

WISDOM BOOKLET

Language Arts

**Teacher's Helps &
Answer Keys**

29A–32A



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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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29A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing ways to bless your enemy

congratulations	acclamation
compliment	upholding
commendation	prayer

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

After the war was over, the English General Campbell had a fancy dinner for the Burmese leaders. Adoniram and Ann Judson were invited to come as the guests of honor. The Burmese leaders were terribly frightened by this. They were afraid the Judsons would tell General Campbell about all of the cruel things the Burmese had done to them during the war. These leaders could hardly eat because they were so scared.

EXTENSION

One man was shaking terribly. "What is the matter with that man over there?" the general asked. Ann explained how that man had been very cruel to her while Adoniram was in prison. The man seemed to know they were talking about him. He became even more afraid.

FURTHER EXTENSION

All of the Burmese leaders knew that they could expect torture and death if the Judsons treated them the way they had treated the Judsons. Ann turned and spoke to the man in Burmese. She told him that he had nothing to fear. Then she told the general what she had just said. By God's grace, the Judsons were able to bless those who had cursed them.

—*Wisdom Booklet 29*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|---------|-----------|-------------|
| 1. her | 9. during | 12. leader |
| 2. fur | 10. over | 13. matter |
| 3. sir | 11. curse | 14. torture |
| 4. herd | | |
| 5. turn | | |
| 6. hurt | | |
| 7. firm | | |
| 8. term | | |

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

Day Two

3. Editor Duty: Correct Given Paragraph(s) (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 _____
5 Sentences

Day Three

5. Grammar: Adverbs

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

Day Four

7. Grammar/Sentence Structure: Quotations and Speech Tags

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

29A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing ways to bless your enemy

congratulations	acclamation
compliment	upholding
commendation	prayer

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

After the war was over, the English General Campbell had a fancy dinner for the Burmese leaders. Adoniram and Ann Judson were invited to come as the guests of honor. The Burmese leaders were terribly frightened by this. They were afraid the Judsons would tell General Campbell about all of the cruel things the Burmese had done to them during the war. These leaders could hardly eat because they were so scared.

EXTENSION

One man was shaking terribly. "What is the matter with that man over there?" the general asked. Ann explained how that man had been very cruel to her while Adoniram was in prison. The man seemed to know they were talking about him. He became even more afraid.

FURTHER EXTENSION

All of the Burmese leaders knew that they could expect torture and death if the Judsons treated them the way they had treated the Judsons. Ann turned and spoke to the man in Burmese. She told him that he had nothing to fear. Then she told the general what she had just said. By God's grace, the Judsons were able to bless those who had cursed them.

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| 8. term | | |

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

3. Editor Duty: Correct Given Paragraph(s)

(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 _____
5 Sentences

5. Grammar: Adverbs

Day Three

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

7. Grammar/Sentence Structure: Quotations and Speech Tags

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

29A 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.

One **C**hristian saw that he had been unfriendly to some people at his church. He made a list of five people whom he had been ignoring. Sometimes these **five** people ignored him **too** because they **did not** agree with him about things. He decided to go out of his way and greet each one the next **S**unday morning.

After the **service**, the man saw the **ferst** person walking toward him with a smile. When he **turned arownd**, the second person on the list was there to greet him. Then the third and fourth people were in line to talk to him! (**service, first, turned, around**)

The next thing he knew, the fifth person on his list was in front of him and talking **to** him. He took the first step **to** make the list. God did the rest!

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

1. Some people **always** seem to do mean things to us.
2. We have to **quickly** make a choice.
3. We can **gently** forgive them.
4. We can become **terribly** bitter.
5. Believers should **diligently** follow in Jesus' footsteps.
6. Jesus **kindly** forgave the people that killed Him.
7. He came to **miraculously** help and **lovingly** change a world that hated Him.
8. Through Jesus, we can **compassionately** help those who hate us.
9. We should **never** hate people.
10. But we should **never** love sin.

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



Lined writing area with horizontal red lines.

29A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing ways to bless your enemy

congratulations	acclamation
compliment	upholding
commendation	prayer

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Jesus told us in Matthew 5:44, "Love your enemies." There are various types of enemies, and we are to love all of them. Christ gives three different ways to demonstrate God's love. We are to bless those who curse us, do good to those who hate us, and pray for those who despectfully use us and persecute us.

EXTENSION

How should we bless those who curse us? The Greek word for *bless* means to point out the good qualities of a person. If we're blessing those who hate us, we are not focusing on their negative qualities, but on their positive ones. This is the true meaning of loving our enemies.

FURTHER EXTENSION

If someone hates us, he'll be very hesitant to let us do anything for him. However, if we are praying for him, we can expect God to bring opportunities to do good. If a need arises in that person's life, pray for wisdom about what you can do to serve, and then offer your help.

—*Commands of Christ*, Series Two

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|-------------|----------|--------------|
| 1. ba/by | 7. e/vil | 9. be/hind |
| 2. no/bod/y | 8. ze/ro | 10. be/tween |
| 3. Bi/ble | | |
| 4. fi/nal | | |
| 5. la/ter | | |
| 6. sta/ble | | |

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

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

4 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

4 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

Day Three

5. Grammar: Adjectives

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

Day Four

7. Grammar/Structural Analysis: Contractions

8. Punctuation: Reading Quotations

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

29A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing ways to bless your enemy

congratulations	acclamation
compliment	upholding
commendation	prayer

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Jesus told us in Matthew 5:44, "Love your enemies." There are various types of enemies, and we are to love all of them. Christ gives three different ways to demonstrate God's love. We are to bless those who curse us, do good to those who hate us, and pray for those who despitely use us and persecute us.

EXTENSION

How should we bless those who curse us? The Greek word for *bless* means to point out the good qualities of a person. If we're blessing those who hate us, we are not focusing on their negative qualities, but on their positive ones. This is the true meaning of loving our enemies.

FURTHER EXTENSION

If someone hates us, he'll be very hesitant to let us do anything for him. However, if we are praying for him, we can expect God to bring opportunities to do good. If a need arises in that person's life, pray for wisdom about what you can do to serve, and then offer your help.

—*Commands of Christ*, Series Two

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

BASIC LEVEL	EXTENSION	FURTHER EXTENSION
1. ba/by	7. e/vil	9. be/hind
2. no/bod/y	8. ze/ro	10. be/tween
3. Bi/ble		
4. fi/nal		
5. la/ter		
6. sta/ble		

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

3. Editor Duty: Correct Given Paragraph(s)

(Adverbs)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences
(You may use up to eight words for sentence four.)

Paragraph Two of Body

Topic of Paragraph 2 _____
4 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

5. Grammar: Adjectives

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

Day Three

7. Grammar/Structural Analysis: Contractions

8. Punctuation: Reading Quotations

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

29A 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 the adverbs.

BASIC LEVEL: Highlight four adverbs.

EXTENSIONS: Highlight six adverbs.

Many animals **respond** to changing lengths of daylight and darkness. **S**unlight tells animals **when** to migrate, **when** to mate, **when** to shed their skin, and **when** to **lose their** fur. **Basically**, sunlight prepares animals for the coming of winter.

The snowshoe rabbit changes **its look** every fall. **A**s it loses its brown, summer fur, its white, winter fur take **its** place. This makes the rabbit **very** hard to see in the snow.

When the days **grow** longer, snowshoe rabbits shed **their** heavy, winter coats. The white fur that kept them warm all winter falls **out**, and darker, cooler fur replaces it. This new fur blends in with the summer woods.

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

1. The **shining** sun makes plants grow.
2. **Every** person needs plants.
3. The **plant's** leaves turn the sunlight into oxygen.
4. **Good** and **evil** people breathe oxygen.
5. The **sun's** light shines on both.
6. The energy of the sun maintains **fresh** air for the evil and the good.
7. The **sun's** light is used for **many different** things.
8. **Some** people have found ways to turn it into power.
9. If the earth was like **every other** planet, life could not exist.
10. The earth is in the **perfect** place to receive the **sun's** light.

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

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

Example: here's—here is

1. she's—she is (or was)
2. he'll—he will (or shall)
3. can't—can not
4. shouldn't—should not
5. it'll—it will (or shall)
6. I've—I have
7. she'll—she will (or shall)
8. wouldn't—would not

9. they'll—they will (or shall)
10. isn't—is not
11. don't—do not
12. I'll—I will (or shall)
13. he'll—he will (or shall)
14. hadn't—had not
15. you'll—you will (or shall)

29A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing ways to bless your enemy

congratulations	acclamation
compliment	upholding
commendation	prayer

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

There was danger that the other Indians might attack the Pilgrims. But Squanto helped to make a treaty between the Pilgrims and the great chief Massasoit. Knowing both English and the Indian languages, he was just the interpreter the Pilgrims needed.

EXTENSION

In his diary, Governor William Bradford said that Squanto directed them how to plant corn, where to fish, and where to find the other things they needed. It was Squanto who helped the Pilgrims sow their seeds that first spring they were in the New World. He was also there when they had their first harvest in the fall. Governor Bradford ordered a three-day feast of thanksgiving.

FURTHER EXTENSION

What would have happened to the Pilgrims without Squanto? They might have died of starvation or been killed by angry Indians. Squanto was that important! Indeed, the whole course of American history might have been far different but for this one kindhearted Indian who returned good for evil.

—*Uncle Arthur's Bedtime Stories*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|-----------|------------|--------------|
| 1. need | 9. leave | 12. between |
| 2. read | 10. treaty | 13. peaceful |
| 3. fee | 11. sheep | |
| 4. meet | | |
| 5. keep | | |
| 6. thee | | |
| 7. street | | |
| 8. mean | | |

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

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

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Adjectives)

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

Paragraph One of Body

Topic of Paragraph 1 _____

5–6 Sentences (EXTENSIONS: 7–8)

Paragraph Two of Body

Topic of Paragraph 2 _____

5–6 Sentences (EXTENSIONS: 7–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

7–8 Sentences

5. Punctuation: Three Types of Sentences

Day Three

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

7. Grammar: Pronouns

Day Four

8. Study Skills/Prewriting:

Take Notes for an Original Opening Paragraph

9. Composition/Creative Writing:

Write an Original Opening Paragraph

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

29A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing ways to bless your enemy

congratulations	acclamation
compliment	upholding
commendation	prayer

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

There was danger that the other Indians might attack the Pilgrims. But Squanto helped to make a treaty between the Pilgrims and the great chief Massasoit. Knowing both English and the Indian languages, he was just the interpreter the Pilgrims needed.

