed for the nearest seaport. When he reached the city, he showed the diamond to a ship captain. They agreed to share the money they would get when it was sold in a faraway land.

### EXTENSION

But soon after the miner joined those on board the ship, the captain spoiled the plan, betrayed the miner, and had him thrown overboard. Then the captain sold the diamond to an Indian merchant for five thousand dollars. The merchant went straight to Sir Thomas Pitt and sold him the diamond for one hundred thousand dollars.

### FURTHER EXTENSION

Sir Thomas gave the stone to a diamond cutter who used his skill to craft a beautiful, precious, and costly gem. The finished product was so magnificent that the Duke of Orleans bought it for six hundred thousand dollars. The Duke was the French Regent. Thus, this gem became known as the Regent Diamond, one of the most famous diamonds in the world.

—Adapted from *Wisdom Booklet 20*

## 2. Spelling: Vowel Diphthong *oi* (Examples: toil, coin)

### BASIC LEVEL

1. coin  
2. soil  
3. join  
4. foil  
5. toil  
6. oil

### EXTENSION

7. loin  
8. rejoin

### FURTHER EXTENSION

9. spoil  
10. topsoil

**TT:** A *diphthong* is a combination of vowels that does not make the short vowel sound nor the long vowel sound. The *oi* and *oy* vowel diphthongs make the sound of the vowels in *joy*. The *oy* combination is seldom in the middle of a word, but is often found at the end of words. The *oi* combination is exactly opposite.

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

(Verb Phrases; Spelling Errors)

### 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 \_\_\_\_\_  
3 Sentences  
(You may use up to seven words for sentence three.)

### EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
4 Sentences

## 5. Structural Analysis: Compound Words

### Day Three

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

## 7. Punctuation: Commas Separating a Series of Three or More Items

### Day Four

## 8. Study Skills/Prewriting: Take Notes 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)

# 20A Week 2 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words that mean

##### Godly righteousness

humble      unspoiled  
untarnished      selfless  
upright      wholesome  
virtuous      genuine

##### Words that mean

##### Pharisaical righteousness

overbearing      hypocritical  
grandiose      affected  
condescending      pompous  
vainglorious      egotistical

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

Once outside the mine, he headed for the nearest seaport. When he reached the city, he showed the diamond to a ship captain. They agreed to share the money they would get when it was sold in a faraway land.

#### EXTENSION

But soon after the miner joined those on board the ship, the captain spoiled the plan, betrayed the miner, and had him thrown overboard. Then the captain sold the diamond to an Indian merchant for five thousand dollars. The merchant went straight to Sir Thomas Pitt and sold him the diamond for one hundred thousand dollars.

#### FURTHER EXTENSION

Sir Thomas gave the stone to a diamond cutter who used his skill to craft a beautiful, precious, and costly gem. The finished product was so magnificent that the Duke of Orleans bought it for six hundred thousand dollars. The Duke was the French Regent. Thus, this gem became known as the Regent Diamond, one of the most famous diamonds in the world.

—Adapted from *Wisdom Booklet 20*

### 2. Spelling: Vowel Diphthong *oi* (Examples: toil, coin)

#### BASIC LEVEL

1. coin  
2. soil  
3. join  
4. foil  
5. toil  
6. oil

#### EXTENSION

7. loin  
8. rejoin

#### FURTHER EXTENSION

9. spoil  
10. topsoil

**TT:** A *diphthong* is a combination of vowels that does not make the short vowel sound nor the long vowel sound. The *oi* and *oy* vowel diphthongs make the sound of the vowels in *joy*. The *oy* combination is seldom in the middle of a word, but is often found at the end of words. The *oi* combination is exactly opposite.

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

(Verb Phrases; Spelling Errors)

### 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 \_\_\_\_\_  
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: Compound Words

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

### 7. Punctuation: Commas Separating a Series of Three or More Items

### Day Three

### 8. Study Skills/Prewriting: Take Notes 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)

# 20A 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 verb phrases.
3. In the last paragraph, highlight the spelling errors and correct them, if you have not already done so.

