

WISDOM BOOKLET

Language Arts

**Teacher's Helps &
Answer Keys**

25A–28A



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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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25A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *the fear of the Lord*

terror	astonishment
fright	trembling
dismay	dread

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Brave boys and girls have to be taught to shut the gates of their eyes, ears, and mouths, so they'll not do something wrong. A long time ago, a place called Londonderry was being attacked. Londonderry was a city in Northern Ireland. The city leaders were talking about what they should do. Some thought they should open the gates and let the enemy in. Others thought they should shut the gates and fight the enemy.

EXTENSION

Some boys in the city were apprentices. They were working for older men, so they could learn to do the work the men were doing. They ran to the city walls and slammed the gates. Now, the enemy could not get in. The city was saved because the boys shut the gates!

FURTHER EXTENSION

When you're tempted to hear, see, or say something wrong, you need to shut the gates. Remember the brave boys of Londonderry, and shut the gates to your heart. That way the enemy cannot get in. By shutting the gates, you'll protect the castle of your soul. —*Uncle Arthur's Bedtime Stories*

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

BASIC LEVEL

1. caught
2. taught
3. fraught
4. naught
5. naughty
6. haughty

EXTENSION

7. daughter
8. slaughter

FURTHER EXTENSION

9. haughtily
10. distraught

TT: *Aught* is an example of an unusual letter combination that makes the short *o* sound.

TT: The groups below are examples of unusual letter combinations that make the short *o* sound:

1. *a* (what)
2. *ald* (bald)
3. *alk* (walk)
4. *all* (fall)
5. *au* (taught)
6. *ough* (aught)
7. *aw* (law)

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Spelling Errors)

4. Study Skills/Prewriting: Key Word Outline

EXTENSIONS: Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

Day Three

5. Structural Analysis: Plural Nouns

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

Day Four

7. Structural Analysis: Contractions

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

25A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *the fear of the Lord*

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dismay	dread

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EXTENSION

Some boys in the city were apprentices. They were working for older men, so they could learn to do the work the men were doing. They ran to the city walls and slammed the gates. Now, the enemy could not get in. The city was saved because the boys shut the gates!

FURTHER EXTENSION

When you're tempted to hear, see, or say something wrong, you need to shut the gates. Remember the brave boys of Londonderry, and shut the gates to your heart. That way the enemy cannot get in. By shutting the gates, you'll protect the castle of your soul.
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EXTENSION

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10. distraught

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1. *a* (what)
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3. *alk* (walk)
4. *all* (fall)
5. *au* (taught)
6. *augh* (aught)
7. *aw* (law)

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

Day Two

4. Study Skills/Prewriting: Key Word Outline

EXTENSIONS: Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

5. Structural Analysis: Plural Nouns

Day Three

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

7. Structural Analysis: Contractions

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

25A 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 paragraph, highlight the spelling errors, and correct them if you have not already done so.

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

When we become Christians, we are saved from the penalty of our sin. We have the promise of going to heaven to live with God forever. The Bible says that sin can no longer control our lives unless we let it. Most of the time, Christians let sin control their lives. They let the old sin nature become more powerful than the things that are right in their lives. When this happens, Christians have to take desperate steps to get the sin out of their lives.

God compares what we have to dew as believers to get sin out of our lives to cutting off a hand or plucking out an eye. God does not want us to cut off our hands or pluck out our eyes. He wants us to pluck out the sin from our hearts. Sometimes that is very hard, like having your hand cut off would be. (what, do, out, hands, hearts, would)

Some believers think they can pluck out sin on their own. That is very wrong. Only God is strong enough to conquer sin. To pluck out sin, we need to claim the victory Jesus won on the cross and through His resurrection. This brings self-control like cutting off a hand could never bring.

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

- | | | |
|---------------------------------|----------------------------|------------------------------------|
| 1. eye— <u>eyes</u> | 11. cry— <u>cries</u> | 21. tiger— <u>tigers</u> |
| 2. hand— <u>hands</u> | 12. woman— <u>women</u> | 22. limb— <u>limbs</u> |
| 3. person— <u>people</u> | 13. child— <u>children</u> | 23. tree— <u>trees</u> |
| 4. man— <u>men</u> | 14. deer— <u>deer</u> | 24. member— <u>members</u> |
| 5. Christian— <u>Christians</u> | 15. mouse— <u>mice</u> | 25. fruit— <u>fruits</u> |
| 6. message— <u>messages</u> | 16. wolf— <u>wolves</u> | 26. goose— <u>geese</u> |
| 7. action— <u>actions</u> | 17. joy— <u>joys</u> | 27. goat— <u>goats</u> |
| 8. son— <u>sons</u> | 18. fish— <u>fish(es)</u> | 28. government— <u>governments</u> |
| 9. year— <u>years</u> | 19. leaf— <u>leaves</u> | 29. shoe— <u>shoes</u> |
| 10. alto— <u>altos</u> | 20. radio— <u>radios</u> | 30. horse— <u>horses</u> |

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

25A Week 2 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *the fear of the Lord*

terror	astonishment
fright	trembling
dismay	dread

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

A skunk can spray a very bad smell when he is attacked. Few animals ever attack him. People know how to capture a skunk without getting sprayed, though. When a skunk sprays, he lifts his tail, so he will not spray himself. If a skunk cannot lift his tail, he will not spray. Even if his life is in danger, a skunk will not spray if he cannot lift his tail.

EXTENSION

Long ago, people bought hats made of skunk fur, so trappers sought a special trap to catch a skunk. Trappers use an empty tube that the skunk can crawl into. The tube is not tall enough for the skunk to raise his tail. The skunk cannot turn around in the tube either. Now, the skunk is trapped. He cannot get out, and he cannot use his spray to defend himself.

FURTHER EXTENSION

People would not try to trap skunks as much as they do if they knew they were going to get sprayed. But trappers know that if they use this kind of trap, they will not be sprayed. The skunk is more concerned about not smelling bad than with saving his life.

—*Wisdom Booklet 25*

2. Spelling: Sounds of *ough* Without *ff* Sound (Examples: bought, fought)

BASIC LEVEL

1. bought
2. sought
3. fought
4. thought
5. brought

EXTENSION

6. wrought
7. haughty

FURTHER EXTENSION

8. thoughtful
9. thoughtless

TT: 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*.

TT: *Ought* is an example of an unusual letter combination that makes the short *o* sound.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Plural Nouns)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

Day Three

5. Grammar: Prepositions

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

7. FURTHER EXTENSION:

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

Day Four

8. Grammar/Comprehension: Prepositional Phrases and Objects of the Preposition

9. FURTHER EXTENSION:

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)

25A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *the fear of the Lord*

terror	astonishment
fright	trembling
dismay	dread

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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EXTENSION

Long ago, people bought hats made of skunk fur, so trappers sought a special trap to catch a skunk. Trappers use an empty tube that the skunk can crawl into. The tube is not tall enough for the skunk to raise his tail. The skunk cannot turn around in the tube either. Now, the skunk is trapped. He cannot get out, and he cannot use his spray to defend himself.

FURTHER EXTENSION

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—*Wisdom Booklet 25*

2. Spelling: Sounds of *ough* Without *ff* Sound (Examples: bought, fought)

BASIC LEVEL

1. bought
2. sought
3. fought
4. thought
5. brought

EXTENSION

6. wrought
7. haughty

FURTHER EXTENSION

8. thoughtful
9. thoughtless

TT: 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*.

TT: *Ought* is an example of an unusual letter combination that makes the short *o* sound.

3. Editor Duty: Correct Given Paragraph(s)

(Plural Nouns)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

5. Grammar: Prepositions

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

Day Three

7. FURTHER EXTENSION:

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

8. Grammar/Comprehension: Prepositional Phrases and Objects of the Preposition

9. FURTHER EXTENSION:

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)

25A 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 plural nouns.

BASIC LEVEL: Highlight four plural nouns.

EXTENSIONS: Highlight five plural nouns.

God can see everything that happens. He can also see everything we think. **I**f we are thinking something wrong, **G**od knows it. He knows if we are angry with someone or if we are thinking about doing something wrong. **O**ften people do not even think about that. They only wonder if other people are looking. They are very concerned with what other people think. **T**hey do not care as much about what **G**od thinks. If they did care about what **G**od saw, they would not think about doing bad things.

It is normal to care about what **others** are thinking. **T**his is a weakness we were born with. We worry about whether **people** will like us. **W**e do not want to do **things** in front of **people** that they would think are strange. What is wrong about worrying about what **others** think is when we worry about it more **than** what **G**od thinks. **T**hen it becomes something called the “fear of man.”

What **G**od thinks should always be the most important thing in our **lives**. **W**ould you like it if someone told people every bad thing you ever thought or **did**? **G**od already knows every bad thing you ever thought or did. What He knows is more important **than** what others think. **I**t is more important that we do and think things that please **H**im than that we do things that cause others to like us.

❑ 5f. In the sentences provided, highlight the prepositions.

Note: Some have more than one preposition!

Note: Do not highlight the word *to* when it has a verb following it (e.g., *to write*).

1. Raccoons are very curious **about** things.
2. They will reach **for** something they want.
3. **In** the daytime, raccoons mostly sleep.
4. **At** night, they come out. (*Out is an adverb here.*)
5. Raccoons get caught **in** other animals' traps.
6. They see something new **in** the woods, and they will go and look **at** it.

- 7. Most **of** the time, a raccoon will try to touch whatever it is.
- 8. If it is a trap, the raccoon could get his paw caught **in** it.
- 9. Raccoons are sometimes fast enough to pull their paws away **from** the trap **in** time.
- 10. If a raccoon cannot pull his hand **from** the trap, he has to find another way to get loose.

□ 8d. Look back in the passage, and use the prepositional phrases to answer the following questions.

- 1. People know how to capture a skunk without what? **without getting sprayed**
- 2. A skunk will not spray even if his life is in what? **in danger**
- 3. People bought hats made out of what? **of skunk fur**
- 4. The tube is not tall enough for what? **for the skunk to raise his tail**
- 5. The skunk cannot turn around where? **in the tube**
- 6. Trappers will not get sprayed if they use this kind of what? **of trap**
- 7. The skunk is more concerned about what? **about not smelling bad**
- 8. The skunk is more concerned about not smelling bad than with what? **with saving his life**

25A Week 3 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *the fear of the Lord*

terror	astonishment
fright	trembling
dismay	dread

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The flowers on a tree or plant produce fruit. However, more flowers do not always mean more fruit. Too many flowers mean there will be lots of little fruits that all want the water and other things the fruit needs to survive. When you have many flowers, you will get a lot of little fruits that do not taste good. If you cut off some flowers before they become fruit, the flowers left will get the nutrients they need.