EXTENSION

In his diary, Governor William Bradford said that Squanto directed them how to plant corn, where to fish, and where to find the other things they needed. It was Squanto who helped the Pilgrims sow their seeds that first spring they were in the New World. He was also there when they had their first harvest in the fall. Governor Bradford ordered a three-day feast of thanksgiving.

FURTHER EXTENSION

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—*Uncle Arthur's Bedtime Stories*

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|-----------|------------|--------------|
| 1. need | 9. leave | 12. between |
| 2. read | 10. treaty | 13. peaceful |
| 3. fee | 11. sheep | |
| 4. meet | | |
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| 7. street | | |
| 8. mean | | |

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3. Editor Duty: Correct Given Paragraph(s)

(Adjectives)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____

5–6 Sentences (EXTENSIONS: 7–8)

Paragraph Two of Body

Topic of Paragraph 2 _____

5–6 Sentences (EXTENSIONS: 7–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

7–8 Sentences

5. Punctuation: Three Types of Sentences

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

Day Three

7. Grammar: Pronouns

8. Study Skills/Prewriting:

Take Notes for an Original Opening Paragraph

9. Composition/Creative Writing:

Write an Original Opening Paragraph

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

29A Week 3 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the adjectives.

Indians of the **American** Southwest and **ancient** groups of people all over the world have left records of what they knew about the sun. Without having **any modern-day** equipment or books, most of them **knew** how the sun moved. **Many**, **many** years ago they knew that the days and years could be measured by the sun.

Men in **E**urope, using the stone monuments of Stonehenge, wrote down and predicted the movements of the sun. **I**n **M**exico, the **M**ayan people developed a good calendar. It predicted the sun's movements and positions for years ahead of time. The ancient **G**reeks also made good measurements of how big around the earth was just by checking the sun from different locations.

The most amazing findings were those relating to the **E**gyptian pyramids. The **E**gyptians marked the seasons by the sun's movements. They also predicted the flooding of the **N**ile just from the sun's movements. **W**e can learn many things from the sun!

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

1. The Good Samaritan was walking with **his** donkey.
2. The Good Samaritan was on **his** way to Jericho.
3. Joseph's brothers did terrible things to **him**.
4. Joseph's brothers were jealous of **him**.
5. **His** brothers sold Joseph into slavery.
6. As a slave in Egypt, Joseph served **his** master well.
7. Joseph soon became leader in **his** new country.
8. Joseph's brothers came to **him** for help when there was a famine.
9. The brothers and **their** families wanted food.
10. Joseph blessed **his** brothers even though **they** had hurt him.



Lined writing area consisting of 25 horizontal red lines.

29A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing ways to *bless your enemy*

congratulations	acclamation
compliment	upholding
commendation	prayer

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The Good Samaritan trusted God to meet all of his needs. When he stopped, he knew that he would not get to wherever he was going on time. He did not know how long it would take him to help the man. He trusted God to take care of his time.

EXTENSION

He also knew that he might be in danger if he stopped. The thieves could still be around. They could try to attack him too. He put himself in danger to help someone else. When he took the man to the inn, he knew it was going to cost him money. He helped the man even though it cost him something.

FURTHER EXTENSION

When you help someone, it will cost you something. You may have to pay money for something the person needs. If you help someone your friends do not like, you might lose some of your friends. Every time you help someone, it will take your time. You might not be able to do something you wanted to do because you were helping a needy person. Jesus said that we should love our neighbors as ourselves. That means helping them even if it costs us.

—*Wisdom Booklet 29*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|------------|--------------|
| 1. look | 9. bloom | 13. outlook |
| 2. groom | 10. troop | 14. goodness |
| 3. book | 11. school | 15. textbook |
| 4. soon | 12. tooth | |
| 5. hoot | | |
| 6. snoop | | |
| 7. food | | |
| 8. too | | |

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

Day Two

- 3. Editor Duty:** Correct Given Paragraph(s)
(Ending Punctuation)
- 4. Composition:** Edit and Revise

Day Three

- 5. Grammar:** Subordinators

Day Four

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

Day Five

- 7. Spelling:** Spelling Test
- 8. Dictation:** Dictation Quiz
- 9. Composition:** Final Copy Original
Biographical Essay

Extra Practice (Optional)

29A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing ways to bless your enemy

congratulations	acclamation
compliment	upholding
commendation	prayer

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The Good Samaritan trusted God to meet all of his needs. When he stopped, he knew that he would not get to wherever he was going on time. He did not know how long it would take him to help the man. He trusted God to take care of his time.

EXTENSION

He also knew that he might be in danger if he stopped. The thieves could still be around. They could try to attack him too. He put himself in danger to help someone else. When he took the man to the inn, he knew it was going to cost him money. He helped the man even though it cost him something.

FURTHER EXTENSION

When you help someone, it will cost you something. You may have to pay money for something the person needs. If you help someone your friends do not like, you might lose some of your friends. Every time you help someone, it will take your time. You might not be able to do something you wanted to do because you were helping a needy person. Jesus said that we should love our neighbors as ourselves. That means helping them even if it costs us.

—*Wisdom Booklet 29*

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

BASIC LEVEL

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

EXTENSION

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

FURTHER EXTENSION

13. outlook
14. goodness
15. textbook

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

Day Two

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

4. Composition: Edit and Revise

Day Three

5. Grammar: Subordinators

6. Grammar/Sentence Structure:
Subordinate Clauses

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original
Biographical Essay

Extra Practice (Optional)

29A Week 4 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

A Christian's view that God is in control should be obvious to others. Christians should be more willing than unbelievers to help people in their time of need. Christians should be "good Samaritans" everywhere.

It does not matter whether it is easy or hard to help others. It does not matter whether someone else says there is no reason to help others. Christians have a responsibility to help.

Our motives should be pure. We should not try to help others just so we can have praise, money, or good feelings. We should help others because the Bible tells us to help others.

❑ 5c. In the sentences provided, highlight the subordinator at the beginning of each sentence.

1. **When** Jesus talked to His disciples, He told them to help their neighbors and their enemies.
2. **When** the man asked Jesus who his neighbor was, Jesus told the story of the Good Samaritan.
3. **When** the Good Samaritan helped the injured man, he was showing practical love.
4. **Because** Jesus tells us to help others, we should look for those whom we can help.
5. **If** an accident occurs, a good Samaritan will look to see how to help.
6. **Although** some accidents do not result in bad injuries, sometimes there are hidden injuries.
7. **When** someone is hurt, you should look to see what you can do.
8. **Since** some injuries are serious, call a parent or an adult to help you.
9. **If** there is a bad injury, you should call an emergency number.
10. **When** breathing stops, some chemicals build up that could cause a coma or death.
11. **Although** comas are rare, you still want to pay close attention to the injured person's breathing.
12. **If** there are no signs of breathing, you must start CPR.
13. **If** it appears that there is a head or neck injury, do not move the injured person.

14. **If** you are doing mouth-to-mouth resuscitation, his chest should start moving up and down.
15. **If** his chest does not rise as you blow, check to see if something is blocking the airway.

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

1. **If you are trying to check for a pulse** , do not use your thumb to do it.
2. **If there is no heartbeat** , the body’s blood supply will slow down and the oxygen supply will be cut off.
3. **If no pulse can be found** , listen for a heartbeat by placing your ear on the person’s chest.
4. **When too much time goes by without a person breathing** , his chances for recovery go down.
5. **Once a good Samaritan has helped the victim start breathing again** , he should look for bleeding.
6. **If you want to stop a wound from bleeding** , put pressure on it.
7. **If a gauze pad becomes filled with blood** , do not remove it; just put another one over the wet one.
8. **If you must treat the victim until you get him emergency help** , wrap a tight bandage on his wound.
9. **When a person is very warm or hot** , he probably has a temperature.

30A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing people to whom we should give alms

stranger	poor	needy
fatherless	Levite	afflicted
widow	hireling	destitute

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Bob LeTourneau was now working for himself as a land-leveler. With his own equipment, he could charge more money. On one job, he made a mistake, so he ended up in debt like he had been before. But this year Bob made sure he gave all the money he said he would give to God.

EXTENSION

In the years that followed, Mr. LeTourneau's business got bigger. He built dams, roads, and tunnels. He even started a factory. There he made his own machines. As his company grew larger, he was able to give more money to the church. He also gave money to mission's work in his city.

FURTHER EXTENSION

In 1926, he took his largest job so far—building a road through the mountains. He had to get the job done by a certain time. The building was taking longer than he thought it would, and they might not get it done on time. Then the Lord gave Bob an idea for a new kind of tractor, and he had his factory make it. The first bulldozer was invented, and the road was done on time!

—*Wisdom Booklet 30*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|---------|---------|------------|
| 1. new | 7. glue | 9. knew |
| 2. dew | 8. grew | 10. pursue |
| 3. due | | |
| 4. chew | | |
| 5. blue | | |
| 6. clue | | |

TT: In addition to the long double *o* sound as in *boot*, there are other spellings for this sound such as *eu*, *ew*, and *ue*.

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

Day Three

5. Structural Analysis: Plural Nouns

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

Day Four

7. Grammar: Noun Markers (Articles)

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

30A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing people to whom we should give alms

stranger	poor	needy
fatherless	Levite	afflicted
widow	hireling	destitute

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Bob LeTourneau was now working for himself as a land-leveler. With his own equipment, he could charge more money. On one job, he made a mistake, so he ended up in debt like he had been before. But this year Bob made sure he gave all the money he said he would give to God.

