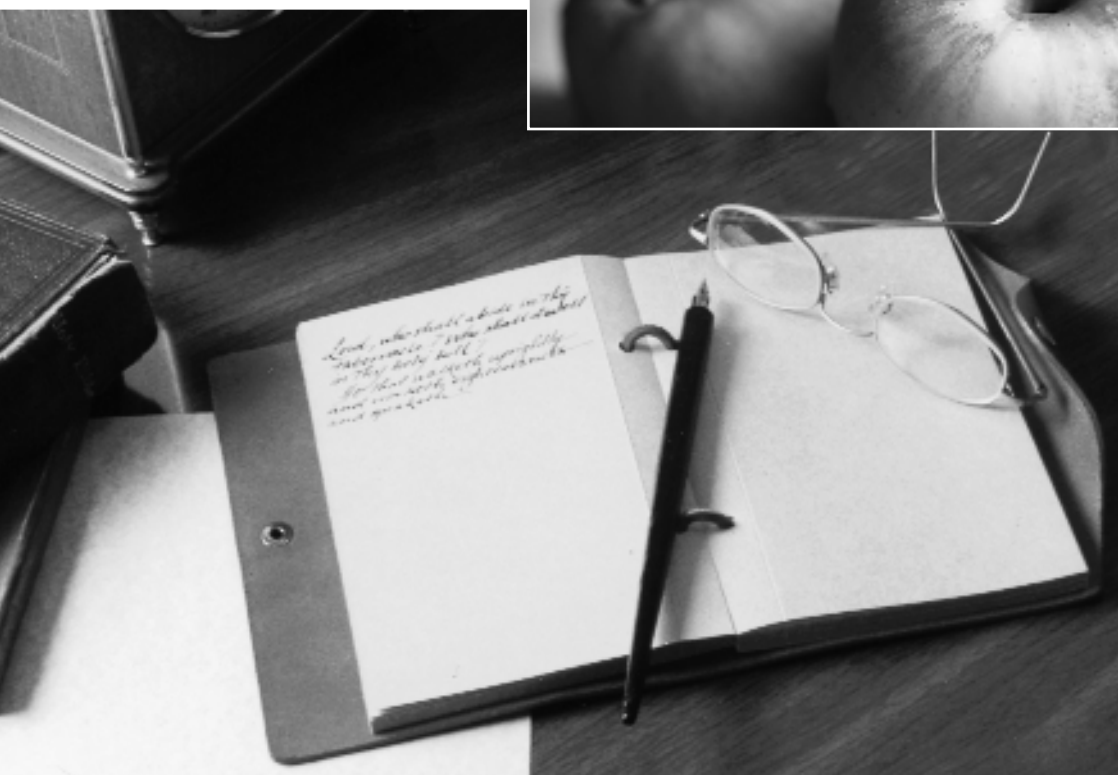


WISDOM BOOKLET *Language Arts*

**Teacher's Helps &
Answer Keys**

21A–24A



WBLA Level A 21–24

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



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

Cover photos courtesy of Joy Jensen.

Printed in the United States of America

First Printing: 20080103

21A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *love*

calm sympathetic
pleasant kind
amiable tender
agreeable friendly

Antonyms for *love*

indignant bitter
incensed vengeful
furious acrimonious
enraged hateful
resentful malicious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One of the greatest dangers of volcanoes comes from the mud slides. Mud slides often happen at the same time as volcanoes. During an eruption, water and steam may combine with volcanic dust. These three things form boiling mud. The mud flows over the rim of the volcano and down the mountain. It wipes out anything in its path.

EXTENSION

Another danger of volcanoes is the red-hot lava. The lava flows from the volcano. Red-hot lava can flow at speeds up to fifty feet per second.

FURTHER EXTENSION

Scientists have timed some lava flows in Hawaii at twenty-five miles per hour. That is much faster than a man can run.

—*Wisdom Booklet 21*

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

2. Spelling: Consonant Blends at the Beginning of Words or Syllables (Examples: tree, clean, small)

BASIC LEVEL

1. free
2. flow
3. from
4. slide
5. great
6. sling

EXTENSION

7. steam
8. wrath

FURTHER EXTENSION

9. bridge
10. people

TT: A consonant blend is formed when two consonants are "blended" together. In a consonant blend, each consonant keeps its original sound, and those two sounds are combined, as opposed to making a new sound as in a digraph (e.g., *sh*, *ch*).

3. Editor Duty: Correct Given Paragraph(s)

(Nouns)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

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

Day Three

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

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

Day Four

8. Grammar: Subject Part and Predicate Part

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)

21A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *love*

calm sympathetic
pleasant kind
amiable tender
agreeable friendly

Antonyms for *love*

indignant bitter
incensed vengeful
furious acrimonious
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resentful malicious

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BASIC LEVEL

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FURTHER EXTENSION

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TT: A consonant blend is formed when two consonants are "blended" together. In a consonant blend, each consonant keeps its original sound, and those two sounds are combined, as opposed to making a new sound as in a digraph (e.g., *sh*, *ch*).

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(Nouns)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

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Day Three

8. Grammar: Subject Part and Predicate Part

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)

21A 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 nouns.

BASIC LEVEL: Highlight four nouns.

EXTENSION: Highlight six nouns.

FURTHER EXTENSION: Highlight eight nouns.

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

Anger is a signal that something is wrong. It is not bad in itself. The Bible says that we should deal with our anger. If we do not deal with anger, it can become sin. Anger is an emotion, just like happiness or sadness. Emotions affect the rest of our body. When we do not deal with anger, it can become wrath or bitterness. God says that both of these are sin.

When someone stays angry for a long time, it becomes wrath. When anger is expressed through mean words or actions, it is a sign that the anger was not rightly dealt with. This is a sign that it has become wrath. In the Bible, God says that wrath is wrong and should not be allowed. Wrath gives Satan a foothold in our lives. This takes some of the “ground” in our soul from God.

God can and will take back the ground that we have given to Satan, but only if we want Him to. First, we must admit that we have sinned and ask God’s forgiveness. We also must ask forgiveness from the person we were angry with. Sometimes though, a person has been hurt so badly that he will not forgive right away. This is one reason that it is best to deal with anger as soon as it starts.

❑ 8c. Divide each of the sentences provided by drawing a line between the subject part and the predicate part.

Example: The little boy | ran across the street.

1. A soft answer | can turn away wrath.
2. God | has given us His Word.
3. The Bible | helps believers know what to do.
4. It | tells us how to deal with people who are angry.
5. All humans | get angry themselves.
6. The Bible | tells us how to deal with that anger.
7. God | says to love others.

8. We | should love our enemies.
9. We | should love and not hate.
10. Believers | should love instead of getting angry.

21A Week 2 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *love*

calm sympathetic
pleasant kind
amiable tender
agreeable friendly

Antonyms for *love*

indignant bitter
incensed vengeful
furious acrimonious
enraged hateful
resentful malicious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Blood pressure will increase under a number of conditions. If danger comes, your heart pumps harder. When you work or play, the pressure increases. If a person weighs too much, his heart has to work harder. For most people, worry or anger will also make it work too much.

EXTENSION

If a person's blood pressure is too high for too long, he could be in danger. Over a long time the heart becomes overworked. The blood vessels find it difficult to handle so much pressure. This problem seems to increase after the age of thirty-five.

FURTHER EXTENSION

Part of the problem with blood pressure comes from tension. A person can worry or be angry over a long period of time. After years, his heart grows tired and often weak. This can be a very bad problem for our bodies.
—*My Magnificent Machine*

2. Spelling/Structural Analysis: Open Syllables Have Long Vowel Sounds (Examples: be/cause, go/phar, ba/by)

BASIC LEVEL

1. o/pen
2. o/ver
3. ba/by
4. be/have
5. ba/sic
6. be/come

EXTENSION

7. re/act
8. go/phar
9. Bi/ble
10. re/pent

FURTHER EXTENSION

11. re/sult
12. no/tice

TT: An *open syllable* is a syllable that ends in a vowel, as opposed to a *closed syllable*, which ends in a consonant. (A consonant "closes" a syllable.) When a syllable is an open syllable, it usually makes the vowel's long sound, as in *be*, *go*, and *Bi/ble*.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Subject Part; Predicate Part)

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 _____
4 Sentences

Day Three

5. Grammar: Adjectives

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

Day Four

7. Grammar: Possessive Nouns

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

21A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *love*

calm sympathetic
pleasant kind
amiable tender
agreeable friendly

Antonyms for *love*

indignant bitter
incensed vengeful
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resentful malicious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Blood pressure will increase under a number of conditions. If danger comes, your heart pumps harder. When you work or play, the pressure increases. If a person weighs too much, his heart has to work harder. For most people, worry or anger will also make it work too much.

EXTENSION

If a person's blood pressure is too high for too long, he could be in danger. Over a long time the heart becomes overworked. The blood vessels find it difficult to handle so much pressure. This problem seems to increase after the age of thirty-five.

FURTHER EXTENSION

Part of the problem with blood pressure comes from tension. A person can worry or be angry over a long period of time. After years, his heart grows tired and often weak. This can be a very bad problem for our bodies. —*My Magnificent Machine*

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BASIC LEVEL

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2. o/ver
3. ba/by
4. be/have
5. ba/sic
6. be/come

EXTENSION

7. re/act
8. go/phor
9. Bi/ble
10. re/pent

FURTHER EXTENSION

11. re/sult
12. no/tice

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3. Editor Duty: Correct Given Paragraph(s)

(Subject Part; Predicate Part)

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 _____
4 Sentences

5. Grammar: Adjectives

Day Three

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

7. Grammar: Possessive Nouns

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

21A 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, divide each sentence by drawing a line between the subject part and the predicate part.

In the Bible, Israel | had a very special way of judging murder cases. God | had given them the way to do it. When someone had been killed, the person who had killed him | was supposed to run to a city of refuge. While he was in the city, no one | could kill him. He | was safe there. He | had to stay there until the family of the person he killed got there. Then they | had a trial. **(Your students may not understand how to divide the two sentences with subordinate clause openers.)**

Sometimes the person had been killed by accident. If so, the man who did it would not be in trouble. He could stay in the city. But sometimes the person had been killed on purpose. Then the murderer had to leave the city. Outside the city, he would be put to death. According to God's Law, people who were innocent were safe. People who were guilty were judged. Many of the principles, like this one from God's Law, are used in our legal system today.

Today, if someone is accused of a crime, he is kept safe until the trial. No one can hurt him until he is found guilty of the crime. This is like the laws about the cities of refuge in the Bible. If the accused person is not guilty of the crime, then no one is allowed to hurt him.

❑ 5c. In the sentences provided, insert descriptive adjectives.

Example: Blood pressure increases in an angry person.

Answers will vary.

❑ 7b. Make the words provided possessive.