EXTENSION

For example, peach trees can have too many flowers, so they will have too much fruit and the fruit will be small. It would take 380 of these two-inch peaches to fill up a basket. They will not taste very good.

FURTHER EXTENSION

Peach trees that are pruned have some of the flowers taken off. This way, there will be fewer flowers and less fruit, but the fruit will be bigger and will taste better. It takes only 190 peaches from a pruned tree to fill a basket. People who own orchards carefully prune their trees, so they get the bigger, better fruit.

—*Wisdom Booklet 25*

2. Spelling: Ay Says Long a at the End of Words (Examples: pray, play)

BASIC LEVEL

1. say
2. gray
3. stay
4. bay
5. stray
6. pray

EXTENSION

7. today
8. always

FURTHER EXTENSION

9. hayride
10. yesterday

TT: The spelling combination *ay* can say the long *a* sound in two instances:

1. At the end of one-syllable words (e.g., *hay*, *bay*)
2. Occasionally at the end of longer words (e.g., *hurray*)

Generally, *ey* says long *a* at the end of shorter words only (e.g., *hey*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions)

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

Paragraph One of Body

Topic of Paragraph 1 _____
4–6 Sentences (EXTENSIONS: 6–8)

Paragraph Two of Body

Topic of Paragraph 2 _____
4–6 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6–8 Sentences

Day Three

5. Grammar: Prepositional Phrase Openers

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

Day Four

7. Study Skills/Prewriting:

Take Notes for an Original Opening Paragraph

8. Composition/Creative Writing:

Write an Original Opening Paragraph

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

25A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *the fear of the Lord*

terror	astonishment
fright	trembling
dismay	dread

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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BASIC LEVEL

1. say
2. gray
3. stay
4. bay
5. stray
6. pray

EXTENSION

7. today
8. always

FURTHER EXTENSION

9. hayride
10. yesterday

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Generally, *ey* says long *a* at the end of shorter words only (e.g., *hey*).

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____
4–6 Sentences (EXTENSIONS: 6–8)

Paragraph Two of Body

Topic of Paragraph 2 _____
4–6 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6–8 Sentences

5. Grammar: Prepositional Phrase Openers

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

Day Three

7. Study Skills/Prewriting:

Take Notes for an Original Opening Paragraph

8. Composition/Creative Writing:

Write an Original Opening Paragraph

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

25A Week 3 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. Highlight the prepositions in all three paragraphs.

Note: Do not highlight the word *to* when it is part of an infinitive (e.g., *to grow*, *to be*, *to see*).

BASIC LEVEL: Highlight eight prepositions.

EXTENSION: Highlight ten prepositions.

FURTHER EXTENSION: Highlight twelve prepositions.

Teacher Tip: Your student may have highlighted any combination of the prepositions highlighted below.

Wild trees grow **in** all directions. There is no sense **to** the way they grow. All the limbs try to get **near** the light. If one part **of** a tree **is** blocked **from** the light, it will not grow straight. All **of** the branches will grow **in** the direction **of** the light, so the tree looks like it is leaning. Little limbs grow all **over** the tree and get **in** the way **of** the big branches trying to grow. Often the tree **does** not have enough room and sunlight **for** all **of** the branches.

Wild trees are not pruned. Pruning is when a gardener cuts away the branches that are hurting the tree. **Without** the bad branches, the tree can grow tall and strong. Sometimes there are little sprouts near the trunk that the gardener takes off when he prunes. A gardener does not prune a tree only once. He **has** to prune it many times **during** the tree's life.

The **B**ible compares a gardener's pruning **to** what **G**od does **in** the lives **of** believers. He wants to remove all **of** the things that hurt a believer's growth. Sin and selfishness **hurt** believers. **G**od wants to cut those out **of** our lives **in** the same way that the gardener wants **to** cut off the limbs and sprouts that hurt a tree.

5b. In the sentences provided, highlight the prepositional phrase openers. Add punctuation if needed.

1. **In the winter** trees do not produce.
2. **Inside their tiny buds** are the start of leaves and fruit.
3. **In the spring** the weather is warmer.
4. **Inside the buds**, the tree can feel the weather getting warm.
5. **In the sunlight**, the buds start to open.
6. **For the next several days**, the buds will be opening.
7. **During that time**, most people will not notice that anything is happening.
8. **In the sky above the tree**, the sun keeps getting warmer.
9. **In time**, people will start to notice the buds opening.
10. **Between being buds and being fruit**, the buds become flowers.



Lined writing area with horizontal red lines.

25A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *the fear of the Lord*

terror	astonishment
fright	trembling
dismay	dread

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

"Frank lives near a large zoo. He has never seen an interesting museum like ours," Father said. "There are old airplanes, a big model-train set, and lots of old cars to see, too. I think it would be better to go to the museum. Let's get ready to go."

EXTENSION

Thelma was disappointed. She did not get her own way. She just knew the museum would be boring. She felt like pouting and staying sad during the whole trip. Yet she also knew that would make four other people very unhappy: her mother, her father, Frank, and Jesus Christ.

FURTHER EXTENSION

It took a lot of self-control to smile, watch what was happening, and try to be happy. As the afternoon passed, it became easier. Near the end of their tour, Thelma was glad they had gone to the museum.

—*A Child's Book of Character Building*

2. Spelling: Sounds of *ch* (Examples: Christ, chief, chute)

BASIC LEVEL

1. chat
2. choke
3. chew
4. Christ
5. chin

EXTENSION

6. watch
7. such

FURTHER EXTENSION

8. chute
9. Christian

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Prepositional Phrase Openers)

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

Day Three

5. Grammar/Punctuation: Main Subject

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

Day Four

7. Grammar: Adjectives

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Original Informative Essay

Extra Practice (Optional)

25A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *the fear of the Lord*

terror	astonishment
fright	trembling
dismay	dread

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

“Frank lives near a large zoo. He has never seen an interesting museum like ours,” Father said. “There are old airplanes, a big model-train set, and lots of old cars to see, too. I think it would be better to go to the museum. Let’s get ready to go.”

EXTENSION

Thelma was disappointed. She did not get her own way. She just knew the museum would be boring. She felt like pouting and staying sad during the whole trip. Yet she also knew that would make four other people very unhappy: her mother, her father, Frank, and Jesus Christ.

FURTHER EXTENSION

It took a lot of self-control to smile, watch what was happening, and try to be happy. As the afternoon passed, it became easier. Near the end of their tour, Thelma was glad they had gone to the museum.

—*A Child’s Book of Character Building*

2. Spelling: Sounds of *ch* (Examples: Christ, chief, chute)

BASIC LEVEL

1. chat
2. choke
3. chew
4. Christ
5. chin

EXTENSION

6. watch
7. such

FURTHER EXTENSION

8. chute
9. Christian

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

3. Editor Duty: Correct Given Paragraph(s)

(Prepositional Phrase Openers)

Day Two

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

5. **Grammar/Punctuation:** Main Subject

Day Three

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

7. **Grammar:** Adjectives

8. **Composition:** Edit and Revise

Day Four

9. **Spelling:** Spelling Test

10. **Dictation:** Dictation Quiz

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

Extra Practice (Optional)

25A Week 4 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the prepositional phrase openers.

3. **EXTENSIONS:** In the first two paragraphs, highlight all of the prepositional phrases with another color (not just the prepositional phrase openers).

Wild animals need to be able to run free **in the forest**. **T**his is what makes them able to find food, hide **from enemies**, and flee **from danger**. **T**o most animals, losing their freedom is worse than feeling pain or even losing a limb. **I**n the wild, animals often are missing a foot or a tail. They gave them up so they could stay free and not be caught. **O**n the other hand, animals who will not give up a limb often are caught **by trappers and other animals**.

One small animal is called a skink. It looks like a small lizard. **I**t likes to sleep **in the sun during the day**. This makes it easy **for animals** who want to eat it to see it. Skinks **are** very fast, so they can escape quickly. What sometimes happens is that the animal who wants to catch the skink can grab only a little bit **of its tail**. **W**hen the tail is grabbed, it will break off. **T**he skink can keep running **to safety**.

Raccoons **are** very curious animals. **T**hey get caught in traps more than almost any other animal. Sometimes they get caught in traps by just a toe or the end of a paw. When just the paw is caught, the raccoon will eat through its leg right above where the trap is. **I**t **loses** its foot, but it is free. **E**ven though so many of them are caught in traps, more raccoons **escape** from traps than any other animal. This is because they value their freedom more than they do their legs.

5b. In the sentences provided, highlight the main subjects. (Hint: The main subject is usually one of the first few words!)

1. **Frank** lives near a big zoo.
2. **He** has never seen a museum.
3. **Father** told Thelma to have self-control.
4. **We** should be happy anyway.
5. Big **airplanes** are at the museum.
6. Sometimes, **we** pull our lives away from the control of the Holy Spirit.
7. **Flowers** produce fruit.
8. More **flowers** do not mean better fruit.
9. Peach **trees** may produce two-inch peaches.

Teacher Tip: Your student may highlight the noun only as the simple subject (e.g., Lord) or the article, descriptor, or pronoun preceding the simple subject and the noun (e.g., The Lord).

10. **Fruit** is delicious when the tree has been pruned.
11. **Pruning** helps the tree's fruit.
12. **Horticulturists** study the science of growing fruits and vegetables.
13. Three **apples** picked from a pruned tree taste better than five apples picked from an unpruned tree.
14. Extreme **pruning** can kill a tree.
15. Younger **leaves** lose more water than older, more established ones.

7b. In the sentences provided, highlight all of the descriptive adjectives.

Note: Do not highlight possessive nouns (*girl's*), articles (*a, an, the*), or pronouns (*his, her*, etc.) as adjectives.

1. Gangrene is a **dangerous** illness.
2. It gnaws away at **healthy** tissue.
3. Robert Scott was a **curious** explorer in the Antarctic.
4. He tried to reach the South Pole, a place of **extreme** cold.
5. **Terrible** blizzards and **bitter** cold took their toll.
6. He got the **terrible** infection known as gangrene.
7. He made the **difficult** decision to have his leg cut off.
8. Gangrene is a lot like a **bad** sin.
9. There is **dry** gangrene and **moist** gangrene.
10. The bacteria multiply at a **fantastic** rate.
11. It can overpower even the **healthiest** tissues.
12. The **dangerous** gangrene spreads quickly.
13. It develops when **good** circulation is cut off.
14. Sin gnaws away at a **healthy** soul just like gangrene gnaws away at **healthy** tissue.
15. Sin happens when **good** nourishment for the soul is not available.