EXTENSION

In the years that followed, Mr. LeTourneau's business got bigger. He built dams, roads, and tunnels. He even started a factory. There he made his own machines. As his company grew larger, he was able to give more money to the church. He also gave money to mission's work in his city.

FURTHER EXTENSION

In 1926, he took his largest job so far—building a road through the mountains. He had to get the job done by a certain time. The building was taking longer than he thought it would, and they might not get it done on time. Then the Lord gave Bob an idea for a new kind of tractor, and he had his factory make it. The first bulldozer was invented, and the road was done on time!

—*Wisdom Booklet 30*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

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|---------|---------|------------|
| 1. new | 7. glue | 9. knew |
| 2. dew | 8. grew | 10. pursue |
| 3. due | | |
| 4. chew | | |
| 5. blue | | |
| 6. clue | | |

TT: In addition to the long double *o* sound as in *boot*, there are other spellings for this sound such as *eu*, *ew*, and *ue*.

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 _____
6 Sentences

EXTENSIONS Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

5. Structural Analysis: Plural Nouns

Day Three

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

7. Grammar: Noun Markers (Articles)

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

30A Week 1 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

It was very quiet in the little church in Stockton, California, in 1920. **T**he final revival service of the week was over, and everyone had **goed** home except for **one** young man. This tall, husky **man** made his way to the front of the church. He **kneeled** down **their** and prayed. (**gone, knelt, there**)

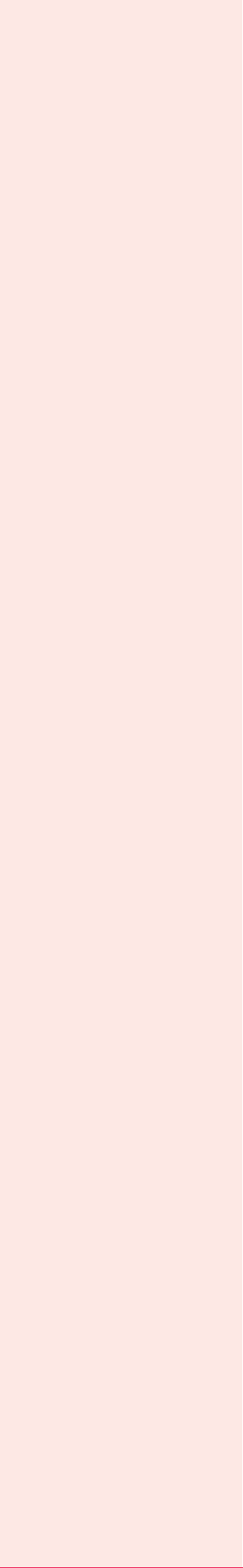
He had **gone** to the revival services every night that week. Each night, he struggled to commit to what **G**od wanted him to do. The young man had been inspired by the sermons, but he knew he was spiritually empty.

R. G. LeTourneau, the man on his knees, had just come back from **World War** I in 1919. **H**e came back from the war to his wife and newborn son. When he came back, he found that his business partner had wasted thousands of dollars in a year of drinking and sin. Yes, **B**ob was bankrupt—both in his business and in his soul.

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

- | | |
|---------------------|-----------------------|
| 1. <u>widows</u> | 16. <u>babies</u> |
| 2. <u>people</u> | 17. <u>strangers</u> |
| 3. <u>flies</u> | 18. <u>altos</u> |
| 4. <u>toes</u> | 19. <u>bulldozers</u> |
| 5. <u>roofs</u> | 20. <u>factories</u> |
| 6. <u>hospitals</u> | 21. <u>hutches</u> |
| 7. <u>children</u> | 22. <u>women</u> |
| 8. <u>men</u> | 23. <u>seeds</u> |
| 9. <u>geese</u> | 24. <u>fields</u> |
| 10. <u>churches</u> | 25. <u>ashes</u> |
| 11. <u>radios</u> | 26. <u>wolves</u> |
| 12. <u>doors</u> | 27. <u>halves</u> |
| 13. <u>potatoes</u> | 28. <u>streets</u> |
| 14. <u>leaves</u> | 29. <u>stores</u> |
| 15. <u>deer</u> | 30. <u>books</u> |

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



Lined writing area consisting of 25 horizontal red lines.

30A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing people to whom we should give alms

stranger	poor	needy
fatherless	Levite	afflicted
widow	hireling	destitute

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The more doctors study blood, the more they realize how little they actually know about it. God showed the importance of blood by stating that the life of the flesh is in the blood. When God's principles are violated, infection and disease can result.

EXTENSION

There are many analogies between the right way to do alms and the right way to give blood. One similarity is that both must be voluntary. Neither should be done with the motive of getting something for yourself.

FURTHER EXTENSION

Two major groups, the American Association of Blood Banks and the American Red Cross, organize blood banks that collect blood only from volunteers. Both groups emphasize that the giving of blood for transfusions is a medical service. It is not to sell the blood. While these groups charge a fee for the services they give, they do not charge for the blood itself.

—*Wisdom Booklet 30*

2. Spelling: Ng Sounds

(Examples: sing, song, sang, sung)

BASIC LEVEL EXTENSION FURTHER EXTENSION

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Plural Nouns)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

4 Sentences

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

Day Three

5. Structural Analysis: Possessive Nouns

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

Day Four

7. Punctuation: Capitalization Rules

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

30A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing people to whom we should give alms

stranger	poor	needy
fatherless	Levite	afflicted
widow	hireling	destitute

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The more doctors study blood, the more they realize how little they actually know about it. God showed the importance of blood by stating that the life of the flesh is in the blood. When God's principles are violated, infection and disease can result.

EXTENSION

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FURTHER EXTENSION

Two major groups, the American Association of Blood Banks and the American Red Cross, organize blood banks that collect blood only from volunteers. Both groups emphasize that the giving of blood for transfusions is a medical service. It is not to sell the blood. While these groups charge a fee for the services they give, they do not charge for the blood itself.

—*Wisdom Booklet 30*

2. Spelling: Ng Sounds

(Examples: sing, song, sang, sung)

BASIC LEVEL

1. rung
2. pang
3. long
4. wrong
5. thing
6. bring

EXTENSION

7. strong
8. string

FURTHER EXTENSION

9. evening
10. lining

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

3. Editor Duty: Correct Given Paragraph(s)

(Plural Nouns)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences

EXTENSIONS: Paragraph Three of Body

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

5. Structural Analysis: Possessive Nouns

Day Three

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

7. Punctuation: Capitalization Rules

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

30A Week 2 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

BASIC LEVEL: Highlight three plural nouns.

EXTENSION: Highlight four plural nouns.

FURTHER EXTENSION: Highlight five plural nouns.

Blood banks screen possible donors (those who might donate blood) with a physical examination. They look at the donor's medical history to see if he has had any illnesses or diseases. This keeps the blood that they collect from having diseases or infections. It protects the person getting the blood.

A nurse or technician begins by taking the donor's temperature, pulse, and blood pressure. If there are obvious health problems, a donor is asked to wait at least six weeks to give blood. If the person trying to donate blood has certain diseases, he can never donate blood.

Most of the people who try to donate blood to a blood bank are able to do so. Less than twelve percent of the people who go to donate blood are turned away. Some of these may come back later and donate blood when they are healthier.

□ 5b. On the lines provided, make the following nouns possessive, and give them something to own.

Example: seas—seas' waves

- | | | | |
|----------------------|--------------------|-----------------------|---------------------|
| 1. <u>widow's</u> | 5. <u>boys'</u> | 9. <u>deer's</u> | 13. <u>seed's</u> |
| 2. <u>person's</u> | 6. <u>men's</u> | 10. <u>babies'</u> | 14. <u>fields'</u> |
| 3. <u>Jesus'</u> | 7. <u>church's</u> | 11. <u>strangers'</u> | 15. <u>ashes'</u> |
| 4. <u>hospital's</u> | 8. <u>doors'</u> | 12. <u>fly's</u> | 16. <u>streets'</u> |

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

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

In the Bible there is a woman named Dorcas. She was loved by everyone who knew her. She helped people who were poor and could not buy clothes. Dorcas made them clothes. When Dorcas died, the people she had helped sent for Peter. He came right away. When he saw her, he made everyone leave the room. Then he said to her, “Dorcas, get up.” She did! In the Bible it says that if you give, it will be given back to you. I think Dorcas’ story proves that.

Extra Practice (Optional)

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

1. **The** name “**Jehovah**” reflects the aspect of **God’s** character that relates to giving alms.
2. **God** is the **Helper** of the poor.
3. **As** the **God** of mercy, **He** is full of compassion for all **His** people.
4. **In Exodus** 22:27 **God** says, “**For I** am gracious.”
5. **The** ancient **Hebrews** regarded being kind to the poor as a way to honor **God**.
6. **God** is the **Judge** of the poor.
7. **Abraham** knew **God** as the righteous **Judge**.
8. **He** allowed **God** to be his **Judge** when he let **Lot** choose the well-watered plain.
9. **God** promised to raise up a **King** who would execute judgement and justice in the earth.
10. **The** nature of **God** should form the basis for almsgiving—true **Christian** charity.

30A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing people to whom we should give alms

stranger	poor	needy
fatherless	Levite	afflicted
widow	hireling	destitute

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Long ago a woman and her husband lived in a town called Shunem. One day the prophet Elisha came to their town. They asked him to have a meal with them. Soon he was staying at their house every time he came to the town. The woman had an idea. What if she and her husband built a room just for Elisha? That way whenever he came to the town, he would have a place to stay. They did this, and the Lord blessed them in return.

EXTENSION

The couple had never been able to have children. Because they showed hospitality to the prophet, God gave them a son. Sadly, when the son was still young, he died. Elisha came and raised the boy back to life.

FURTHER EXTENSION

The family had given a lot to Elisha. They did not do it so people would like them. A lot of people did not like Elisha. The Shunammite woman wanted to help Elisha because he was doing the Lord's work. She gave to him when he needed something, and God blessed her.