- | | |
|------------------------------|-------------------------------|
| 1. Cain— <u>Cain's</u> | 6. heart— <u>heart's</u> |
| 2. laws— <u>laws'</u> | 7. blood— <u>blood's</u> |
| 3. Jesus— <u>Jesus'</u> | 8. anger— <u>anger's</u> |
| 4. volcano— <u>volcano's</u> | 9. brothers— <u>brothers'</u> |
| 5. lava— <u>lava's</u> | 10. clauses— <u>clauses'</u> |

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

- ❑ **7c.** In the sentences provided, highlight the possessive nouns in one color, and highlight what each possessive noun owns (possesses) in another color.

Example: We should show **God's** **love** to all.

1. A **Christian's** **love** is how he shows the world he belongs to Christ.
2. **God's** **love** is patient.
3. **Love's** **results** never include anger.
4. **Anger's** **results** can be terrible.
5. **Man's** **response** is to get angry.
6. **God's** **response** is very different.
7. He wants those who bear **Christ's** **name** to be like Him.
8. God never tolerates **man's** **sin**, but He still loves mankind.
9. **Jesus'** **love** is limitless.
10. The **believer's** **duty** is to imitate **God's** **love**.

21A Week 3 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *love*

calm sympathetic
pleasant kind
amiable tender
agreeable friendly

Antonyms for *love*

indignant bitter
incensed vengeful
furious acrimonious
enraged hateful
resentful malicious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Patsy, one of the nicest girls in school, was sitting on a bench in the playground with her legs stretched out in front of her as she talked to one of her friends. All of a sudden a group of girls ran by. One of them tripped over Patsy's legs and fell heavily to the ground. When she got up, her clothes were torn, and she was very angry.

EXTENSION

"You nasty, mean thing!" she said. "You tripped me on purpose!"
"I didn't, I really didn't, Monica," said Patsy. "It was an accident. I'm very sorry."

FURTHER EXTENSION

"It wasn't an accident," said Monica sharply. "I know you. You hate me and that's why you did it."
"I don't hate you. Really I don't," said Patsy gently. "I wasn't even thinking about you." —*Uncle Arthur's Bedtime Stories*

2. Spelling: R-Controlled Words That Say *er* or *or* (Examples: store, word)

BASIC LEVEL

1. word
2. worm
3. torn
4. before
5. shore
6. for

EXTENSION

7. storm
8. fork
9. north
10. horn

FURTHER EXTENSION

11. world
12. forlorn

TT: *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The families listed below are unusual spellings for the *er* sound: (1) *ar* (poplar) (2) *ear* (earth) (3) *or* (word) (4) *yr* (myrrh).

TT: *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The *or* family is known primarily for saying the *or* sound as in *store*.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Adjectives)

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

Paragraph One of Body

Topic of Paragraph 1 _____
8 Sentences

EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 _____
8 Sentences

Day Three

5. Structural Analysis: Contractions

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

Day Four

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

8. Grammar: Pronouns

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

21A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *love*

calm sympathetic
pleasant kind
amiable tender
agreeable friendly

Antonyms for *love*

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1. Copying, Vocabulary, and Comprehension

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"I didn't, I really didn't, Monica," said Patsy. "It was an accident. I'm very sorry."

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"It wasn't an accident," said Monica sharply. "I know you. You hate me and that's why you did it."

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2. Spelling: R-Controlled Words That Say *er* or *or* (Examples: store, word)

BASIC LEVEL

1. word
2. worm
3. torn
4. before
5. shore
6. for

EXTENSION

7. storm
8. fork
9. north
10. horn

FURTHER EXTENSION

11. world
12. forlorn

TT: *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The families listed below are unusual spellings for the *er* sound: (1) *ar* (poplar) (2) *ear* (earth) (3) *or* (word) (4) *yr* (myrrh).

TT: *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The *or* family is known primarily for saying the *or* sound as in *store*.

3. Editor Duty: Correct Given Paragraph(s)

(Adjectives)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____
8 Sentences

EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 _____
8 Sentences

5. Structural Analysis: Contractions

Day Three

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

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

8. Grammar: Pronouns

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

21A 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 all the paragraphs, highlight the adjectives. (Do not highlight possessive pronouns *our*, *your*, etc.)

BASIC LEVEL: Highlight four adjectives.

EXTENSION: Highlight six adjectives.

FURTHER EXTENSION: Highlight eight adjectives.

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

Sets **are** part of our lives **every** day. If you collect something, it is a set. **All** the things in your collection have at least **one** thing in common. **Maybe** the **many** items in your collection are all **small** cars and **little** trucks. **This** would be the description of your collection: a set of **small** cars and trucks.

The members of your **little** collection are the cars and trucks. If you divide the cars and the trucks into **two** piles, you do not have **two** sets. **You** have only divided **one** set into **two** piles. When you put the **two** piles together again, you will have just **one** set, **a** set of cars and trucks.

God invented sets. **He** divided the animals into groups for Adam to name them. He divides people into **two** sets: those who know **Him** and those who do not. **All** these sets are made for a purpose. **God** has a purpose for everything He does.

❑ 5b. On the lines provided, write the contraction that the two words make when joined together.

1. do + not = **don't**

2. did + not = **didn't**

3. I + am = **I'm**

4. that + is = **that's**

5. was + not = **wasn't**

6. he + will = **he'll**

7. we + have = **we've**

8. she + shall = **she'll**

9. will + not = **won't**

10. it + is = **it's**

❑ **8c. Rewrite the sentences provided, replacing each underlined noun with a pronoun.**

Example: When a man ends the life of another person on purpose, the man deserves to have the man's own life ended, according to God's Law.

When a man ends the life of another person on purpose, he deserves to have to have his own life ended, according to God's Law.

1. God has put commands regarding murder in His Law.
2. According to God's Law, even an ox is responsible for his actions.
3. Humans have also made their own laws for murder.
4. Sometimes man's law agrees with God's Law, but sometimes they do not agree.
5. In the Bible, God says that when a person chooses to be angry toward someone else, he is as guilty as if he had committed murder.
6. Man's law does not judge a man if he is angry as long as he does not damage other people or things.
7. When someone is hurt, the courts try to find who hurt him.
8. If a young man, when drinking and driving, kills a person, he is guilty of murder.
9. God's Law holds a person responsible for every choice he makes.
10. Sometimes in man's court, if a person claims that he did not know the law, he is not guilty.

21A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *love*

calm sympathetic
pleasant kind
amiable tender
agreeable friendly

Antonyms for *love*

indignant bitter
incensed vengeful
furious acrimonious
enraged hateful
resentful malicious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Today, when police officers need help, “avengers of blood” help them. One example is a group of mothers who have firmly banded together to work with police officers; they try to ensure the punishment of drunk drivers who endanger the lives of their children.

EXTENSIONS

In American courts, someone who has been accused of a crime is assumed “innocent until proven guilty”; this gives him the same safety that the cities of refuge gave to people in Israel. God’s Law instructed that anyone accused of a crime must have the chance to be safe until he is proven guilty. —*Wisdom Booklet 21*

2. Spelling: Normal R-Controlled Words That Say *er* (Examples: her, stir, fur)

BASIC LEVEL

1. hurt
2. firm
3. shirt
4. mother
5. turn
6. anger

EXTENSION

7. burning
8. father
9. closer
10. thirst

FURTHER EXTENSION

11. together
12. murder

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Contractions)

4. Composition/Creative Writing:

Write an Original Opening Paragraph

Day Three

5. Grammar: Adverbs

6. Composition: Edit and Revise

Day Four

7. Punctuation: Semicolons

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Personal Essay

Extra Practice (Optional)

21A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *love*

calm sympathetic
pleasant kind
amiable tender
agreeable friendly

Antonyms for *love*

indignant bitter
incensed vengeful
furious acrimonious
enraged hateful
resentful malicious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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In American courts, someone who has been accused of a crime is assumed “innocent until proven guilty”; this gives him the same safety that the cities of refuge gave to people in Israel. God’s Law instructed that anyone accused of a crime must have the chance to be safe until he is proven guilty. —*Wisdom Booklet 21*

2. Spelling: Normal R-Controlled Words That Say *er* (Examples: her, stir, fur)

BASIC LEVEL

1. hurt
2. firm
3. shirt
4. mother
5. turn
6. anger

EXTENSION

7. burning
8. father
9. closer
10. thirst

FURTHER EXTENSION

11. together
12. murder

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Contractions)

4. Composition/Creative Writing:

Write an Original Opening Paragraph

Day Three

5. Grammar: Adverbs

6. Composition: Edit and Revise

7. Punctuation: Semicolons

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Personal Essay

Extra Practice (Optional)

21A 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 the paragraphs, highlight the contractions.

Anger is a very dangerous emotion. It's able to hurt a person's body in many ways. Its biggest effect is on the heart and blood, but it hurts other parts of the body too. It hurts a part of the body called the kidneys, which keep the inside of the body clean. When a person's kidneys aren't working right, that person could die.

Another way that getting angry hurts the body is by causing problems in the bloodstream. When we're angry, our body makes too much of some chemicals and not enough of other chemicals that should be in our blood. This hurts the vessels that the blood flows through. The blood begins to stick to the sides of the arteries. The blood won't flow as fast as it should.

Also, the heart can't function well when we're angry. Anger makes the heart start to pump blood very fast. When the heart pumps too fast, the pressure in the blood becomes higher. Because of this, the heart becomes tired and can't work right. When we're angry, our hearts don't beat normally.

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

Example: Volcanoes can be totally destructive; anger can completely destroy many relationships.

1. Volcanoes erupt quickly.
2. People get angry suddenly.
3. Volcanoes only erupt after years of buildup.
4. Anger is from problems that people have not dealt with properly.
5. There are often signs warning that a volcano is going to explode.
6. Some scientists have been carefully trained to see the signs.
7. Different kinds of eruptions usually have different warning signs.
8. The effects of a volcano always bring damage.
9. Volcanoes sometimes cover the sky completely in darkness.
10. Anger can totally separate people from each other.

❑ **7b.** Combine the pairs of sentences by putting a semicolon between the two sentences; rewrite them on the lines provided. (Do not forget to make the first letter of the first word after the semicolon lowercase.)

1. Anger warns us that something is wrong inside of us; we should deal with that problem.
2. Man thinks that there are different kinds of murder; to God there is only one kind, and it is wrong.
3. There are different levels of hate; they are all sin to God.
4. Murder is the extreme expression of hatred; in God's eyes anger is as wrong as murder.
5. Hating other people is the opposite of love; it also hinders us from loving God.
6. We must see sin as God sees it; then we will love the sinner and hate the sin.

22A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that explain how to be *reconciled*

quietness	esteem	obedience	implementation
confidence	fergency	humility	reciprocation
perception	persistence	receptivity	restoration

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

David Brainerd dedicated his life to bringing the Gospel to the Indians of New England. He began his ministry by spending days in the woods praying for them. As he prayed, he remembered a teacher at college whom he had offended with harsh and unkind remarks.