26A Week 1 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Words which express *God's intentions for marriage*

leave	covenant
cleave	vows
one flesh	joined

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When God created people, He made two of them: Adam and Eve. They were the first married couple. In the Bible, God explains that marriage is supposed to be between a man and a woman for life. Married people make a covenant between themselves and God. A covenant is more than just a promise.

EXTENSION

In the Bible, covenants could not be broken. One of the most famous covenants was between David and Jonathan. They made a covenant with one another to be friends and help one another. After Jonathan died, David kept his promise to Jonathan. He took care of Jonathan's son in his own castle.

FURTHER EXTENSION

That is the way marriage was meant to be. The two members give their word. Then they must keep it. Today some people say that staying in a marriage is not important. They say that people can get a divorce for any reason. This is not what the Bible says. The Bible says that marriage is two people giving their word and that it should not be broken. —*Wisdom Booklet 26*

2. Spelling: Homophones (Examples: to, too, two)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|---------|-----------|
| 1. two | 8. knew | 10. hart |
| 2. too | 9. new | 11. heart |
| 3. to | | |
| 4. there | | |
| 5. their | | |
| 6. for | | |
| 7. four | | |

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

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 _____
5 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
7 Sentences

Day Three

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

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

Day Four

7. Grammar: Subject Part and Predicate Part

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

26A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words which express *God's intentions for marriage*

leave	covenant
cleave	vows
one flesh	joined

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When God created people, He made two of them: Adam and Eve. They were the first married couple. In the Bible, God explains that marriage is supposed to be between a man and a woman for life. Married people make a covenant between themselves and God. A covenant is more than just a promise.

EXTENSION

In the Bible, covenants could not be broken. One of the most famous covenants was between David and Jonathan. They made a covenant with one another to be friends and help one another. After Jonathan died, David kept his promise to Jonathan. He took care of Jonathan's son in his own castle.

FURTHER EXTENSION

That is the way marriage was meant to be. The two members give their word. Then they must keep it. Today some people say that staying in a marriage is not important. They say that people can get a divorce for any reason. This is not what the Bible says. The Bible says that marriage is two people giving their word and that it should not be broken. —*Wisdom Booklet 26*

2. Spelling: Homophones (Examples: to, too, two)

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

- | | | |
|----------|---------|-----------|
| 1. two | 8. knew | 10. hart |
| 2. too | 9. new | 11. heart |
| 3. to | | |
| 4. there | | |
| 5. their | | |
| 6. for | | |
| 7. four | | |

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

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 _____
5 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
7 Sentences

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

Day Three

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

7. Grammar: Subject Part and Predicate Part

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

26A Week 1 Answer Keys

- ❑ **2b.** On the lines provided, write the definition of each word. If you know what the word means, you do not have to use a dictionary; just write a short definition in your own words.

BASIC LEVEL

1. two one more than one
2. too in addition; also
3. to a word used as a preposition; part of an infinitive
4. there that place or point
5. their relating to them
6. for a word used as a preposition
7. four one more than three

EXTENSION

8. knew past tense of know
9. new not old or familiar

FURTHER EXTENSION

10. hart male red deer
11. heart organ that pumps the blood

- ❑ **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 and correct all the spelling errors.

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

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

Every covenant has a person who **starts** it. This person is taking the greater responsibility in it. In marriage, the person who **starts** the covenant **is** the husband. This covenant contains vows that **are** spoken before witnesses. It must not be **broken**.

The sacrifices **fore** the **Old Testament** covenants **showd** that **deth** to **self** must be part of any covenant. These sacrifices gave a reminder that covenants could not be **broken**. They must be **kept**. (**for, showed, death, self**)

If someone **broke** the blood covenants in the **Old Testament**, he would have to die. This is why nobody wanted to break them! In the **New Testament**, **God** made a covenant with us when **He** sent **Jesus** to give **His** blood for us. **God** always keeps His covenants.

□ 5b. Read the phrases provided. Put an S beside the ones that are complete sentences and an N beside the ones that are not.

1. anytime someone marries, he gives his word. **N**
2. When two people marry. **N**
3. People call getting married “giving your hand in marriage.” **S**
4. Today people give rings to show they are married. **S**
5. These rings. **N**
6. Are proof that two people are married. **N**
7. A ring shows other people that a person is married. **S**
8. In the Bible, people sometimes gave a sign for the covenant. **S**
9. When God made a covenant with Abram. **N**
10. Changed Abram’s name to Abraham. **N**

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

Example: Jesus our Lord | declared victory!

1. Jesus | used a Greek word for marriage.
2. This word | means “to join.”
3. God | instructs a husband “to cleave” to his wife.
4. Glue | cleaves things together.
5. Glue | causes things to stick together.
6. Very powerful glue | is almost impossible to get loose.
7. It | is called super glue.
8. This | is what is supposed to happen in a marriage.
9. Two oxen | are joined.
10. A yoke | joins two oxen.
11. The oxen | must work together.
12. They | can plow the field together.

26A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words which express *God's intentions for marriage*

leave	covenant
cleave	vows
one flesh	joined

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Almost fifty years before Martin Luther started the Reformation in Germany, Desiderius Erasmus was born. He became one of the most powerful thinkers and teachers at that time. After his parents died, the people in charge of him made him start training to be a monk. He studied there for a little while and saw many of the things the Church was doing that were wrong. He soon stopped being a monk and started to study and work at a university.

EXTENSION

He did not believe the teachings of the Church and started to study Latin and Greek thinkers. Some of these were very good and Godly men who had written about the Bible many years ago. Others, like Plato and Pliny, did not believe in God. He studied the Bible a lot, too. He became a very good philosopher and a very good Bible student.

FURTHER EXTENSION

Like Martin Luther, he thought the Church was doing many things wrong. He used his writing and his well-trained mind to show people the errors. He wrote many books that were read by the people who later started the Reformation. He even translated the Bible into Latin again. His translation was a better one than the one the church was using. But he let philosophers influence him too much, and he taught false ideas.

—*Wisdom Booklet 26*

2. Spelling: Adding Suffixes to the Ends of Words (Examples: try, tried; enjoy, enjoys)

BASIC LEVEL

1. try
2. trying
3. tried
4. train
5. training
6. trained

EXTENSION

7. study
8. studied

FURTHER EXTENSION

9. enjoy
10. enjoying

TI: Making words plural that end in *y* is very tricky. Teach your student that if the word already has a vowel + *y*, just add *s*. If the word has only a *y* at the end, he should change the *y* to *i* and add *es*. Another way to look at this rule, as well as the one with words ending in *o*, is to tell him that in both cases, words that have two vowels already at the end (e.g., *oy* with *y* considered to be a vowel) do not need to be changed (e.g., *enjoy—enjoys*). Words with only one vowel at the end (e.g., *y*) need the *y* changed to an *i* and an *es* added (e.g., *try—tries*). Thus, most plurals following these rules will have two vowels before the *s*.

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 _____
5 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

Day Three

5. Grammar: Action Verbs

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

Day Four

7. Grammar: Be, a Helper, Link Verbs

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

26A Week 2 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words which express *God's intentions for marriage*

leave	covenant
cleave	vows
one flesh	joined

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Almost fifty years before Martin Luther started the Reformation in Germany, Desiderius Erasmus was born. He became one of the most powerful thinkers and teachers at that time. After his parents died, the people in charge of him made him start training to be a monk. He studied there for a little while and saw many of the things the Church was doing that were wrong. He soon stopped being a monk and started to study and work at a university.

EXTENSION

He did not believe the teachings of the Church and started to study Latin and Greek thinkers. Some of these were very good and Godly men who had written about the Bible many years ago. Others, like Plato and Pliny, did not believe in God. He studied the Bible a lot, too. He became a very good philosopher and a very good Bible student.

FURTHER EXTENSION

Like Martin Luther, he thought the Church was doing many things wrong. He used his writing and his well-trained mind to show people the errors. He wrote many books that were read by the people who later started the Reformation. He even translated the Bible into Latin again. His translation was a better one than the one the church was using. But he let philosophers influence him too much, and he taught false ideas.

—*Wisdom Booklet 26*

2. Spelling: Adding Suffixes to the Ends of Words (Examples: try, tried; enjoy, enjoys)

BASIC LEVEL

1. try
2. trying
3. tried
4. train
5. training
6. trained

EXTENSION

7. study
8. studied

FURTHER EXTENSION

9. enjoy
10. enjoying

TI: Making words plural that end in *y* is very tricky. Teach your student that if the word already has a vowel + *y*, just add *s*. If the word has only a *y* at the end, he should change the *y* to *i* and add *es*. Another way to look at this rule, as well as the one with words ending in *o*, is to tell him that in both cases, words that have two vowels already at the end (e.g., *oy* with *y* considered to be a vowel) do not need to be changed (e.g., *enjoy—enjoys*). Words with only one vowel at the end (e.g., *y*) need the *y* changed to an *i* and an *es* added (e.g., *try—tries*). Thus, most plurals following these rules will have two vowels before the *s*.

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 _____
5 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

5. Grammar: Action Verbs

Day Three

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

7. Grammar: Be, a Helper, Link Verbs

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

26A 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 the sentences between the subject part and the predicate part.

The **B**ible | teaches that a couple should stay married. **S**ome church leaders | believed this and tried to teach others this. Augustine | was a good church leader. **H**e | taught that **married** people should stay married.

Some church leaders **taught** that if you did not stay **married** you would not go to heaven. They wanted to teach that staying married is one of the ways you get to heaven. The **B**ible does not say that if you are married you are saved!

Other teachers taught that it did not matter whether or not you stayed married. They acted like **there** were no verses in the **B**ible about marriage at all! They wanted to make the people in their churches happy by not teaching the verses in the **B**ible about staying married and about how much **G**od hates divorce.

□ 5b. In the sentences provided, highlight the action verbs.

Example: We **studied** the Constitution.

1. God **made** marriage sacred.
2. The early Christian fathers **knew** this.
3. Augustine **taught** this.
4. The Church **made** it part of its doctrine.
5. The Church **went** further than Augustine did, though.
6. They **made** it one of the seven sacraments.
7. These were not all **based** on Scripture.
8. Powerful people in the Church did not **like** this rule.
9. They **found** ways **to disregard** the teachings of the Bible.
10. The church leaders **encouraged** their members **to disobey** Scripture.

Teacher Tip: Your student may or may not have highlighted *to* with the verbs *disregard* and *disobey*.

26A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words which express *God's intentions for marriage*

leave	covenant
cleave	vows
one flesh	joined

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One day two palace guards devised a plan. It would be easy for them to kill their king since they guarded the door to his bedroom. They were sure that others would sympathize with them. The king was difficult to get along with.