—Adapted from II Kings 4:8–37

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|-----------|-----------|---------------|
| 1. chin | 9. church | 11. chalet |
| 2. cheer | 10. chief | 12. Christmas |
| 3. child | | |
| 4. chart | | |
| 5. cheat | | |
| 6. check | | |
| 7. change | | |
| 8. teach | | |

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

3. Editor Duty: Correct Given Paragraph(s)

(Capitalization)

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: Subordinators

Day Three

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

7. Grammar/Sentence Structure: Subordinate Clauses

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

Day Four

9. Sentence Structure: Subordinate Clauses

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

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

Extra Practice (Optional)

30A Week 3 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words describing people to whom we should give alms

stranger	poor	needy
fatherless	Levite	afflicted
widow	hireling	destitute

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Long ago a woman and her husband lived in a town called Shunem. One day the prophet Elisha came to their town. They asked him to have a meal with them. Soon he was staying at their house every time he came to the town. The woman had an idea. What if she and her husband built a room just for Elisha? That way whenever he came to the town, he would have a place to stay. They did this, and the Lord blessed them in return.

EXTENSION

The couple had never been able to have children. Because they showed hospitality to the prophet, God gave them a son. Sadly, when the son was still young, he died. Elisha came and raised the boy back to life.

FURTHER EXTENSION

The family had given a lot to Elisha. They did not do it so people would like them. A lot of people did not like Elisha. The Shunammite woman wanted to help Elisha because he was doing the Lord's work. She gave to him when he needed something, and God blessed her.

—Adapted from II Kings 4:8–37

2. Spelling: Sounds of *ch*

(Examples: chum, Christ, chivalry)

BASIC LEVEL EXTENSION FURTHER EXTENSION

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|-----------|-----------|---------------|
| 1. chin | 9. church | 11. chalet |
| 2. cheer | 10. chief | 12. Christmas |
| 3. child | | |
| 4. chart | | |
| 5. cheat | | |
| 6. check | | |
| 7. change | | |
| 8. teach | | |

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

3. Editor Duty: Correct Given Paragraph(s)

(Capitalization)

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

Paragraph One of Body

Topic of Paragraph 1 _____

5–7 Sentences (EXTENSIONS: 6–8)

Paragraph Two of Body

Topic of Paragraph 2 _____

5–7 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

6–8 Sentences

Day Two

5. Grammar: Subordinators

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

7. Grammar/Sentence Structure: Subordinate Clauses

Day Three

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

9. Sentence Structure: Subordinate Clauses

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

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

Extra Practice (Optional)

30A Week 3 Answer Keys

❑ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the first paragraph, highlight and capitalize any of the words that should be capitalized but are not.

There are many people in the world who need help. Some of these **are** poor people. **There** are different types of poor people listed in the **Bible**. The **Levite** was **an Old Testament** teacher of **God's** laws. He was given a portion of the people's income in order to live. **He** did not have any other money. If **God's** people did not give their tithes, he could become very poor.

The needy person in the **Bible** **is** one who has a special need. **This** person might have money **to live** on, but he does not have enough money for something he needs. **This** person's need could be because he is sick, mentally handicapped, or unskilled to meet his own needs.

Another poor person in the **Bible** is the destitute person. This is one who is totally in poverty. **He** **does** not have the very basics needed to live. God tells us in **James** **to** help those we see who are unclothed and in need of daily food.

❑ 5c. In the sentences provided, highlight the subordinator at the beginning of each sentence.

1. **Although** the government should take care of people, there should also be limits.
2. **When** the government takes too many responsibilities, believers start to think they do not have to do anything.
3. **If** we are serving Christ, we should always be ready to help people.
4. **Though** there are times when the government should assist needy people, believers should always be ready to help those in need.
5. **When** people are always given everything they need, they can become lazy.
6. **Though** some people are poor because they will not work, many people are poor for other reasons.
7. **When** Christians help people, they should do so out of love.
8. **Because** people need to serve others, the government should not take all the responsibility of taking care of the poor.
9. **If** the Church would do what it is supposed to do, the government would not have to do as much.
10. **Since** the Church is not caring for the poor, the government has to do it.

❑ **7b.** Read through the phrases provided, and put a *C* next to the ones that are clauses and an *S* next to the ones that are sentences.

1. The Pharisees in the Bible. **C**
2. They thought they did many good works. **S**
3. Because they were done for other people to see. **C**
4. When others saw what the Pharisees did, they were impressed. **S**
5. If they could have seen the Pharisees' hearts. **C**
6. Though Jesus was a man. **C**
7. As God, Jesus knew why the Pharisees did so many "good works." **S**
8. Though they were the leaders of the Jews, the Pharisees wanted more attention. **S**
9. Although people praised them. **C**
10. Since they did the work only to have men praise them, Jesus said that was all the praise they would get. **S**

❑ **9c.** In the sentences provided, highlight the subordinate clause openers with one color, and highlight the subordinators themselves with a different color.

1. **When** it becomes dark outside , fireflies come out.
2. **Although** you can see them only at night , fireflies shine their lights during the day too.
3. **When** it is dark , fireflies can be seen for more than one hundred yards.
4. **While** most fireflies look alike , there are actually many different species.
5. **Since** they are all different , they fly in different patterns.
6. **Although** their patterns are different , fireflies all flash their lights for the same reason.
7. **When** the male wants to attract a female , he flashes his light.
8. **Because** all of the species have different flashing patterns , a female knows if the male is one of its own species.
9. **If** the female wants to answer the male , she will flash the pattern back.
10. **Because** some fireflies eat the other species , they will imitate their "victim's" light pattern.

30A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *people to whom we should give alms*

stranger	poor	needy
fatherless	Levite	afflicted
widow	hireling	destitute

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

On one occasion, the Surprise Package Company was caught. They were going again to visit Mrs. Higgins. This time they took some flowers and eggs with them. As quiet as mice, they sneaked in, put their gifts on the table, and left. They went out so quickly and quietly that they did not see the doctor in the next room.

EXTENSION

As soon as the children left, the doctor went over to the table to look at what they had left. There was a note on top that said, "From the Surprise Package Company."

FURTHER EXTENSION

"Well, this explains what Mrs. Higgins was talking about and what other people have been telling me," the doctor said to himself. "The Surprise Package Company is John and Gwen. They have been leaving gifts for other people without them knowing it. What fine children!"

—*Uncle Arthur's Bedtime Stories*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

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

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

Day Two

- 3. Editor Duty:** Correct Given Paragraph(s)
(Subordinators)
- 4. Study Skills/Prewriting:** Take Notes for an Original Closing Paragraph

Day Three

- 5. Composition/Creative Writing:** Write an Original Closing Paragraph
- 6. Grammar:** Interjections
- 7. Composition:** Edit and Revise

Day Four

- 8. Grammar/Sentence Structure:** Quotations and Speech Tags
- 9. Sentence Structure:** SSS5—Super Short Sentence of Five Words or Fewer

Day Five

- 10. Spelling:** Spelling Test
- 11. Dictation:** Dictation Quiz
- 12. Composition:** Final Copy Original Biographical Essay

Extra Practice (Optional)

30A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *people to whom we should give alms*

stranger	poor	needy
fatherless	Levite	afflicted
widow	hireling	destitute

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

On one occasion, the Surprise Package Company was caught. They were going again to visit Mrs. Higgins. This time they took some flowers and eggs with them. As quiet as mice, they sneaked in, put their gifts on the table, and left. They went out so quickly and quietly that they did not see the doctor in the next room.

EXTENSION

As soon as the children left, the doctor went over to the table to look at what they had left. There was a note on top that said, "From the Surprise Package Company."

FURTHER EXTENSION

"Well, this explains what Mrs. Higgins was talking about and what other people have been telling me," the doctor said to himself. "The Surprise Package Company is John and Gwen. They have been leaving gifts for other people without them knowing it. What fine children!"

—*Uncle Arthur's Bedtime Stories*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Subordinators)

Day Two

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

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

6. **Grammar:** Interjections

Day Three

7. **Composition:** Edit and Revise

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

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

Day Four

10. **Spelling:** Spelling Test

11. **Dictation:** Dictation Quiz

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

Extra Practice (Optional)

30A 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 subordinators.

It was evening when the **two** strangers came into the city. They looked for a place in the streets where they could spend the night. Just then a man who had been watching **them** from the city gate walked over and greeted them. **He** knew they would be in danger in the streets.

The two strangers insisted **that** they would be fine on the streets, but the man wanted to protect them. He knew about the evil in the city. **If** the strangers were all alone, it could be dangerous.

The two strangers followed the **man** to his home. **He** had a big meal for **them**. Later, the man was rewarded for his hospitality. **You** see, this man **was** Lot. **The two** strangers later led **L**ot out of the city before God destroyed it.

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

Note: You may follow each interjection with a comma or an exclamation mark.

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

1. **Wow!** **W**e should help others.
2. **No,** it does not matter if people see us.
3. **Yes,** Jesus said it was important.
4. **No!** Jesus did not want people to do good just in front of people.
5. **Well,** we should help others without people watching.
6. **No,** having people watching is not a sin.
7. **Oh,** but doing good things only because people are watching us is wrong.
8. **Yes,** Jesus is watching all the time.
9. **Wow!** **W**hen we help others, Jesus said we are helping Him.
10. **My,** we must always be ready to help others.

Teacher Tip: It is acceptable for your student to follow each interjection with a comma or an exclamation mark.

8c. In the sentences provided, highlight the quotation marks.

1. Bob LeTourneau's sister said, "What's the matter with you, Bob?"
2. "Don't you love our Savior?" she asked.
3. "Of course I do," Bob answered.
4. "Why?" Bob asked her.
5. His sister said, "Well, you don't act like it."
6. Bob replied, "I go to church every Sunday, teach a Bible class, give a tithe of my income, and work at the mission every week."
7. "That's not loving Jesus, Bob," she said.
8. "As fast as you do all your good deeds, you just check them off so you can get back to work," she added.
9. "When you love Him, you'll hunt for ways to serve Him," she finished.
10. On his knees Bob prayed, "God, I'll do anything You want me to do from this day on."