EXTENSION

After the teacher had finished speaking one morning at the chapel, David and his friends stood around talking about it. David was leaning on the back of an old chair. When asked what he thought of the man who had spoken, he said, "That pastor has no more grace than this chair." Word got back to the teacher and to leaders at the college. They told David to say he was sorry or leave the college. David left the college.

FURTHER EXTENSIONS

Finally, many months later, he went back to the college. He asked the teacher and the college to forgive him. This forgiveness prepared him for God's blessing upon his ministry to the Indians.

—*Wisdom Booklet 22*

2. Spelling: Ey and y Say Long e at the End of Words (Example: monkey, bunny)

BASIC LEVEL

- happy
- sorry
- bunny
- tardy
- many
- marry

EXTENSION

- simply
- angry

FURTHER EXTENSION

- guilty
- finally

TT: At the end of two-syllable or multisyllable words, *y* and *ey* can both be used to say the long *e* sound. It is often confusing for students to know when to end a word in *y* (e.g., *bunny*) and when to end it in *ey* (e.g., *monkey*). When a word has the same consonant doubled in the middle, normally only a *y* is used (e.g., *bunny*, *silly*, *happy*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

6 Sentences

(You may use up to eight words for sentence three.)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

Day Three

5. Grammar: Subordinators

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

Day Four

7. Grammar: Subordinate Clauses

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

22A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that explain how to be *reconciled*

quietness	esteem	obedience	implementation
confidence	fervency	humility	reciprocation
perception	persistence	receptivity	restoration

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

David Brainerd dedicated his life to bringing the Gospel to the Indians of New England. He began his ministry by spending days in the woods praying for them. As he prayed, he remembered a teacher at college whom he had offended with harsh and unkind remarks.

EXTENSION

After the teacher had finished speaking one morning at the chapel, David and his friends stood around talking about it. David was leaning on the back of an old chair. When asked what he thought of the man who had spoken, he said, "That pastor has no more grace than this chair." Word got back to the teacher and to leaders at the college. They told David to say he was sorry or leave the college. David left the college.

FURTHER EXTENSIONS

Finally, many months later, he went back to the college. He asked the teacher and the college to forgive him. This forgiveness prepared him for God's blessing upon his ministry to the Indians.
—*Wisdom Booklet 22*

2. Spelling: Ey and y Say Long e at the End of Words (Example: monkey, bunny)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|-----------|-------------|
| 1. happy | 7. simply | 9. guilty |
| 2. sorry | 8. angry | 10. finally |
| 3. bunny | | |
| 4. tardy | | |
| 5. many | | |
| 6. marry | | |

TT: At the end of two-syllable or multisyllable words, *y* and *ey* can both be used to say the long *e* sound. It is often confusing for students to know when to end a word in *y* (e.g., *bunny*) and when to end it in *ey* (e.g., *monkey*). When a word has the same consonant doubled in the middle, normally only a *y* is used (e.g., *bunny*, *silly*, *happy*).

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

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

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

5. Grammar: Subordinators

Day Three

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

7. Grammar: Subordinate Clauses

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

22A 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 third paragraph, highlight the spelling errors, and correct them if you have not already done so.

In A.D. 62, the city of Rome was a busy place. Traders sold **their** goods in the streets. **T**hey had all kinds of things never seen in **R**ome before. Soldiers were also in the streets, looking for criminals and runaway slaves. **T**here were many runaway slaves in **R**ome. They were trying to blend into the crowd.

One of the slaves was named Onesimus. His name meant “useful.” **H**e was not being useful now because he had run away. **H**is master was a Christian in a faraway town. No one knows why Onesimus ran away, but when he was in Rome, something wonderful happened.

Somhow, Onesimus came to Paul’s house in **R**ome. Paul was a **prisaner** in his own house, but he still **preched**. Onesimus heard **P**aul preach. He became a believer. He knew then that he had to go home to his master. He needed to be reconciled to his master because they were brothers in **C**hrist. (**Somehow, prisoner, preached**)

❑ 5d. Highlight the subordinators at the beginning of each sentence.

1. **Though** Jacob and Esau were brothers, they were very different.
2. **When** Isaac was old, he wanted to bless his sons.
3. **Although** Isaac wanted to bless Esau, he blessed Jacob instead.
4. **Because** Jacob had gotten the blessing, Esau was very angry.
5. **Since** he could not have the blessing, Esau vowed to kill Jacob.
6. **When** Jacob heard that, he was very afraid.
7. **Because** he was afraid, Jacob ran away.
8. **Although**they stayed away from each other for years, one day they had to meet again.
9. **If** Jacob had not been willing to tell his brother that he was sorry, his family might have been killed.
10. **Because** Jacob was willing to humble himself and ask for his brother’s forgiveness, the two brothers were reconciled.

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.** Finish the clauses by adding complete sentences to them.

Answers will vary.

❑ **7c.** Highlight the commas in the sentences from 7b. (Do you see that the commas come at the natural pause?)

1. When someone hurts us,
2. If we forgive,
3. Since Mom went to town,
4. Because Jesus said to forgive,
5. When we become bitter,
6. Although people hurt us,
7. Though we might not want to,
8. Since God forgave us,
9. When Jesus forgave the men who killed Him,
10. Though we want to get angry,

22A Week 2 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Words that explain how to be *reconciled*

quietness	esteem	obedience	implementation
confidence	fervency	humility	reciprocation
perception	persistence	receptivity	restoration

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

God did not make us like animals. We have excellent brains and outstanding memories. Our memories seem to be so good that even if we had part of our brains removed in surgery, most of us could still remember well.

EXTENSION

Memory is much like a tape recorder. If we record the information well, we can play it back better the next time. The mind is a huge tape rack. Conversations, pictures, stories, addresses, and numbers are all recorded and stored. When we need them, our brains select the right tapes and play them for us again.

FURTHER EXTENSION

The better we record the material and the more often we play it, the better our memories will become. Remembering is like throwing a baseball. The more we do it, the better we will become at it. We need to practice memorizing. We'll be better at it. We will have good memories.
—*My Magnificent Machine*

2. Spelling: Long and Short Double o (Examples: book, boot)

BASIC LEVEL

1. nook
2. soon
3. loom
4. food
5. tool
6. soot

EXTENSION

7. bloom
8. afternoon

FURTHER EXTENSION

9. bedroom
10. school

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

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

(You may use up to eight words for sentence three.)

Paragraph Two of Body

Topic of Paragraph 2 _____

5 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

6 Sentences

Day Three

5. Grammar/Structural Analysis: Subordinate Clauses vs. Sentences

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

Day Four

7. Sentence Structure: 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)

22A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that explain how to be *reconciled*

quietness	esteem	obedience	implementation
confidence	fervency	humility	reciprocation
perception	persistence	receptivity	restoration

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

God did not make us like animals. We have excellent brains and outstanding memories. Our memories seem to be so good that even if we had part of our brains removed in surgery, most of us could still remember well.

EXTENSION

Memory is much like a tape recorder. If we record the information well, we can play it back better the next time. The mind is a huge tape rack. Conversations, pictures, stories, addresses, and numbers are all recorded and stored. When we need them, our brains select the right tapes and play them for us again.

FURTHER EXTENSION

The better we record the material and the more often we play it, the better our memories will become. Remembering is like throwing a baseball. The more we do it, the better we will become at it. We need to practice memorizing. We'll be better at it. We will have good memories. —*My Magnificent Machine*

2. Spelling: Long and Short Double o (Examples: book, boot)

BASIC LEVEL

1. nook
2. soon
3. loom
4. food
5. tool
6. soot

EXTENSION

7. bloom
8. afternoon

FURTHER EXTENSION

9. bedroom
10. school

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

3. Editor Duty: Correct Given Paragraph(s)

(Subordinators)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

(You may use up to eight words for sentence three.)

Paragraph Two of Body

Topic of Paragraph 2 _____

5 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

6 Sentences

5. Grammar/Structural Analysis: Subordinate Clauses vs. Sentences

Day Three

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

7. Sentence Structure: 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)

22A 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 all of the paragraphs, highlight the subordinators.

BASIC LEVEL: Highlight three subordinators.

EXTENSION: Highlight five subordinators.

FURTHER EXTENSION: Highlight six subordinators.

Wolves have a very good way of settling a conflict. When two wolves fight, they will rarely kill each other. Wolves can kill. They live by killing and eating other animals, but in a wolf pack, wolves are very gentle. One wolf is in charge, and the others obey what he says. When two wolves cannot agree about who is in charge, there is a fight. (*About is functioning as a subordinator here.*)

When two wolves fight, they keep fighting until one of them has gotten the upper hand. When one of the wolves is beaten, he will drop to the ground. He lies on his back, so that the other wolf can see his stomach. This means that the other wolf has won and is in charge. The winning wolf now has to show mercy to the loser.

The one who wins wags his tail to show that everything is all right again. The loser licks the face of the winning wolf. They are now friends again. The problem has been solved. The winning wolf is the one in charge.

❑ 5d. Complete the sentences provided by adding a complete sentence to each subordinate clause.

BASIC LEVEL: Finish six of the sentences.

EXTENSIONS: Finish all of the sentences.

Example: If we confess our sins, He is faithful and just to forgive us our sins.

Answers will vary.

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!

22A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that explain how to be *reconciled*

quietness	esteem	obedience	implementation
confidence	fervency	humility	reciprocation
perception	persistence	receptivity	restoration

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Doves live in most parts of the world, including America. Doves are known as peaceful animals. Well, they actually do not show mercy to each other. Although they are harmless to others, they are extremely dangerous to their own kind. They could show mercy, but they will continue to fight instead.

EXTENSION

When two doves start to fight, they will keep fighting until one of them is dead. Even if the fight is about a little thing, they will not stop. They will use their beaks to peck at each other. They keep pecking no matter what.

FURTHER EXTENSION

A dove will pull out the feathers of the other dove until there are no feathers left. Even when it looks like one bird has proven he is the better bird, they keep fighting. They do not know how to forgive each other, so they kill each other. God wants us to learn to forgive each other.

—Adapted from *Wisdom Booklet 22*

2. Spelling: Other Spellings for the Long and Short Double *o* Sound (Examples: would, through, rouge)

BASIC LEVEL

1. could
2. rouge
3. should
4. through
5. would

EXTENSION

6. shouldn't
7. couldn't

FURTHER EXTENSION

8. throughout

TE Oftentimes the *gh* combination does not make the *ff* sound and instead makes no sound at all. In these cases, the *ough* family makes four different sounds, as in *bough*, *through*, *bought*, and *though*.

TE *Ou* makes both sounds of *oo*—the short sound (e.g., *could*, *would*, *should*) and the long sound (e.g., *rouge*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Subordinate Clauses)

4. Study Skills/Prewriting: Outline Original Paragraphs

Paragraph One of Body

Topic of Paragraph 1 _____

5–7 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 _____

6–8 Sentences

Day Three

5. Grammar: Interjection Sentence Openers

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

Day Four

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

8. Grammar: Capitalization Rules

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

22A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that explain how to be *reconciled*

quietness	esteem	obedience	implementation
confidence	fervency	humility	reciprocation
perception	persistence	receptivity	restoration

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Doves live in most parts of the world, including America. Doves are known as peaceful animals. Well, they actually do not show mercy to each other. Although they are harmless to others, they are extremely dangerous to their own kind. They could show mercy, but they will continue to fight instead.