EXTENSION

As they quietly whispered the details of their plan to each other, an alert listener sat nearby. They paid little attention to him, never realizing that a lower court official would be loyal to such a despised king. They were sure that he hated the king too. But they were wrong. This man had learned the lesson of loyalty. He had purposed to stand by the one he served, even in a time of need.

FURTHER EXTENSION

When the guards walked away, he immediately sent a message to the king. When the king heard the message, he was amazed. Could this report be true? It was true, and swift action was taken. The two guards were captured, the king's life was spared, and the events were carefully recorded in a book.

—*Character Sketches*, Volume I

2. Spelling: Sight Words (Examples: you, of)

BASIC LEVEL

1. know
2. was
3. you
4. who
5. one
6. sign

EXTENSION

7. though
8. sure

FURTHER EXTENSION

9. through
10. weigh

TI: 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)

(Action Verbs)

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

Paragraph One of Body

Topic of Paragraph 1 _____
5–7 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 _____
6–8 Sentences

Day Three

5. Grammar: OCCTI

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

Day Four

7. Grammar: Adverbs

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

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

26A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words which express *God's intentions for marriage*

leave	covenant
cleave	vows
one flesh	joined

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One day two palace guards devised a plan. It would be easy for them to kill their king since they guarded the door to his bedroom. They were sure that others would sympathize with them. The king was difficult to get along with.

EXTENSION

As they quietly whispered the details of their plan to each other, an alert listener sat nearby. They paid little attention to him, never realizing that a lower court official would be loyal to such a despised king. They were sure that he hated the king too. But they were wrong. This man had learned the lesson of loyalty. He had purposed to stand by the one he served, even in a time of need.

FURTHER EXTENSION

When the guards walked away, he immediately sent a message to the king. When the king heard the message, he was amazed. Could this report be true? It was true, and swift action was taken. The two guards were captured, the king's life was spared, and the events were carefully recorded in a book.

—*Character Sketches*, Volume I

2. Spelling: Sight Words (Examples: you, of)

BASIC LEVEL

1. know
2. was
3. you
4. who
5. one
6. sign

EXTENSION

7. though
8. sure

FURTHER EXTENSION

9. through
10. weigh

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)

(Action Verbs)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____

5–7 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 _____

6–8 Sentences

5. Grammar: OCCTI

Day Three

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

7. Grammar: Adverbs

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

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

26A 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 action verbs.

Genetic traits **are** inherited (or handed down) from your parents. **This** is also true of plants and animals. Genetics **show** that there is a **C**reator. He is **G**od.

As soon as you **were born**, family and friends **looked** for ways that you **reminded** them of **your** mom or dad. They might have **said** that you had eyes like your mom's eyes. **They** might have **said** that you looked like your dad when you **smiled**. **(The verb looked in the last sentence is a BHL verb not an action verb.)**

As you grew up, it was easier to tell who you looked like or which traits you got from your mom and which ones you got from your dad. **All** of your characteristics (or traits) came from the genes of—your parents, your grandparents, and even your great-grandparents. For example, if you have red hair but nobody else in your family who is living has red hair, you may have gotten the red hair from your great-great-grandmother, whom you have never seen.

❑ 5b. In the paragraph provided, find OCCTI.

Opening sentence: Highlight the opening sentence.

Closing sentence: Highlight the closing sentence with another color.

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

Three or more sentences: Count the number of sentences.

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

I

In the mid-1800s, Gregor Mendel did several experiments. He used pea plants to figure out how traits are carried from one generation to the next. Plants reproduce when the pollen is carried from one plant to another. This creates new seeds. The traits from the two original plants get passed on.

This happens in every life-form—even humans.

Topic of Paragraph: experiments with traits Number of Sentences: 6

7b. In the sentences provided, highlight the adverbs.

1. Every person is **uniquely** different from every other person.
2. Brothers and sisters may look **very** similar.
3. However, they are **not exactly** alike.
4. Parents **always** pass on genes to their children.
5. Children **only** get part of their genetic code from their mother.
6. The other part they **always** get from their father.
7. Siblings **never** have the exact same genes.
8. **Surely** some of the genes might be the same, but **not** all of them.
9. Identical twins are the only people who **always** share the same genes.
10. Yet, **even** identical twins display things that are **significantly** different from each other.

26A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words which express *God's intentions for marriage*

leave	covenant
cleave	vows
one flesh	joined

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

What determines if a baby will be a boy or a girl? God made little things called chromosomes that decide that. They also decide what color of hair, what color of eyes, and what face shape a person will have. The father and the mother both give the baby a set of chromosomes. Inside these sets of chromosomes are genes.

EXTENSION

Some chromosomes are more powerful than others. The chromosomes that give a baby brown eyes are more powerful than the ones that give a baby blue eyes. If the father gives a baby the genes for blue eyes and the mother gives him the genes for brown eyes, he will have brown eyes. Only if both parents give him the genes for blue eyes will he have blue eyes.

FURTHER EXTENSION

No two people's chromosomes are exactly the same. Each person's chromosomes are a combination of chromosomes from both of his parents. God determines which chromosomes a baby will receive. He knows exactly what each person will be like even before he is born.
—*Wisdom Booklet 26*

2. Spelling: Digraphs *th*, *ch*, *sh*, and *wh* (Examples: thin, chimp, ship, who)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|-----------|-----------|--------------|
| 1. what | 7. finish | 10. shipping |
| 2. these | 8. harsh | 11. together |
| 3. shape | 9. should | |
| 4. thing | | |
| 5. father | | |
| 6. mother | | |

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

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

Day Two

- 3. Editor Duty:** Correct Given Paragraph(s)
(Adverbs)
- 4. Grammar:** Coordinating Conjunctions

Day Three

- 5. Composition/Creative Writing:**
Write an Original Opening Paragraph
- 6. Composition:** Edit and Revise

Day Four

- 7. Sentence Structure/Grammar:**
Writing With Nouns and Pronouns

Day Five

- 8. Spelling:** Spelling Test
 - 9. Dictation:** Dictation Quiz
 - 10. Composition:**
Final Copy Original Informative Essay
- Extra Practice (Optional)

26A Week 4 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words which express *God's intentions for marriage*

leave	covenant
cleave	vows
one flesh	joined

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

What determines if a baby will be a boy or a girl? God made little things called chromosomes that decide that. They also decide what color of hair, what color of eyes, and what face shape a person will have. The father and the mother both give the baby a set of chromosomes. Inside these sets of chromosomes are genes.

EXTENSION

Some chromosomes are more powerful than others. The chromosomes that give a baby brown eyes are more powerful than the ones that give a baby blue eyes. If the father gives a baby the genes for blue eyes and the mother gives him the genes for brown eyes, he will have brown eyes. Only if both parents give him the genes for blue eyes will he have blue eyes.

FURTHER EXTENSION

No two people's chromosomes are exactly the same. Each person's chromosomes are a combination of chromosomes from both of his parents. God determines which chromosomes a baby will receive. He knows exactly what each person will be like even before he is born.
—*Wisdom Booklet 26*

2. Spelling: Digraphs *th*, *ch*, *sh*, and *wh* (Examples: thin, chimp, ship, who)

BASIC LEVEL

1. what
2. these
3. shape
4. thing
5. father
6. mother

EXTENSION

7. finish
8. harsh
9. should

FURTHER EXTENSION

10. shipping
11. together

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Adverbs)

Day Two

4. Grammar: Coordinating Conjunctions

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

Day Three

6. Composition: Edit and Revise

7. Sentence Structure/Grammar: Writing With Nouns and Pronouns

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Informative Essay

Extra Practice (Optional)

26A Week 4 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In all of the paragraphs, highlight the adverbs.

BASIC LEVEL: Highlight four adverbs.

EXTENSION: Highlight five adverbs.

FURTHER EXTENSION: Highlight six adverbs.

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

Too often people **quickly** say that divorce is good. God **never** said that. If a married couple does **not** get **along**, they think they can get a divorce. **G**od said that if there is a problem between two people, they should **go** to each other. They should ask for forgiveness and forgive each other. Divorce does **not** help people forgive each other.

The **B**ible says that a believer should stay married to an unbeliever. If the unbeliever wants to leave, the believer should let him. **W**e can **not** make people who do **not** know **G**od follow **H**im. **A** believer is responsible for what he or she does, **not** what the other person **does**.

Marriage was made by **G**od to be something **very** special. **W**hen people say it is **not** important or does **not** matter, they are saying that something **G**od said is wrong. God is **never** wrong. **D**ivorce happens because one or both of the people in the marriage do **not** want to follow **G**od's ways.

4c. In the sentences below, highlight the CC's.

Example: John **and** Charles Wesley were brothers.

- Genes determine our hair color, eye color, **and** height.
- Jacob understood that traits are passed from parents to a child, **and** he used this knowledge to breed sheep **for** himself **and** Laban. (*For is used as a preposition here.*)
- Jacob got all the sheep that were spotted **or** black.
- Laban got all the ones that were white, **for** these were the weaker ones.
- Jacob could breed the sheep, **so** he bred the stronger ones **for** himself. (*For is used as a preposition here.*)
- Young babies look a little like their parents **or** grandparents.
- Older children look more like their parents, **yet** adults tend to look even more like their parents.

8. The traits from our genes become more apparent as we get older, **so** others notice them more.
9. Animal parents pass on genes, **but** often they are not as noticeable.
10. Some genes control things that can be seen on the outside, **but** other genes control things on the inside.

□ 7b. Rewrite the sentences provided, replacing each of the italicized nouns with a pronoun.

1. Married people must be committed to one another as long as **they** are both alive.
2. If one of the married people dies, the other **one** is free to marry again.
3. A believer should marry another believer, so **they** can serve God together.
4. The Bible says that a believer and an unbeliever should not marry because **they** are unequally yoked.
5. If a believer is already married to an unbeliever, **they** should stay married.
6. Marriage is a commitment between a man and a woman as long as **they** live.
7. Some people do not think married people should stay together if **they** do not want to.
8. Vows should keep people committed to each other for as long as **they** live.
9. People make vows for **their** own reasons.
10. Whatever the reason for the promise, God expects people to keep **their** word.

27A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing types of promises

minced oaths	careless promises
presumptuous plans	calculated misinformation
defrauding suggestions	hasty vows

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When God first gave the Ten Commandments to the Israelites, they showed the light of His Law very clearly. When the Bible said not to lie, it meant to tell the truth and to do what you said you would do. That was what was explained in the Law. Over time people began to change it. They did not want to have to do what they said they would, so they found ways they did not have to.

