

WISDOM BOOKLET

Language Arts

**Teacher's Helps &
Answer Keys**

37A–40A



Table of Contents

Teacher’s Helps and Answer Keys for 37A	Page 3
Teacher’s Helps and Answer Keys for 38A	Page 19
Teacher’s Helps and Answer Keys for 39A	Page 35
Teacher’s Helps and Answer Keys for 40A	Page 53

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

Copyright ©2006 Advanced Training Institute International

All rights reserved. No portion of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording, or otherwise—without prior written permission of the publisher.

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

Cover photos courtesy of Joy Jensen.

Printed in the United States of America

First Printing: 060288

37A Week 1 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Words describing *fasting*

separation concentration
abstinence denial

Reasons we should *fast*

day of rest destruction
conviction preparation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The people in the American colonies were losing their interest in spiritual things. They were more interested in making money and doing what they wanted. Most of the people attended church, but even the churches had become prideful and lazy. Some of the colonies, like Georgia, were filled mostly with former criminals. They were not interested in attending church. Then God raised up a man to bring His message.

EXTENSION

George Whitefield preached to thousands of people throughout America and England. He started a revival in the eighteenth century. There were no microphones at that time. However, when George Whitefield would preach to as many as eighty thousand people at one time, he could be heard by all. He preached to both rich and poor. He went back and forth between America and England thirteen times.

FURTHER EXTENSION

Through him, God showed His power to change two nations. Mr. Whitefield did not live for himself. When he was not preaching, he was studying his Bible or praying. He fasted regularly, so he could serve the people to whom he preached. Because George Whitefield gave up the things in the world for heavenly rewards, God used him to light the fire of revival.

—*Wisdom Booklet 37*

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

BASIC LEVEL

1. pride
2. flow
3. clock
4. slide
5. great
6. sweep

EXTENSION

7. steam
8. wrath

FURTHER EXTENSION

9. bridge
10. please

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Nouns)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

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

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

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

Day Three

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

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

Day Four

8. Grammar: Subject Part and Predicate Part

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

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

37A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *fasting*

separation concentration
abstinence denial

Reasons we should *fast*

day of rest destruction
conviction preparation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The people in the American colonies were losing their interest in spiritual things. They were more interested in making money and doing what they wanted. Most of the people attended church, but even the churches had become prideful and lazy. Some of the colonies, like Georgia, were filled mostly with former criminals. They were not interested in attending church. Then God raised up a man to bring His message.

EXTENSION

George Whitefield preached to thousands of people throughout America and England. He started a revival in the eighteenth century. There were no microphones at that time. However, when George Whitefield would preach to as many as eighty thousand people at one time, he could be heard by all. He preached to both rich and poor. He went back and forth between America and England thirteen times.

FURTHER EXTENSION

Through him, God showed His power to change two nations. Mr. Whitefield did not live for himself. When he was not preaching, he was studying his Bible or praying. He fasted regularly, so he could serve the people to whom he preached. Because George Whitefield gave up the things in the world for heavenly rewards, God used him to light the fire of revival.

—*Wisdom Booklet 37*

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

BASIC LEVEL

1. pride
2. flow
3. clock
4. slide
5. great
6. sweep

EXTENSION

7. steam
8. wrath

FURTHER EXTENSION

9. bridge
10. please

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

3. Editor Duty: Correct Given Paragraph(s)

(Nouns)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

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

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

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

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

Day Three

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

8. Grammar: Subject Part and Predicate Part

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

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

37A Week 1 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

BASIC LEVEL: Highlight four nouns.

EXTENSION: Highlight six nouns.

FURTHER EXTENSION: Highlight eight nouns.

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

Two **men** stood very still in the drifting **snow**. They moved only enough to point a small, black **box** across the snow-covered **landscape**. They pointed it first in one **direction** and then in another. From the **box** came a steady beeping **sound**.

Several **people** watched as the **men** looked at a distant **hill**. “He’s over there!” one of the **men** shouted as the **radio** began to squeal. The whole **party** **quickly** waded through the deep **snow** to a fallen **tree**.

The first ones to reach the tree began to dig carefully under the tree’s roots. **W**ithin a few seconds they uncovered a small chamber. In the room was a dark, shaggy animal that had gone without food and drink for more **than one** hundred days. Yet this black bear was just as healthy as the day it had last **eaten**.

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

Example: The little boy | ran across the street.

