

WISDOM BOOKLET

Language Arts

**Teacher's Helps &
Answer Keys**

33A–36A



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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:



Advanced Training Institute International
Box One • Oak Brook, IL 60522-3001
630-323-2842 • www.ati.iblp.org

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33A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words relating to *discerning God's will*

design	ownership
responsibility	freedom
authority	success
suffering	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

There are no “small decisions.” Decisions that seem to be unimportant can be very important. In Judges, Gideon chose his army based on the way the men drank water at a stream. How they drank water probably did not mean much to some of the men, but to God it was important. “Small decisions” sometimes are very important.

EXTENSION

At one college, many of the students in one of the dorms started to get sick. No one could figure out why they were all getting the same illness. Finally, they found out that most of the boys were using the same toothbrush. First, a sick person would use it. Then a healthy person used the toothbrush. The healthy person would get sick too. Even which toothbrush you use can be a big decision.

FURTHER EXTENSION

When we make decisions, we need to realize that what we say and do can affect others and ourselves in big ways. What we say can either encourage people or put them down. When we say, “Good job,” we help people. When we say something mean, we hurt them. What we do can help people or hurt them. No decision we make is small. We need to make sure we are following God's will in everything we do.

—*Wisdom Booklet 33*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|------------|----------------|
| 1. make | 9. grace | 11. realize |
| 2. same | 10. unlike | 12. interstate |
| 3. base | | |
| 4. pride | | |
| 5. tube | | |
| 6. rode | | |
| 7. like | | |
| 8. time | | |

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

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 _____
7 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
7 Sentences

Day Three

5. Grammar: Main Subjects

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

Day Four

7. Grammar: Understood Subject (You)

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

33A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words relating to *discerning God's will*

design	ownership
responsibility	freedom
authority	success
suffering	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

There are no “small decisions.” Decisions that seem to be unimportant can be very important. In Judges, Gideon chose his army based on the way the men drank water at a stream. How they drank water probably did not mean much to some of the men, but to God it was important. “Small decisions” sometimes are very important.

EXTENSION

At one college, many of the students in one of the dorms started to get sick. No one could figure out why they were all getting the same illness. Finally, they found out that most of the boys were using the same toothbrush. First, a sick person would use it. Then a healthy person used the toothbrush. The healthy person would get sick too. Even which toothbrush you use can be a big decision.

FURTHER EXTENSION

When we make decisions, we need to realize that what we say and do can affect others and ourselves in big ways. What we say can either encourage people or put them down. When we say, “Good job,” we help people. When we say something mean, we hurt them. What we do can help people or hurt them. No decision we make is small. We need to make sure we are following God's will in everything we do.

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BASIC LEVEL	EXTENSION	FURTHER EXTENSION
1. make	9. grace	11. realize
2. same	10. unlike	12. interstate
3. base		
4. pride		
5. tube		
6. rode		
7. like		
8. time		

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

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

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
7 Sentences

5. Grammar: Main Subjects

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

Day Three

7. Grammar: Understood Subject (You)

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

33A 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.

God can always **giev** us what we ask for, but He **dos** not always do that. There are many reasons that **G**od does not give us everything we **ask** for. **S**ometimes we ask for **tings** that are just for ourselves. **W**e want them to have fun. God does **not** like it when we are selfish. **W**hen we want things just for **ourseves**, we do **knot** want what **G**od wants. (**give, does, things, ourselves, not**)

Sometimes God does not give us what we ask for even though we think we need it. In the **B**ible, **P**aul asked **G**od to take away something he called his “thorn in the flesh.” **W**e do not know for sure what it was, but it **was** something that was bothering **P**aul. Paul asked God **three** times to take it away. **P**aul thought he would be a better preacher without it, but **G**od said it was better for **P**aul to have it. **E**ven Paul did not get everything he asked for. Paul was not mad that **G**od did not do what he wanted. **P**aul **knew** that God always does what is best for His children.

God always hears us when we pray, but **H**e does not always give us what we want. **G**od knows that what we want is not always what is best for us. Then He says “**no**” at times. God wants us to wait because it is not the right time for us to have what we are asking for. If it is good for us to have what we asked for right now, **G**od will give it to us.

33A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words relating to *discerning God's will*

design	ownership
responsibility	freedom
authority	success
suffering	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In the spring of 1607, the Jamestown settlers landed in Virginia. The place where they landed was not a healthy place to live. Many of the men called themselves “gentlemen.” Gentlemen did not work back in England, so they would not work here. Because of disease, fighting, and because so few of the men worked, nine out of every ten people died the second year they were there. Each year, many continued to die until 1610 when a new governor arrived.

EXTENSION

The Pilgrims settled in Massachusetts in December 1620. The first thing they did was thank God for bringing them there. Diligently, they explored until they found a good place to settle, and then they all set to work to build a town. They called the town Plymouth. The first winter was a very hard time for them because they did not have enough food. Yes, more than half of the Pilgrims died that winter, but that was far fewer than the number at Jamestown. In the spring, everyone worked to plant corn and hunt for meat.

FURTHER EXTENSION

Three years after they landed, the Pilgrims had enough food to trade with the Indians and even sent some of it back to England. No one died from hunger or cold during those years because the Pilgrims did not come to the New World for themselves. They wanted to please God and do His will. Most of the people at Jamestown wanted to serve only themselves. They did not care about what God wanted or what was right.

—*Wisdom Booklet 33*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|-----------|------------|
| 1. creek | 6. please | 8. leader |
| 2. dear | 7. leak | 9. disease |
| 3. seen | | 10. each |
| 4. meet | | |
| 5. beat | | |

TT: When your student was learning to read, he may have learned this rule in one of the following two rhymes: *When two vowels go walking, the first one does the talking. When two vowels go out to play a game, the first one always says its own name.* Generally speaking, when two vowels are together in the middle of a syllable, especially in a one-syllable word (i.e., *bead*), the first vowel makes its long sound, and the second vowel is silent.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Simple Subjects)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

7 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

5 Sentences

Day Three

5. Grammar/Sentence Structure: Introductory Material

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

Day Four

7. Structural Analysis: Compound Words

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

33A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words relating to *discerning God's will*

design	ownership
responsibility	freedom
authority	success
suffering	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In the spring of 1607, the Jamestown settlers landed in Virginia. The place where they landed was not a healthy place to live. Many of the men called themselves “gentlemen.” Gentlemen did not work back in England, so they would not work here. Because of disease, fighting, and because so few of the men worked, nine out of every ten people died the second year they were there. Each year, many continued to die until 1610 when a new governor arrived.

EXTENSION

The Pilgrims settled in Massachusetts in December 1620. The first thing they did was thank God for bringing them there. Diligently, they explored until they found a good place to settle, and then they all set to work to build a town. They called the town Plymouth. The first winter was a very hard time for them because they did not have enough food. Yes, more than half of the Pilgrims died that winter, but that was far fewer than the number at Jamestown. In the spring, everyone worked to plant corn and hunt for meat.

FURTHER EXTENSION

Three years after they landed, the Pilgrims had enough food to trade with the Indians and even sent some of it back to England. No one died from hunger or cold during those years because the Pilgrims did not come to the New World for themselves. They wanted to please God and do His will. Most of the people at Jamestown wanted to serve only themselves. They did not care about what God wanted or what was right.

—*Wisdom Booklet 33*

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

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|----------|-----------|------------|
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| 2. dear | 7. leak | 9. disease |
| 3. seen | | 10. each |
| 4. meet | | |
| 5. beat | | |

TT: When your student was learning to read, he may have learned this rule in one of the following two rhymes: *When two vowels go walking, the first one does the talking. When two vowels go out to play a game, the first one always says its own name.* Generally speaking, when two vowels are together in the middle of a syllable, especially in a one-syllable word (i.e., *bead*), the first vowel makes its long sound, and the second vowel is silent.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Simple Subjects)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
7 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

5. Grammar/Sentence Structure:

Introductory Material

Day Three

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

7. Structural Analysis: Compound Words

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

33A Week 2 Answer Keys

□ 3. Complete the following steps:

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

In contrast to **Jamestown**, not one of the **Pilgrims** starved that winter. **God** answered **their** prayers by having a ship stop at **Plymouth** that was on **its** way back to **England** from **Virginia**. The captain of that ship traded with the **Pilgrims**. He **gave** them knives, beads, and trinkets in exchange for beaver pelts. Then the **Pilgrims** could **trade** with the Indians. **They** could trade trinkets for corn.

The Pilgrims knew **their** pelts could have bought a lot more goods **than** the captain gave them. They could have complained about that. Instead they thanked **God** for providing for them.

God did **sustain** them. **They** had extra corn the next year. **That** gave them even more options to trade with the Indians. **During** the second **Thanksgiving** celebration, **they** had a rich variety and quantity of foods.

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

1. **At first**, the people at Jamestown thought they would find gold.
2. **Well**, that was the reason many of them were there.
3. **Fighting**, they wanted others to do the work for them.
4. **In the spring**, they could have planted food.
5. **Sadly**, most of them wanted others to do the work.
6. **Yes**, there was one job they all would do.
7. **Around Jamestown** they looked for gold.
8. **Wrongly**, some people thought Jamestown was built on gold.
9. **No**, there was not gold anywhere near Jamestown.

□ 7c. To each word provided, add another word to make it a compound word.

Example: water + melon = watermelon

Answers will vary.



Lined writing area consisting of 28 horizontal red lines.