31A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing types of prayers

supplication	intercession
prayer	thanksgiving

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One hundred and twenty-two men secretly worked out their evil plot. They tried to find some fault in the life of one Godly man. They listened to his words both in public and in private. They watched his actions.

EXTENSION

But early in life this Godly man had made an important decision. Because of this decision, the men could not find any evil in him; their plan had failed. They made a new plan that later cost them their lives.

FURTHER EXTENSION

This man was Daniel. The decision he had made as a youth was that he would not defile himself. He remained faithful to that decision throughout his life. God honored Daniel's faithfulness to his decision. —*Character Sketches*, Volume I

2. Spelling: Suffixes Added To Root Words (Examples: truthful, pitiful)

BASIC LEVEL

1. faith—faithful
2. prayer—prayerful
3. truth—truthful
4. grace—graceful
5. help—helpful
6. hope—hopeful

EXTENSION

7. tear—tearful
8. flavor—flavorful
9. peace—peaceful
10. taste—tasteful

FURTHER EXTENSION

11. pity—pitiful
12. fancy—fanciful
13. distress—distressful
14. spite—spiteful

Note: Test students over root words and newly-formed words.

TT: In some cases, suffixes may be easily added to words—just attach the suffix to the end of the word and make no changes to the root word (e.g., *work—working; hope—hoped; bar—bars*).

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences
(You may divide sentence two into two sentences at the semicolon.)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

Day Three

5. Grammar: Be, a Helper, Link Verbs

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

Day Four

7. Punctuation: Semicolon Usage

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

31A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing types of prayers

supplication intercession
prayer thanksgiving

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One hundred and twenty-two men secretly worked out their evil plot. They tried to find some fault in the life of one Godly man. They listened to his words both in public and in private. They watched his actions.

EXTENSION

But early in life this Godly man had made an important decision. Because of this decision, the men could not find any evil in him; their plan had failed. They made a new plan that later cost them their lives.

FURTHER EXTENSION

This man was Daniel. The decision he had made as a youth was that he would not defile himself. He remained faithful to that decision throughout his life. God honored Daniel's faithfulness to his decision. —*Character Sketches*, Volume I

2. Spelling: Suffixes Added To Root Words (Examples: truthful, pitiful)

BASIC LEVEL

1. faith—faithful
2. prayer—prayerful
3. truth—truthful
4. grace—graceful
5. help—helpful
6. hope—hopeful

EXTENSION

7. tear—tearful
8. flavor—flavorful
9. peace—peaceful
10. taste—tasteful

FURTHER EXTENSION

11. pity—pitiful
12. fancy—fanciful
13. distress—distressful
14. spite—spiteful

Note: Test students over root words and newly-formed words.

TT: In some cases, suffixes may be easily added to words—just attach the suffix to the end of the word and make no changes to the root word (e.g., *work—working; hope—hoped; bar—bars*).

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

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences
(You may divide sentence two into two sentences at the semicolon.)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

5. Grammar: Be, a Helper, Link Verbs

Day Three

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

7. Punctuation: Semicolon Usage

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

31A 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. **EXTENSIONS:** In the first two paragraphs, highlight any spelling errors, and correct them if you have not already done so.

Great men of faith **have** always been **men** of prayer. Moses spent **forty** days alone with **God**. His “prayer closet” was the top of **Mount Sinai**. **Daniel’s** closet was **his** upstairs room with **its** windows facing **Jerusalem**.

The roof of a house in **Joppa** **was Peter’s** “prayer closet.” It is possible that **there** was a small store-room up **there** or that **its** flat roof was surrounded by a short wall. Peter probably **sat** or **knelt** in a corner of this wall. There he would not be distracted by what was going on in the house.

The best example of a “prayer closet” is **Jesus’** prayer spots. In order to have privacy, **He** would go off at an early hour by **Himself** into the hills or another quiet place. Then **He** could be alone with His **Father**.

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

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

1. Great men of faith **have** always **been** men of prayer.
2. Moses **was** alone with God for forty days.
3. Daniel **would** retreat to his room three times a day to pray.
4. Jesus **would** go to the hills or another place to pray.
5. There He **could be** alone with His Father.
6. There **are** benefits to praying in a private place.
7. It **can** help keep you from **being** distracted.
8. It **can** encourage humility.
9. It also **can** revive a humble spirit.
10. What room in your home **could be** a prayer closet for you?

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.

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

Note: Remember that the sentence after the semicolon should not begin with a capital letter unless it begins with a proper noun.

Example: I love to teach character to children. They enjoy the songs and lessons.
I love to teach character to children; **t**hey enjoy the songs and lessons.

1. We should pray out loud; **w**e should pray silently.
2. We should pray with our families; **w**e should pray alone.
3. Daniel prayed three times a day; **D**aniel prayed by his window.
4. Other people were watching Daniel; **t**hey wanted to see him do something wrong.
5. Instead, they saw him pray; **t**hey saw him pray to the true God.
6. The Bible tells us about Nehemiah; **i**t records that he prayed.
7. One day the king asked him a question; **t**he Bible says Nehemiah prayed before he answered.
8. He could not bow his head and fold his hands in front of the king; **h**e instead prayed silently.
9. God answered his prayer; **t**he king let him go back to Jerusalem.
10. God wants us to pray; **s**ometimes it is best to pray out loud, and sometimes it is best to pray silently.

31A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing types of prayers

supplication	intercession
prayer	thanksgiving

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

On and on the debate went, growing more bitter. Yet God once again had mercy on the affairs of America. This time He used eighty-one-year-old Benjamin Franklin.

EXTENSION

The elderly statesman rose to his feet. "At the beginning of the war, we prayed for divine protection. Our prayers were answered. I have lived a long time. The longer I live, the more I see that God governs in the affairs of man. A sparrow cannot fall without His notice. Can an empire rise without His aid? I therefore move that from now on, we begin each session in prayer."

FURTHER EXTENSION

This speech marked the turning point of the Constitutional Convention. Nearly all of the delegates were Christians of one kind or another. The delegates moved forward with the business of crafting a new constitution. They signed it on September 17, 1787.

—*The Light and the Glory for Children*
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2. Spelling: Double Consonant in the Middle of a Word = First Syllable Short (Examples: happy, silly, flimsy)

BASIC LEVEL	EXTENSION	FURTHER EXTENSION
1. bless/ing	7. add/ed	11. be/gin/ning
2. hap/pen	8. pat/tern	12. spar/row
3. hap/py	9. bud/ding	13. af/fairs
4. miss/ing	10. can/not	14. gos/pel
5. got/ten		
6. sug/gest		

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

3. Editor Duty: Correct Given Paragraph(s)

(Be, a Helper, Link Verbs; Semicolons)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
8 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

5. Grammar/Sentence Structure: OCCTI (Five Parts of a Paragraph)

Day Three

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

7. Grammar: Subject Part and Predicate Part

Day Four

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

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

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

31A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing types of prayers

supplication	intercession
prayer	thanksgiving

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

On and on the debate went, growing more bitter. Yet God once again had mercy on the affairs of America. This time He used eighty-one-year-old Benjamin Franklin.

EXTENSION

The elderly statesman rose to his feet. "At the beginning of the war, we prayed for divine protection. Our prayers were answered. I have lived a long time. The longer I live, the more I see that God governs in the affairs of man. A sparrow cannot fall without His notice. Can an empire rise without His aid? I therefore move that from now on, we begin each session in prayer."

FURTHER EXTENSION

This speech marked the turning point of the Constitutional Convention. Nearly all of the delegates were Christians of one kind or another. The delegates moved forward with the business of crafting a new constitution. They signed it on September 17, 1787.

—*The Light and the Glory for Children*
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2. Spelling: Double Consonant in the Middle of a Word = First Syllable Short (Examples: happy, silly, flimsy)

BASIC LEVEL	EXTENSION	FURTHER EXTENSION
1. bless/ing	7. add/ed	11. be/gin/ning
2. hap/pen	8. pat/tern	12. spar/row
3. hap/py	9. bud/ding	13. af/fairs
4. miss/ing	10. can/not	14. gos/pel
5. got/ten		
6. sug/gest		

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

3. Editor Duty: Correct Given Paragraph(s)

(Be, a Helper, Link Verbs; Semicolons)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
8 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

5. Grammar/Sentence Structure: OCCTI (Five Parts of a Paragraph)

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

Day Three

7. Grammar: Subject Part and Predicate Part

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

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

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

31A Week 2 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

BASIC LEVEL: Highlight four verbs.

EXTENSION: Highlight five verbs.

FURTHER EXTENSION: Highlight six verbs.

3. In the third paragraph, highlight the semicolon.

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 **N**ehemiah lived, the safety of a kingdom **was** based on the size and strength of the walls around **its** big **cities**. A wall that **was** broken **n** down meant that **there was not** no protection for the people in the city. **An** enemy **could** attack the city at any time.

When **N**ehemiah learned that the walls of **J**erusalem **were** broken **n** down and the people **were** in danger, he **sat** down before the **L**ord. **H**e wept, fasted, and prayed.

God rewarded **N**ehemiah's secret prayer by raising him up **to** rebuild the walls. **H**e stood in the gap; he restored righteous ways to **G**od's people.

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

Opening sentence: Highlight the opening sentence.

Closing sentence: Highlight the closing sentence in another color.

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

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

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

I **On and on the debate went, growing more bitter.** Yet God once again had mercy on the affairs of America. **This time He used eighty-one-year-old Benjamin Franklin.**

Topic of Paragraph: **God's mercy on America**

Number of Sentences: **3**

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

Example: The little boy | ran across the street.

1. Leopards | hide well.
2. Their spots | hide them.
3. In Africa the grass | grows tall.
4. The leopard | lives in Africa.
5. It | can hide in the tall grass.
6. With the tall grass and its spots, the leopard | can sneak up on other animals.
7. They | cannot see him.
8. The leopard | gets close.
9. Then he | pounces.
10. The leopard | needs to be able to do things in secret.