EXTENSION

The teachers of the Law said that if you promised or swore that you were going to do things, you had to do them. If you just said it, but did not swear, you did not have to. Then the teachers began to say that there were some things you could swear by and you did not have to keep your word. By about 30 A.D., the leaders were saying things that did not make any sense. If you swore by the Temple, you did not have to do what you said you would do. But if you swore by the gold that was in the Temple, you did.

FURTHER EXTENSION

When Jesus came to this earth, He said again that this was wrong. He taught the same thing that had been said in the Law. If you say you will do something, you should do it. If you cannot or do not want to do something, you should not promise people that you will. Jesus said we should always tell the truth.

—*Wisdom Booklet 27*

2. Spelling: Silent *gh* With Long *i* (Examples: high, fight, sigh)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|-----------|----------------|
| 1. night | 7. might | 10. insightful |
| 2. fight | 8. bright | 11. frighten |
| 3. right | 9. plight | |
| 4. light | | |
| 5. sigh | | |
| 6. high | | |

TE: *Igh* is another instance in which *gh* does not say *ff*; but is silent instead.

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: Dates, Numbers, and Places Within Text

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

Day Four

7. Grammar: Proper 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)

27A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing types of promises

minced oaths	careless promises
presumptuous plans	calculated misinformation
defrauding suggestions	hasty vows

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When God first gave the Ten Commandments to the Israelites, they showed the light of His Law very clearly. When the Bible said not to lie, it meant to tell the truth and to do what you said you would do. That was what was explained in the Law. Over time people began to change it. They did not want to have to do what they said they would, so they found ways they did not have to.

EXTENSION

The teachers of the Law said that if you promised or swore that you were going to do things, you had to do them. If you just said it, but did not swear, you did not have to. Then the teachers began to say that there were some things you could swear by and you did not have to keep your word. By about 30 A.D., the leaders were saying things that did not make any sense. If you swore by the Temple, you did not have to do what you said you would do. But if you swore by the gold that was in the Temple, you did.

FURTHER EXTENSION

When Jesus came to this earth, He said again that this was wrong. He taught the same thing that had been said in the Law. If you say you will do something, you should do it. If you cannot or do not want to do something, you should not promise people that you will. Jesus said we should always tell the truth.

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2. Spelling: Silent *gh* With Long *i* (Examples: high, fight, sigh)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|-----------|----------------|
| 1. night | 7. might | 10. insightful |
| 2. fight | 8. bright | 11. frighten |
| 3. right | 9. plight | |
| 4. light | | |
| 5. sigh | | |
| 6. high | | |

TT: *Igh* is another instance in which *gh* does not say *ff*, but is silent instead.

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: Dates, Numbers, and Places Within Text

Day Three

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

7. Grammar: Proper 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)

27A 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 paragraph, highlight the spelling errors, and write the correct spelling above each one if you have not already done so.

God warns that the tongue is an unruly evil. He tells us that nobody can tame it. He also says that it is a fire and sets on fire the whole course of nature.

Even thogh man cannot tame the tongu, God is able to do so. We need to bring every word and thought under His controal. When we let Him control our tongues, we will bee able to control other parts of the bodie too.
(though, tongue, control, be, body)

God's control is needed for good communication. We should not let words slip out of our mouths. We should not make careless promises or hasty vows. We should not give wrong information. We should let the Holy Spirit control our tongue.

□ 5b. In the sentences provided, highlight the dates.

1. Charles Goodyear was born in 1800.
2. In 2004, people still know his name.
3. From 1800–1860, there were many changes in how rubber was made and used.
4. Between 1908 and 1912, people found a collection of bones that they thought were ape-men.
5. In 1955, it was confirmed that the bones had been planted as a joke.
6. In the twenty-first century, the “Piltdown man” is still taught as proof of evolution.
7. In 1561, a man named Francis Bacon was born.
8. Before he died in 1626, he changed the way people looked at science.
9. Archimedes the Greek is thought to have lived from 287 to 212 B.C.
10. From 287 B.C. to 2002 A.D., we have learned that there is very little that scientists really know about human life.

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

27A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing types of promises

minced oaths	careless promises
presumptuous plans	calculated misinformation
defrauding suggestions	hasty vows

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

"That kind of present would be worth more to me than all the socks and ties and candy in the whole wide world. It would be worth more than a brand new car even if you could afford to give me one," said Daddy. Doris was silent. "Would you like to give me a present like that? I would like it very much," Daddy continued.

"I'll think about it," said Doris. She slipped off his knee and rushed away.

EXTENSION

When Daddy's birthday came, Doris put a letter on his plate at breakfast. Inside was a note in Doris' handwriting. It said, "Dear Daddy, I promise, with Jesus' help, always to tell the truth after this. With lots of love, Doris."

FURTHER EXTENSION

"That's my very best present," Daddy said. He gave Doris a big kiss. "I will keep it always." Then he put the letter in his pocket and went off to work, looking as happy as if someone had given him a million dollars. —*Uncle Arthur's Bedtime Stories*

Each of the paragraphs in the first copy box should be considered its own paragraph throughout this week.

2. Spelling: Unusual Spellings for the Short *u* Sound (Examples: love, of)

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

1. come	9. mother	11. another
2. from	10. other	12. someday
3. son		
4. done		
5. love		
6. won		
7. front		
8. ton		

TT: Sometimes these combinations sound like a short *u* (e.g., *mountain*), and sometimes they sound more like a *schwa* sound (e.g., *mountainous*). Either way, they are known as spellings for *uh*.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Proper Nouns)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
2 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
4 Sentences

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

Day Three

5. Grammar: Prepositions

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: Prepositional Phrases

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)

27A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing types of promises

minced oaths	careless promises
presumptuous plans	calculated misinformation
defrauding suggestions	hasty vows

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

"That kind of present would be worth more to me than all the socks and ties and candy in the whole wide world. It would be worth more than a brand new car even if you could afford to give me one," said Daddy. Doris was silent. "Would you like to give me a present like that? I would like it very much," Daddy continued.

"I'll think about it," said Doris. She slipped off his knee and rushed away.

EXTENSION

When Daddy's birthday came, Doris put a letter on his plate at breakfast. Inside was a note in Doris' handwriting. It said, "Dear Daddy, I promise, with Jesus' help, always to tell the truth after this. With lots of love, Doris."

FURTHER EXTENSION

"That's my very best present," Daddy said. He gave Doris a big kiss. "I will keep it always." Then he put the letter in his pocket and went off to work, looking as happy as if someone had given him a million dollars. —*Uncle Arthur's Bedtime Stories*

Each of the paragraphs in the first copy box should be considered its own paragraph throughout this week.

2. Spelling: Unusual Spellings for the Short *u* Sound (Examples: love, of)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|-----------|-------------|
| 1. come | 9. mother | 11. another |
| 2. from | 10. other | 12. someday |
| 3. son | | |
| 4. done | | |
| 5. love | | |
| 6. won | | |
| 7. front | | |
| 8. ton | | |

TT: Sometimes these combinations sound like a short *u* (e.g., *mountain*), and sometimes they sound more like a *schwa* sound (e.g., *mountainous*). Either way, they are known as spellings for *uh*.

3. Editor Duty: Correct Given Paragraph(s)

(Proper Nouns)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
2 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
4 Sentences

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

5. Grammar: Prepositions

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

Day Three

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

8. Grammar: Prepositional Phrases

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)

27A 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 the paragraphs, highlight and capitalize the proper nouns, if you have not already done so.

Note: The name *ten Boom* does not follow the capitalization rules.

God blinded the eyes of the **Syrian** soldiers when they came to arrest **Elisha**. He also blinded the eyes of the men in **Sodom** who were going to hurt **Lot's** guests. Both of these times **God** did a miracle and blinded the enemy's eyes.

A more recent example of **God** protecting **His** people by blinding their enemies' eyes happened in **World War II**. The **ten Boom** family hid many **Jews** in their home. These people were fleeing the **Nazis**.

When the **Nazis** looked under the **ten Boom** table to find someone hiding, they did not see anything. **God** blinded their eyes!

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

Note: Some have more than one preposition.

Note: Do not highlight the word *to* when it has a verb following it (e.g., *to write*).

1. Christians should guard their lips **from** rash promises.
2. When we say things we cannot do **for** people, we break our word.
3. People expect others to keep their word all **of** the time.
4. When we offer something **to** someone, we should not change our minds and give something else.
5. If people cannot trust us **with** our words, they will not trust us **with** things that are important **to** them.
6. Sometimes Christians use words **in** fun that actually mean other things.
7. They are really swearing **with** words they might not understand.
8. Sometimes people **of** the world take the truth and stretch it to make it sound like more than it really is.
9. Other times Christians exaggerate the truth **beyond** what it really is.
10. No matter who does it, exaggerating is wrong and is not telling all **of** the truth.

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

8d. Look back in the first copy box of this week's passage, and use the prepositional phrases to answer the questions provided.

Example: That kind of what would be worth more than all the socks and ties and candy?
of present

1. It would be worth more to whom? to me
2. It would be worth more to him than all the socks and ties and candy where?
in the whole wide world
3. What will she think about? about it

27A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing types of promises

minced oaths	careless promises
presumptuous plans	calculated misinformation
defrauding suggestions	hasty vows

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

"Where are your brothers?" the guard asked.

Cocky answered right away, "Why, they are under the table." The guard motioned everyone away from the table. He grabbed a corner of the tablecloth and lifted it up, pointing his gun under it. He did not see anything underneath it. Cocky chuckled. The guard turned around and glared at her.

EXTENSION

The group of soldiers finished searching the house and quickly left. After they left, Cocky's two brothers crawled out of a trap door under the table. The soldier had not looked closely because he thought that Cocky was not telling the truth. Her brothers had really been under the table!

FURTHER EXTENSION

Sometimes when we tell the truth, people will not believe us. Other times God blinds the eyes of the people trying to hurt His children. He will never leave us nor forsake us!

—*Wisdom Booklet 27*

2. Spelling: Words With *s* Saying *z* (Examples: cousin, feasible)

BASIC LEVEL	EXTENSION	FURTHER EXTENSION
1. lies	7. because	9. cousin
2. eyes	8. others	10. raisin
3. has		
4. times		
5. was		
6. verbs		

TE: The letter *s* often says *z*. There is no rhyme or reason to when it does so; thus, students must memorize these words and know when the *z* sound calls for an *s* and not a *z*. Generally speaking, when a short vowel word ends in *s* making the *z* sound, it is not doubled as it is when it says *s* (e.g., *has*, *as*).