33A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words relating to *discerning God's will*

design	ownership
responsibility	freedom
authority	success
suffering	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Teach me Thy will, O Lord,
Teach me Thy way,
Teach me to know Thy Word,
Teach me to pray.

EXTENSION

Teach me Thy wondrous grace,
Boundless and free,
Lord, let Thy blessed face,
Shine upon me.

FURTHER EXTENSION

Teach Thou my lips to sing,
My heart to praise,
Be Thou my Lord and King,
Through all my days.

—“Teach Me Thy Will, O Lord”

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|----------|----------------|
| 1. shape | 7. whim | 9. established |
| 2. ship | 8. wheat | 10. shared |
| 3. whine | | |
| 4. shell | | |
| 5. where | | |
| 6. who | | |

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

Day Two

- 3. Editor Duty:** Correct Given Paragraph(s)
(Main Subjects)
- 4. Poetry:** Rhymed Verse (A-B-A-B)

Day Three

- 5. Grammar:** Plural Nouns
- 6. Composition/Creative Writing:** Writing Rhymed Verse (A-B-A-B Rhyme Scheme)

Day Four

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

Day Five

- 8. Spelling:** Spelling Test
- 9. Dictation:** Dictation Quiz

Extra Practice (Optional)

33A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words relating to *discerning God's will*

design	ownership
responsibility	freedom
authority	success
suffering	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Teach me Thy will, O Lord,
Teach me Thy way,
Teach me to know Thy Word,
Teach me to pray.

EXTENSION

Teach me Thy wondrous grace,
Boundless and free,
Lord, let Thy blessed face,
Shine upon me.

FURTHER EXTENSION

Teach Thou my lips to sing,
My heart to praise,
Be Thou my Lord and King,
Through all my days.

—“Teach Me Thy Will, O Lord”

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

BASIC LEVEL

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

EXTENSION

7. whim
8. wheat

FURTHER EXTENSION

9. established
10. shared

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

3. Editor Duty: Correct Given Paragraph(s)

(Main Subjects)

Day Two

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

5. **Grammar:** Plural Nouns

Day Three

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

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

Day Four

8. **Spelling:** Spelling Test

9. **Dictation:** Dictation Quiz

Extra Practice (Optional)

33A Week 3 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the last paragraph, highlight the main subjects of the sentences.

The first person to confess faults and sins should be the sick person who called for the elders. The elders should ask the sick person if **there** is anything in his life that may have caused the sickness. They should also ask if **there** is something that might be keeping him from being healed.

This should not offend the sick person since he called for the elders. The one who confesses the sin should think back **to** anything he might see in his life, even if he does not think it is very important. For example, guilt over sin can cause illnesses.

The **parents** of a child who needs healing should also **confess their** sins. A parent's **sin** can affect a child's health too. When **David** sinned with **Bathsheba**, his **child** got very sick and died because of it.

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

- | | |
|-------------------------------------|---------------------------------|
| 1. name— names | 14. sash— sashes |
| 2. way— ways | 15. alto— altos |
| 3. Christian— Christians | 16. king— kings |
| 4. consequence— consequences | 17. tornado— tornadoes |
| 5. decision— decisions | 18. leaf— leaves |
| 6. fish— fish or fishes | 19. concept— concepts |
| 7. wife— wives | 20. sickness— sicknesses |
| 8. house— houses | 21. mind— minds |
| 9. perch— perches | 22. baby— babies |
| 10. man— men | 23. father— fathers |
| 11. deer— deer | 24. thing— things |
| 12. goose— geese | 25. fly— flies |
| 13. heart— hearts | 26. fry— fries |

7c. Go back through the phrases provided, and write the past tense verbs on the blanks.

Example: Today I write; yesterday I wrote.

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

33A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words relating to *discerning God's will*

design	ownership
responsibility	freedom
authority	success
suffering	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Rivers and streams act like sorting machines for rocks and metals. When a river is running very fast and wild, it picks up rocks and metals. They flow along in the current until the water starts to go slower. When the river first slows down, the heaviest and largest rocks fall down to the bottom. When it slows down more, the medium rocks fall. Finally, when the stream is barely moving, the sand and tiny bits of dirt fall down.

EXTENSION

When a stream goes around a curve, the water slows down. The water closest to the inside of the curve goes slowest. When the water is farther away from the shore, it will go faster. The smaller rocks will fall close to shore and the bigger ones away from shore.

FURTHER EXTENSION

Some miners look for gold in rivers. They know that close to shore will be the small bits of gold. To get big gold nuggets, the miners have to wade into the deep water. The water sorts the gold by size, so the miners know where to find which size of rocks.

—*Wisdom Booklet 33*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|---------|--------------|------------|
| 1. wild | 9. blind | 12. rind |
| 2. cold | 10. boldness | 13. wildly |
| 3. old | 11. child | 14. oldest |
| 4. bold | | |
| 5. hind | | |
| 6. sold | | |
| 7. mold | | |
| 8. find | | |

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

Day Two

- 3. Editor Duty:** Correct Given Paragraph(s)
(Verbs)
- 4. Composition/Creative Writing:** Write Original Poetry

Day Three

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

Day Four

- 6. Composition:** Edit and Revise
- 7. Grammar:** Infinitives

Day Five

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

33A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words relating to *discerning God's will*

design	ownership
responsibility	freedom
authority	success
suffering	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Rivers and streams act like sorting machines for rocks and metals. When a river is running very fast and wild, it picks up rocks and metals. They flow along in the current until the water starts to go slower. When the river first slows down, the heaviest and largest rocks fall down to the bottom. When it slows down more, the medium rocks fall. Finally, when the stream is barely moving, the sand and tiny bits of dirt fall down.

EXTENSION

When a stream goes around a curve, the water slows down. The water closest to the inside of the curve goes slowest. When the water is farther away from the shore, it will go faster. The smaller rocks will fall close to shore and the bigger ones away from shore.

FURTHER EXTENSION

Some miners look for gold in rivers. They know that close to shore will be the small bits of gold. To get big gold nuggets, the miners have to wade into the deep water. The water sorts the gold by size, so the miners know where to find which size of rocks.

—*Wisdom Booklet 33*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|---------|--------------|------------|
| 1. wild | 9. blind | 12. rind |
| 2. cold | 10. boldness | 13. wildly |
| 3. old | 11. child | 14. oldest |
| 4. bold | | |
| 5. hind | | |
| 6. sold | | |
| 7. mold | | |
| 8. find | | |

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

Day Two

- 3. Editor Duty:** Correct Given Paragraph(s)
(Verbs)
- 4. Composition/Creative Writing:** Write Original Poetry

Day Three

- 5. Grammar:** Noun Markers (Articles)
- 6. Composition:** Edit and Revise
- 7. Grammar:** Infinitives

Day Four

- 8. Spelling:** Spelling Test
- 9. Dictation:** Dictation Quiz
- 10. Composition:** Final Copy Poetry

Extra Practice (Optional)

33A 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 verbs.

Abrasion is when something rough **rubs** against something else. Abrasion occurs when loose particles are **driven** by the wind like a sandblaster. This natural sandblaster works well. In a few months a hard grain, like quartz, can completely cover the windows of beach houses.

The wind **rounds** off angles and **smooths** away places on rocks that **are** sticking out. Besides the wind, the hardness of the different parts of a rock also **has an** influence on the final results. Some rocks **are harder** than others.

If a rock **has** fine grains with even hardness, the wind will smooth and polish it. If a rock has an uneven hardness, the wind will make indentations at its weakest points. The wind has carved natural bridges, mushroom-shaped rocks, and balancing boulders by cutting away at the weakest minerals.

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

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

Lined writing area with 30 horizontal lines.

34A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Attitudes that keep us from trusting God for daily bread

self-centered
self-willed
self-righteous

Attitudes of those who are trusting in themselves

arrogance
presumption
haughtiness

conceit
egotism
coerciveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Pride is the worst sin that man can commit. It was the sin that caused Satan to rise up against God and desire to be equal with Him. It was the sin that caused Adam and Eve to eat the forbidden fruit. It was the sin that caused Nebuchadnezzar to claim credit for building Babylon.

EXTENSIONS

God judges pride more swiftly than any other sin. He cast Satan and a third of the angels out of Heaven when they became proud. He brought judgment upon Adam and Eve when they rose up in pride. He forced Nebuchadnezzar to eat grass for seven years like an ox for his pride. He brought instant death to king Herod when he spoke in pride.

—*Wisdom Booklet 34*

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

BASIC LEVEL

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

EXTENSION

7. bear
8. unclear

FURTHER EXTENSION

9. fearless
10. shear

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

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

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

Day Three

5. Grammar: Subject Part and Predicate Part

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

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

Day Four

8. EXTENSIONS:

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

9. EXTENSIONS:

Composition/Creative Writing: Write an Original Opening Paragraph

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

34A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Attitudes that keep us from trusting God for daily bread

self-centered
self-willed
self-righteous

Attitudes of those who are trusting in themselves

arrogance
presumption
haughtiness
conceit
egotism
coerciveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Pride was the worst sin that man can commit. It was the sin that caused Satan to rise up against God and desire to be equal with Him. It was the sin that caused Adam and Eve to eat the forbidden fruit. It was the sin that caused Nebuchadnezzar to claim credit for building Babylon.

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God judges pride more swiftly than any other sin. He cast Satan and a third of the angels out of Heaven when they became proud. He brought judgment upon Adam and Eve when they rose up in pride. He forced Nebuchadnezzar to eat grass for seven years like an ox for his pride. He brought instant death to king Herod when he spoke in pride.