EXTENSION

When two doves start to fight, they will keep fighting until one of them is dead. Even if the fight is about a little thing, they will not stop. They will use their beaks to peck at each other. They keep pecking no matter what.

FURTHER EXTENSION

A dove will pull out the feathers of the other dove until there are no feathers left. Even when it looks like one bird has proven he is the better bird, they keep fighting. They do not know how to forgive each other, so they kill each other. God wants us to learn to forgive each other.

—Adapted from *Wisdom Booklet 22*

2. Spelling: Other Spellings for the Long and Short Double *o* Sound (Examples: would, through, rouge)

BASIC LEVEL

1. could
2. rouge
3. should
4. through
5. would

EXTENSION

6. shouldn't
7. couldn't

FURTHER EXTENSION

8. throughout

TE Oftentimes the *gh* combination does not make the *ff* sound and instead makes no sound at all. In these cases, the *ough* family makes four different sounds, as in *bough*, *through*, *bought*, and *though*.

TE *Ou* makes both sounds of *oo*—the short sound (e.g., *could*, *would*, *should*) and the long sound (e.g., *rouge*).

3. Editor Duty: Correct Given Paragraph(s)

(Subordinate Clauses)

Day Two

4. Study Skills/Prewriting: Outline Original Paragraphs

Paragraph One of Body

Topic of Paragraph 1 _____

5–7 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 _____

6–8 Sentences

5. Grammar: Interjection Sentence Openers

Day Three

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

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

8. Grammar: Capitalization Rules

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

22A 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 all of the paragraphs, highlight the subordinate clauses.

BASIC LEVEL: Highlight two clauses.

EXTENSION: Highlight four clauses.

FURTHER EXTENSION: Highlight five clauses.

Teacher Tip: *Or a lie detector* may be considered an appositive. Such a phrase will have a comma before and after it if the author considered it to be an appositive.

When a criminal is asked questions, the questioner sometimes uses something called a polygraph or a lie detector. The lie detector tests different things to see if a person is lying. It checks someone's blood pressure. If someone is lying, his blood pressure is often high. He will also sweat a lot. The lie detector can check this, too.

People who operate lie detectors ask all kinds of questions. They ask questions like, "What is your name?" and, "Where do you live?" Since a person does not usually lie about those things, the polygraph shows his normal heart rate. When they ask the more important questions, they look to see if the heart rate changes or if the person is sweating more than before. If the heart rate changed, the person is probably lying.

Because people become nervous when they lie, lie detectors work well. Being guilty makes the brain send out signals to the rest of the body. These signals are what makes the heart rate go up, the skin sweat, and many other things occur. When this happens, lie detectors show that a person is lying.

❑ 8b. Complete the following steps:

1. In the sentences provided, cross out each word that should be capitalized.

2. Write the capitalized word above it.

3. **EXTENSIONS:** On the lines provided, copy the sentences.

1. When someone hurts me, I should forgive him.
2. In the Sermon on the Mount, Jesus said to forgive others.
3. David Brainerd preached to the Indians in America.
4. Wolves live in North America and are a great example of forgiveness.
5. Human brains remember very well.
6. God said that we need to forgive people even if we cannot forget what they did.

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

7. Policemen use the lie detector to find out whether or not someone is lying.
8. Joseph forgave his brothers.
9. If I do not forgive, I will become bitter.
10. God is willing to forgive us and sent His Son to die for us.

22A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that explain how to be *reconciled*

quietness	esteem	obedience	implementation
confidence	fervency	humility	reciprocation
perception	persistence	receptivity	restoration

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

"Who broke my turtle?" Dennis shouted.

Carmen stammered, "I—I did, and I—I'm so sorry. I picked it up to look at it, and it slipped out of my hands."

EXTENSION

Dennis gave her an angry look and sat down in his chair in a huff. His teacher talked to him about his attitude. "Dennis, being angry will not put your turtle back together again. Being angry at Carmen is a way of hurting her. It is wrong. She is sorry that she broke your project. She really needs you to forgive her, so that she will feel better. When you do, you will feel better too."

FURTHER EXTENSION

Later that day, Dennis took his teacher's advice. He forgave Carmen, and they were friends again. Both of them felt better when Dennis forgave Carmen.

—*A Child's Book of Character Building*

2. Spelling: Ng Sounds

(Examples: sang, sing, song, sung)

BASIC LEVEL

1. thing
2. bang
3. flung
4. tong
5. wrong
6. gang
7. cling
8. king

EXTENSION

9. sprung
10. spring
11. string
12. belong

FURTHER EXTENSION

13. belongings
14. anything

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Capitalization Rules)

4. Composition/Creative Writing:

Writing an Original Opening Paragraph

Day Three

5. Grammar/Punctuation: Quotation Rules

6. Composition: Edit and Revise

Day Four

7. Punctuation: Writing Quotations

8. Sentence Structure: Three Types of Sentences

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Original Essay

Extra Practice (Optional)

22A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that explain how to be *reconciled*

quietness	esteem	obedience	implementation
confidence	fervency	humility	reciprocation
perception	persistence	receptivity	restoration

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

“Who broke my turtle?” Dennis shouted.
Carmen stammered, “I—I did, and I—I’m so sorry. I picked it up to look at it, and it slipped out of my hands.”

EXTENSION

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FURTHER EXTENSION

Later that day, Dennis took his teacher’s advice. He forgave Carmen, and they were friends again. Both of them felt better when Dennis forgave Carmen.

—*A Child’s Book of Character Building*

2. Spelling: Ng Sounds

(Examples: sang, sing, song, sung)

BASIC LEVEL	EXTENSION	FURTHER EXTENSION
1. thing	9. sprung	13. belongings
2. bang	10. spring	14. anything
3. flung	11. string	
4. tong	12. belong	
5. wrong		
6. gang		
7. cling		
8. king		

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

3. Editor Duty: Correct Given Paragraph(s)

(Capitalization Rules)

Day Two

4. Composition/Creative Writing:

Writing an Original Opening Paragraph

5. Grammar/Punctuation: Quotation Rules

6. Composition: Edit and Revise

Day Three

7. Punctuation: Writing Quotations

8. Sentence Structure: Three Types of Sentences

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Original Essay

Extra Practice (Optional)

22A 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 all the words that should be capitalized, and correct them, if you have not already done so.

People have amazing memories. We can remember things that happened a few minutes ago or even years ago. If we just take a walk through the woods, we use our memory a lot. We remember what the weather was like. We remember if there were leaves on the trees or not. We remember if we fall down. We remember if we hear birds singing. The memory is not just for recalling facts. It is for everything we do. If God did not give us good memories, every time we walked into our bedrooms, we would be surprised by what we saw.

Sometimes we forget things like when we are told to do something. This can be annoying, but it is good that we can forget some things. In Russia, a scientist named Luria found a man who could not forget. This man could not even have a normal conversation because he was so busy remembering so many things. Memories are a gift from God. Being able to forget is a gift from Him too.

There are some things that we should forget. When people do something wrong to us, and then say they are sorry, we should be willing to forgive them. We should forgive them even if they do not say they are sorry. Sometimes we cannot forget what they did. But we should still forgive them with God's help. The Bible says that God forgives our sins and remembers them no more. If the Lord of lords is willing to forgive our sins, we should be willing to forgive when others do wrong to us.

❑ 5c. Punctuate the quotations provided by adding commas according to the following two rules:

1. Add a comma after the speech tag, if the speech tag is before the quotation.

For example: *Jesus said, "Seek me early."*

2. Add a comma before the speech tag, if the speech tag is after the quotation (Remember, this comma goes inside the ending quotation mark.)

For example: *"Seek me early," said Jesus.*

1. The Bible says, "Love them that hate you."
2. "He has no more grace than this chair," said David Brainerd.

3. In the Bible, Joseph told his brothers, “You meant it for evil, but God meant it for good.”
4. The law in America says, “He who comes to a court of equity must have clean hands.”
5. “I saw him take the money,” one witness declared.
6. Another witness said, “No, he did not take it.”
7. The judge said, “They cannot be both telling the truth.”
8. “We should forgive each other,” the pastor said.
9. “Being guilty makes a person’s heart beat very fast,” the doctor said.
10. The boy asked the girl, “Will you forgive me?”
11. “We should know how to ask forgiveness,” the teacher said.
12. She added, “We should be willing to forgive others.”
13. Mother told the children, “Go and ask forgiveness for what you did.”
14. “I forgive you for what you did,” said the lady.
15. The father asked, “Don’t we all feel better when we say we are sorry?”

23A Week 1 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Attitudes needed for reconciliation

approachable exact
attentive thorough
courteous serious
cooperative objective

Steps needed for reconciliation

research relent
clarify reply
analyze repay
certify rebuild

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One day James Oglethorpe went to visit one of his friends. His friend was in jail because he could not pay his debts. When he got to the jail, James was told that his friend had died. James decided that he needed to find out what was happening in the debtors' prisons. Some of his friends and neighbors had been there in the past. He studied what life was like in the prisons and wrote a report to the King of England about his findings.

EXTENSION

His report told just how bad the prisons were. People who could not pay their debts were treated worse than criminals. Debtors had their own jails, but these were not very well cared for. The families of the prisoners stayed with them a lot, too. Their children were kept in jail like criminals. James had an idea to help solve this problem.

FURTHER EXTENSION

He told the king that they should let some of the prisoners go to the New World and start a new town. There they could begin a new life. Many other people liked the idea. Some donated thousands of dollars and other materials to help the people get started in their new life. The place the former prisoners founded was called Georgia. It is now a state in the United States of America.

—Adapted from *Wisdom Booklet 23*

2. Spelling: *Ei* Says *ay* (Examples: weigh, vein, feign)

BASIC LEVEL

1. vein
2. feign
3. rein
4. freight
5. weight

EXTENSION

6. neigh
7. reign

FURTHER EXTENSION

8. neighbor
9. sovereign
10. weigh
11. foreign

TT: The *ei* and *ie* combinations confuse students more often than any other spelling combination. Teach your student to look at this rule in three parts:

- (1) “/ before *e*” means that in most instances in which the *ie* or *ei* combination is used to say the long *e* sound, *ie* is the spelling order (e.g., *believe*).
- (2) “Except after *c*” means that whenever *c* precedes the *ie* or *ei* combination, *ei* is the spelling order (e.g., *receive*).
- (3) “Unless it says *ay* as in *neighbor* and *weigh*” means that when the *ei* combination is used to say the long *a* sound, *ei* is the spelling order (e.g., *vein*, *weigh*).