Day Two

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

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

Paragraph One of Body

Topic of Paragraph 1 _____
5–7 Sentences (EXTENSIONS: 6–8)

Paragraph Two of Body

Topic of Paragraph 2 _____
5–7 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6–8 Sentences

Day Three

5. Grammar: Action Verbs

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

Day Four

7. Grammar/Structural Analysis: Writing Verbs in the Past Tense

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

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

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

27A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing types of promises

minced oaths	careless promises
presumptuous plans	calculated misinformation
defrauding suggestions	hasty vows

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

"Where are your brothers?" the guard asked.

Cocky answered right away, "Why, they are under the table." The guard motioned everyone away from the table. He grabbed a corner of the tablecloth and lifted it up, pointing his gun under it. He did not see anything underneath it. Cocky chuckled. The guard turned around and glared at her.

EXTENSION

The group of soldiers finished searching the house and quickly left. After they left, Cocky's two brothers crawled out of a trap door under the table. The soldier had not looked closely because he thought that Cocky was not telling the truth. Her brothers had really been under the table!

FURTHER EXTENSION

Sometimes when we tell the truth, people will not believe us. Other times God blinds the eyes of the people trying to hurt His children. He will never leave us nor forsake us!

—*Wisdom Booklet 27*

2. Spelling: Words With *s* Saying *z* (Examples: cousin, feasible)

BASIC LEVEL	EXTENSION	FURTHER EXTENSION
1. lies	7. because	9. cousin
2. eyes	8. others	10. raisin
3. has		
4. times		
5. was		
6. verbs		

TT: The letter *s* often says *z*. There is no rhyme or reason to when it does so; thus, students must memorize these words and know when the *z* sound calls for an *s* and not a *z*. Generally speaking, when a short vowel word ends in *s* making the *z* sound, it is not doubled as it is when it says *s* (e.g., *has*, *as*).

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____

5–7 Sentences (EXTENSIONS: 6–8)

Paragraph Two of Body

Topic of Paragraph 2 _____

5–7 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

6–8 Sentences

5. Grammar: Action Verbs

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

Day Three

7. Grammar/Structural Analysis: Writing Verbs in the Past Tense

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

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

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

27A 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 prepositions.

Note: Do not highlight the word *to* when it is followed by a verb (*to do, to make, etc.*).

When we communicate **with** others **in** person, we use words and motions to give them information. When we talk **on** the phone, we only use words. When we communicate **in** print, we often use words and pictures.

This is what **J**esus told the people **in** Matthew 5:37. **There** were those people who thought it was proper to add **an** oath **to their** communication **in** order to make others believe them. A believer does not need to do this. Believers should choose their words wisely so that no “promise” has to be made.

Your communication should be truthful, useful, and precise. When you are always truthful, people will believe you all **of** the time. You will not need to add **an** oath.

□ 5b. In the sentences provided, highlight the action verbs.

Example: Christian **followed** God’s ways.

Note: Some sentences have more than one action verb!

Note: Highlight the infinitives (*to* + verb) if they have action verbs in them, such as *to play, to build, to run*.

1. In the Bible, Jesus **tells** many parables.
2. One of the stories **describes** a man who **started to build** a tower.
3. He **wanted** the tower to be huge.
4. He **forgot to plan** one thing, though.
5. He **forgot to plan** how much it would **cost**.
6. He **started building** the tower.
7. Then he **realized** he did not have enough money.
8. He had **to stop building**.
9. The tower was **left** half built.
10. The man **thought** he could **build** the tower, but he **forgot to plan**.

□ **7C.** Go back through the phrases provided, and write the past tense verbs in the blanks.

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

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

27A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing types of promises

minced oaths	careless promises
presumptuous plans	calculated misinformation
defrauding suggestions	hasty vows

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When two people talk to one another, they are communicating. Communication is when two people give each other ideas or information. If you tell someone your name, you give him or her information. Other times, your parents can teach you something. They are giving you ideas. Every time you talk, you communicate something.

EXTENSION

There are a couple of different kinds of communication. When you only tell people what they need to know, you are being concise. When your mom tells you to do something, she might not tell you why. She is being concise. She is only telling you what you need to know to be able to obey her. Other times she may tell you why, so you can understand more about the instructions. If she tells you the details of what you are doing, she is being precise.

FURTHER EXTENSION

When most people speak, their communication is somewhere in between concise and precise. This gives others the information they need to know to do something right, but does not tell them everything. Sometimes people do not need to know a lot. Then we should be concise. If a person needs to know all of the details, we should be precise. When we are being concise or precise, we must never be untruthful. —*Wisdom Booklet 27*

2. Spelling: Short Vowel + Double Consonant (Examples: hill, stiff, miss, fizz)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|-------------|---------------|
| 1. well | 11. staff | 14. wallpaper |
| 2. wall | 12. mall | 15. willing |
| 3. mass | 13. stiffen | 16. pulley |
| 4. off | | |
| 5. stuff | | |
| 6. fuss | | |
| 7. fizz | | |
| 8. stiff | | |
| 9. ill | | |
| 10. tell | | |

TI: Most students do not realize that words rarely end in only one *l*, *s*, *f*, or *z*. When the letter *s* is the final letter in a word, it is almost always doubled. The exception to this is when a word ends in *s* and the *s* says *z* (e.g., *as*, *has*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)
(Action Verbs)

4. FURTHER EXTENSION:
Study Skills/Prewriting: Take Notes for an Original Closing Paragraph

Day Three

5. Grammar: Clauses vs. Sentences

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

Day Four

7. Structural Analysis: Prefix *un*

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Original Biographical Essay

Extra Practice (Optional)

27A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing types of promises

minced oaths	careless promises
presumptuous plans	calculated misinformation
defrauding suggestions	hasty vows

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When two people talk to one another, they are communicating. Communication is when two people give each other ideas or information. If you tell someone your name, you give him or her information. Other times, your parents can teach you something. They are giving you ideas. Every time you talk, you communicate something.

EXTENSION

There are a couple of different kinds of communication. When you only tell people what they need to know, you are being concise. When your mom tells you to do something, she might not tell you why. She is being concise. She is only telling you what you need to know to be able to obey her. Other times she may tell you why, so you can understand more about the instructions. If she tells you the details of what you are doing, she is being precise.

FURTHER EXTENSION

When most people speak, their communication is somewhere in between concise and precise. This gives others the information they need to know to do something right, but does not tell them everything. Sometimes people do not need to know a lot. Then we should be concise. If a person needs to know all of the details, we should be precise. When we are being concise or precise, we must never be untruthful. —*Wisdom Booklet 27*

2. Spelling: Short Vowel + Double Consonant (Examples: hill, stiff, miss, fizz)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|-------------|---------------|
| 1. well | 11. staff | 14. wallpaper |
| 2. wall | 12. mall | 15. willing |
| 3. mass | 13. stiffen | 16. pulley |
| 4. off | | |
| 5. stuff | | |
| 6. fuss | | |
| 7. fizz | | |
| 8. stiff | | |
| 9. ill | | |
| 10. tell | | |

TT: Most students do not realize that words rarely end in only one *l*, *s*, *f*, or *z*. When the letter *s* is the final letter in a word, it is almost always doubled. The exception to this is when a word ends in *s* and the *s* says *z* (e.g., *as*, *has*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Action Verbs)

4. FURTHER EXTENSION:

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

5. Grammar: Clauses vs. Sentences

Day Three

6. FURTHER EXTENSION:

Composition/Creative Writing: Write an Original Closing Paragraph

7. Structural Analysis: Prefix *un*

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Original Biographical Essay

Extra Practice (Optional)

27A 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 third paragraph, highlight the action verbs.

Perjury means “to swear falsely under oath.” **I**t is against the law. If the person says something that is a lie, and he knows it is a lie, he is committing perjury.

There are penalties for committing perjury. **There** are also penalties for bearing false witness, according to the **Bible**. We should not be guilty of either type of falsehood.

Laws in the **U**nited **S**tates have serious punishments for perjury. **W**hen you **think** about it, the person who is **lying** under oath is **helping** the criminal do his crime! Perjury **is** a very serious crime.

❑ 5d. Finish the sentences provided by adding a complete sentence to the subordinate clauses.

BASIC LEVEL: Complete seven sentences.

EXTENSIONS: Complete ten sentences.

Answers will vary.

❑ 7b. Add the prefix *un* to the words provided to make them the opposite of what they now mean. On the lines provided, write what the new words mean.

- | | |
|--|--|
| 1. un kind— not kind | 9. un truthful— not truthful |
| 2. un seen— not seen | 10. un sure— not sure |
| 3. un hurt— not hurt | 11. un learned— not learned |
| 4. un fettered— not fettered | 12. un worthy— not worthy |
| 5. un wise— not wise | 13. un done— not done |
| 6. un able— not able | 14. un real— not real |
| 7. un spoken— not spoken | 15. un godly— not Godly |
| 8. un involved— not involved | |



Lined writing area consisting of 25 horizontal red lines.

28A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *types of wrong attitudes*

fresh	brash	impolite
indiscreet	rude	disrespectful
vulgar	impertinent	
impudent	insolent	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

To the disciples who listened to the Sermon on the Mount, a slap on the face could have meant several things. The Jews were under the control of the Romans. The Jews had to treat the Romans with respect. If a Jew did not show respect, the Roman could slap him for his disrespect.

EXTENSION

Because they were under the Romans, the Jews had to pay a lot of taxes. As a result of the taxes from the Romans, the Jews were very poor. In their courts, a criminal often had to pay the person he had stolen from. If all he could pay was a coat, it meant he was very poor. Because of the Romans, many people were that poor.

FURTHER EXTENSION

Romans also had the power to make the Jews do something for them. If a Roman had a heavy load, he could stop and make a Jewish man over the age of twelve carry it for him. He could only make the man carry it for one mile, then he had to find a different Jewish person to carry it. Even with all of the things the Romans did to the Jews, Jesus still said to love them. In fact, He said that if a Roman makes someone go one mile, he should go two. The extra mile was a way of showing love to the Romans. This is where we get the phrase "going the extra mile."