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EXTENSION

7. bear
8. unclear

FURTHER EXTENSION

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

5. Grammar: Subject Part and Predicate Part

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

Day Three

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

8. EXTENSIONS:

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

9. EXTENSIONS:

Composition/Creative Writing: Write an Original Opening Paragraph

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

34A Week 1 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

What picture **does G**od want us to have in our minds when we ask for **our** daily bread? We **need to** see it the way **G**od sees it. We often **think** we know how **G**od should answer **our** prayers.

Many Christians have a picture of a child holding out his hand to **G**od, claiming the right to have what the child wants. God does not work that way. We cannot just **expect H**im to give us whatever food we want, like a little kid.

When we pray, “Give us this day our daily bread,” we should humbly ask **G**od **to give** us whatever **H**e thinks we need. We should not demand what we **think** we **need**.

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

1. Some people | think they are self-made.
2. They | think that what they have done is important.
3. This | is not at all true.
4. God | made all people.
5. He | also gives all people gifts and abilities.
6. People | cannot be successful on their own.
7. Without God’s blessing, they | will fail.
8. King Nebuchadnessar | ruled a huge empire.
9. He | went insane for a time.
10. He | learned that he needed to honor and thank God.

❑ 7b. Read the phrases provided. Put an *S* beside the ones that are complete sentences and an *N* beside the ones that are not complete sentences.

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

1. Adam and Eve sinned in the garden. **S**
2. Before that. **N**
3. They did not have to work to get food. **S**

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!

4. After they sinned. **N**
5. Now people have to work to grow food. **S**
6. Some people. **N**
7. Making bread takes a long time. **S**
8. If people choose not to work even if they can, God will not give them food. **S**
9. If people cannot work for food. **N**
10. Every person has to rely on God for his daily bread. **S**

34A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Attitudes that keep us from trusting God for daily bread

self-centered self-reliant
self-willed self-made
self-righteous self-seeking

Attitudes of those who are trusting in themselves

arrogance conceit
presumption egotism
haughtiness coerciveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In 2003, farmers around the world grew about twenty-one billion bushels of wheat. That is enough to fill a freight train so long that it would reach around the world three times. Even though the United States used more than twelve million metric tons of wheat to make bread, there was still more grain than could be used.

EXTENSION

This is called a surplus. America had a surplus of almost one million metric tons of wheat in the year 2000. This extra wheat is stored in cool, dry places called grain elevators. There it is protected from insects or spoiling. Wheat can be stored for years because of its protective hull.

FURTHER EXTENSION

The protective hull is the outside of a kernel. For wheat, this special part is called bran. It keeps the soft inside from spoiling or being eaten. If the bran is cracked just a little bit, it will not be able to protect the inside. The wheat cannot be used when it is a kernel. It has to be ground or pound to break open the bran. Once wheat is ground, it is called flour. Once it is flour (or made into bread), it can spoil very quickly since there is no protection anymore.

Bread cannot be left out for more than a few days or it will go bad. Because bread cannot last long before being eaten, it is a good example of how we should trust God. We have to trust God to give us ways to get bread every day. Most of the time, this is through working to have money to buy it. When there is no work or money available, He will still provide what we need.

—*Wisdom Booklet 34*

2. Spelling: Homophones

BASIC LEVEL

1. wear
2. where
3. him
4. hymn
5. aye
6. eye
7. bald
8. bawled

EXTENSION

9. ring
10. wring

FURTHER EXTENSION

11. except
12. accept
13. carrot
14. karat

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Subject Part/Predicate Part and Simple Subject)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

5 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

8 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____

5 Sentences

Day Three

5. Grammar: Action Verbs

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

Day Four

7. Grammar: Be, a Helper, Link Verbs

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

34A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Attitudes that keep us from trusting God for daily bread

self-centered
self-willed
self-righteous

Attitudes of those who are trusting in themselves

arrogance
presumption
haughtiness

conceit
egotism
coerciveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In 2003, farmers around the world grew about twenty-one billion bushels of wheat. That is enough to fill a freight train so long that it would reach around the world three times. Even though the United States used more than twelve million metric tons of wheat to make bread, there was still more grain than could be used.

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FURTHER EXTENSION

The protective hull is the outside of a kernel. For wheat, this special part is called bran. It keeps the soft inside from spoiling or being eaten. If the bran is cracked just a little bit, it will not be able to protect the inside. The wheat cannot be used when it is a kernel. It has to be ground or pound to break open the bran. Once wheat is ground, it is called flour. Once it is flour (or made into bread), it can spoil very quickly since there is no protection anymore.

Bread cannot be left out for more than a few days or it will go bad. Because bread cannot last long before being eaten, it is a good example of how we should trust God. We have to trust God to give us ways to get bread every day. Most of the time, this is through working to have money to buy it. When there is no work or money available, He will still provide what we need.

—*Wisdom Booklet 34*

2. Spelling: Homophones

BASIC LEVEL

1. wear
2. where
3. him
4. hymn
5. aye
6. eye
7. bald
8. bawled

EXTENSION

9. ring
10. wring

FURTHER EXTENSION

11. except
12. accept
13. carrot
14. karat

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

3. Editor Duty: Correct Given Paragraph(s)

(Subject Part/Predicate Part and Simple Subject)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

5 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

8 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____

5 Sentences

5. Grammar: Action Verbs

Day Three

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

7. Grammar: Be, a Helper, Link Verbs

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

34A Week 2 Answer Keys

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

1. Jesus tolled/**told** his followers “Ye **are**/our the salt of the earth” (Matthew 5:13.)
2. Salt is used in many weighs/**ways**.
3. It is a seasoning **which**/witch improves the taste of the food.
4. As we come in contact with people we should season there/they’re/**their** lives with God’s love.
5. Just like salt makes us thirsty, Christians should make people want to here/**hear** about God.
6. Jesus said, “If anyone is thirsty let **him**/hymn come **to**/too/two me and drink.” (John 7:37)
7. Salt is used to melt ice on the rode/**road**.
8. We can help too/two/**to** warm hearts that half/**have** hardened against the gospel.
9. Salt is used inn/**in** food to make it last longer.
10. Those who have excepted/**accepted** Jesus and acknowledge **Him**/Hymn as Lord and Saviour will have eternal life.

❑ 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, draw a line dividing the sentences between the subject part and the predicate part.
3. In the first paragraph, highlight the simple subject of each sentence.

When **G**od led the nation of Israel out of the bondage of Egypt, **H**e was planning to take care of all of **the**ir daily needs. **Th**ey **w**ere in the wilderness only a short time before they became hungry. **I**nstead of crying out to **G**od for food, **th**ey began to murmur against **the**ir leaders.

God heard **the**ir murmuring and gave them manna each day. **G**od made manna so it didn’t last long. It only lasted one day. **A**fter the day was over, they would need new manna for the next day.

Manna had a pleasant look, taste, and odor. **I**t was light brown in color. **M**anna **i**s thought to have tasted like wafers made with honey. **G**od made manna in such a way that it would spoil if saved for the next day.

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

1. People have always **wanted** their bread to be light colored.
2. In ancient Rome, bakers **put** chalk in the bread.
3. This **made** it white.
4. The rich people **ate** white bread.
5. The poor people **ate** brown bread.
6. Today white flour is **bleached** to make it whiter.
7. White flour **loses** its nutrition when it is bleached.
8. Dark bread, like whole wheat bread, **contains** many more vitamins.
9. People still mostly **buy** white bread.
10. Some people **buy** wheat bread.

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

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

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

1. At the end of the eighteenth century, there **was** a rebellion in France.
2. After that there **was** not enough bread.
3. The government **was** in charge of keeping prices low.
4. No one **could** sell wheat or bread at a higher price than they said.
5. White bread **was** more expensive.
6. Only rich people **had** it.
7. They **had** the bakers stop making white bread.
8. This **was** to make everything equal.
9. Then the government **would** give out bread.
10. Every person **was** given the same amount.
11. This **was** called the dole.
12. People **can** still use that word today.

34A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Attitudes that keep us from trusting God for daily bread

self-centered
self-willed
self-righteous

Attitudes of those who are trusting in themselves

arrogance
presumption
haughtiness

conceit
egotism
coerciveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Wading into the shallow water, the shore bird began to eat the oysters, crabs, and limpets. A limpet is a small animal like an oyster. A limpet only has a shell on one side of his body. On the other, he has a padlike foot. He uses this "foot" to latch on to rocks. When the tide is out, a limpet only holds on loosely to the rock. A shorebird can stick his beak in between the rock and the limpet and pry the limpet off, so he can eat it.

EXTENSION

All afternoon that's what the shore bird did. The tide began to slowly come in. As the water got higher, most of the other birds left the beach area. They knew they had to get away before the water came in. The shorebird knew that too, but he wanted to get just a little bit more before he left.

FURTHER EXTENSION

Finally, he saw a delicious-looking, little limpet stuck to a rock near him. He quickly poked his beak in between the rock and limpet to get the limpet to fall off. But the limpet knew the tide was coming in, so he had tightened his grip on the rock. He wouldn't come off. The shore bird tried to pull his beak out. He couldn't! The tide would soon completely cover the beach and rock where he was, and he couldn't get away. He was trapped!