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

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

Paragraph Two of Body

Topic of Paragraph 2 _____

6 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

6 Sentences

5. Grammar: Verbs

Day Three

6. Composition/Creative Writing: Write a Historical Story From a Key Word Outline

7. Grammar/Structural Analysis: Passed vs. Past

Day Four

8. Sentence Structure: Strong Verbs

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Historical Essay

Extra Practice (Optional)

23A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Attitudes needed for reconciliation

approachable exact
attentive thorough
courteous serious
cooperative objective

Steps needed for reconciliation

research relent
clarify reply
analyze repay
certify rebuild

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One day James Oglethorpe went to visit one of his friends. His friend was in jail because he could not pay his debts. When he got to the jail, James was told that his friend had died. James decided that he needed to find out what was happening in the debtors' prisons. Some of his friends and neighbors had been there in the past. He studied what life was like in the prisons and wrote a report to the King of England about his findings.

EXTENSION

His report told just how bad the prisons were. People who could not pay their debts were treated worse than criminals. Debtors had their own jails, but these were not very well cared for. The families of the prisoners stayed with them a lot, too. Their children were kept in jail like criminals. James had an idea to help solve this problem.

FURTHER EXTENSION

He told the king that they should let some of the prisoners go to the New World and start a new town. There they could begin a new life. Many other people liked the idea. Some donated thousands of dollars and other materials to help the people get started in their new life. The place the former prisoners founded was called Georgia. It is now a state in the United States of America.
—Adapted from *Wisdom Booklet 23*

2. Spelling: *Ei* Says *ay* (Examples: weigh, vein, feign)

BASIC LEVEL

1. vein
2. feign
3. rein
4. freight
5. weight

EXTENSION

6. neigh
7. reign

FURTHER EXTENSION

8. neighbor
9. sovereign
10. weigh
11. foreign

TT: The *ei* and *ie* combinations confuse students more often than any other spelling combination. Teach your student to look at this rule in three parts:

- (1) "I before e" means that in most instances in which the *ie* or *ei* combination is used to say the long *e* sound, *ie* is the spelling order (e.g., *believe*).
- (2) "Except after c" means that whenever *c* precedes the *ie* or *ei* combination, *ei* is the spelling order (e.g., *receive*).
- (3) "Unless it says *ay* as in *neighbor* and *weigh*" means that when the *ei* combination is used to say the long *a* sound, *ei* is the spelling order (e.g., *vein*, *weigh*).

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

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

Paragraph Two of Body

Topic of Paragraph 2 _____

6 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

6 Sentences

5. Grammar: Verbs

6. Composition/Creative Writing: Write a Historical Story From a Key Word Outline

Day Three

7. Grammar/Structural Analysis: Passed vs. Past

8. Sentence Structure: Strong Verbs

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Historical Essay

Extra Practice (Optional)

23A 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 two paragraphs, highlight the spelling errors, and correct them if you have not already done so.

Sometimes you **mite** do or say something that hurts someone else. When this **hapens**, it is your responsibility to make **shure** that you are still **frends**. The **Bible** says that if you hurt someone, you should make things right. You should go and ask for forgiveness. **A**sking for forgiveness is more than just saying you are **sory**. (**might, happens, sure, friends, sorry**)

After you have asked for forgiveness, you need to make sure that the person is all right. You need to say that you were **rong**, and try to make sure that the **persan** feels **beter**. **I**f you hit someone with a baseball, you need to help them if they are hurt badly. If you have taken money from someone, you must give it back. **I**f you say something mean to someone, you need to tell him that you will not do it again. Then you **shoud** not speak that way **agan**. (**wrong, person, better, should, again**)

You need to listen to what the other person thought about what happened. Often you will say or do things that do not mean much to you, but they can still hurt someone else very deeply. **Y**ou need to let the other person explain what hurt him if you do not already know. **G**od says in the **Bible** that when you are wrong, you should go to the person that you hurt and be willing to do what it takes to become friends again. **Y**ou should also try not to hurt him again in the future.

❑ 5e. In the sentences provided, highlight the verbs—including their helpers.

Note: Do not forget infinitives (*to* + verb)!

1. Whole families **were kept** in prison.
2. The father **could** not **pay** his debt.
3. The family **could** not **get** money.
4. They **might stay** in jail for a long time.
5. One man **decided to change** that.
6. Now the family **could go** to the New World.
7. The father **got** permission.
8. They **left** in October of 1732.

9. They **arrived** in the New World on January 13, 1733.
10. They **made** peace with the Indians.
11. The family **started to build** a new life.
12. Soon other families **came** to Georgia too.
13. Most of them also **needed** a place **to start** over.
14. They **built** towns and farms.
15. They soon **had built** a large government.

□ 7b. In the sentences provided, complete the following steps:

1. Highlight the forms of the verb *pass* in one color and the describer *past* in another color.
2. On the lines following each sentence, write *V* if the word you highlighted is a verb and *D* if the word you highlighted is a describer.

1. They went **past** the jail. **D**
2. In the **past**, people had been kept there for debt. **D**
3. That time was **passed**. **V**
4. Now people **passed** across the sea to go to the New World. **V**
5. **Passing** the jail, he stopped. **V**
6. Things had changed in the **past** few years. **D**
7. The court had **passed** a law. **V**
8. She ran **past** the house. **D**
9. They **passed** the test. **V**
10. Someone **passed** her in the hall. **V**

□ 8a. On the lines provided, write two stronger verbs in place of the weak verb listed. You may use a thesaurus if needed.

Answers will vary.

□ 8b. In your notebook, rewrite the sentences from 5e. Replace the verbs that are there now with stronger verbs. Highlight the new verbs.

Example: Jesus **showed** mercy. → Jesus **demonstrated** mercy.

BASIC LEVEL: Rewrite six of the sentences.

EXTENSIONS: Rewrite ten of the sentences.

Answers will vary.

23A Week 2 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Attitudes needed for reconciliation

approachable exact
attentive thorough
courteous serious
cooperative objective

Steps needed for reconciliation

research relent
clarify reply
analyze repay
certify rebuild

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When Jim broke his leg, the doctor had to make sure it healed right. The doctor put his broken leg in a cast to keep it from moving. This was to protect Jim's leg if he tried to walk on it. It gave the leg a chance to heal.

EXTENSION

Yet a cast can also create problems. If someone wears a cast for a long time, the limb in the cast becomes weak. God made muscles so that they need to move in order to stay strong. When part of a leg is in a cast, some of its muscles cannot move. These muscles become weak. If a leg is in a cast for just a short time, this will not be a problem. But if a leg is in a cast for a very long time, there could be a problem.

FURTHER EXTENSION

A cast that is too tight can slow down the flow of blood to the part of the body that is hurt. This slows down the healing and can also hurt the leg in other ways. It is very important that the doctor makes sure the cast is not too tight when he puts it on. A cast is a very helpful thing as long as it is put on in the right way and taken off at the right time.

—*Wisdom Booklet 23*

2. Spelling: Two Vowels Together That Make the Long Sound (Examples: treat, speak)

BASIC LEVEL

1. keep
2. stray
3. cried
4. weak
5. main
6. loaf
7. foe
8. blue

EXTENSION

9. coast
10. dream
11. untie
12. always

FURTHER EXTENSION

13. construe
14. waiver
15. beetle

TT: When your student was learning to read, he may have learned this rule in one of the following two rhymes:

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

When two vowels go out to play a game, the first one always says its own name.

Generally speaking, when two vowels are together in the middle of a syllable, especially in a one-syllable word (e.g., *play*), the first vowel makes its long sound and the second vowel is silent. In the case of *ay*, the *y* is acting like a vowel. (Do you remember the saying about vowels: “*a, e, i, o, u*, and sometimes *y*”?)

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Verbs)

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 _____
8 Sentences
(You may use up to seven words for sentence seven.)

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

5. Grammar: Proper Nouns

Day Three

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

7. Structural Analysis: Possessive Nouns

8. EXTENSIONS:

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

Day Four

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)

23A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Attitudes needed for reconciliation

approachable exact
attentive thorough
courteous serious
cooperative objective

Steps needed for reconciliation

research relent
clarify reply
analyze repay
certify rebuild

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When Jim broke his leg, the doctor had to make sure it healed right. The doctor put his broken leg in a cast to keep it from moving. This was to protect Jim's leg if he tried to walk on it. It gave the leg a chance to heal.

EXTENSION

Yet a cast can also create problems. If someone wears a cast for a long time, the limb in the cast becomes weak. God made muscles so that they need to move in order to stay strong. When part of a leg is in a cast, some of its muscles cannot move. These muscles become weak. If a leg is in a cast for just a short time, this will not be a problem. But if a leg is in a cast for a very long time, there could be a problem.

FURTHER EXTENSION

A cast that is too tight can slow down the flow of blood to the part of the body that is hurt. This slows down the healing and can also hurt the leg in other ways. It is very important that the doctor makes sure the cast is not too tight when he puts it on. A cast is a very helpful thing as long as it is put on in the right way and taken off at the right time.

—*Wisdom Booklet 23*

2. Spelling: Two Vowels Together That Make the Long Sound (Examples: treat, speak)

BASIC LEVEL

1. keep
2. stray
3. cried
4. weak
5. main
6. loaf
7. foe
8. blue

EXTENSION

9. coast
10. dream
11. untie
12. always

FURTHER EXTENSION

13. construe
14. waiver
15. beetle

TT: When your student was learning to read, he may have learned this rule in one of the following two rhymes:

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

When two vowels go out to play a game, the first one always says its own name.

Generally speaking, when two vowels are together in the middle of a syllable, especially in a one-syllable word (e.g., *play*), the first vowel makes its long sound and the second vowel is silent. In the case of *ay*, the *y* is acting like a vowel. (Do you remember the saying about vowels: “a, e, i, o, u, and sometimes y”?)

3. Editor Duty: Correct Given Paragraph(s)

(Verbs)

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 _____
8 Sentences
(You may use up to seven words for sentence seven.)

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

5. Grammar: Proper Nouns

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

Day Three

7. Structural Analysis: Possessive Nouns

8. EXTENSIONS:

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

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)

23A 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 second paragraph, highlight the verbs.

BASIC LEVEL: Highlight four verbs.

EXTENSION: Highlight six verbs.

FURTHER EXTENSION: Highlight eight verbs.

A chain reactions happens when one thing starts a series of others things. When you set up dominoes in a row and knock the first one down, all the other ones fall down. This is a chain reaction. Chain reactions happen all the time. They can happen anywhere. If someone puts a candle too near a curtain, this could start a chain reaction and set other things on fire. That would be a bad type of chain reaction.

Chain reactions are used in science all the time. Chain reactions are even used in the home. Power plants use chain reactions to help them make power for people to use in their houses. Chain reactions also occur in the explosion of a nuclear bomb. This is one of the most destructive explosions in the world. It can destroy whole towns. It is started when a very small thing called an atom is split in half. This causes other things to happen that make the huge explosion.

When people get angry, emotions can function like a chain reaction. One person will say or do one little thing that makes the other person angry. Soon that person does something that angers the first person. The two people keep doing things that make the other one more angry. They will just keep getting angrier and angrier until someone does something to stop it. This is why the Bible says to go back and ask for forgiveness for the wrong things we do. When someone admits he was wrong and asks forgiveness, he stops the emotional chain reaction.