1. Believers | should be separate from the world.
2. Believers | should be light in the world.
3. The world | needs to see light.
4. Believers | cannot shine light while hiding.
5. Physical separation | should be temporary.
6. Believers | can separate through prayer and fasting.
7. This | gives them strength.
8. The devil | is afraid of a praying believer.
9. Believers | should always know that they are not part of the world.
10. They | should still be in it.

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!



A series of horizontal red lines for writing, spaced evenly down the page.

37A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *fasting*

separation concentration
abstinence denial

Reasons we should *fast*

day of rest destruction
conviction preparation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When God created the world, He made it in six days and then rested for one day. At different times in history, governments have tried to change the length of week. Some governments have tried to make the week eight or ten days long, but it has never worked.

EXTENSION

During the French Revolution, the leaders changed the length of the week. They made it ten days long. When the French people learned that they would have more working days between their days off, they began to protest. Two different political parties formed; one supported the seven-day week and the other supported the ten-day week.

FURTHER EXTENSION

Both parties were so strong that the French leader did not want to make either of them angry. He let people follow two different calendars. It was very hard to plan anything. When the leadership changed, the new leader solved the problem. In 1805, he made the week seven days long again. Most governments have laws that are based on the Bible. Our seven-day week is just one example of how our government respects the Bible's commands for rest and when to rest.

—*Wisdom Booklet 37*

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

BASIC LEVEL

- o/pen
- o/ver
- ba/by
- be/have
- ba/sic
- be/come

EXTENSION

- re/act
- be/tween
- Bi/ble
- re/pent

FURTHER EXTENSION

- re/sult
- pro/test

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Subject Part/ Predicate Part)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

4 Sentences

(You may use up to eight words for sentences three and four.)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

7 Sentences

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

Day Three

5. Grammar: Adjectives

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

Day Four

7. Grammar: Possessive Nouns

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

37A Week 2 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words describing *fasting*

separation concentration
abstinence denial

Reasons we should *fast*

day of rest destruction
conviction preparation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When God created the world, He made it in six days and then rested for one day. At different times in history, governments have tried to change the length of week. Some governments have tried to make the week eight or ten days long, but it has never worked.

EXTENSION

During the French Revolution, the leaders changed the length of the week. They made it ten days long. When the French people learned that they would have more working days between their days off, they began to protest. Two different political parties formed; one supported the seven-day week and the other supported the ten-day week.

FURTHER EXTENSION

Both parties were so strong that the French leader did not want to make either of them angry. He let people follow two different calendars. It was very hard to plan anything. When the leadership changed, the new leader solved the problem. In 1802, he made the week seven days long again. Most governments have laws that are based on the Bible. Our seven-day week is just one example of how our government respects the Bible's commands for rest and when to rest.

—*Wisdom Booklet 37*

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

BASIC LEVEL

- o/pen
- o/ver
- ba/by
- be/have
- ba/sic
- be/come

EXTENSION

- re/act
- be/tween
- Bi/ble
- re/pent

FURTHER EXTENSION

- re/sult
- pro/test

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

3. Editor Duty: Correct Given Paragraph(s)

(Subject Part/ Predicate Part)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

4 Sentences

(You may use up to eight words for sentences three and four.)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

7 Sentences

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

5. Grammar: Adjectives

Day Three

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

7. Grammar: Possessive Nouns

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

37A Week 2 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the second and third paragraphs, divide each sentence by drawing a line between the subject part and the predicate part.

Some people think that true fasting must be done in secret. They think that if it is not done secretly, God will not reward their fasting. However, we are only commanded not to fast like the Pharisees. They fasted so that men would praise them.

God | looks on the heart. He | searches for right motives in those who fast. Right motives | will be seen through our outward actions.

Scripture | gives an example of a group of people who fasted. They | fasted in the right way and were rewarded by God. The people | lived in Nineveh. God | rewarded their fast by turning away His judgment from them.

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

Example: Blood pressure increases in an angry person.

Answers will vary.

❑ 7b. Make the words provided possessive.

1. Anna—Anna's
2. laws—laws'
3. James—James'
4. Israel—Israel's
5. spirit—spirit's
6. heart—heart's
7. health—health's
8. father—father's
9. brothers—brothers'
10. students—students'

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

37A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *fasting*

separation concentration
abstinence denial

Reasons we should *fast*

day of rest destruction
conviction preparation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One of the black bear's most important jobs is to raise cubs. Black bears only have cubs every other year. As many new cubs as possible need to survive or the black bears will cease to exist. Adult bears breed in June or July, but they don't have cubs until the winter. Before the cubs are born, the mother goes into her den for the winter. For as long as three months, the mother doesn't eat or drink. She's asleep most of that time.