— *Character Sketches*, Volume III

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

BASIC LEVEL

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

EXTENSION

8. single
9. needle

FURTHER EXTENSION

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Action Verbs)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____
7 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
8 Sentences

5. Grammar: Adverbs

Day Three

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

7. Grammar: Coordinating Conjunctions

Day Four

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

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

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

34A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Attitudes that keep us from trusting God for daily bread		Attitudes of those who are trusting in themselves	
self-centered	self-reliant	arrogance	conceit
self-willed	self-made	presumption	egotism
self-righteous	self-seeking	haughtiness	coerciveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Wading into the shallow water, the shore bird began to eat the oysters, crabs, and limpets. A limpet is a small animal like an oyster. A limpet only has a shell on one side of his body. On the other, he has a padlike foot. He uses this "foot" to latch on to rocks. When the tide is out, a limpet only holds on loosely to the rock. A shorebird can stick his beak in between the rock and the limpet and pry the limpet off, so he can eat it.

EXTENSION

All afternoon that's what the shore bird did. The tide began to slowly come in. As the water got higher, most of the other birds left the beach area. They knew they had to get away before the water came in. The shorebird knew that too, but he wanted to get just a little bit more before he left.

FURTHER EXTENSION

Finally, he saw a delicious-looking, little limpet stuck to a rock near him. He quickly poked his beak in between the rock and limpet to get the limpet to fall off. But the limpet knew the tide was coming in, so he had tightened his grip on the rock. He wouldn't come off. The shore bird tried to pull his beak out. He couldn't! The tide would soon completely cover the beach and rock where he was, and he couldn't get away. He was trapped!

— *Character Sketches*, Volume III

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

BASIC LEVEL	EXTENSION	FURTHER EXTENSION
1. little	8. single	10. middle
2. rattle	9. needle	11. eagle
3. tattle		12. candle
4. fiddle		13. whistle
5. kettle		14. bangle
6. apple		
7. ladle		

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

3. Editor Duty: Correct Given Paragraph(s)

(Action Verbs)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____
7 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
8 Sentences

5. Grammar: Adverbs

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

Day Three

7. Grammar: Coordinating Conjunctions

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

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

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

34A Week 3 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the paragraphs provided, highlight the action verbs at the level directed by your teacher.

BASIC LEVEL: Highlight six verbs.

EXTENSION: Highlight seven verbs.

FURTHER EXTENSION: Highlight eight verbs.

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

Throughout history, many people have **tried to find** a white, “lighter” bread. The ancient **Egyptians** had a little success in **making** a lighter colored flour. About three thousand years ago, they **found** that certain kinds of soft wheat could be **milled** into a more refined flour **than** hard wheat.

In first century **Rome**, lighter, whitened flour became a popular thing **to buy** and **sell**. **The Roman** millers had **found** that if they **poured** salt water on the grain before they **ground** it, it would be more refined. They also **sifted** the flour **to separate** it from the bran. **Rome** is where the color of the bread became important **to show** how rich one was. Rich people had the most refined bread.

During the **Middle Ages**, bakers’ groups **specialized** in white bread. The bakers’ groups **began** during the days of the **Roman Empire**. The groups **kept** the bakers from being **paid** too little. **They** also **kept** the people from being **charged** too much by the bakers.

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

1. Bread must be made **slowly**.
2. Many different things must be prepared **carefully**.
3. The yeast and water have to be **precisely** mixed.
4. The water **cannot** be too hot or too cold.
5. The bread should be left to rise **slowly**.
6. Rising lets the yeast cells **quickly** expand.
7. Large bakeries have ways to make bread **rapidly**.
8. Bread should be baked **exactly**.
9. It **cannot** be baked **hastily**, or it will **not** get done.
10. It must **not** be baked **too long**, or it will burn.

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

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

Example: Understanding Greek-to-English translation can be confusing, **for** *Pneuma* is a Greek word used to describe the Holy Spirit **and yet** the same word can also be translated as air.

1. God does provide us with food, **but** He gives us much more than that.
2. He created and controls all things, **so** He gives us everything we have.
3. Food and water are the most basic things we need, **so** praying for our daily bread is a sign of depending on God for everything.
4. Just saying it does not make it true, **nor** does tell other people make it true.
5. We must believe that we need God for everything we do and have, **and** we must live like it.
6. God does not give everyone everything they think they need right away, **for** He has a master plan.
7. He might use being without food to teach someone something, **or** it might help Christians learn to help others.
8. Some people say they will trust God, **so** they do nothing.
9. These people say they are trusting God, **yet** they are really being lazy.
10. God wants us to reach out to others and to work, **yet** we must know that we need His help.

34A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Attitudes that keep us from trusting God for daily bread

self-centered
self-willed
self-righteous

Attitudes of those who are trusting in themselves

arrogance
presumption
haughtiness

conceit
egotism
coerciveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

If you pick up a box of cereal and look at its side, you will find the nutritional facts. The chart tells what is in the cereal. It tells how much sugar, fiber, and vitamins are in the cereal. It also tells you how big a serving of cereal is. This all comes from the United States Recommended Daily Allowances (U.S. RDA). This is to tell you how healthful the cereal is and how much of each vitamin the average person needs.

EXTENSION

The United States Food and Drug Administration studies different kinds of people from different parts of the United States. They see how much of each vitamin a person needs and how much sugar a person can have without it hurting him. The Food and Drug Administration also studies the cereal to see how much of each thing it has in it.

FURTHER EXTENSION

The numbers that the U.S. RDA use are not right for everyone. A small child does not need as many vitamins as a full-grown man. Some things women need more of, and other things men need more of. If someone is sick, she might need more of one vitamin and less sugar. The U.S. RDA tries to take the best numbers so that everyone gets the right amount of the kind of foods they need.

—*Wisdom Booklet 34*

2. Spelling: Ng Sounds

(Examples: thing, bang, strong)

BASIC LEVEL

1. sting
2. king
3. slang
4. rang
5. wrong
6. song
7. rung
8. flung

EXTENSION

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

FURTHER EXTENSION

13. something
14. sling

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)
(Coordinating Conjunctions)

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

Day Three

5. Sentence Structure/Grammar: Writing
With Nouns and Pronouns Interchangeably

Day Four

6. Composition: Edit and Revise

7. Grammar/Punctuation: Verb Phrases

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Story

Extra Practice (Optional)

34A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Attitudes that *keep us from trusting God for daily bread*

Attitudes of *those who are trusting in themselves*

self-centered	self-reliant	arrogance	conceit
self-willed	self-made	presumption	egotism
self-righteous	self-seeking	haughtiness	coerciveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

If you pick up a box of cereal and look at its side, you will find the nutritional facts. The chart tells what is in the cereal. It tells how much sugar, fiber, and vitamins are in the cereal. It also tells you how big a serving of cereal is. This all comes from the United States Recommended Daily Allowances (U.S. RDA). This is to tell you how healthful the cereal is and how much of each vitamin the average person needs.

EXTENSION

The United States Food and Drug Administration studies different kinds of people from different parts of the United States. They see how much of each vitamin a person needs and how much sugar a person can have without it hurting him. The Food and Drug Administration also studies the cereal to see how much of each thing it has in it.

FURTHER EXTENSION

The numbers that the U.S. RDA use are not right for everyone. A small child does not need as many vitamins as a full-grown man. Some things women need more of, and other things men need more of. If someone is sick, she might need more of one vitamin and less sugar. The U.S. RDA tries to take the best numbers so that everyone gets the right amount of the kind of foods they need. —*Wisdom Booklet 34*

2. Spelling: Ng Sounds

(Examples: thing, bang, strong)

BASIC LEVEL

1. sting
2. king
3. slang
4. rang
5. wrong
6. song
7. rung
8. flung

EXTENSION

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

FURTHER EXTENSION

13. something
14. sling

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

3. Editor Duty: Correct Given Paragraph(s)

(Coordinating Conjunctions)

Day Two

4. Composition/Creative Writing:

Write an Original Continuing Paragraph

5. Sentence Structure/Grammar: Writing

With Nouns and Pronouns Interchangeably

Day Three

6. Composition: Edit and Revise

7. Grammar/Punctuation: Verb Phrases

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Story

Extra Practice (Optional)

34A Week 4 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In all of the paragraphs, highlight the CC's (FANBOYS).

Throughout history, governments have tried to replace God as the ultimate source for everything man needs. When this happens, bad governments are started. This has happened over and over again in societies like the later years of the Roman Empire and the French Revolution.

In the United States today, people tend to look to the government rather than God for what they need. People trust in welfare and food stamps to give them food rather than God. The government has many agencies that give food out to hungry people. Some of this help is good, but some of it makes people too dependent upon man's help.

The government programs that give out food and money to the poor began during the Depression. Throughout the Great Depression, many people became poor. Many people were without jobs. The government had to step in to help the poor while this hard time continued.

❑ 5c. Replace the underlined nouns by writing a pronoun above each underlined noun.

For example:

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

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

1. Jesus used bread as an example in many of His teachings.
2. To the Jewish people, bread was the most important food there was, so they knew that they needed it.
3. Jesus said that Christians should pray that God would give them their daily bread.
4. Jesus wanted Christians to know that they have to depend on God for everything.
5. Jesus also called Himself the Bread of Life.
6. Jesus meant that knowing Him was just like having bread.
7. A man has to have food to physically live, and he has to have God to spiritually live.
8. Even the people who say they don't need God, rely on Him.

9. These people need the rain to fall, and food to grow, so **they** can eat it.
10. God is the One who sends rain and makes things grow, so everyone depends on **Him** for their “daily bread.”