❑ **5b.** In the sentences provided, highlight the proper nouns.

1. In the **American** legal system, there is something called *due process*.
2. This requirement is explained by **William Blackstone** in his book.
3. This requirement is very much like teachings in the **Bible**.
4. The **Bible** says that a person cannot be put in jail unless he is proven guilty.
5. The basis for due process in **America** is the principles that **God** gives in His **Word**.
6. If **Mr. Jones** is accused of a crime by **Mr. Smith**, then **Mr. Smith** must be able to prove that **Mr. Jones** is guilty.
7. If **Mr. Smith** cannot prove this, **Mr. Jones** cannot go to jail.
8. Due process was first passed as law in the **Magna Carta**.
9. **King John** signed it in 1215.
10. Due process started in **England** and then came to **America**.

❑ **7b.** In the sentences provided, complete the following steps:

1. Highlight the possessive nouns (proper or common possessive nouns).
2. With another color, highlight the object(s) of the possessive noun.

Example: We are **God's** **children**.

1. The **doctor's** **office** is where people get checkups to make sure they are all right.
2. One day **Sarah's** **mother** took her there.
3. **Sarah's** **arm** was hurting.
4. **Sarah's** **brothers** stayed at home with her father.
5. The **nurse's** **call** told **Sarah's** **mom** when it was **Sarah's** **turn** to be checked.
6. The doctor said that **Sarah's** **arm** was only bruised.
7. He said it was good that they had checked **Sarah's** **arm** right away.
8. Her **parents'** **insurance** paid the bill.
9. **God's** **Word** says that we should be reconciled right away to anyone we hurt.
10. This is the same as with **Sarah's** **arm**—it needed to be checked right away.

23A Week 3 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Attitudes needed for reconciliation

approachable exact
attentive thorough
courteous serious
cooperative objective

Steps needed for reconciliation

research relent
clarify reply
analyze repay
certify rebuild

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

A chain reaction is a sequence of events in which the result of one event triggers the beginning of another. Each event is connected to the next event just as links in a chain are attached to one another.

EXTENSION

Some chain events are simple. A single event may be repeated over and over again. If you set up dominoes in a line and knock the first domino into the others, you have started a simple chain reaction.

FURTHER EXTENSION

A burning candle is another example of a simple chain reaction. A candle can burn quietly for hours without needing to be relit. The chain reaction continues on its own until it uses up all its fuel or someone blows out the candle flame.

2. Spelling: Sounds of ea (Examples: great, beat, head, year, heart)

BASIC LEVEL

1. bear
2. great
3. clear
4. heart
5. ream
6. ahead
7. hearth
8. teach

EXTENSION

9. weather
10. healthy

FURTHER EXTENSION

11. beneath
12. readable

TE: When your student was learning to read, he may have learned this rule in one of the following two rhymes:

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

When two vowels go out to play a game, the first one always says its own name.

Generally speaking, when two vowels are together in the middle of a syllable, especially in a one-syllable word (e.g., *bead*), the first vowel makes its long sound and the second vowel is silent.

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Capitalization)

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

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences (7–8 optional)

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences (7–8 optional)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 2 _____
8 Sentences

Day Three

5. Structural Analysis:

Adding *-ing* to Words That End in *e*

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

Day Four

7. Sentence Structure: Prepositions

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

9. Sentence Structure: Prepositional Phrases

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

23A Week 3 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Attitudes needed for reconciliation

approachable exact
attentive thorough
courteous serious
cooperative objective

Steps needed for reconciliation

research relent
clarify reply
analyze repay
certify rebuild

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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Some chain events are simple. A single event may be repeated over and over again. If you set up dominoes in a line and knock the first domino into the others, you have started a simple chain reaction.

FURTHER EXTENSION

A burning candle is another example of a simple chain reaction. A candle can burn quietly for hours without needing to be relit. The chain reaction continues on its own until it uses up all its fuel or someone blows out the candle flame.

2. Spelling: Sounds of ea (Examples: great, beat, head, year, heart)

BASIC LEVEL

1. bear
2. great
3. clear
4. heart
5. ream
6. ahead
7. hearth
8. teach

EXTENSION

9. weather
10. healthy

FURTHER EXTENSION

11. beneath
12. readable

TE When your student was learning to read, he may have learned this rule in one of the following two rhymes:

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

When two vowels go out to play a game, the first one always says its own name.

Generally speaking, when two vowels are together in the middle of a syllable, especially in a one-syllable word (e.g., *bead*), the first vowel makes its long sound and the second vowel is silent.

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Capitalization)

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

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences (7–8 optional)

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences (7–8 optional)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 2 _____
8 Sentences

5. Structural Analysis:

Adding *-ing* to Words That End in *e*

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

Day Three

7. Sentence Structure: Prepositions

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

9. Sentence Structure: Prepositional Phrases

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

23A 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 the words that should be capitalized, and correct them if you have not already done so.

When people break the law, they have to experience the consequences. Sometimes criminals are sent to jail. Sometimes they have to pay money or do something to help others. A judge and jury decide what should happen to a person if he breaks the law. States make laws about that too. Everyone works together to make sure that the punishment of any person who did a crime is just.

It works this way in the United States: the state government passes a law saying that stealing is wrong and that if someone steals, he could pay a fine or spend no more than five years in prison. When someone breaks the law, he is brought before a judge and jury. The judge and jury have to decide if that person really committed the crime. If he really did steal something, the judge will decide how much he should be punished. The state government already said that he must be punished. The judge will think about how old the person is, how much was stolen, and many other things when he makes his decision. If the one who stole was a young person, he probably will only have to pay a fine. If the person has stolen before, he might have to go to jail.

Many other laws help keep our courts just. If someone breaks a law, he is the only one who can be punished for it. His parents or his children cannot be punished for his crime. The state government, the judge, and the jury work together to try to keep people from stealing and to justly punish those who do break the law.

❑ 5b. Beside the words provided, write the original word.

1. deserve
2. spare
3. care
4. drive
5. core

❑ **5c.** Add *-ing* to the following words, and write the new words on the lines provided.

BASIC LEVEL: Complete the exercise for the first eight words.

EXTENSIONS: Complete the entire exercise.

- | | |
|---------------------|----------------------|
| 1. <u>dripping</u> | 9. <u>using</u> |
| 2. <u>accusing</u> | 10. <u>standing</u> |
| 3. <u>driving</u> | 11. <u>becoming</u> |
| 4. <u>settling</u> | 12. <u>giving</u> |
| 5. <u>believing</u> | 13. <u>promising</u> |
| 6. <u>attacking</u> | 14. <u>ruling</u> |
| 7. <u>stirring</u> | 15. <u>burning</u> |
| 8. <u>abasing</u> | |

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

Note: There may be more than one preposition in a sentence.

Note: Do not highlight infinitives (*to* + verb).

1. Believers should respect the people who are **in** charge **of** them.
2. Sometimes a believer must obey God instead **of** the leaders **of** government.
3. If a government tells followers **of** Christ that they cannot pray, the believers should still pray.
4. This happened **in** Daniel's case.
5. Most **of** the time, though, believers should obey the law.
6. Some people do not think they should pay taxes if they do not approve **of** the way that the money is being used.
7. Jesus lived **under** a very evil ruler.
8. The government **of** His time was so bad that it would eventually put Him **to** death though He was innocent.
9. Yet Jesus still paid taxes **to** the government.
10. Once, He and Peter did not have money to pay their taxes **to** the leaders.
11. Jesus sent Peter fishing **at** a lake.
12. **In** the fish that he caught, Peter found money.
13. Jesus told Peter to use the money to pay **for** their taxes.
14. Another time, someone asked Jesus if He thought it was right to pay taxes **to** Rome.
15. Jesus said to give what is Caesar's **to** Caesar and to give what is God's **to** God.

❑ **9b.** Listed here are some of the prepositions in the passage. Look through the passage to find the object (one or more words) of each preposition. Highlight the objects, and write them on the lines beside the prepositions.

1. of events
2. in which the result
3. of one event
4. of another

❑ **9e.** In the sentences provided, complete the following steps:

1. Highlight the prepositions.
2. Place parentheses around entire prepositional phrases, including the prepositions you have already highlighted.

Example: Many hymns were written (**by** Fanny Crosby).

1. (**In** England) (**during** the eighteenth and nineteenth century), people were put (**into** prison) (**for** their debts).
2. Families (**of** the people) who were (**in** prison) faced many trials.
3. The mother was often the only support (**for** the family).
4. She had to make enough money to feed all the children and pay (**for** everything else) they needed.
5. (**During** those times), a mother could not make enough money to buy enough food (**for** her family).
6. Sometimes relatives (**of** the family) would help take care (**of** them).
7. However, most (**of** the mothers) were (**on** their own).
8. The older children would work (**in** factories and stores) to help.
9. The father was kept (**in** jail) until he paid his debts. (*Until is a subordinator here.*)
10. Few families could pay any money (**on** the debt), so many fathers never left the prison and never came home (**to** their waiting family).

23A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Attitudes needed for reconciliation

approachable exact
attentive thorough
courteous serious
cooperative objective

Steps needed for reconciliation

research relent
clarify reply
analyze repay
certify rebuild

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Naught have I gotten but what I received;
Grace hath bestowed it since I have believed;
Boasting excluded, pride I abase;
I'm only a sinner saved by grace!

EXTENSIONS

Once I was foolish, and sin ruled my heart,
Causing my footsteps from God to depart;
Jesus hath found me, happy my case;
I now am a sinner saved by grace!

—"Only a Sinner"

2. Spelling: Double Consonant in the Middle of a Word = First Syllable Short (Examples: hap/py, fun/ny)

BASIC LEVEL

- calling
- sinner
- sparrow
- kitten
- letter
- allow

EXTENSION

- fiddle
- puddle

FURTHER EXTENSION

- tattle
- color

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*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions)

4. Composition/Creative Writing:

Write an Original Opening Paragraph

Day Three

5. Structural Analysis: Contractions

6. Composition: Edit and Revise

Day Four

7. Poetry: Rhyme Scheme

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Biographical Essay

Extra Practice (Optional)

23A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Attitudes needed for reconciliation

approachable exact
attentive thorough
courteous serious
cooperative objective

Steps needed for reconciliation

research relent
clarify reply
analyze repay
certify rebuild

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Naught have I gotten but what I received;
Grace hath bestowed it since I have believed;
Boasting excluded, pride I abase;
I'm only a sinner saved by grace!

EXTENSIONS

Once I was foolish, and sin ruled my heart,
Causing my footsteps from God to depart;
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- calling
- sinner
- sparrow
- kitten
- letter
- allow

EXTENSION

- fiddle
- puddle

FURTHER EXTENSION

- tattle
- color

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Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions)

4. Composition/Creative Writing:

Write an Original Opening Paragraph

Day Three

5. Structural Analysis: Contractions

6. Composition: Edit and Revise

7. Poetry: Rhyme Scheme

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Biographical Essay

Extra Practice (Optional)

23A Week 4 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

BASIC LEVEL: Highlight four prepositions.