—*Wisdom Booklet 28*

2. Spelling: Compound Words (Examples: doghouse, baseball)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|--------------|---------------|--------------|
| 1. within | 7. throughout | 9. houseboat |
| 2. something | 8. anytime | 10. baseball |
| 3. someone | | |
| 4. anyone | | |
| 5. doghouse | | |
| 6. someday | | |

TT: Compound words are two words joined together. Compound words must meet two criteria in order to be true compound words:

1. Each word must maintain its original meaning.
2. Each word must maintain its original spelling.

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Spelling Errors)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
7 Sentences

Day Three

5. Grammar: Prepositions

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

Day Four

7. Grammar: Prepositional Phrases

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

28A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *types of wrong attitudes*

fresh	brash	impolite
indiscreet	rude	disrespectful
vulgar	impertinent	
impudent	insolent	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

To the disciples who listened to the Sermon on the Mount, a slap on the face could have meant several things. The Jews were under the control of the Romans. The Jews had to treat the Romans with respect. If a Jew did not show respect, the Roman could slap him for his disrespect.

EXTENSION

Because they were under the Romans, the Jews had to pay a lot of taxes. As a result of the taxes from the Romans, the Jews were very poor. In their courts, a criminal often had to pay the person he had stolen from. If all he could pay was a coat, it meant he was very poor. Because of the Romans, many people were that poor.

FURTHER EXTENSION

Romans also had the power to make the Jews do something for them. If a Roman had a heavy load, he could stop and make a Jewish man over the age of twelve carry it for him. He could only make the man carry it for one mile, then he had to find a different Jewish person to carry it. Even with all of the things the Romans did to the Jews, Jesus still said to love them. In fact, He said that if a Roman makes someone go one mile, he should go two. The extra mile was a way of showing love to the Romans. This is where we get the phrase "going the extra mile."

—*Wisdom Booklet 28*

2. Spelling: Compound Words (Examples: doghouse, baseball)

BASIC LEVEL

1. within
2. something
3. someone
4. anyone
5. doghouse
6. someday

EXTENSION

7. throughout
8. anytime

FURTHER EXTENSION

9. houseboat
10. baseball

TI: Compound words are two words joined together. Compound words must meet two criteria in order to be true compound words:

1. Each word must maintain its original meaning.
2. Each word must maintain its original spelling.

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 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
7 Sentences

5. Grammar: Prepositions

Day Three

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

7. Grammar: Prepositional Phrases

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

28A Week 1 Answer Keys

❑ 3. Complete the following step:

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 spelling errors, and correct them if you have not already done so.

One day, Marinus was going to become a centurion. He went before a Roman leader for the ceremony. Another soldier said that Marinus should not become a centurion. The soldier said that Marinus was a Christian.

The magistrate was troubled by this and asked Marinus if he was a Christian. Marinus toold the magistrate that he was. The magistrate told hem to deni Christ. (told, him, deny)

Marinus did not deny Christ. He was taken from the court to be executed. God gave him a greater reward than being a centurion. He gave him a crown of life.

❑ 5f. In the sentences provided, highlight the prepositions.

Note: Some have more than one preposition.

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

1. Every person is under an authority.
2. Some people do not like being under authority.
3. Throughout all of life, a person will have authorities.
4. Most children are under the authority of their parents.
5. Adults must show respect to the government.
6. For every person, God is in authority over them.
7. Those in charge of us may do things we do not like.
8. Some of the things they do might seem to hurt us.
9. Most of the time, what they do is really for our good.
10. We should learn respect for those in authority over us.

❑ 7d. Look back in the passage, and use the prepositional phrases to answer the questions provided.

Note: Your answer will not be a complete sentence but a prepositional phrase.

Example: A slap on the face could have meant several things to whom? To the disciples

1. To what did the disciples listen? To the Sermon
2. Where did the disciples listen to the Sermon? On the Mount

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

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

3. A slap where could have meant several things to the disciples? **On the face**
4. What were the Jews under? **Under the control**
5. Who were the Jews under the control of? **Of the Romans**
6. How did the Jews have to treat the Romans? **With respect**
7. Why could a Roman slap him? **For his disrespect**

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

1. Highlight all of the prepositions in one color.
2. Isolate the entire prepositional phrases (including the preposition you highlighted) by placing parentheses around them.

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

Note: Do not highlight the verbs with *to* in front of them (*to run*, *to jump*, etc.).

Example: We should rejoice (**in** the Lord.)

1. We should check the meanings (**of** words) (**in** Scripture).
2. Jesus told His disciples to go (**beyond** the Law).
3. The people who heard the Sermon (**on** the Mount) were (**under** the rule) (**of** the Roman Empire).
4. When the Roman armies were (**in** their nation), the Israelites knew it was God's discipline (**upon** them).
5. One Bible verse will never contradict another one if you look (**at** them) closely.
6. The testimonies (**of** Scripture) are the life experiences (**of** men and women).
7. We should use examples (**from** the Bible) to understand different parts (**of** Scripture).
8. David was fleeing (**for** his life).
9. He fled (**after** Absalom) rebelled.
10. Shimei threw stones (**at** David).
11. David knew that God was judging him because (**of** his sin).
12. Jeremiah gave a warning (**to** King Zedekiah).
13. God had raised up the king (**of** Babylon) to discipline him. (*Up is used as an adverb here.*)
14. The king resisted the Lord's rebuke (**for** his sin).
15. The king (**of** Babylon) tried to run (**from** God).
16. His sons were killed (**before** his eyes).
17. God sends punishment (**to** those) who forsake His ways.
18. God is the judge (**of** all the earth).
19. He works (**through** authorities).
20. He is also merciful (**to** those) who repent.

28A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *types of wrong attitudes*

fresh	brash	impolite
indiscreet	rude	disrespectful
vulgar	impertinent	
impudent	insolent	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Scripture mentions whips, bridles, and bits as tools used to train and control wild animals. A bit is a piece of metal that fits inside a horse's mouth. It rests behind a horse's front teeth and pulls against the corners of its mouth. Bits are an extremely effective part in training a horse because they apply pressure to the sensitive area of a horse's mouth.

EXTENSION

Just for a moment, pretend you are a horse. Hook your finger in the corner of your mouth and pull gently. Notice that you can feel every movement of your finger. Pulling on the left rein turns a horse to the left. Pulling on the right rein pulls a horse to the right.

FURTHER EXTENSION

Now place a finger in each side of your mouth. Pull with both fingers at the same time. This is what a horse feels when a rider pulls on both reins at once. Pulling on a horse's reins requires only a slight pressure to signal a horse to stop.

—*Wisdom Booklet 28*

2. Spelling: R-Controlled Words That Say *ar* (Examples: part, car, arm)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|---------|----------|-------------|
| 1. car | 9. part | 11. farmer |
| 2. arm | 10. arch | 12. harvest |
| 3. park | | |
| 4. mark | | |
| 5. harp | | |
| 6. hard | | |
| 7. arc | | |
| 8. art | | |

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

Day Two

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

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

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

Day Three

5. Grammar: Main Subjects

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

7. FURTHER EXTENSION:

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

Day Four

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

9. FURTHER EXTENSION:

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)

28A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *types of wrong attitudes*

fresh	brash	impolite
indiscreet	rude	disrespectful
vulgar	impertinent	
impudent	insolent	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Scripture mentions whips, bridles, and bits as tools used to train and control wild animals. A bit is a piece of metal that fits inside a horse's mouth. It rests behind a horse's front teeth and pulls against the corners of its mouth. Bits are an extremely effective part in training a horse because they apply pressure to the sensitive area of a horse's mouth.

EXTENSION

Just for a moment, pretend you are a horse. Hook your finger in the corner of your mouth and pull gently. Notice that you can feel every movement of your finger. Pulling on the left rein turns a horse to the left. Pulling on the right rein pulls a horse to the right.

FURTHER EXTENSION

Now place a finger in each side of your mouth. Pull with both fingers at the same time. This is what a horse feels when a rider pulls on both reins at once. Pulling on a horse's reins requires only a slight pressure to signal a horse to stop.

—*Wisdom Booklet 28*

2. Spelling: R-Controlled Words That Say *ar* (Examples: part, car, arm)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|---------|----------|-------------|
| 1. car | 9. part | 11. farmer |
| 2. arm | 10. arch | 12. harvest |
| 3. park | | |
| 4. mark | | |
| 5. harp | | |
| 6. hard | | |
| 7. arc | | |
| 8. art | | |

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

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions)

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

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

5. Grammar: Main Subjects

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

Day Three

7. FURTHER EXTENSION:

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

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

9. FURTHER EXTENSION:

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)

28A Week 2 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the prepositions as follows:

BASIC LEVEL: Highlight three prepositions.

EXTENSION: Highlight five prepositions.

FURTHER EXTENSION: Highlight six prepositions.

The nature **of** a wild animal **is** to stay wild. Lions and tigers **are** especially **known for** having **their** own wills. Just as it is not **in** the nature **of** lions **to** obey man, it is not **in** the nature **of** humans to obey **God**.

The training that a wild animal must go **through** is like the training a man must go through to be submitted **to** the **Lord**. A lion trainer or other animal trainer uses objects to train. They use whips, cages, and verbal commands. God uses enemies, courts, and public reproofs.

Animals often **resist** training. **They** assert **their** wills over **their** master's. Some animals seem tame, but they are not really tame. The wolf is like that. It seems tame, but when it is in the wild, it resists human authority.

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

Hint: The main subject is usually one of the first few words in a sentence.

1. Even domestic **animals** (like horses and dogs) resist training.
2. **They** assert their own wills over those of their masters.
3. **Training** requires more than just an animal being smart.
4. **Training** takes memory, intelligence, and submission.
5. Some **animals** do not submit.
6. **Wolves** seem like they do.
7. **Wolves** can have puppies with dogs.
8. **Wolves** seem almost like pets.
9. But **wolves** are hard to train.
10. Wild **wolves** are often never trained.

8b. In the sentences provided, add commas between the items in the series.

1. Lions, tigers, and wolves are hard to train.
2. Lions are not obedient, trustworthy, or calm.
3. Lion trainers use whips, cages, and commands.
4. God uses enemies, courts, and reproofs.
5. To train an animal, it must have a good memory, be intelligent, and be submissive.
6. Wolves are unsubmitive, untame, and difficult.
7. Caribou, zebras, and lions are hard to train.
8. Dogs, reindeer, and donkeys are easy to train.
9. Animals who are easy to train have fear, respect, and gentleness.
10. Animals can sense fear, anger, and respect in a trainer's voice.

28A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing types of wrong attitudes

fresh	brash	impolite
indiscreet	rude	disrespectful
vulgar	impertinent	
impudent	insolent	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The door opened and there stood Mrs. Jones. To Bill's surprise, she was smiling. He had not expected that. "What can I do for you?" she asked kindly.

"Well, well," stuttered Bill, "I am the boy who hit the ball that broke your window this afternoon. I'm sorry." Bill stopped and looked away as if waiting for a bomb to explode.