Pharisees were the religious leaders of Israel at the time of Christ. They **had started** as a group who **wanted to protect** the Law. They **began to focus** on the little details of the Law. **This** made them lose sight of what the Law was really about. They **wanted to protect** the Law so much that they **started developing** their own law.

**This** law was called the Oral Law. The Oral Law was the **Pharisees'** interpretation of the real **L**aw. They would read the **L**aw and then explain what they thought it meant. What they thought was treated as if it was just as important as the real Law. Soon there were pages and pages to explain what one commandment meant.

**The** Oral Law sometimes **saed** the opposite of what the real **L**aw said. The **reel** **L**aw said to **onor** your father and mother. The Oral Law said you could do things that **wer** disrespectful as long as you had a Pharisee's approval. **By** replacing the real **L**aw **whith** the Oral Law, the Pharisees become a law unto themselves.  
**(said, real, honor, were, with)**

## □ 5b. On the lines provided, combine the words to make them compound words.

- |                     |                       |
|---------------------|-----------------------|
| 1. <b>sometime</b>  | 9. <b>everyone</b>    |
| 2. <b>postcard</b>  | 10. <b>houseboat</b>  |
| 3. <b>overboard</b> | 11. <b>highlight</b>  |
| 4. <b>notebook</b>  | 12. <b>sandbox</b>    |
| 5. <b>doghouse</b>  | 13. <b>nightlight</b> |
| 6. <b>anywhere</b>  | 14. <b>himself</b>    |
| 7. <b>someday</b>   | 15. <b>daylight</b>   |
| 8. <b>outside</b>   |                       |

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

**7b. On the lines provided, copy the sentences, and add punctuation to each series of items.**

1. The Torah contains Genesis<sub>2</sub>, Exodus<sub>2</sub>, Leviticus<sub>2</sub>, Numbers<sub>2</sub>, and Deuteronomy.
2. The religious leaders of Jesus' time were the Pharisees<sub>2</sub>, Sadducees<sub>2</sub>, and Essenes.
3. The Pharisees showed people they were "righteous" by praying<sub>2</sub>, giving<sub>2</sub>, and teaching in public.
4. The Pharisees had hundreds of ways to explain the Law to each other<sub>2</sub>, their students<sub>2</sub>, and the common people.
5. Jesus rebuked the Pharisees' pride<sub>2</sub>, hypocrisy<sub>2</sub>, and misuse of the Law.
6. The scribes<sub>2</sub>, Pharisees<sub>2</sub>, and Sadducees were all rebuked by Jesus.
7. The Pharisees misunderstood<sub>2</sub>, misinterpreted<sub>2</sub>, and misapplied the Law.
8. Termites love darkness<sub>2</sub>, hate light<sub>2</sub>, and flee from sources of light.
9. Termites are greedy<sub>2</sub>, destructive<sub>2</sub>, and disliked by mankind.
10. Termites can destroy chairs<sub>2</sub>, tables<sub>2</sub>, or whole houses.

# 20A Week 3 Teacher's Helps For a Five-Day Week

## Day One

### Vocabulary Box

#### Words that mean

#### *Godly righteousness*

humble      unspoiled  
untarnished      selfless  
upright      wholesome  
virtuous      genuine

#### Words that mean

#### *Pharisaical righteousness*

overbearing      hypocritical  
grandiose      affected  
condescending      pompous  
vainglorious      egotistical

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

In the early days of our country, communication was slow. Then the Pony Express was started in April of 1860. This company used eighty men, four hundred ponies, and nearly two hundred relay stations to deliver the mail. Riders followed the Oregon-California Trail from St. Joseph, Missouri, to Sacramento, California.

### EXTENSION

Relay stations, where station keepers took care of fresh ponies, were built every ten to fifteen miles along the trail. Young riders would ride at least seventy-five miles before being replaced by a new rider. Each day, the riders covered nearly two hundred and fifty miles. It took about ten days for mail from Missouri to reach California.

### FURTHER EXTENSION

Although the Pony Express wasn't used for very long, it was the most reliable and regular mail service at the time. People were glad to get their mail quickly. However, the Pony Express system was discontinued on October 24, 1861, because a better communication device was invented—the telegraph.