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

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

1. Bread **is** one of the most healthful foods.
2. People **need to have** the vitamins, fiber, and nutrients bread provides.
3. Whole wheat bread **contains** much more fiber than white bread.
4. Fiber **helps** the body fight many diseases.
5. It **helps make sure** no food becomes stuck in the digestive track.
6. It **can help** prevent cancer.
7. Countries that eat a lot of wheat bread **do not get** some of the diseases that people in the United States get.
8. Bread also **contains** starch.
9. This **works in** much the same way as fiber.
10. Starch also **makes** a person full, so they **do not eat** as much.

35A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that indicate *ineffective ways of forgiving*

partial	prejudicial
probationary	postponed
provisional	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

It was hard to sit on the sidelines and watch. Daniel's coach had told him he was going to play in the game. At the last moment, a new player had arrived and the coach had him play instead. Daniel did not think it was fair for the coach to let the other boy play. He started to get upset at the coach, and then he remembered that he should pray first. Silently, Daniel prayed and asked God to help him forgive the coach. He told the Lord that he was willing to sit out the whole game if that was best.

EXTENSION

The game ended, and Daniel did not get to play. He felt sad that he had not been able to play, but he was not upset at the coach. His team had won. He congratulated everyone. He even congratulated the coach and the new player. He knew that becoming bitter would not help anything. With God's help, he was able to be truly happy for the team.

FURTHER EXTENSION

After everyone had left, the coach called Daniel over. He said he was wrong to tell Daniel he could play and then not let him. He wanted to know if Daniel would forgive him. Because Daniel had already forgiven him in his heart, it was not hard for him to forgive the coach out loud. The coach told Daniel he was very impressed that Daniel did not get angry, and that in the next game, he would be sure that Daniel got to play.

—*Wisdom Booklet 35*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|-----------|-----------|
| 1. that | 7. thatch | 9. thou |
| 2. thin | 8. though | 10. wrath |
| 3. think | | |
| 4. them | | |
| 5. thud | | |
| 6. those | | |

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Pronouns)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

7 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

7 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

5 Sentences

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

Day Three

5. Grammar: Proper Nouns

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

Day Four

7. Grammar: Commonly Confused Words

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

35A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that indicate *ineffective ways of forgiving*

partial	prejudicial
probationary	postponed
provisional	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

It was hard to sit on the sidelines and watch. Daniel's coach had told him he was going to play in the game. At the last moment, a new player had arrived and the coach had him play instead. Daniel did not think it was fair for the coach to let the other boy play. He started to get upset at the coach, and then he remembered that he should pray first. Silently, Daniel prayed and asked God to help him forgive the coach. He told the Lord that he was willing to sit out the whole game if that was best.

EXTENSION

The game ended, and Daniel did not get to play. He felt sad that he had not been able to play, but he was not upset at the coach. His team had won. He congratulated everyone. He even congratulated the coach and the new player. He knew that becoming bitter would not help anything. With God's help, he was able to be truly happy for the team.

FURTHER EXTENSION

After everyone had left, the coach called Daniel over. He said he was wrong to tell Daniel he could play and then not let him. He wanted to know if Daniel would forgive him. Because Daniel had already forgiven him in his heart, it was not hard for him to forgive the coach out loud. The coach told Daniel he was very impressed that Daniel did not get angry, and that in the next game, he would be sure that Daniel got to play.

—*Wisdom Booklet 35*

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

BASIC LEVEL

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

EXTENSION

7. thatch
8. though

FURTHER EXTENSION

9. thou
10. wrath

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Pronouns)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
7 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
7 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

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

5. Grammar: Proper Nouns

Day Three

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

7. Grammar: Commonly Confused Words

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

35A Week 1 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

BASIC LEVEL: Highlight six pronouns.

EXTENSION: Highlight eight pronouns.

FURTHER EXTENSION: Highlight nine pronouns.

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

A **C**hristian who is bound with bitterness is not able to forgive others. This causes **s him to** break fellowship with **G**od too. **We** need to learn to forgive others fully and quickly in order to stay in fellowship with **G**od. If **we** do not forgive **an** offender, **we** place **him** and ourselves in “stocks” of bitterness like one who was being punished was put in stocks throughout history.

Matthew and **M**ark both have accounts of **J**esus telling **us** that if **we** do not forgive others, **G**od cannot forgive **us**. In **M**atthew, **J**esus also tells **us** about a servant who owed a huge debt and asked for more time to pay. **He** received mercy but **then he** would not forgive another person a small debt.

Some people only forgive one another in part. Another person might forgive someone, but **he** puts the offender through a test first. Still others forgive people but feel badly toward **them** after that. God wants **us** to forgive fully, quickly, and kindly.

❑ 5b. In the sentences provided, correct the proper nouns that should be capitalized.

1. **C**hristians believe in the **B**ible.
2. **G**od gives examples in the **B**ible of how to forgive and how not to forgive.
3. King **D**avid’s family was a good example of how not to forgive someone.
4. King **D**avid’s oldest son **A**mnon did something that hurt the whole family.
5. As his father, **D**avid should have punished his son.
6. Instead, the **B**ible doesn’t say **D**avid did anything, thus other members of the family became bitter.
7. **D**avid’s other son **A**bsalom became bitter against **A**mnon.
8. **A**bsalom killed **A**mnon.
9. He then left **J**erusalem.
10. When he came back, **D**avid would not speak to him.

11. If they had followed **G**od's Word, **D**avid would have punished his sons and forgiven them.
12. **D**avid did not do either, and later **A**bsalom tried to take the throne from him.

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

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

1. We can **lay** /lie down are/ **our** bitterness.
2. **Then** /Than God can move through us.
3. When we set/ **sit** back in bitterness, God is saddened.
4. We must forgive more completely then/ **than** we can in human strength.
5. God's power gives us the strength to raise/ **rise** up.
6. His power is greater **than** /then are/ **ours** .
7. People can lay/ **lie** in the pit of guilt unless they are told they are forgiven.
8. By forgiving the ones that hurt them, people **are** /our able to release them.
9. **Then** /Than they can become friends again.

35A Week 2 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Words that indicate *ineffective ways of forgiving*

partial	prejudicial
probationary	postponed
provisional	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Two Christian brothers were startled one morning when they went out to their rice field and discovered that the water they had hauled up the hill the day before had been drained off by their neighbor into his field. The brothers forgave their neighbor in their hearts. They repaired the broken dike. Then they began hauling more water.

EXTENSION

For the next several nights, the neighbor offended these brothers in the same way. It was then that they went to their pastor and asked, "Why don't we have joy and love in our hearts for our neighbor when we forgive him?" The pastor wisely said, "You will never have joy or love for your neighbor until you begin watering his field."

FURTHER EXTENSION

The idea sounded preposterous to the brothers, but they decided to try it. An amazing thing happened! The longer they worked on their neighbor's field, the more joy they had in the Lord and the more love they had for their neighbor. After they watered their neighbor's field for several days, he came to them, confessed his wrong, and became a Christian.

—*Basic Seminar Follow-up Course*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Proper Nouns)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

Day Three

5. Grammar: Capitalization Rules

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

Day Four

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

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

35A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that indicate *ineffective ways of forgiving*

partial	prejudicial
probationary	postponed
provisional	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Two Christian brothers were startled one morning when they went out to their rice field and discovered that the water they had hauled up the hill the day before had been drained off by their neighbor into his field. The brothers forgave their neighbor in their hearts. They repaired the broken dike. Then they began hauling more water.

EXTENSION

For the next several nights, the neighbor offended these brothers in the same way. It was then that they went to their pastor and asked, "Why don't we have joy and love in our hearts for our neighbor when we forgive him?" The pastor wisely said, "You will never have joy or love for your neighbor until you begin watering his field."

FURTHER EXTENSION

The idea sounded preposterous to the brothers, but they decided to try it. An amazing thing happened! The longer they worked on their neighbor's field, the more joy they had in the Lord and the more love they had for their neighbor. After they watered their neighbor's field for several days, he came to them, confessed his wrong, and became a Christian.

—*Basic Seminar Follow-up Course*

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

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

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Proper Nouns)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

5. Grammar: Capitalization Rules

Day Three

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

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

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

35A Week 2 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the paragraphs, highlight the proper nouns and capitalize them, if needed.

Corrie learned early how to care for the invalid and the homeless. She and her sisters cared for three elderly aunts who lived with them. Then her mother had a stroke. **Corrie** and **Betsie** cared for her and took over running the household after **their mother's** death three years after suffering from the stroke.

The **Beje** became a busy place in those days as **Casper ten Boom** took in orphaned children and fed warm meals **to** the homeless. They helped anyone who rang **their** doorbell.

Corrie and **Betsie** **raised** a number of foster children during the 1920's. **F**or ten years, many needy children came to live with them. Sometimes they had as many as **seven** children living with them. **Corrie** started a girls' club. In those days, **Sunday School** **was** only for children up to **twelve** years of age. The **YWCA** and other **Christian** organizations were only for young adults.

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

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

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

Corrie ten **Boom** was arrested by the **Nazis** for hiding **Jews** in her house. **Her** father, **Casper** ten **Boom**, and her sister, **Betsie**, were also put into concentration camps. **Her** father died before he could be taken there, but the sisters were sent to the same one. **It** was called **Ravensbruck**. **There** **Betsie** died. **Before** she died, she told **Corrie** about a dream she had about how a concentration camp became a place for people to get healed.