EXTENSION: Highlight six prepositions.

FURTHER EXTENSION: Highlight eight prepositions.

Teacher Tip: Your student may highlight any of the shaded words in this week's Editor Duty Answer Key for the number of items he was to highlight.

When someone gets hurt, it is very important that he takes care of the wound quickly. The first thing telling us that we are injured is the pain of the injury. As soon as we feel pain, we should look for the cause of the pain. Most of the time, it is just a little thing, such as someone stepping on our foot. Sometimes it is a big problem, such as breaking a bone. When there is a serious injury, the injured person must go to a doctor right away.

If we tend to a wound right away, it will heal more quickly. The doctor can take care of the wound and give medicine for it so that it does not hurt. If the wound is not treated, it will keep hurting. Sometimes it will hurt more than it did when it was first injured. When a wound is ignored, other problems with the wound will begin.

The wound can become infected. Infection not only makes the wound hurt more, but can also spread to other parts of the body. If infection spreads, it can be life-threatening. When a cut is treated right away, the bleeding is stopped. If the bleeding is not stopped, a person will lose too much blood and die. If a wound is not treated quickly, it may not heal properly. For example, if a bone is never set after it has been broken, it will not heal correctly. Treating an injury right away prevents these problems.

❑ 5b. On the lines provided, write the two words that make up each of the contractions.

Example: I'll—I will

BASIC

1. it is
2. you are
3. he will (or he shall)
4. you have
5. they will (or they shall)

EXTENSIONS

6. she will (or she shall)
7. she is
8. he is
9. we have
10. we are
11. do not
12. did not
13. should not
14. might not

Lined area for writing, consisting of multiple horizontal lines.

24A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words which describe God-given desires

appetite admiration
wish aspiration
desire

Words which describe *longing* for what God did not intend for us to have

lust infatuation
fantasy obsession
covetousness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Vera tiptoed across the soft carpet over to the dining room table. There in the middle of the table was a large bowl of apples, oranges, and nuts. On top of it all was a big bunch of grapes. Vera had been looking at those grapes all day, wishing they were hers. Vera looked around to see if anyone was watching.

EXTENSION

Slowly, Vera reached out and took the grapes. She turned around and tiptoed out of the room. She thought no one had seen her. But her mother was in the living room and had seen it. She was very sad that Vera had taken the grapes. She was about to go and punish her when the dining room door opened again.

FURTHER EXTENSION

Vera walked back into the room with the grapes still in her hand. She went to the table and put the grapes back in the bowl in the exact same place. Then in a loud voice she said, "There, Mr. Devil, that's where you get left!" Her mother sat up. She was so proud Vera had won the victory over the temptation.

—*Uncle Arthur's Bedtime Stories*

2. Spelling: Hard c Sounds (Examples: can, could, sick)

BASIC LEVEL

1. could
2. candle
3. cake
4. peck
5. back
6. come

EXTENSION

7. sickly
8. exact

FURTHER EXTENSION

9. victory
10. coonskin

TE: The letter *c* often makes two sounds:

1. Soft *c* in the case of *cent*
2. Hard *c* in the case of *candy*

The sound that *c* makes in individual words is usually determined by the letter directly following the *c*. When the letter *c* is followed by an *e*, *i*, or *y*, it makes its soft sound (*s*). When the letter *c* is followed by any consonant (other than *h* as in *ch*), *a*, *o*, or *u*, it makes its hard sound (*k*).

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 _____
5 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

Day Three

5. Grammar: Possessive Pronouns

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

Day Four

7. Punctuation: Capitalization Rules

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

24A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words which describe

God-given desires

appetite

admiration

wish

aspiration

desire

Words which describe *longing*

for what God did not intend for us to have

lust

infatuation

fantasy

obsession

covetousness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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FURTHER EXTENSION

Vera walked back into the room with the grapes still in her hand. She went to the table and put the grapes back in the bowl in the exact same place. Then in a loud voice she said, "There, Mr. Devil, that's where you get left!" Her mother sat up. She was so proud Vera had won the victory over the temptation.

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3. cake

4. peck

5. back

6. come

EXTENSION

7. sickly

8. exact

FURTHER EXTENSION

9. victory

10. coonskin

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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 _____

6 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

5 Sentences

5. Grammar: Possessive Pronouns

Day Three

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

7. Punctuation: Capitalization Rules

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

24A 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 second and third paragraphs, highlight the spelling errors, and correct them if you have not already done so.

Wanting something you should not have is a very dangerous thing. When you want something that is bad for you, you must deal with the feelings right away. It is fine to want something that is good for you. God tells us that we should want to have a closer relationship with Him. The Bible says that we should be looking forward to being in heaven with Him. The problem happens when we want something that God or our parents have said we should not have. If our parents tell us that we should not have candy before dinner, and we still want it, we have to deal with the desire.

If we do not deal wit the desire, it can lede to sin. There are some things the Bible says it is a sin to even think about. We have to choose not to tink about the wrong things. If we are not thinking about them, we will not do them. If your mother tels you that you cannot have candi, and you go and do something else, it will be much easier to not take the candy. If you stand and stare at it, it will be veiry hard not to take it. (deal, with, lead, think, tells, candy, very)

People make commitments to help them not do what is wrong. God has standards for what is right and wrong. We should never lose sight of these. If God says something is wrong, we should never even think about doing it. If we do think about it, we should remind ourselves that because God said it is wrong, we cannot do it. We should allways pray and ask for God's help. He is ready to help us overcome the temptation. (always)

❑ 5b. In the sentences provided, highlight the possessive pronouns.

Example: God requires His disciples to have a pure heart.

1. The horse is uncontrollable in his fear.
2. He bucks and turns his whole body.
3. Not even his master can control him.
4. God compares this to those who give in to their bad desires.
5. When we give in to bad thoughts or actions, we take control of our own lives.
6. We pull our lives away from the Holy Spirit and His control.

7. When we try to control **our** lives, sin ends up being in control and having **its** way in us.
8. When sin is in control, **our** lives are like a wild horse running from **his** master.
9. That is why we have to let God control **our** thoughts and actions.
10. When He is in control, we can be useful for **His** kingdom.

□ 7b. In the paragraph provided, complete the following instructions:

BASIC LEVEL: Highlight any words that should be capitalized.

EXTENSIONS: Rewrite the paragraph in your notebook, capitalizing the words that should be capitalized.

Karl Marx was a **German** leader. **His** parents sent him to the **University** of **Bonn** in 1835 to study law. **He** joined with other students in a plot to overthrow the government in **Prussia**. **He** moved to **Paris** in 1843. **Marx** believed each person is a high being, not **God**. **His** writings attacked his parents, **Christians**, and **Jews**. **He** totally rejected **God**.

24A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words which describe *God-given desires*

appetite admiration
wish aspiration
desire

Words which describe *longing* *for what God did not intend* *for us to have*

lust infatuation
fantasy obsession
covetousness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The civilization of the ancient Greeks might have been more advanced than any that was before it. The Greeks accomplished many different things. They wrote some of the first plays and poems. They also were known for their debates about the government and what is right and wrong.

EXTENSION

The New Testament is written in Greek. This is the language the Greeks spoke. Because the Greeks were so powerful, it was spoken in most of the world at that time. Even though the disciples were Jews, they could speak Greek. The Bible could be read by all different people because they all spoke Greek.

FURTHER EXTENSION

The Greeks never had one government in charge of all of them. Different cities had different governments. Most of them thought they could control themselves. They did not want to have someone telling them what was right and what was wrong. They wanted to be able to do whatever they wanted.

—*Wisdom Booklet 24*

2. Spelling: Soft *c* Sounds

BASIC LEVEL

1. since
2. city
3. cent
4. cite
5. center
6. once

EXTENSIONS

7. census
8. peace

TT: The letter *c* often makes two sounds:

1. Soft *c* in the case of *cent*
2. Hard *c* in the case of *candy*

The sound that *c* makes in individual words is usually determined by the letter directly following the *c*. When the letter *c* is followed by an *e*, *i*, or *y*, it makes its soft sound (*s*). When the letter *c* is followed by any consonant (other than *h* as in *ch*), *a*, *o*, or *u*, it makes its hard sound (*k*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Possessive Pronouns)

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 _____
5 Sentences

Day Three

5. Grammar: Homophones

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

Day Four

7. Grammar: Coordinating Conjunctions

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

24A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words which describe *God-given desires*

appetite admiration
wish aspiration
desire

Words which describe *longing* *for what God did not intend* *for us to have*

lust infatuation
fantasy obsession
covetousness

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2. city
3. cent
4. cite
5. center
6. once

EXTENSIONS

7. census
8. peace

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3. Editor Duty: Correct Given Paragraph(s)

(Possessive Pronouns)

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 _____
5 Sentences

5. Grammar: Homophones

Day Three

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

7. Grammar: Coordinating Conjunctions

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

24A 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 all of the paragraphs, highlight the possessive pronouns.

Throughout history, there have been many very powerful governments. Bt even some of the most powerful ones have not lasted. No matter how powerful a government is, if its people allow sin to rule their lives, that government will fall. God says in His Word that He will judge sin. He will not let an evil government continue.

One very powerful government was the Incan empire. The Inca ruled a large part of South America. There were many stories about their great power. Many people did not believe the stories because they had no proof that the Inca had ever been very powerful. Finally in 1912, a group of explorers found the ruins of one of their great cities. Its greatness had been destroyed, and no one had lived there for many years. The Inca had been conquered by another government.

The Inca had worshiped false gods and offered human sacrifices to them. They had practiced many things that God's Word says not to do. That is why God allowed the Spanish to conquer them in 1532. God has allowed many other nations like the Greeks, Romans, and Maya to be destroyed by their sin. When a country is destroyed on the inside by its sin, it is very easy for other nations to defeat it from the outside.

❑ 5b. In the sentences provided, highlight the correct homophones.

1. The Bible can be red/read by all people.
2. We/wee should use God's Word to make decisions.
3. Their/There are many ways to make decisions.
4. God wants us too/to/two seek Him in our/hour decisions.
5. The Greeks were advanced in/inn many ways.
6. They have made/maid useful things.
7. Greek was the language used to right/write the New Testament.
8. The Greeks were sew/so powerful that they thought they were safe.

9. The Greeks did knot/**not** have **one**/won government.
10. They did not want to have one person or group who **would**/wood make them follow standards of write/**right** and wrong.

7c. In the sentences provided, complete the following steps:

1. Highlight all of the coordinating conjunctions.
2. Place commas where needed in the sentences.

Example: We should not want what others have, **and** we should be happy with what we have.