—Adapted from *Wisdom Booklet 20*

## 2. Spelling: Short *a*, *e*, *i*, *o*, and *u* Families (Examples: stand, let, sob, rid, hut)

### BASIC LEVEL

1. stop  
2. stand  
3. God  
4. red  
5. that  
6. then

### EXTENSION

7. shin  
8. when

### FURTHER EXTENSION

9. thud  
10. buck

TT: The *c-v-c* pattern means consonant-vowel-consonant pattern; the *v-c* pattern means vowel-consonant pattern. One-syllable words with a single vowel in the middle (with a consonant or consonants on both sides of the vowel) usually say the vowel's short sound.

## Day Two

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

(Series of Three or More Items; Compound Words)

## 4. Study Skills/Prewriting: Take Notes for an Original Personal Essay

### Paragraph One of Body

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

5 Sentences (EXTENSIONS: 6 Sentences)

### Paragraph Two of Body

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

5 Sentences (EXTENSIONS: 6 Sentences)

### EXTENSIONS: Paragraph Three of Body

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

6 Sentences

## Day Three

## 5. Grammar: Prepositions

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

## Day Four

## 7. Sentence Structure: Prepositional Phrases

## Day Five

## 8. Spelling: Spelling Test

## 9. Dictation: Dictation Quiz

## Extra Practice (Optional)

# 20A Week 3 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words that mean

##### *Godly righteousness*

humble      unspoiled  
untarnished      selfless  
upright      wholesome  
virtuous      genuine

##### Words that mean

##### *Pharisaical righteousness*

overbearing      hypocritical  
grandiose      affected  
condescending      pompous  
vainglorious      egotistical

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

In the early days of our country, communication was slow. Then the Pony Express was started in April of 1860. This company used eighty men, four hundred ponies, and nearly two hundred relay stations to deliver the mail. Riders followed the Oregon-California Trail from St. Joseph, Missouri, to Sacramento, California.

### EXTENSION

Relay stations, where station keepers took care of fresh ponies, were built every ten to fifteen miles along the trail. Young riders would ride at least seventy-five miles before being replaced by a new rider. Each day, the riders covered nearly two hundred and fifty miles. It took about ten days for mail from Missouri to reach California.

### FURTHER EXTENSION

Although the Pony Express wasn't used for very long, it was the most reliable and regular mail service at the time. People were glad to get their mail quickly. However, the Pony Express system was discontinued on October 24, 1861, because a better communication device was invented—the telegraph.

—Adapted from *Wisdom Booklet 20*

## 2. Spelling: Short *a*, *e*, *i*, *o*, and *u* Families (Examples: stand, let, sob, rid, hut)

### BASIC LEVEL

1. stop  
2. stand  
3. God  
4. red  
5. that  
6. then

### EXTENSION

7. shin  
8. when

### FURTHER EXTENSION

9. thud  
10. buck

TT: The *c-v-c* pattern means consonant-vowel-consonant pattern; the *v-c* pattern means vowel-consonant pattern. One-syllable words with a single vowel in the middle (with a consonant or consonants on both sides of the vowel) usually say the vowel's short sound.

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

(Series of Three or More Items; Compound Words)

### Day Two

## 4. Study Skills/Prewriting: Take Notes for an Original Personal Essay

### Paragraph One of Body

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

5 Sentences (EXTENSIONS: 6 Sentences)

### Paragraph Two of Body

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

5 Sentences (EXTENSIONS: 6 Sentences)

### EXTENSIONS: Paragraph Three of Body

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

6 Sentences

## 5. Grammar: Prepositions

### Day Three

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

## 7. Sentence Structure: Prepositional Phrases

### Day Four

## 8. Spelling: Spelling Test

## 9. Dictation: Dictation Quiz

## Extra Practice (Optional)

# 20A 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 second paragraph, highlight each series of three or more items, and add the proper punctuation to each series.
3. In all the paragraphs, highlight the compound words in another color.

There are almost two thousand different kinds of termites in the world. They can be very different from each other, yet they all have some things in common. They all live in absolute darkness. Some termites build huge clay mounds. They live in these mounds their entire lives. The walls of the mounds are made to block out light.