Lined writing area consisting of 25 horizontal red lines.

35A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that indicate *ineffective ways of forgiving*

partial	prejudicial
probationary	postponed
provisional	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Once Corrie ten Boom spoke to a church in Munich, Germany. After she was done, a man came up to her to thank her for preaching. Corrie knew him as one of the guards at the concentration camp. Seeing him made her remember how horrible it had been there. Her sister had died there. She remembered him as one of the cruelest guards. Now he was talking to her.

EXTENSION

"You talked about Ravensbruck in your speech," he said. "I was a guard there. Since that time, I have become a Christian. It is wonderful to know that God has forgiven me for the cruel things I did, but I want to know if you will. Will you forgive me?" He held out his hand. Corrie looked at the man. She prayed that God would help her forgive him. But she did not want to forgive him. She tried to raise her hand, but she could not.

FURTHER EXTENSION

It was the hardest thing she ever had to do. Finally, she stiffly held out her hand. As she did, an unbelievable thing happened. Suddenly, she found there was love in her heart for this stranger. It almost overwhelmed her. "I forgive you, brother, with all my heart," she said.

—*Wisdom Booklet 35*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Capitalization Rules)

Day Two

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

Paragraph One of Body

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

Paragraph Two of Body

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

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6–8 Sentences

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

Day Three

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

7. Grammar: Subordinate Clauses vs. Sentences

Day Four

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

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

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

35A Week 3 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words that indicate *ineffective ways of forgiving*

partial	prejudicial
probationary	postponed
provisional	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Once Corrie ten Boom spoke to a church in Munich, Germany. After she was done, a man came up to her to thank her for preaching. Corrie knew him as one of the guards at the concentration camp. Seeing him made her remember how horrible it had been there. Her sister had died there. She remembered him as one of the cruelest guards. Now he was talking to her.

EXTENSION

"You talked about Ravensbruck in your speech," he said. "I was a guard there. Since that time, I have become a Christian. It is wonderful to know that God has forgiven me for the cruel things I did, but I want to know if you will. Will you forgive me?" He held out his hand. Corrie looked at the man. She prayed that God would help her forgive him. But she did not want to forgive him. She tried to raise her hand, but she could not.

FURTHER EXTENSION

It was the hardest thing she ever had to do. Finally, she stiffly held out her hand. As she did, an unbelievable thing happened. Suddenly, she found there was love in her heart for this stranger. It almost overwhelmed her. "I forgive you, brother, with all my heart," she said.

—*Wisdom Booklet 35*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Capitalization Rules)

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

Paragraph One of Body

Topic of Paragraph 1 _____

5–7 Sentences (EXTENSIONS: 6–8)

Paragraph Two of Body

Topic of Paragraph 2 _____

5–7 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

6–8 Sentences

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

Day Two

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

7. Grammar: Subordinate Clauses vs. Sentences

Day Three

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

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

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

35A Week 3 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the words that should be capitalized, and capitalize them if you have not already done so.

In **February** of 1944, a man came to the door asking for money **to** help provide safety for his wife. **She** told him to come back later, and she would have the money. When he left, she climbed into bed, and **then** she heard the buzzer. She realized it was not a drill. The **Nazi** soldiers stormed into her room.

The **Nazi** policemen slapped and beat **Corrie** and **Betsie** as they tried to get more and more information out of them. **A** crew of skillful **men** tried **to** find the secret room. **They** could not find it.

Nollie, **Willem**, **Betsie**, **Corrie**, and **Casper** ten Boom **were** taken, along with many of the faithful underground workers. They spent long days standing in lines and answering questions. They were **then taken to their** cells.

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

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

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

35A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that indicate *ineffective ways of forgiving*

partial	prejudicial
probationary	postponed
provisional	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

On May 5, 2004, John got a cut. Immediately his skin began to heal. It did this by creating scar tissue. Scar tissue is different than normal skin. It is harder and a little different color. For little cuts, the skin covers up the scar so no one can see it. For larger cuts, the scars can be in place of normal skin. If most wounds are treated right, they will not become big scars.

EXTENSION

For skin to heal without a large scar, the two sides of a cut must be brought together. In small cuts, this happens naturally as long as nothing is in the way. If a splinter is left in the wound for one or two days, it will stop the wound from healing. Scar tissue will try to form around it. Things left in cuts can be life threatening. If there is a large cut, sometimes tape or stitches are needed to hold the two sides together, so they can heal.

FURTHER EXTENSION

Well, the same thing happens when something that is said or done hurts a person. If nothing is done about what happened, a scar can develop. If something small happens, the two people who are involved can take care of the problem with God's help. Even in little disagreements, if someone keeps something hidden and does not forgive the other person, huge problems can come from the bitterness. Sometimes two people who are bitter at each other need someone else to help them. Some people go to counseling or talk to their pastor. Both with cuts and hurtful words, the problems must be taken care of right away.

—*Wisdom Booklet 35*

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

BASIC LEVEL

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

EXTENSION

7. twenty-six
8. hundred

FURTHER EXTENSION

9. thirty-three
10. thirteen

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

Day Two

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

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

Day Three

5. Composition: Edit and Revise

Day Four

6. Grammar: Interjection Sentence Openers

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Informative Essay

Extra Practice (Optional)

35A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that indicate *ineffective ways of forgiving*

partial	prejudicial
probationary	postponed
provisional	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

On May 5, 2004, John got a cut. Immediately his skin began to heal. It did this by creating scar tissue. Scar tissue is different than normal skin. It is harder and a little different color. For little cuts, the skin covers up the scar so no one can see it. For larger cuts, the scars can be in place of normal skin. If most wounds are treated right, they will not become big scars.

EXTENSION

For skin to heal without a large scar, the two sides of a cut must be brought together. In small cuts, this happens naturally as long as nothing is in the way. If a splinter is left in the wound for one or two days, it will stop the wound from healing. Scar tissue will try to form around it. Things left in cuts can be life threatening. If there is a large cut, sometimes tape or stitches are needed to hold the two sides together, so they can heal.

FURTHER EXTENSION

Well, the same thing happens when something that is said or done hurts a person. If nothing is done about what happened, a scar can develop. If something small happens, the two people who are involved can take care of the problem with God's help. Even in little disagreements, if someone keeps something hidden and does not forgive the other person, huge problems can come from the bitterness. Sometimes two people who are bitter at each other need someone else to help them. Some people go to counseling or talk to their pastor. Both with cuts and hurtful words, the problems must be taken care of right away.

—*Wisdom Booklet 35*

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

BASIC LEVEL

- two
- ten
- five
- seven
- ninety
- eighteen

EXTENSION

- twenty-six
- hundred

FURTHER EXTENSION

- thirty-three
- thirteen

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Action Verbs)

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

Day Three

5. Composition: Edit and Revise

6. Grammar: Interjection Sentence Openers

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Informative Essay

Extra Practice (Optional)

35A Week 4 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

Normally, scar tissue **stops** forming when a wound **heals**. However, there **are** instances in which the scar tissue **fails to limit** itself. Scar tissue should **help** the wound, not **hurt** it.

Sometimes when scar tissue does not stop growing, a nodule (or big nob or notch) forms. This **is** called a keloid. **A** keloid can form anytime someone has developed scar tissue such as through **an** injury, surgery, burn, or disease.

When scar tissue ages, it **hardens** and **begins** to shrink. When this happens, a few wrinkles form around the scar. Sometimes scar tissue can get in the way of the blood flow or some other vital organ.

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

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

1. On **April 15, 1892**, Corrie ten Boom was born.
2. In **1944**, she was imprisoned in Ravensbruck.
3. During the **1920's**, Corrie and Betsie ten Boom raised many foster children.
4. Germany took Holland on **May 10, 1940**.
5. From **1940** to **1944** Corrie and her family tried to help the people whom the Nazis were trying to hurt.
6. The ten Booms decided to help hide Jews in between **1940** and **1943**.
7. In **February of 1944**, Corrie was sick.
8. It was in **February** that the Nazis found out about the Jews they were hiding.
9. In **December 1944** Corrie ten Boom was released.
10. The war ended in the **spring of 1945**.

36A Week 1 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Words describing ways to battle temptation

rebuke flee
resist abhor
confess

Words describing temptations Christians face

mockery lust
pride greed
hypocrisy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Patty stared at the drying paint on the swing set. Mother had told her that she could not touch the paint until after supper. Circling the freshly painted swing, she was careful not to let her dress touch the metal. It glistened in the sun, with its shining coat of red paint. Patty thought she might be able to touch it unseen with just one finger to see if it was still wet. She reached out her finger to touch the paint, when she remembered that the paint could only come off her hand with paint cleaner.

EXTENSION

She walked around the swing set and studied it closely. She thought she could touch it with a piece of paper. But then she thought that the paper might leave a mark. Finally, she prayed that God would help her to overcome the temptation.

FURTHER EXTENSION

She knew that God wanted her to leave the swing set so that she would not be tempted. She slowly walked away. She still wanted to touch it and see if it was dry, but she knew she could not. She went inside and helped her mother work in the kitchen. After dinner her mother told her that the swing set was dry enough for her to play on it. As Patty ran outside, she was very glad that she waited until her mother said it was the right time.