31A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing types of prayers

supplication intercession
prayer thanksgiving

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Sweet hour of prayer! sweet hour of prayer!
That calls me from a world of care,
And bids me at my Father's throne,
Make all my wants and wishes known.

EXTENSION

In seasons of distress and grief,
My soul has often found relief,
And oft escaped the tempter's snare,
By thy return, sweet hour of prayer.

FURTHER EXTENSION

Sweet hour of prayer! sweet hour of prayer!
Thy wings shall my petition bear,
To him whose truth and faithfulness,
Engage the waiting soul to bless.

—“Sweet Hour of Prayer”

2. Spelling: Two Vowels Together Make the Long Vowel Sound (Examples: laid, plead, goat, tie)

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

- | | | |
|----------|------------|-------------|
| 1. deed | 9. season | 13. replied |
| 2. sweet | 10. speak | 14. receive |
| 3. teach | 11. easily | 15. leisure |
| 4. wait | 12. meet | 16. acclaim |
| 5. sheet | | |
| 6. lie | | |
| 7. foam | | |
| 8. tried | | |

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

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

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

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

Day Two

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

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

Day Three

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

Day Four

6. Grammar: Action Verbs

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

Extra Practice (Optional)

31A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing types of prayers

supplication intercession
prayer thanksgiving

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Sweet hour of prayer! sweet hour of prayer!
That calls me from a world of care,
And bids me at my Father's throne,
Make all my wants and wishes known.

EXTENSION

In seasons of distress and grief,
My soul has often found relief,
And oft escaped the tempter's snare,
By thy return, sweet hour of prayer.

FURTHER EXTENSION

Sweet hour of prayer! sweet hour of prayer!
Thy wings shall my petition bear,
To him whose truth and faithfulness,
Engage the waiting soul to bless.

—“Sweet Hour of Prayer”

2. Spelling: Two Vowels Together Make the Long Vowel Sound (Examples: laid, plead, goat, tie)

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

- | | | |
|----------|------------|-------------|
| 1. deed | 9. season | 13. replied |
| 2. sweet | 10. speak | 14. receive |
| 3. teach | 11. easily | 15. leisure |
| 4. wait | 12. meet | 16. acclaim |
| 5. sheet | | |
| 6. lie | | |
| 7. foam | | |
| 8. tried | | |

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

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

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

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

Day Two

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

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

Day Three

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

6. Grammar: Action Verbs

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

Extra Practice (Optional)

31A Week 3 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the last paragraph, divide each sentence by drawing a line between its subject part and predicate part.

The leopard **is** one of the most **hunted** animals in the world. It has been hunted so much in some areas that it has become rare. **The** handsome markings on **a** leopard make **its** fur a prized coat for the one who captures it.

When a leopard stands, sits, or lies quietly, it will be almost invisible in **its** surroundings because of its markings and colors. In a tree, a leopard blends **s** in so well that a hunter may **walk** by it without seeing it. Besides being hidden from hunters, a leopard also saves **its** strength while it hides. **This** helps give the leopard the quick bursts of energy it needs to catch its food.

A leopard | may weigh between 100 and 160 pounds. **It** | can carry prey that weighs the same amount as it weighs high into the tree tops. It | needs a lot of strength **to** be able **to** do this.

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

Note: Some sentences may have more than one action verb.

1. John Hyde **went** to India.
2. There he **preached** to the people who did not **know** God.
3. They **needed** someone to **tell** them about Jesus.
4. John Hyde also **learned** many lessons.
5. One of the most important lessons he **learned** was about prayer.
6. He **knew** he **needed** God's help.
7. He could not **make** people **understand** about God on his own.
8. God had to **help** him.
9. John Hyde **prayed** often.
10. He **knew** he **needed** to **ask** for God's help through prayer.

31A Week 4 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Words describing types of prayers

supplication	intercession
prayer	thanksgiving

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

John Hyde's childhood was fairly ordinary, but God's hand was upon him from the beginning. He was born in Illinois in 1865. He was the son of a minister and grew up with five brothers and sisters. Though his father's sermons influenced him, what influenced him more were his father's prayers during family worship time.

EXTENSION

In 1882, the family moved to Carthage, Illinois, and there John attended the local college. He was a very good student. When he graduated, they offered to let him be a teacher there. He felt that God was calling him to go into the ministry.

FURTHER EXTENSION

To study for the ministry, he went to Chicago. There he prepared to be a pastor. Not long before he graduated, something happened that changed his life. It would later lead him to the mission field. He began to dedicate himself to prayer and became known as "Praying Hyde."
—*Wisdom Booklet 31*

2. Spelling: Sounds of ea (Examples: great, plead, bread, clear, heart)

BASIC LEVEL	EXTENSION	FURTHER EXTENSION
1. lead	9. teacher	11. fearful
2. ready	10. heart	12. learn
3. meat		13. disappear
4. death		14. ideally
5. east		
6. wear		
7. greatly		
8. clear		

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

TT: Usually, the short *e* sound is made in the consonant-vowel-consonant pattern (c-v-c) in words such as *bed* and *met*. *Ea* is an unusual spelling for the short *e* sound.

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)

(Action Verbs)

4. Composition: Write Original Poetry

Day Three

5. Grammar/Sentence Structure: Comma Usage

Day Four

6. Edit and Revise: Poetry Punctuation

7. Grammar: Verb Phrases

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Poetry

Extra Practice (Optional)

31A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing types of prayers

supplication intercession
prayer thanksgiving

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

John Hyde's childhood was fairly ordinary, but God's hand was upon him from the beginning. He was born in Illinois in 1865. He was the son of a minister and grew up with five brothers and sisters. Though his father's sermons influenced him, what influenced him more were his father's prayers during family worship time.

EXTENSION

In 1882, the family moved to Carthage, Illinois, and there John attended the local college. He was a very good student. When he graduated, they offered to let him be a teacher there. He felt that God was calling him to go into the ministry.

FURTHER EXTENSION

To study for the ministry, he went to Chicago. There he prepared to be a pastor. Not long before he graduated, something happened that changed his life. It would later lead him to the mission field. He began to dedicate himself to prayer and became known as "Praying Hyde."
—*Wisdom Booklet 31*

2. Spelling: Sounds of ea

(Examples: great, plead, bread, clear, heart)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|------------|------------|---------------|
| 1. lead | 9. teacher | 11. fearful |
| 2. ready | 10. heart | 12. learn |
| 3. meat | | 13. disappear |
| 4. death | | 14. ideally |
| 5. east | | |
| 6. wear | | |
| 7. greatly | | |
| 8. clear | | |

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

TT: Usually, the short *e* sound is made in the consonant-vowel-consonant pattern (*c-v-c*) in words such as *bed* and *met*. *Ea* is an unusual spelling for the short *e* sound.

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)

(Action Verbs)

Day Two

4. Composition: Write Original Poetry

5. Grammar/Sentence Structure: Comma Usage

Day Three

6. Edit and Revise: Poetry Punctuation

7. Grammar: Verb Phrases

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Poetry

Extra Practice (Optional)

31A Week 4 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first two paragraphs, highlight the action verbs.

BASIC LEVEL: Highlight six action verbs.

EXTENSIONS: Highlight seven action verbs.

Even though earthworms are **rarely seen**, **their** secret lives **make** the soil more productive. One earthworm's efforts may seem small, but the work of many earthworms together is amazing. **The** earthworms all **work** together in secret—away from the view of those who will later **benefit** from **their** work.

An acre of good soil may **contain** as many as **one million** earthworms. **Each** year they **bring to** the surface more **than thirty-six thousand** pounds of subsoil. **They dig** more than **two thousand** miles of tunnels!

Perhaps the greatest thing **an** earthworm does is fertilize the soil. **Earthworms** break down organic matter so that it is available for plants to use. **They** also produce a lot of nitrogen, which helps the plants.

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

1. Truly, prayer is powerful.
2. Continuously, we should talk to God in prayer.
3. Would you want to go a day without talking to your dearest, closest friend?
4. Well, Jesus is the Best Friend we could ever have.
5. Yes, when we pray, we come to know God better.
6. Praying is not just wishfully, hopefully asking for what you want.
7. No, it is not.
8. Instead, it is talking to the King of Kings.
9. Christians need to learn to humbly, faithfully, and expectantly come to God in prayer.
10. Yes, God is always near, but prayer is how we talk to Him.

32A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Names of the Lord Jesus Christ

Almighty	Deliverer	Most High
Alpha and Omega	Emmanuel	Prince of Peace
Bread of Life	Fortress	Redeemer
Comforter	Jehovah	Shepherd
Creator	King of Kings	Vine
Defender	Lamb of God	Worthy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One of the best signs of a father's love is that he wants to protect his children. God is a believer's heavenly Father. Jonathan Goforth often experienced God's protection. During the summer of 1882, Jonathan was serving as a summer missionary in a rural area. His goal was to visit every house in the area assigned to him.

EXTENSION

One day he was walking on a trail through the woods. He walked around a tree trunk and came face to face with a large bear. Jonathan stood still until he thought, "I'm doing work for my Father, and He can take care of me." Jonathan started walking, almost touching the bear as he passed it. Nothing happened. Jonathan kept going, and the bear did not do anything.

FURTHER EXTENSION

Another time he was preaching in a very dangerous part of a city. One night he walked down a street that was known as a high-crime area. A police officer stopped him. The officer said that not even the police would go on that street alone. They always went in groups of two or three. Jonathan answered, "I never go alone either. My heavenly Father always goes with me."