Some termites live in tree stumps, fallen logs, and other types of dead wood that block out light. A different kind of termite lives in tunnels dug into the ground. These tunnels can be 130 feet deep. This is so that no light can get inside. All termites live without light from the sun, moon, or stars. They do not like the light of flashlights, lanterns, or fires.

Sometimes people or other animals break open termite nests. Then the light gets into their homes. The termites run crazily searching for darkness. They do not stay and defend their nests or eggs like ants do. They only think of themselves. If there is light, they cannot stand up for their homes. Termites can only defend themselves in darkness.

## 5e. In the sentences provided, highlight the prepositions.

Note: Do not highlight the word *to* when it has a verb following it, such as *to write* or *to be*.

**Example:** The prodigal son was in trouble throughout his time of rebellion.

1. Throughout history there have been different types of measurements.
2. Man has devised thousands of ways of measuring things.
3. Thus, there are different measuring systems for different things.
4. Some of these systems are simple for people to use.
5. Some types of measurements are hard for some people and easy for others.
6. The one thing that all of the kinds of measurements need is a standard for them to follow.
7. This is often decided by a government.
8. Above all the governments, God reigns.

9. He sets the standards **for** our lives and how they are measured.
10. No one can change His standards **for** our lives.

**7b. In the sentences provided, highlight the prepositional phrases.**

1. Every time a new government comes, they must decide if they want to keep the old standard **for measurements**.
2. **In France**, the government changed the standard.
3. The change came suddenly **to the French people**.
4. The new government wanted people to break all ties **with the old government**.
5. This system was called the metric system **by the new government**.
6. This system became the most popular **in the world**.
7. **In Paris** there is a special part **of the government** just to make sure the metric system works well.
8. The standards **for the metric system** have not changed **in hundreds of years**.
9. The standards are kept **in France**.
10. All international trade uses the metric system **for their deals**.

# 20A Week 4 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words that mean

##### *Godly righteousness*

humble      unspoiled  
untarnished      selfless  
upright      wholesome  
virtuous      genuine

##### Words that mean

##### *Pharisaical righteousness*

overbearing      hypocritical  
grandiose      affected  
condescending      pompous  
vainglorious      egotistical

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The United States Supreme Court is the highest court in the land. The Court is the third branch of the United States government. The President and Congress are the other two branches. Yet, in the early 1800s, politicians fought over the power of the Court. The authority of the Constitution as the supreme law of the land had not yet been established.

### EXTENSION

Men like John Marshall wanted to build a strong republic. They were called Federalists. Others, like Marshall's cousin, Thomas Jefferson, believed that a government that governs least governs best. Jefferson was a member of the Democratic-Republican Party. Like other members of the party, he favored making the power of the government less.

### FURTHER EXTENSION

How much power did Congress have? And how much power did the Court have? These were important questions at that time. Presidents like George Washington and John Adams helped make the Congress stronger. Right before the end of his time as President, John Adams made John Marshall the Chief Justice of the Supreme Court.

—*From Sea to Shining Sea for Children*

## 2. Spelling/Structural Analysis: Double Consonant in the Middle of a Word = First Syllable Short (Examples: hap/py, sil/ly, flim/sy)

### BASIC LEVEL

1. stopping
2. happy
3. chatting
4. caller
5. silly
6. funny
7. written
8. filter

### EXTENSION

9. middle
10. fellow

### FURTHER EXTENSION

11. member
12. Congress

**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)  
(Prepositions)

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

### Day Three

5. **Structural Analysis:** Nouns

6. **Composition/Creative Writing:** Write an Original Closing Paragraph

### Day Four

7. **Composition:** Edit and Revise

8. **Grammar/Punctuation:** Main Subject and Simple Subject

### Day Five

9. **Spelling:** Spelling Test

10. **Dictation:** Dictation Quiz

11. **Composition:** Final Copy Original Personal Essay

Extra Practice (Optional)

# 20A Week 4 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words that mean

##### *Godly righteousness*

humble      unspoiled  
untarnished      selfless  
upright      wholesome  
virtuous      genuine

##### Words that mean

##### *Pharisaical righteousness*

overbearing      hypocritical  
grandiose      affected  
condescending      pompous  
vainglorious      egotistical

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The United States Supreme Court is the highest court in the land. The Court is the third branch of the United States government. The President and Congress are the other two branches. Yet, in the early 1800s, politicians fought over the power of the Court. The authority of the Constitution as the supreme law of the land had not yet been established.