—*A Child's Book of Character Building*

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

BASIC LEVEL

1. dinner
2. supper
3. happy
4. blessed
5. funny
6. penned
7. redden
8. silly

EXTENSION

9. finger
10. mother

FURTHER EXTENSION

11. listen
12. correct

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

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
4 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

5. Structural Analysis: Prefix *un-*

Day Three

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

7. Punctuation: Three Types of Sentences

Day Four

8. Grammar: Verb Phrases

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

36A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing ways to battle temptation

rebuke flee
resist abhor
confess

Words describing temptations Christians face

mockery lust
pride greed
hypocrisy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Patty stared at the drying paint on the swing set. Mother had told her that she could not touch the paint until after supper. Circling the freshly painted swing, she was careful not to let her dress touch the metal. It glistened in the sun, with its shining coat of red paint. Patty thought she might be able to touch it unseen with just one finger to see if it was still wet. She reached out her finger to touch the paint, when she remembered that the paint could only come off her hand with paint cleaner.

EXTENSION

She walked around the swing set and studied it closely. She thought she could touch it with a piece of paper. But then she thought that the paper might leave a mark. Finally, she prayed that God would help her to overcome the temptation.

FURTHER EXTENSION

She knew that God wanted her to leave the swing set so that she would not be tempted. She slowly walked away. She still wanted to touch it and see if it was dry, but she knew she could not. She went inside and helped her mother work in the kitchen. After dinner her mother told her that the swing set was dry enough for her to play on it. As Patty ran outside, she was very glad that she waited until her mother said it was the right time.

—*A Child's Book of Character Building*

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

BASIC LEVEL

1. dinner
2. supper
3. happy
4. blessed
5. funny
6. penned
7. redder
8. silly

EXTENSION

9. finger
10. mother

FURTHER EXTENSION

11. listen
12. correct

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

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
4 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

5. Structural Analysis: Prefix *un-*

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

Day Three

7. Punctuation: Three Types of Sentences

8. Grammar: Verb Phrases

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

36A Week 1 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the last paragraph, highlight the spelling errors and correct them, if you have not already done so.

When eagles are only **four** weeks old, they begin to exercise their wings, and when they are **eight** weeks old, their flight training begins in earnest. Young eagles work on pre-flight skills for two to three weeks before they take their first true flight.

Young eagles are excited by strong winds. When these winds come, the eagles jump up and down on the nest platform. They face into the wind and flap their wings to build up their muscles and prepare for flight.

As their strength and confidence grows, the **young** birds begin to jump from branch to branch. However, they often **miss** their targets in these early days and **fall** awkwardly to the ground. They **have** not yet learned to calculate distances.

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

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

8b. In the sentences provided, highlight the verb phrases.

Note: Do not highlight single verbs in this exercise.

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

1. Goliath **is an example** of a tempter.
2. Some temptations **do come** from people.
3. Goliath wanted **to tempt** the children of Israel to fear.
4. He wanted **to make** them afraid.
5. The children of Israel **had access** to God's power.
6. All they needed **to do was** to **call** on God.
7. No one **was willing** to do that.
8. They **did give** in to fear.
9. Only David **was willing** to call on Go.
10. He **did overcome** Goliath with God's power.

36A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing ways to battle temptation

rebuke flee
resist abhor
confess

Words describing temptations Christians face

mockery lust
pride greed
hypocrisy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Satan would like us to believe that if we toil hard, think fast, or strive long enough we can somehow overcome temptation. As long as we try to fight sin on our own, we will not win. Sin is more powerful than humans. Humans are born under the penalty of sin. Only Christ is powerful enough to conquer sin and free people from its grasp. When we are tempted, we have a choice. We can choose to try to fight sin on our own, or we can choose to ask God for help.

EXTENSION

Samson was a man who thought he could fight sin by himself. He was physically strong enough to kill a lion on his own. But he was not powerful enough on his own to prevail over sin. His power was taken from him. He had to serve the people he had once fought. In the final moments of his life, he was given his power again.

FURTHER EXTENSION

When we are tempted to do something we know we should not do, we have to choose between fighting in our own power or in God's power. If we are told that we cannot play until our work is done, we can choose to work in our own power or in God's. When we receive God's power, He will help us overcome the temptation. When we rely on our own power, we will fail.

—*Wisdom Booklet 36*

2. Spelling: Vowel Diphthongs (Examples: toil, toy)

BASIC LEVEL

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

EXTENSION

7. loin
8. rejoin

FURTHER EXTENSION

9. spoil
10. topsoil

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

3. Editor Duty: Correct Given Paragraph(s)

(Verb Phrases; Spelling Errors)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
7 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

5. Structural Analysis: Compound Words

Day Three

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

7. FURTHER EXTENSION:

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

Day Four

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

9. FURTHER EXTENSION:

Composition/Creative Writing: Write an Original Opening Paragraph

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

36A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing ways to battle temptation

rebuke flee
resist abhor
confess

Words describing temptations Christians face

mockery lust
pride greed
hypocrisy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Satan would like us to believe that if we toil hard, think fast, or strive long enough we can somehow overcome temptation. As long as we try to fight sin on our own, we will not win. Sin is more powerful than humans. Humans are born under the penalty of sin. Only Christ is powerful enough to conquer sin and free people from its grasp. When we are tempted, we have a choice. We can choose to try to fight sin on our own, or we can choose to ask God for help.

EXTENSION

Samson was a man who thought he could fight sin by himself. He was physically strong enough to kill a lion on his own. But he was not powerful enough on his own to prevail over sin. His power was taken from him. He had to serve the people he had once fought. In the final moments of his life, he was given his power again.

FURTHER EXTENSION

When we are tempted to do something we know we should not do, we have to choose between fighting in our own power or in God's power. If we are told that we cannot play until our work is done, we can choose to work in our own power or in God's. When we receive God's power, He will help us overcome the temptation. When we rely on our own power, we will fail.

—*Wisdom Booklet 36*

2. Spelling: Vowel Diphthongs (Examples: toil, toy)

BASIC LEVEL

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

EXTENSION

7. loin
8. rejoin

FURTHER EXTENSION

9. spoil
10. topsoil

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

3. Editor Duty: Correct Given Paragraph(s)

(Verb Phrases; Spelling Errors)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
7 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

Day Two

5. Structural Analysis: Compound Words

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

7. FURTHER EXTENSION:

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

Day Three

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

9. FURTHER EXTENSION:

Composition/Creative Writing: Write an Original Opening Paragraph

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

36A Week 2 Answer Keys

3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the last paragraph, highlight the spelling errors and correct them, if you have not already done so.
3. In the first paragraph, highlight the verb phrases. Note: Do not forget to highlight the infinitive phrases (to + verb).

One of the first needs of a fledgling eagle is the need **to learn** endurance. **T**he parents use hunger **to motivate** the young bird **to learn** this vital trait.

Parents begin endurance training by giving their young choice morsels of food. **G**radually, as fledglings **are able to increase** the distance of their flights, the parents **must decrease** the food supply.

Once young eagles have mastered the techniques of level flight, their parents take them **one** hunting trips. At first it is hard for fledglings to combine **thier** new-found flying skills with learning **too** hunt. **T**hey usually fail to **cach** anything, so their parents encourage them by sharing **wat** they have been able to secure. **(on, their, to, catch, what)**

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

- | | |
|---------------------|------------------------|
| 1. <u>hailstone</u> | 9. <u>peppermint</u> |
| 2. <u>yearbook</u> | 10. <u>thunderbolt</u> |
| 3. <u>jackknife</u> | 11. <u>hummingbird</u> |
| 4. <u>wallpaper</u> | 12. <u>rattlesnake</u> |
| 5. <u>arrowhead</u> | 13. <u>masterpiece</u> |
| 6. <u>outskirts</u> | 14. <u>nutcracker</u> |
| 7. <u>milestone</u> | 15. <u>screwdriver</u> |
| 8. <u>everyone</u> | |

8b. On the lines provided, copy the sentences, and add punctuation to each series of items.

1. Eagles must train₂, exercise₂, and strengthen their wings.
2. They cannot fly₂, soar₂, or glide at first.
3. They stay in their nests₂, in nearby trees₂, and on large branches.

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!

36A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing ways to battle temptation

rebuke flee
resist abhor
confess

Words describing temptations Christians face

mockery lust
pride greed
hypocrisy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Thousands and thousands of French and British soldiers raced to Dunkirk to try to get across the English Channel. They were trapped between the attacking Nazi army in front of them, and the water behind them. There was no human way that all the soldiers could get across the water before the Nazis attacked them.

EXTENSION

The Allied soldiers gathered on the beach and started to pray. There was nothing else they could do. Many other people started to pray in England and other places. Churches had meetings just to pray for the troops. Even England's king and the Prime Minister were in church asking God to deliver their army from the Nazis. Because of the secrecy, most people did not know how great the danger really was, but they knew they needed to pray for God's deliverance.

FURTHER EXTENSION

God answered their prayers in an incredible way! The leaders of the army had thought that they could only get forty-five thousand men across to safety. But how many did they really get across? During the next nine days, nearly three hundred and fifty thousand soldiers made it to safety! God sent the perfect weather to stop the Nazis from knowing what was happening until most of the troops were gone. The evacuation was called the miracle of Dunkirk. —*Wisdom Booklet 36*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|---------|-------------|
| 1. stop | 7. shin | 9. thud |
| 2. stand | 8. when | 10. cabinet |
| 3. God | | |
| 4. red | | |
| 5. that | | |
| 6. then | | |

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

3. Editor Duty: Correct Given Paragraph(s)

(Series of Three or More Items; Compound Words)

Day Two

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

Paragraph One of Body

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

Paragraph Two of Body

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

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

5. Grammar: Prepositions

Day Three

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

7. Sentence Structure: Prepositional Phrases

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)

36A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing ways to battle temptation

rebuke flee
resist abhor
confess

Words describing temptations Christians face

mockery lust
pride greed
hypocrisy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Thousands and thousands of French and British soldiers raced to Dunkirk to try to get across the English Channel. They were trapped between the attacking Nazi army in front of them, and the water behind them. There was no human way that all the soldiers could get across the water before the Nazis attacked them.