1. When we want what we should not have, we covet **or** lust for something else.
(**For is used as a preposition in this sentence.**)
2. This causes us to be unsatisfied **and** to want more **and** more.
3. Job was a just **and** upright man.
4. He enjoyed what God had given him **and** chose not to wish for more than that.
(**For is used as a preposition in this sentence.**)
5. We should seek God **and** give Him our expectations.
6. Words that mean the same as *wish* include *hope, longing, whim,* **and** *want*.
7. What we think in our minds we may become **or** act out.
8. When I am content, I realize that all I really need is food **and** clothing.
9. The things which are seen are temporary, **but** the things which are not seen are eternal.
10. Jeroboam's desire for a kingdom was both given **and** fulfilled by God. (**For is used as a preposition in this sentence.**)
11. When he feared losing his kingdom, he turned to idolatry **and** covetousness.
12. We need to focus on our relationships with God **and** others—not on things God does not want us to have.
13. We should not expect fulfillment, security, **or** other benefits from another person.
14. Only God can fulfill us, please us, **and** meet our needs.

24A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words which describe
God-given desires

appetite admiration
wish aspiration
desire

Words which describe *longing*
for what God did not intend
for us to have

lust infatuation
fantasy obsession
covetousness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

A raccoon is an intelligent animal, but he has no fear. He never takes danger seriously. He does not avoid danger. He is so curious that he will go right into it. A raccoon studies sounds, smells, and sights that are new to him. Other animals, like foxes, check to make sure the area is safe before they go near something that might be dangerous, but not the raccoon.

EXTENSION

A raccoon is never too busy to stop and look at something shiny, like a tin can or a mirror. A trapper knows this. One trap that a trapper likes to use is called a mirror trap. He will put a trap in shallow water and tie a mirror to it. The mirror will float just below the water where the light can hit it. When the light hits the mirror, the mirror reflects the light in many different directions.

FURTHER EXTENSION

When the raccoon sees the light, he wants to investigate to see why it is shining. He will reach into the water to try to get the glimmering object. When he does, the raccoon's paw becomes caught in the trap. When the trapper comes back, he will take out the raccoon and set the trap again so that another raccoon will come and be trapped by it.

—*Wisdom Booklet 24*

2. Spelling Lesson: Sight Words

BASIC LEVEL

1. vein
2. was
3. have
4. why
5. eyes
6. they

EXTENSION

7. sure
8. early

FURTHER EXTENSION

9. should
10. known

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Coordinating Conjunctions)

4. Composition: Write the Body of an Essay From a Given Key Word Outline

Day Three

5. Grammar: Be, a Helper, Link Verbs

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

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

Day Four

8. Sentence Structure: Five Things a Sentence Must Have (CAVES)

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

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

24A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words which describe *God-given desires*

appetite admiration
wish aspiration
desire

Words which describe *longing* *for what God did not intend* *for us to have*

lust infatuation
fantasy obsession
covetousness

1. Copying, Vocabulary, and Comprehension

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A raccoon is an intelligent animal, but he has no fear. He never takes danger seriously. He does not avoid danger. He is so curious that he will go right into it. A raccoon studies sounds, smells, and sights that are new to him. Other animals, like foxes, check to make sure the area is safe before they go near something that might be dangerous, but not the raccoon.

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1. vein
2. was
3. have
4. why
5. eyes
6. they

EXTENSION

7. sure
8. early

FURTHER EXTENSION

9. should
10. known

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

3. Editor Duty: Correct Given Paragraph(s)

(Coordinating Conjunctions)

Day Two

4. Composition: Write the Body of an Essay From a Given Key Word Outline

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

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

24A 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 all of the paragraphs, highlight the coordinating conjunctions.

Men have created many different ways to trap animals. **A**ll of these traps have **one** thing in common: they use the animals' weaknesses to catch them. Some traps use an animal's curiosity to catch it, **but** other traps are placed where the animal goes often **and** expects no harm. **A** trapper matches his trap to the size **and** habits of the animal he is trying to catch. He uses big traps to catch big animals **and** small traps to catch small animals.

The coyote is a smart animal, **so** a trapper wanting to trap a coyote will have to use a smart way of trapping. Coyotes do not go anywhere that they do not think is a safe place, **nor** do they proceed without caution. **T**hey have very good eyes **and** can smell signs of danger, **so** the trapper must be careful to cover his scent **and** hide his trap from the coyote's sight. **H**e will need bait to lure the coyote to the place where the trap is waiting.

Animals are in danger if they are not constantly alert to **hidden** traps, **and** believers are in danger if they are not watching for **Satan's** traps. The devil sets traps to get us to do wrong things, **yet** God wants to help us. **W**e must be alert to the many traps of Satan, **and** we must pray for God's wisdom to see the traps that the enemy sets around us. (*For Satan's trap and for God's wisdom are both prepositional phrases; therefore, for is a preposition, not a coordinating conjunction.*)

❑ 8b. Read the phrases below. Put an S beside the phrases that are complete sentences and an N beside those that are not.

1. A raccoon is an intelligent animal. **S**
2. He does not avoid danger. **S**
3. That he will go right into it. **N**
4. When a raccoon studies sounds, smells, and sights that are new to him. **N**
5. Like a tin can or a mirror. **N**
6. One trap a trapper likes to use is called a mirror trap. **S**
7. When he will put a trap in shallow water and tie a mirror to it. **N**
8. When the light hits the mirror. **N**
9. When the raccoon sees the light. **N**
10. When he does, the raccoon's paw becomes caught in the trap. **S**

24A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words which describe
God-given desires

appetite admiration
wish aspiration
desire

Words which describe *longing*
for what God did not intend
for us to have

lust infatuation
fantasy obsession
covetousness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Sometimes God's children are tempted to do wrong. Do you know what you must say if you want to do something wrong? You must say, "No!" Sometimes it is very hard to say no, but we still should.

EXTENSION

Sometimes we want to do something Mother has told us not to. Then we must say, "No, I will not disobey Mother." Sometimes close playmates tempt us to do something that is not right. Then we must say no to them.

FURTHER EXTENSION

Sometimes Satan tries to make us disobey our Godly parents or do something else wrong. Then we must say no to him. Every time we are tempted to do wrong, we must say no. Then we will become strong, faithful, and fruitful children of God.

—*Leading Little Ones to God*

2. Spelling Lesson: Sounds of *ou*

BASIC LEVEL

1. you
2. pound
3. pout
4. found
5. house
6. mouse

EXTENSION

7. though
8. trout

FURTHER EXTENSION

9. doubt
10. through

TE: A *diphthong* is a combination of vowels that does not make the short vowel sound nor the long vowel sound. The *pinched diphthong* sound is the sound one makes when he is pinched—"Ouch!"

TE: *Ou* makes both sounds of *oo*—the short sound (e.g., *could*, *would*, *should*) and the long sound (e.g., *rouge*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

4. Grammar: Adjectives

Day Three

5. Composition/Creative Writing:

Write an Original Closing Paragraph

6. Sentence Structure:

Series of Three of More Items

Day Four

7. Composition: Edit and Revise

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Informative Essay

Extra Practice (Optional)

24A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words which describe *God-given desires*

appetite admiration
wish aspiration
desire

Words which describe *longing* *for what God did not intend* *for us to have*

lust infatuation
fantasy obsession
covetousness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Sometimes God's children are tempted to do wrong. Do you know what you must say if you want to do something wrong? You must say, "No!" Sometimes it is very hard to say no, but we still should.

EXTENSION

Sometimes we want to do something Mother has told us not to. Then we must say, "No, I will not disobey Mother." Sometimes close playmates tempt us to do something that is not right. Then we must say no to them.

FURTHER EXTENSION

Sometimes Satan tries to make us disobey our Godly parents or do something else wrong. Then we must say no to him. Every time we are tempted to do wrong, we must say no. Then we will become strong, faithful, and fruitful children of God.

—*Leading Little Ones to God*

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BASIC LEVEL

1. you
2. pound
3. pout
4. found
5. house
6. mouse

EXTENSION

7. though
8. trout

FURTHER EXTENSION

9. doubt
10. through

TE: A *diphthong* is a combination of vowels that does not make the short vowel sound nor the long vowel sound. The *pinched diphthong* sound is the sound one makes when he is pinched—"Ouch!"

TE: *Ou* makes both sounds of *oo*—the short sound (e.g., *could*, *would*, *should*) and the long sound (e.g., *rouge*).

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

Day Two

4. Grammar: Adjectives

5. Composition/Creative Writing: Write an Original Closing Paragraph

Day Three

6. Sentence Structure: Series of Three or More Items

7. Composition: Edit and Revise

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Informative Essay

Extra Practice (Optional)

24A 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.

EXTENSIONS: Correct both paragraphs.

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

Suddenly, after scrambling through several bamboo thickets, they came upon a scene that literally took their breath away. The city they had begun to think was only a legend lay before them between two huge mountain peaks. Building after building of beautifully-cut granite filled the limited space before them.

The **feet** of building Machu Picchu staggered their minds. How could the Inca, a people with neither the wheel nor a written language, cut granite stones weighing **tin** to twenty **tuns** and haul them up a roaring river? How were they able to lift them two thousand feet up the side of the **mountun** and place them so perfectly that no mortar was needed? As they pondered these questions, others quickly developed. Where are the **Inca** today? How is it possible that a people so **grat** simply vanished, leaving only cold stone monuments as a mute witness of former greatness? (**feat, ten, tons, mountain, great**)

The mystery of dead and abandoned cities has intrigued travelers and explorers for many years. These cities are the monuments of once-flourishing nations and civilizations. Many of them boasted of great accomplishments thousands of years before our time.

❑ 4b. In the sentences provided, highlight the adjectives.

1. Just as **unsuspecting** animals are trapped, **careless** and **unwise** believers can be trapped in sin.
2. Traps come in **many** shapes and sizes.
3. They can trap everything from **tiny** ants to **huge** elephants.
4. There are **four** types of traps.
5. The **simplest** traps are pitfalls.
6. For a **pitfall** trap, a trapper digs a **deep** hole and waits for the **unsuspecting** animal to fall in.
7. He might hide his **secret** trap with branches, grass, and dirt.
8. A **deadfall** trap is a **sneaky** trap.
9. A **clever** trapper arranges a **heavy** log or rock to fall on the animal.
10. We should be **alert** to watch out for **Satan's sneaky** traps.

6b. In the sentences provided, insert commas as needed, according to the rules for writing a series of three or more items.

1. Traps are not selective, picky, or choosy.
2. They close, snap, and catch.
3. A beaver trap will not usually catch a coyote, pigeon, or bear.
4. A trapper will appeal to the coyote's sense of sight, sound, and scent.
5. A coyote is lured, captured, and killed because of his curiosity.
6. Different sights, scents, and sounds attract each animal.
7. The easiest, smartest, and best way to catch a beaver is to lure it with its favorite food.
8. The trapper uses fish, crayfish, and clams to catch an otter.
9. Raccoons are intelligent, but they are also curious, fearless, and daring.
10. Raccoons are never too busy to stop and look at pebbles, cans, or trinkets.