—*Wisdom Booklet 32*

2. Spelling: Nk Sounds

(Examples: tank, pink, honk, dunk)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|---------|-------------|------------|
| 1. pink | 7. banker | 9. sunken |
| 2. link | 8. inkstand | 10. bunker |
| 3. rank | | |
| 4. sank | | |
| 5. dunk | | |
| 6. junk | | |

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Misspelled Words)

4. Study Skills/Prewriting: Key Word Outline

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 _____
7 Sentences

Day Three

5. Grammar: Subject-Verb Agreement

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

Day Four

7. Grammar: Homophones

(Examples: write, right; here, hear)

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

32A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Names of the Lord Jesus Christ

Almighty	Deliverer	Most High
Alpha and Omega	Emmanuel	Prince of Peace
Bread of Life	Fortress	Redeemer
Comforter	Jehovah	Shepherd
Creator	King of Kings	Vine
Defender	Lamb of God	Worthy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One of the best signs of a father's love is that he wants to protect his children. God is a believer's heavenly Father. Jonathan Goforth often experienced God's protection. During the summer of 1882, Jonathan was serving as a summer missionary in a rural area. His goal was to visit every house in the area assigned to him.

EXTENSION

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FURTHER EXTENSION

Another time he was preaching in a very dangerous part of a city. One night he walked down a street that was known as a high-crime area. A police officer stopped him. The officer said that not even the police would go on that street alone. They always went in groups of two or three. Jonathan answered, "I never go alone either. My heavenly Father always goes with me."

—*Wisdom Booklet 32*

2. Spelling: Nk Sounds

(Examples: tank, pink, honk, dunk)

BASIC LEVEL

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

EXTENSION

7. banker
8. inkstand

FURTHER EXTENSION

9. sunken
10. bunker

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

3. Editor Duty: Correct Given Paragraph(s)

(Misspelled Words)

Day Two

4. Study Skills/Prewriting: Key Word Outline

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 _____
7 Sentences

5. Grammar: Subject-Verb Agreement

Day Three

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

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

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

32A Week 1 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

Many years ago, a high **scool** boy said bad things about **G**od. He also did many bad things. When he was told how bad his words and **actins were**, he said that he **was biter** toward **G**od. **H**e felt that **G**od had failed him. He said he could not trust **G**od **anymor**. (**school, actions, bitter, anymore**)

When someone asked the boy how **G**od had failed him, he told a story about a baseball game. This boy was the last batter in a tied baseball game. It **was** a very important game. The boy prayed for **G**od to let him win the game for the team. Instead, the boy struck out.

This boy had pray**ed** for the wrong thing. He did not **pray** for the right thing. He did not pray for **G**od's will, but he prayed for his own will.

□ 5c. In the sentences provided, highlight the subjects, and underline the right verb for each subject from the verbs provided.

1. **God** **is**/are our heavenly Father.
2. **We** is/**are** His children.
3. **Jonathan and Rosalind Goforth** was/**were** missionaries.
4. **They** **have**/has left a wonderful story.
5. **God** always were/**was** a faithful Father to them.
6. **Others** has/**have** heard about their story.
7. **God** do/**did** protect Jonathan when he was working in Canada.
8. **He** **met**/meet Rosalind while they were attending a meeting.
9. **They** was/**were** married for more than forty years.
10. **We** should **do**/does things out of love for God.

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

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

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

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

1. medal—**an award**
2. metal—**such as gold, copper, tin or silver**
3. meddle—**to interfere**
4. higher—**above; at a great height**
5. hire—**to employ or rent**
6. balm—**a soothing smell or sound**
7. bomb—**explosive weapon**
8. wail—**to cry aloud**
9. whale—**a fish of great size**
10. futile—**useless; hopeless**
11. feudal—**related to a quarrel or enmity**
12. miner—**a person who mines, as for metals**
13. minor—**small or inferior**
14. bizarre—**out of the ordinary; fantastic**
15. bazaar—**fair or marketplace**

32A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Names of the Lord Jesus Christ

Almighty	Deliverer	Most High
Alpha and Omega	Emmanuel	Prince of Peace
Bread of Life	Fortress	Redeemer
Comforter	Jehovah	Shepherd
Creator	King of Kings	Vine
Defender	Lamb of God	Worthy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

On cliffs beside the ocean, a bird called the guillemot lives. Thousands and thousands of guillemots live together. After a female guillemot lays an egg, both male and female work together to look after it. They will take turns staying with it and going to get food. Because of limited space in the breeding colony, guillemots recognize their eggs by memorizing the spot pattern on the eggshell.

EXTENSION

Constantly, the guillemot guards its egg, never leaving it alone. This keeps it safe from other animals that would want to eat it. During this time, the female and male “talk” with the unhatched chick. By the time the chick hatches, the guillemot and its young know each other’s voices. They can find each other just by listening for the other one’s voice, even if thousands of other birds are calling at the same time.

FURTHER EXTENSION

After the young guillemot hatches, it stays with its parents for eighteen to twenty-five days. The parents take turns staying with the chick until it is ready to fly. This keeps it from falling off the cliff’s ledge, where the guillemot breeds. Adults also have to bring food back for the hatchling to eat. When all of the young guillemots are able to fly, the whole flock takes off at the same time and goes to the ocean to learn to fish. —*Wisdom Booklet 32*

2. Spelling: / Before e, Except After c, Unless It Says ay (Examples: believe, receive, vein)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|-----------|----------|--------------|
| 1. yield | 7. weigh | 9. receive |
| 2. tied | 8. chief | 10. neighbor |
| 3. priest | | |
| 4. vein | | |
| 5. tier | | |
| 6. die | | |

TT: The *ie* and *ei* combinations confuse students in their spellings more often than any other spelling combinations. Teach your student to look at this rule in three parts: (1) “*I* before *e*” means that in most instances in which the *ie* or *ei* combination is used to say the long *e* sound, *ie* is the spelling order (e.g., *believe*); (2) “Except after *c*” means that whenever *c* precedes the *ie* or *ei* combination, *ei* is the spelling order (e.g., *receive*); (3) “Unless it says *ay* as in *neighbor* and *weigh*” means that when the *ie* or *ei* combination is used to say the long *a* sound, *ei* is the spelling order (e.g., *vein*, *weigh*).

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

5 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

5 Sentences

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

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

5 Sentences

Day Three

5. Structural Analysis: Confusing Words

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

Day Four

7. Grammar/Sentence Structure: Introductory Material

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

32A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Names of the Lord Jesus Christ

Almighty	Deliverer	Most High
Alpha and Omega	Emmanuel	Prince of Peace
Bread of Life	Fortress	Redeemer
Comforter	Jehovah	Shepherd
Creator	King of Kings	Vine
Defender	Lamb of God	Worthy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

On cliffs beside the ocean, a bird called the guillemot lives. Thousands and thousands of guillemots live together. After a female guillemot lays an egg, both male and female work together to look after it. They will take turns staying with it and going to get food. Because of limited space in the breeding colony, guillemots recognize their eggs by memorizing the spot pattern on the eggshell.

EXTENSION

Constantly, the guillemot guards its egg, never leaving it alone. This keeps it safe from other animals that would want to eat it. During this time, the female and male “talk” with the unhatched chick. By the time the chick hatches, the guillemot and its young know each other’s voices. They can find each other just by listening for the other one’s voice, even if thousands of other birds are calling at the same time.

FURTHER EXTENSION

After the young guillemot hatches, it stays with its parents for eighteen to twenty-five days. The parents take turns staying with the chick until it is ready to fly. This keeps it from falling off the cliff’s ledge, where the guillemot breeds. Adults also have to bring food back for the hatchling to eat. When all of the young guillemots are able to fly, the whole flock takes off at the same time and goes to the ocean to learn to fish. —*Wisdom Booklet 32*

2. Spelling: / Before e, Except After c, Unless It Says ay (Examples: believe, receive, vein)

BASIC LEVEL

- yield
- tied
- priest
- vein
- tier
- die

EXTENSION

- weigh
- chief

FURTHER EXTENSION

- receive
- neighbor

TT: The *ie* and *ei* combinations confuse students in their spellings more often than any other spelling combinations. Teach your student to look at this rule in three parts: (1) “*I* before *e*” means that in most instances in which the *ie* or *ei* combination is used to say the long *e* sound, *ie* is the spelling order (e.g., *believe*); (2) “Except after *c*” means that whenever *c* precedes the *ie* or *ei* combination, *ei* is the spelling order (e.g., *receive*); (3) “Unless it says *ay* as in *neighbor* and *weigh*” means that when the *ie* or *ei* combination is used to say the long *a* sound, *ei* is the spelling order (e.g., *vein*, *weigh*).

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences
(You may use up to eight words for sentence five.)

Paragraph Two of Body

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

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

5. Structural Analysis: Confusing Words

Day Three

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

7. Grammar/Sentence Structure: Introductory Material

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

32A 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 the five misused homophones.

The **male** swan is protective. The father swan **is** called a cob. The word *cob* means “leader.” The cob **leads** its own family.

The father **bear** is not protective. The father bear is called a boar. *Boar* means “prince.” The boar only thinks **s** of itself. The daddy bear does not **do** its responsibilities. **It** leaves them up **to** the mother bear.

The cob and the boar **are** very different from each other. **They** both show fathering skills. **The** cob shows **s** good **ones**. The boar shows **s** bad ones.

❑ 5b. In each sentence provided, choose between the two commonly confused words by highlighting the correct word.

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

1. God is are/**our** Father.
2. A father’s love is stronger **than** /then almost anything else.
3. We **lay** /lie down our burdens.
4. Than/**Then** we can rest in **our** /are Father’s arms.
5. A small child **sits** /sets on his father’s lap.
6. Some people our/**are** not willing to trust God.
7. **Then** /Then those people trust their earthly fathers.
8. Are/**Our** earthly fathers cannot do some things.
9. There is nothing are/**our** heavenly Father cannot do.

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

1. **On most farms** there are chickens.
2. **At the crack of dawn**, the rooster crows.
3. **Normally**, this is a sign that he is protecting and in charge of his flock.
4. **Yes**, most roosters have their own perches.

5. **Loudly crowing,** a rooster wakes up the barnyard.
6. **Darkly,** the clouds covered the sun.
7. **Hurrying,** the chicks ran back to their nests.
8. **In the dark,** they think it is night.
9. **Rarely** will a chicken be found out at night.
10. **Well,** the rooster crowed, so the chickens know it is day.