### EXTENSION

Men like John Marshall wanted to build a strong republic. They were called Federalists. Others, like Marshall's cousin, Thomas Jefferson, believed that a government that governs least governs best. Jefferson was a member of the Democratic-Republican Party. Like other members of the party, he favored making the power of the government less.

### FURTHER EXTENSION

How much power did Congress have? And how much power did the Court have? These were important questions at that time. Presidents like George Washington and John Adams helped make the Congress stronger. Right before the end of his time as President, John Adams made John Marshall the Chief Justice of the Supreme Court.

—*From Sea to Shining Sea for Children*

## 2. Spelling/Structural Analysis: Double Consonant in the Middle of a Word = First Syllable Short (Examples: hap/py, sil/ly, flim/sy)

### BASIC LEVEL

1. stopping  
2. happy  
3. chatting  
4. caller  
5. silly  
6. funny  
7. written  
8. filter

### EXTENSION

9. middle  
10. fellow

### FURTHER EXTENSION

11. member  
12. Congress

**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)

(Prepositions)

### Day Two

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

5. **Structural Analysis:** Nouns

### Day Three

6. **Composition/Creative Writing:** Write an Original Closing Paragraph

7. **Composition:** Edit and Revise

8. **Grammar/Punctuation:** Main Subject and Simple Subject

### Day Four

9. **Spelling:** Spelling Test

10. **Dictation:** Dictation Quiz

11. **Composition:** Final Copy Original Personal Essay

Extra Practice (Optional)

# 20A 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 second paragraph, highlight the prepositions.

**BASIC LEVEL:** Highlight five prepositions.

**EXTENSION:** Highlight seven prepositions.

**FURTHER EXTENSION:** Highlight nine prepositions.

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

One of the worst sicknesses the world has ever known is the Black Death. In Europe, five thousand people a day died. Whole towns were killed by the Black Death. This terrible disease has killed more people than any other plague in history. By the time doctors figured out what was causing the Black Death, millions of people had already died from it.

The most well-known case of the Black Death happened in Europe. In A.D. 1347, the Tartar Army surrounded a town in Crimea. The siege lasted for two years and stopped when the soldiers in the Tartar Army began dying from the Black Death. The Tartars threw the dead bodies into the city. This gave the Black Death to the people in the city, and soon it spread through the rest of Europe.

In just a few years, twenty-five million had been infected and died. The people did not know that they could have stopped the Black Death if they had obeyed a command in the Bible. The Bible says to stay clean and to stay away from unclean animals like rats. The people in Europe did not do anything to try to keep the cities clean. The Black Death is carried by rats and fleas. Because these animals were allowed to live in the filthy towns, the Black Death was allowed to spread.

## 5b. In the sentences provided, highlight the nouns (both proper and common).

Note: Do not highlight the pronouns—words that take the place of nouns, such as *him, her, they, their, it*, etc.

Note: Some sentences have more than one noun.

1. The United States has a government.
2. The government is supposed to serve the people.
3. It protects our freedom.
4. Every person in the United States helps make the laws.
5. Some people are judges.
6. Judges try cases in court.

7. **People** accused of **crimes** come to **court**.
8. The **Supreme Court** is in charge of the other **courts**.
9. It is one of the most powerful **parts** of the **government**.
10. In **history** the **Supreme Court** has done many different **things**.

**□ 8b. In the sentences provided, highlight the main subjects.**

Hint: The main subjects are usually one of the first few words of a sentence!

**Example:** **People** get sick.

1. **Sickness** is caused by different things.
2. Some **animals** carry sicknesses.
3. **People** can get sick from them.
4. Other **diseases** are in the air.
5. **People** breathe them in.
6. Then **they** get sick.
7. The **Bible** says that we have to stay clean.
8. In some cases, **people** would get sick less often if they obeyed God's Word.
9. **Humans** have to follow the Bible's rules.
10. The **Law** will not stop all sickness.
11. But the **Law** does help to avoid sickness.
12. The **Bible** teaches us how to stay away from deadly diseases.



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