EXTENSION

The Allied soldiers gathered on the beach and started to pray. There was nothing else they could do. Many other people started to pray in England and other places. Churches had meetings just to pray for the troops. Even England's king and the Prime Minister were in church asking God to deliver their army from the Nazis. Because of the secrecy, most people did not know how great the danger really was, but they knew they needed to pray for God's deliverance.

FURTHER EXTENSION

God answered their prayers in an incredible way! The leaders of the army had thought that they could only get forty-five thousand men across to safety. But how many did they really get across? During the next nine days, nearly three hundred and fifty thousand soldiers made it to safety! God sent the perfect weather to stop the Nazis from knowing what was happening until most of the troops were gone. The evacuation was called the miracle of Dunkirk.

—*Wisdom Booklet 36*

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

BASIC LEVEL

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

EXTENSION

7. shin
8. when

FURTHER EXTENSION

9. thud
10. cabinet

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

3. Editor Duty: Correct Given Paragraph(s)

(Series of Three or More Items; Compound Words)

Day Two

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

Paragraph One of Body

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

Paragraph Two of Body

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

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

5. Grammar: Prepositions

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

Day Three

7. Sentence Structure: Prepositional Phrases

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)

36A Week 3 Answer Keys

- **2b.** On the lines provided, copy the spelling words at the level directed by your teacher. Highlight the vowels that make their short sound.

BASIC LEVEL

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

EXTENSION

- | | |
|---------|-----------|
| 7. shin | 8. absent |
|---------|-----------|

FURTHER EXTENSION

- | | |
|---------|-------------|
| 9. thud | 10. cabinet |
|---------|-------------|

- **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 series of three or more items, and add the proper punctuation.
3. In all the paragraphs, highlight the compound words in another color.

When the young eagle leaves its nest, it is called a *fledgling*. If the young eagle leaves the nest **too** soon, it may be stranded on the ground and **become** the victim of **coyotes, raccoons, or even dogs**.

Overextending **itself** in flight is **another** problem for the young eagle. Several years ago an exhausted young eagle was found in **Wisconsin**.

When **someone** read the band on the eagle's leg, he was surprised to see that the young bird was almost **one hundred** miles from its nest. **He** concluded that the bird had **somehow** been **overcome** by a moving weather front and had drifted away from home.

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

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

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

1. Sometimes we are tempted **of** the devil to do things.
2. He wants us to be defeated **by** our sin.
3. Some people wrongly blame Satan **for** temptations which come **from** their own flesh.
4. Often we are tempted **by** our own sin.

5. Temptation can often come **from** ourselves.
6. God allows us be tempted as He allowed Job to be tempted **by** Satan.
7. He wants us to learn to rely **on** Him when we are tempted.
8. This is what He did **with** Job.
9. Satan couldn't hurt Job **without** God's permission.
10. God blessed Job **after** Job had prevailed **through** temptation.

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

1. Eagles fly very high **in the sky** .
2. They can teach Christians important lessons **about life** .
3. An eagle cannot fly **by its own power** .
4. It flies **with the wind** .
5. The wind lifts it **into the sky** .
6. Eagles can ride **on the wind** .
7. Eagles do not have to flap their wings very often **in the sky** .
8. Sometimes eagles do not fly **with the wind** .
9. Then they have to work to get **into the sky** .
10. They cannot go as high **without the wind** .

36A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing ways to battle temptation

rebuke flee
resist abhor
confess

Words describing temptations Christians face

mockery lust
pride greed
hypocrisy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

By afternoon, the American troops were almost trapped. They waited for the final British attack. They waited and waited and waited. Yet, the British General Howe did not attack. It was unbelievable! The next morning the British still hadn't moved. All day the Americans continued to wait, but the British guns did not fire. In the late afternoon, a cold rain began to fall. By now George Washington had a plan. He knew that they could try to move the troops. The wind had stopped the British fleet from entering the river. The American soldiers could take boats across the river to the other side where they would be safe.

EXTENSION

It was still very unlikely they would be able to get all of the men across the river. The river was more than a mile wide, and there were eight thousand troops. At first, the wind was cold and the waves were high, so the work went slowly. Then after midnight, the wind slowed down and the water became calm. The boats were able to move faster and take more men across. General Washington made sure that some of the men were at the front lines, so the British did not know anything was going on.

FURTHER EXTENSION

Soon dawn came. The Americans needed more time to get all of their men across. Daylight would show the British what they were doing. The Americans did not know what to do except to pray. God sent a fog, so the British could not see them. The fog stayed until George Washington left in the last boat. Then it lifted. The British rushed to the shore and started firing, but it was too late. God had delivered them from the British. The Americans had safely escaped the much larger British army.

—*The Light and the Glory for Children*

2. Spelling: One-Vowel-is-Long Combinations (Examples: ild, ind, ost, old)

BASIC LEVEL

1. fold
2. cold
3. kind
4. find
5. mild
6. wild
7. ghost
8. host

EXTENSION

9. golden
10. child
11. behold
12. poster

FURTHER EXTENSION

13. kindness
14. folder
15. hostess

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions)

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

Day Three

5. Structural Analysis: Nouns

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

Day Four

7. Composition: Edit and Revise

8. Grammar/Punctuation: Main Subject

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Original Historical Essay

Extra Practice (Optional)

36A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing ways to battle temptation

rebuke flee
resist abhor
confess

Words describing temptations Christians face

mockery lust
pride greed
hypocrisy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

By afternoon, the American troops were almost trapped. They waited for the final British attack. They waited and waited and waited. Yet, the British General Howe did not attack. It was unbelievable! The next morning the British still hadn't moved. All day the Americans continued to wait, but the British guns did not fire. In the late afternoon, a cold rain began to fall. By now George Washington had a plan. He knew that they could try to move the troops. The wind had stopped the British fleet from entering the river. The American soldiers could take boats across the river to the other side where they would be safe.

EXTENSION

It was still very unlikely they would be able to get all of the men across the river. The river was more than a mile wide, and there were eight thousand troops. At first, the wind was cold and the waves were high, so the work went slowly. Then after midnight, the wind slowed down and the water became calm. The boats were able to move faster and take more men across. General Washington made sure that some of the men were at the front lines, so the British did not know anything was going on.

FURTHER EXTENSION

Soon dawn came. The Americans needed more time to get all of their men across. Daylight would show the British what they were doing. The Americans did not know what to do except to pray. God sent a fog, so the British could not see them. The fog stayed until George Washington left in the last boat. Then it lifted. The British rushed to the shore and started firing, but it was too late. God had delivered them from the British. The Americans had safely escaped the much larger British army.

—*The Light and the Glory for Children*

2. Spelling: One-Vowel-is-Long Combinations (Examples: ild, ind, ost, old)

BASIC LEVEL

1. fold
2. cold
3. kind
4. find
5. mild
6. wild
7. ghost
8. host

EXTENSION

9. golden
10. child
11. behold
12. poster

FURTHER EXTENSION

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

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions)

Day Two

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

5. Structural Analysis: Nouns

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

Day Three

7. Composition: Edit and Revise

8. Grammar/Punctuation: Main Subject

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Original Historical Essay

Extra Practice (Optional)

36A Week 4 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the second paragraph, highlight the prepositions.

BASIC LEVEL: Highlight five prepositions.

EXTENSION: Highlight seven prepositions.

FURTHER EXTENSION: Highlight nine prepositions.

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

Eagles often receive **their** first soaring experiences **along** the ridges **of** hills. **When** the wind blows **across** the ridge, the wind goes **up** and **over** the ridge like a big wave **of** water. Depending **on** the strength **of** the wind, the air may rise **to** heights of **one thousand five hundred feet**.

An eagle can ride this air current **for** many hours **without** flapping its wings.

However, **near** the end **of** the ridge the air current becomes turbulent and loses its lifting power. **As** the eagle soars **near** these areas, it must either turn back or pick up speed **in** order to fly **through** the area quickly.

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

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

Note: Some sentences have more than one noun.

1. The **Battle** of **Dunkirk** was important.
2. The **soldiers** had to get to **safety**.
3. Almost all of the British and French **soldiers** were there.
4. **Dunkirk** was in **France**.
5. The **soldiers** needed to be in **England**.
6. The **Germans** did not attack **Dunkirk**.
7. **England** prayed.
8. **God** answered those **prayers**.
9. **Germans** tried to bomb **Dunkirk**.
10. The **bombs** killed some **people**.
11. **Most** of the **people** got away.

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

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

Example: **People** get sick.

1. The American **soldiers** were in New York.
2. The British **army** was attacking them.
3. **George Washington** was a man of prayer.
4. **General Howe** was the commander of the British army.
5. **He** could have attacked the American army.
6. **General Howe** decided not to attack the Americans.
7. **General Howe** did not think the Americans could get away.
8. **Most** of the American soldiers did not know how to fight.
9. **George Washington** had a plan.
10. The general's **plan** worked.

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WBLA AK 33A-36A



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