32A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Names of the Lord Jesus Christ

Almighty	Deliverer	Most High
Alpha and Omega	Emmanuel	Prince of Peace
Bread of Life	Fortress	Redeemer
Comforter	Jehovah	Shepherd
Creator	King of Kings	Vine
Defender	Lamb of God	Worthy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Fifteen-year-old Jonathan could hardly wait. This was the day he expected his father to come, and Jonathan was eager to show him something. His father had given him clear and specific instructions regarding one large field that was full of weeds. He had told Jonathan to clear the field and that he would inspect it at harvest time.

EXTENSION

Jonathan and his younger brother had worked hard all summer. First, Jonathan plowed the field so the sun could kill the roots of the weeds. Then he plowed it again. Finally, it was ready for planting. He bought and planted the very best seed he could find.

FURTHER EXTENSION

When his father arrived, Jonathan did not mention all the special, careful effort he had put into that field, but his heart was filled with pleasure as they climbed to the top of a small hill overlooking the field. Jonathan watched his father as he stood there carefully looking at the land for a sign of a weed. But there was none. Turning to his son he smiled. Years later Jonathan said, "That smile was all the reward I wanted. I knew my father was pleased."

—*Wisdom Booklet 32*

2. Spelling: Unusual Consonant Clusters Not at the Beginning of Words (Examples: judge, thatch, badge, itch)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|-----------|-----------|
| 1. itch | 7. snitch | 9. snatch |
| 2. fetch | 8. dodge | 10. pitch |
| 3. match | | |
| 4. judge | | |
| 5. badge | | |
| 6. edge | | |

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

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Confusing Words)

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

Paragraph One of Body

Topic of Paragraph 1 _____

5 Sentences (EXTENSIONS: 7)

Paragraph Two of Body

Topic of Paragraph 2 _____

5 Sentences (EXTENSIONS: 7)

Day Three

5. Grammar/Sentence Structure: Words That Show Order or Sequence

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

Day Four

7. Grammar: Double and Triple Adjectives

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

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

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

32A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Names of the Lord Jesus Christ

Almighty	Deliverer	Most High
Alpha and Omega	Emmanuel	Prince of Peace
Bread of Life	Fortress	Redeemer
Comforter	Jehovah	Shepherd
Creator	King of Kings	Vine
Defender	Lamb of God	Worthy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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EXTENSION

Jonathan and his younger brother had worked hard all summer. First, Jonathan plowed the field so the sun could kill the roots of the weeds. Then he plowed it again. Finally, it was ready for planting. He bought and planted the very best seed he could find.

FURTHER EXTENSION

When his father arrived, Jonathan did not mention all the special, careful effort he had put into that field, but his heart was filled with pleasure as they climbed to the top of a small hill overlooking the field. Jonathan watched his father as he stood there carefully looking at the land for a sign of a weed. But there was none. Turning to his son he smiled. Years later Jonathan said, "That smile was all the reward I wanted. I knew my father was pleased."

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Not at the Beginning of Words

(Examples: judge, thatch, badge, itch)

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- | | | |
|----------|-----------|-----------|
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| 3. match | | |
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TT: A *consonant cluster* is formed when three consonants are combined to create a sound. The consonants may retain their original sounds, or two of them may be a consonant digraph (e.g., *sh, th*) blended with another consonant (e.g., *shr, thr*). In the clusters learned in this lesson, the individual sounds are not heard as clearly as they would be in consonant clusters at the beginning of words. The *e* at the end of the *dge* makes the *g* say its soft sound, as learned in the soft and hard *g* rule.

3. Editor Duty: Correct Given Paragraph(s)

(Confusing Words)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____

5 Sentences (EXTENSIONS: 7)

Paragraph Two of Body

Topic of Paragraph 2 _____

5 Sentences (EXTENSIONS: 7)

5. Grammar/Sentence Structure: Words That Show Order or Sequence

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Day Three

7. Grammar: Double and Triple Adjectives

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

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

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

32A Week 3 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In all the paragraphs highlight the following commonly confused words, and correct them if you have not already done so:

a. are/our

b. than/then

Father sperm whales **are** known today as bulls. **Their** original name meant “master.” They **are** the masters of the sea. **Male** sperm whales can hold **their** breath for up to **two** hours. **T**hey can dive deeper **than** ten thousand feet. Human divers can hold **their** breath for only about **two** minutes and can dive only one hundred feet.

Male sperm whales **are** the **largest** of all toothed whales. **T**hey can **reach 60** feet in length. **T**hey **can** weigh up to 140,000 pounds. Females **are** much **smaller**.

Because males **are** so much **larger than** the other members of **their** families, they must dive deeper and longer to **find** food. A large **male** may **consume** as much as 440 pounds of squid in a single meal. He may eat as many as four meals a day. **I**f he did not hunt deeper **than** the other whales, he would eat all the food his family needs. **H**e must go deeper to get the food for himself that his family cannot reach.

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

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

1. **Initially**, the Goforths were told some people in China did not like foreigners.
2. **Then**, a rebellion started.
3. **First**, the Goforths decided to leave their city.
4. **Secondly**, they had to leave some of their things behind.
5. **Thirdly**, they had to travel quickly.
6. **Then**, people started attacking them on their way out of China.
7. **Next**, some people planned to kill them.
8. **At first**, some people thought that Jonathan Goforth would die.
9. **Finally**, they made it out of China.
10. **In the end**, God looked after His children and protected them.

Lined writing area consisting of 30 horizontal red lines.

32A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Names of the Lord Jesus Christ

Almighty	Deliverer	Most High
Alpha and Omega	Emmanuel	Prince of Peace
Bread of Life	Fortress	Redeemer
Comforter	Jehovah	Shepherd
Creator	King of Kings	Vine
Defender	Lamb of God	Worthy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When you were a small child, did you ever do something you knew was wrong and try to cover up what was done? Each of us has probably done this at some point. This is a problem that began at the scene of the very first sin, recorded in Genesis chapter three.

EXTENSION

Adam and Eve lived in a perfect garden, walked with God, and talked with Him. He gave them one simple command, and they disobeyed. After they sinned, Adam and Eve were guilty and ashamed and tried to hide from God. Can anyone hide from God? No. God saw the whole thing. He is El Roi, the God Who sees.

FURTHER EXTENSION

God also sees us. He sees us in our good times. He sees us when we fail. He watches us when we forget He is there. God knows our future. He sees what He has in store for us even though we cannot. He requires us to “do justly, love mercy, and walk humbly” with Him. (See Micah 6:8.)

—*The Names of God*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|---------|----------|-----------|
| 1. lamb | 7. chimp | 9. adult |
| 2. hymn | 8. tilt | 10. fault |
| 3. salt | | |
| 4. felt | | |
| 5. melt | | |
| 6. limp | | |

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)
(Triple Adjectives)

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

Day Three

5. Grammar: Noun Markers (Articles)

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

Day Four

7. Composition: Edit and Revise

8. Grammar: Coordinating Conjunctions

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Original Comparing/Contrasting Essay

Extra Practice (Optional)

32A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Names of the Lord Jesus Christ

Almighty	Deliverer	Most High
Alpha and Omega	Emmanuel	Prince of Peace
Bread of Life	Fortress	Redeemer
Comforter	Jehovah	Shepherd
Creator	King of Kings	Vine
Defender	Lamb of God	Worthy

1. Copying, Vocabulary, and Comprehension

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When you were a small child, did you ever do something you knew was wrong and try to cover up what was done? Each of us has probably done this at some point. This is a problem that began at the scene of the very first sin, recorded in Genesis chapter three.

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Adam and Eve lived in a perfect garden, walked with God, and talked with Him. He gave them one simple command, and they disobeyed. After they sinned, Adam and Eve were guilty and ashamed and tried to hide from God. Can anyone hide from God? No. God saw the whole thing. He is El Roi, the God Who sees.

FURTHER EXTENSION

God also sees us. He sees us in our good times. He sees us when we fail. He watches us when we forget He is there. God knows our future. He sees what He has in store for us even though we cannot. He requires us to “do justly, love mercy, and walk humbly” with Him. (See Micah 6:8.)

—*The Names of God*

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

BASIC LEVEL

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

EXTENSION

7. chimp
8. tilt

FURTHER EXTENSION

9. adult
10. fault

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Triple Adjectives)

4. EXTENSIONS:

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

5. Grammar: Noun Markers (Articles)

Day Three

6. EXTENSIONS:

Composition/Creative Writing: Write an Original Closing Paragraph

7. Composition: Edit and Revise

8. Grammar: Coordinating Conjunctions

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Original Comparing/Contrasting Essay

Extra Practice (Optional)

32A Week 4 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. Highlight and punctuate the triple adjectives, if you have not already done so.

Just as the heavenly **F**ather taught the children of **I**srael through the statutes and rules of the Law, so **H**e teaches us through **H**is written Word. **G**od also taught the **I**sraelites through discipline and the consequences of **their** actions. Likewise, He **teaches** us through discipline and consequences.

On earth, our fathers are responsible for **our** education. In the early days of the **U**nited **S**tates, it was always up **to** the parents to decide what to do. **E**ven when schools were formed, parents **were** still responsible for **their** children's education. It is the parent's responsibility to train **their** children to be **wise**, **just**, and **Godly** leaders in the home and community.

When public schools became popular, many parents started to think it was the state's responsibility for the children's education. **H**orace **M**ann was a man who helped start schools in the early 1800s. **A**nother man who promoted the state's control was **J**ohn **D**ewey. He played a major role in public school education during the early 1900s.

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

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

1. Parents have **a** legal responsibility.
2. If they do not fulfill it, **the** government will get involved.
3. **A** parent has to make sure that his children have food and clothes.
4. Parents do not have to get their children **the** best of everything.
5. **The** parents just have to give their children what they need.
6. Parents do not have to give their child **a** toy if he wants it.
7. Parents are supposed to decide what **a** child needs.
8. If they decide he does not need **the** toy, **the** parent does not have to give it to him.
9. **An** adult can make his own decisions.
10. Since children do not know enough to make their own decisions, **the** parents are to protect them.

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