EXTENSION

When they're born most bear cubs weigh less than a pound. However, by the time they leave their dens, the cubs weigh up to eleven pounds each. Black bears usually have twins or triplets. Mother bears will lose weight when they make their body fat into milk for the cubs. Sometimes they can lose up to thirty pounds.

FURTHER EXTENSION

What would happen to the bear cubs if their mother did not fast? They would not live! By fasting, a mother bear actually makes it easier for her cubs to live. At birth they are blind and hairless. They can't walk or eat solid foods. While the mother is in hiding, the cubs stay warm in her fur. When they are three months old, they are old enough to eat solid foods and keep up with their mothers. By fasting and staying in the den all winter long, the mother bear keeps her cubs alive.

—*Wisdom Booklet 37*

2. Spelling: Different Sounds of the *or* Blend (Examples: store, word)

BASIC LEVEL

1. work
2. worm
3. torn
4. before
5. shore
6. fork

EXTENSION

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

FURTHER EXTENSION

11. world
12. forlorn

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Adjectives)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____
8 Sentences

EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 _____
8 Sentences

Day Three

5. Structural Analysis: Contractions

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

Day Four

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

8. Grammar: Pronouns

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

37A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *fasting*

separation concentration
abstinence denial

Reasons we should *fast*

day of rest destruction
conviction preparation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One of the black bear's most important jobs is to raise cubs. Black bears only have cubs every other year. As many new cubs as possible need to survive or the black bears will cease to exist. Adult bears breed in June or July, but they don't have cubs until the winter. Before the cubs are born, the mother goes into her den for the winter. For as long as three months, the mother doesn't eat or drink. She's asleep most of that time.

EXTENSION

When they're born most bear cubs weigh less than a pound. However, by the time they leave their dens, the cubs weigh up to eleven pounds each. Black bears usually have twins or triplets. Mother bears will lose weight when they make their body fat into milk for the cubs. Sometimes they can lose up to thirty pounds.

FURTHER EXTENSION

What would happen to the bear cubs if their mother did not fast? They would not live! By fasting, a mother bear actually makes it easier for her cubs to live. At birth they are blind and hairless. They can't walk or eat solid foods. While the mother is in hiding, the cubs stay warm in her fur. When they are three months old, they are old enough to eat solid foods and keep up with their mothers. By fasting and staying in the den all winter long, the mother bear keeps her cubs alive.

—*Wisdom Booklet 37*

2. Spelling: Different Sounds of the *or* Blend (Examples: store, word)

BASIC LEVEL

1. work
2. worm
3. torn
4. before
5. shore
6. fork

EXTENSION

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

FURTHER EXTENSION

11. world
12. forlorn

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Adjectives)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____
8 Sentences

EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 _____
8 Sentences

5. Structural Analysis: Contractions

Day Three

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

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

8. Grammar: Pronouns

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

37A Week 3 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

George **W**hitefield was born in 1714. He was the **youngest** of **seven** children. When he was **two** years old, his father died. His mother was left to run the **family** business, the Bell Hotel.

George helped his mother at the hotel. There he learned about people from **all** walks of life. He quickly **saw** that **all** people shared the **same** needs.

When he grew older, he went to Oxford. **H**e was ridiculed there for his **religious** living. George tried to do **good** works to receive salvation. **G**eorge became **very** sick, and during that time he found **true** salvation through faith in the Son of **G**od. God was going to use **Mr.** Whitefield to bring revival to millions of people.

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

1. could + not = **couldn't**

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

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

4. does + not = **doesn't**

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

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

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

8. she + is = **she's**

9. they + are = **they're**

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

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

Example: When bear cubs are three months old, bear cubs are old enough to eat solid foods and keep up with bear cubs' mother.

When bear cubs are three months old, **they** are old enough to eat solid foods and keep up with **their** mothers.