EXTENSION

But it didn't. Instead Mrs. Jones said nicely, "I am proud of you, son. I have had my window broken many times, but you are the first boy who has ever come to me about it. You have a fine gentleman here," she told his father.

FURTHER EXTENSION

Father answered, "Well, Bill would like to pay you for the glass, and we will put a new one in. It is his way of making restitution." They all talked while Father and Bill put the glass in Mrs. Jones' window. Then Father and Bill said goodbye and started for home.
—*Uncle Arthur's Bedtime Stories*

2. Spelling: Soft and Hard g Sounds (Examples: gem, gum)

BASIC LEVEL

- | | |
|----------|----------|
| 1. good | 5. gum |
| 2. begun | 6. giant |
| 3. gem | 7. gain |
| 4. guy | 8. glory |

EXTENSION

- | | |
|------------|------------|
| 9. golf | 11. gypsy |
| 10. gentle | 12. garage |

FURTHER EXTENSION

TI: The letter *g* often makes two sounds:

1. Soft *g* in the case of *gem*
2. Hard *g* in the case of *game*

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

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Main Subjects, Spelling Errors)

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

Paragraph One of Body

Topic of Paragraph 1—*Who, What, When, Where, Why*—biographical information about birth, parents, etc., of your character
4–6 Sentences (**EXTENSIONS:** 6–8)

Paragraph Two of Body

Topic of Paragraph 2—*Who, What, When, Where, Why*—a situation that required restitution in your character's life
4–6 Sentences (**EXTENSIONS:** 6–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3—*Why and How*—the situation that required restitution from your character
6–8 Sentences

Day Three

5. Punctuation: Three Types of Sentences

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

Day Four

7. Structural Analysis: Possessive Nouns

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

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

28A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *types of wrong attitudes*

fresh	brash	impolite
indiscreet	rude	disrespectful
vulgar	impertinent	
impudent	insolent	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The door opened and there stood Mrs. Jones. To Bill's surprise, she was smiling. He had not expected that. "What can I do for you?" she asked kindly.

"Well, well," stuttered Bill, "I am the boy who hit the ball that broke your window this afternoon. I'm sorry." Bill stopped and looked away as if waiting for a bomb to explode.

EXTENSION

But it didn't. Instead Mrs. Jones said nicely, "I am proud of you, son. I have had my window broken many times, but you are the first boy who has ever come to me about it. You have a fine gentleman here," she told his father.

FURTHER EXTENSION

Father answered, "Well, Bill would like to pay you for the glass, and we will put a new one in. It is his way of making restitution." They all talked while Father and Bill put the glass in Mrs. Jones' window. Then Father and Bill said goodbye and started for home.
—*Uncle Arthur's Bedtime Stories*

2. Spelling: Soft and Hard g Sounds (Examples: gem, gum)

BASIC LEVEL

- | | |
|----------|----------|
| 1. good | 5. gum |
| 2. begun | 6. giant |
| 3. gem | 7. gain |
| 4. guy | 8. glory |

EXTENSION

- | | |
|------------|------------|
| 9. golf | 11. gypsy |
| 10. gentle | 12. garage |

FURTHER EXTENSION

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

1. Soft *g* in the case of *gem*
2. Hard *g* in the case of *game*

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

3. Editor Duty: Correct Given Paragraph(s)

(Main Subjects, Spelling Errors)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1—*Who, What, When, Where, Why*—biographical information about birth, parents, etc., of your character
4–6 Sentences (EXTENSIONS: 6–8)

Paragraph Two of Body

Topic of Paragraph 2—*Who, What, When, Where, Why*—a situation that required restitution in your character's life
4–6 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3—*Why and How*—the situation that required restitution from your character
6–8 Sentences

5. Punctuation: Three Types of Sentences

Day Three

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

7. Structural Analysis: Possessive Nouns

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

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

28A Week 3 Answer Keys

❑ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the first paragraph, highlight the main subjects.
3. In all of the paragraphs, highlight the spelling errors.

The **stories** of the **Bible** are the experiences of men and **women**. **They** confirm the truth of **God's Word** by showing **peopl** who followed **God's** laws or did not follow **God's** laws. Of course, the **ones** who did not follow **God's** laws **had** to suffer the consequences. **(people)**

Jeremiah warned **King Zedekiah**. Jeremiah told him that **God** had **raised** up the king of Babylon to discipline him and the **nasion**. King **Zedekiah** resisted (did not accept) the **warning**. He put **Jeremiah** in **prisan**. **(raised, nation, warning, prison)**

When the king of **Israel (Zedekiah)** tried to run away, **he** and his sons **were** captured. He watched his **sons** be killed. Then his eyes were put out. **He** did not accept **God's** warning through **Jeremiah**. **(sons)**

❑ 5a. In the sentences provided, place the correct end mark according to whether the sentence is a telling, asking, or exclamatory sentence.

1. Why should we give restitution when we hurt someone?**?**
2. The Bible says to do so.**.**
3. Other people do not think we should repay what we take.**.**
4. What does the Bible say about it?**?**
5. We should respect others.**.**
6. We should respect others' property.**.**
7. If we do not respect others' property, what will happen?**?**
8. We should pay for it.**.**
9. If we cannot pay for it, we should work so we can.**.**
10. We should always do the right thing!**!**

28A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *types of wrong attitudes*

fresh	brash	impolite
indiscreet	rude	disrespectful
vulgar	impertinent	
impudent	insolent	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Stress can cause muscles to tighten and prevent joints from bending. One young man who suffered from this provides a classic example. Whenever he became excited or angry, his right arm would suddenly “freeze.” He couldn’t move it for hours or even days. Doctors didn’t find a reason for his arm to freeze like that. The young man was physically healthy and strong.

EXTENSION

Finally, some of the doctors found the reason. When the young man was a child, he’d been adopted. He had become angry about it and every time he got angry, his anger rose to the surface and made his arm freeze. With his arm frozen, he could not try to get revenge.

FURTHER EXTENSION

The young man’s arm continued to freeze until he dealt with his anger. Finally, he dealt with his anger, and his arm got better. Doctors don’t know exactly how emotions affect the body, but they do affect us. When we feel guilty or angry about something that happened, it will affect our bodies. That is one of the reasons we must deal with our anger and make restitution when we hurt someone else.

—*Wisdom Booklet 28*

2. Spelling: Sounds of *ou* and *ow* (Examples: blow, how, thou)

BASIC LEVEL

1. own
2. bow
3. hours
4. howl
5. tow
6. owl

EXTENSION

7. known
8. found

FURTHER EXTENSION

9. swallow
10. follow

TT: The *ou* and *ow* diphthongs, besides making the “pinched sound,” also make the sound for long *o*. Of the two, *ow* is the more common spelling for the long *o* sound (e.g., *know*), but *ou* also occasionally makes the long *o* sound.

Day Two

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

4. **Grammar/Punctuation:** Contractions

Day Three

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

6. **Grammar:** Nouns

Day Four

7. **Composition:** Edit and Revise

Day Five

8. **Spelling:** Spelling Test

9. **Dictation:** Dictation Quiz

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

Extra Practice (Optional)

28A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *types of wrong attitudes*

fresh	brash	impolite
indiscreet	rude	disrespectful
vulgar	impertinent	
impudent	insolent	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Stress can cause muscles to tighten and prevent joints from bending. One young man who suffered from this provides a classic example. Whenever he became excited or angry, his right arm would suddenly “freeze.” He couldn’t move it for hours or even days. Doctors didn’t find a reason for his arm to freeze like that. The young man was physically healthy and strong.

EXTENSION

Finally, some of the doctors found the reason. When the young man was a child, he’d been adopted. He had become angry about it and every time he got angry, his anger rose to the surface and made his arm freeze. With his arm frozen, he could not try to get revenge.

FURTHER EXTENSION

The young man’s arm continued to freeze until he dealt with his anger. Finally, he dealt with his anger, and his arm got better. Doctors don’t know exactly how emotions affect the body, but they do affect us. When we feel guilty or angry about something that happened, it will affect our bodies. That is one of the reasons we must deal with our anger and make restitution when we hurt someone else.

—*Wisdom Booklet 28*

2. Spelling: Sounds of *ou* and *ow* (Examples: blow, how, thou)

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1. own
2. bow
3. hours
4. howl
5. tow
6. owl

EXTENSION

7. known
8. found

FURTHER EXTENSION

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10. follow

TT: The *ou* and *ow* diphthongs, besides making the “pinched sound,” also make the sound for long *o*. Of the two, *ow* is the more common spelling for the long *o* sound (e.g., *know*), but *ou* also occasionally makes the long *o* sound.

Day Two

3. **Editor Duty:** Correct Given Paragraph(s)
(Possessive Nouns)
4. **Grammar/Punctuation:** Contractions

Day Three

5. **Composition/Creative Writing:**
Write an Original Opening Paragraph
6. **Grammar:** Nouns
7. **Composition:** Edit and Revise

Day Four

8. **Spelling:** Spelling Test
 9. **Dictation:** Dictation Quiz
 10. **Composition:** Final Copy Original Biographical Essay
- Extra Practice (Optional)**

28A Week 4 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the second paragraph, highlight the possessive nouns.

There was a widow in a place called **Zarephath**. **She** gathered sticks for a fire during a severe time of drought. The shortage of water had made the crops bad. She only **had** a handful of flour and a little oil. She had just enough to cook one small, final meal for herself and her son.

The prophet Elijah looked for this woman. God told him to go to her for help. It was the last of the **widow's** food. It was going to be her **son's** last meal since he was starving to death. Yet she was willing to give it all to meet **Elijah's** needs.

God was not limited by the small amount of flour and oil she had **given**. He made it grow! He refilled the flour and oil jars for many days. It is believed that **God** refilled **their** supply for a full year.

4b. On the lines provided, write the two words that are used to make each contraction.

- | | |
|---|---|
| 1. it's— it is | 8. she'll— she will (or shall) |
| 2. I'll— I will (or shall) | 9. couldn't— could not |
| 3. you'll— you will (or shall) | 10. wasn't— was not |
| 4. don't— do not | 11. hasn't— has not |
| 5. he'll— he will (or shall) | 12. haven't— have not |
| 6. can't— can not | 13. you're— you are |
| 7. wouldn't— would not | 14. they're— they are |

6b. In the sentences provided, highlight the nouns. Do not highlight the pronouns—words that take the place of a noun, such as *him, her, they, or their*.

Note: Most sentences have more than one noun!

1. When **restitution** is not made, **guilt** results.
2. **Guilt** can cause **problems**.
3. Guilty **people** do strange **things**.
4. One **man** who felt guilty exercised every **day**.

Lined writing area with horizontal red lines.

WBLA AK 25A-28A



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