1. Black bears do not sleep the whole winter, but **they** rarely eat during that time.
2. Black bears spend most of the winter in **their** dens.
3. Fasting is important for the black bear to have **her** cubs.
4. A black bear could be in danger if **she** left **her** den during the winter.
5. Fasting and prayer are important for believers to have in **their** lives.
6. Fasting and prayer help a believer to grow closer to God; **they** also help believers to learn to depend on God.
7. Fasting does not always make a person stronger in **his** faith.
8. The Pharisees fasted just because **they** wanted people to see how “good” **they** were.
9. Fasting and prayer should not be something a believer does to show off how spiritual **he** is.
10. Fasting should be an offering a believer gives to **his** Father in heaven.

37A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *fasting*

separation concentration
abstinence denial

Reasons we should *fast*

day of rest destruction
conviction preparation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Every camel has a hump on its back. When the hump is standing up, it is filled with fat. Some people think that the hump is filled with water, but this is untrue. A camel uses fat instead of water, so that it does not need to drink. If a camel does not eat or drink for a long time, the hump does not stand up anymore. It gently falls over because the camel has used the fat and there is nothing in the hump.

EXTENSION

There are two kinds of camels. The Arabian camel, or dromedary, has only one hump on its back. It stands about seven feet high at the shoulder. This type of camel, taken from a Greek word meaning "to run," is used in camel racing. The other type of camel is the Bactrian camel, which has two humps and is shorter than the dromedary.

FURTHER EXTENSIONS

A camel can regularly fast for many days in a row, relying solely on the fat in his hump. When water and food are available, the camels will eat and drink again. If a camel is without water for a long time, it will drink a lot when he finds water again; it can drink up to thirty gallons at a time!

—*"The Life of a Camel"*

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

BASIC LEVEL

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

EXTENSION

7. person
8. father
9. closer
10. mother

FURTHER EXTENSION

11. together
12. murder

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Contractions)

4. Composition/Creative Writing:

Write an Original Opening Paragraph

Day Three

5. **Grammar:** Adverbs

6. **Composition:** Edit and Revise

Day Four

7. **Punctuation:** Semicolons

Day Five

8. **Spelling:** Spelling Test

9. **Dictation:** Dictation Quiz

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

Extra Practice (Optional)

37A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *fasting*

separation concentration
abstinence denial

Reasons we should *fast*

day of rest destruction
conviction preparation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Every camel has a hump on its back. When the hump is standing up, it is filled with fat. Some people think that the hump is filled with water, but this is untrue. A camel uses fat instead of water, so that it does not need to drink. If a camel does not eat or drink for a long time, the hump does not stand up anymore. It gently falls over because the camel has used the fat and there is nothing in the hump.

EXTENSION

There are two kinds of camels. The Arabian camel, or dromedary, has only one hump on its back. It stands about seven feet high at the shoulder. This type of camel, taken from a Greek word meaning "to run," is used in camel racing. The other type of camel is the Bactrian camel, which has two humps and is shorter than the dromedary.

FURTHER EXTENSIONS

A camel can regularly fast for many days in a row, relying solely on the fat in its hump. When water and food are available, the camels will eat and drink again. If a camel is without water for a long time, it will drink a lot when it finds water again; it can drink up to thirty gallons at a time!

—*"The Life of a Camel"*

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

BASIC LEVEL

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

EXTENSION

7. person
8. father
9. closer
10. mother

FURTHER EXTENSION

11. together
12. murder

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

3. Editor Duty: Correct Given Paragraph(s)

(Contractions)

Day Two

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

5. **Grammar:** Adverbs

Day Three

6. **Composition:** Edit and Revise

7. **Punctuation:** Semicolons

Day Four

8. **Spelling:** Spelling Test

9. **Dictation:** Dictation Quiz

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

Extra Practice (Optional)

37A Week 4 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In all the paragraphs, highlight the contractions.

A newspaper publisher wanted to put some of George Whitefield's sermons in the newspaper. Mr. Whitefield agreed, and the two men became good friends. This newspaper publisher was Benjamin Franklin. He didn't believe George's message, but he was impressed with the sincerity of his belief.

Mr. Franklin was amazed at the power with which Mr. Whitefield spoke. He once told of attending one of his services. Mr. Franklin had some copper, silver, and gold coins in his pocket. He thought that he wouldn't give any of those coins to the orphanage that Mr. Whitefield had started.

As Mr. Whitefield began to speak, Mr. Franklin did decide to give the copper coins. As Mr. Whitefield continued, he decided to give the silver coins. By the time Mr. Whitefield was finished sharing the need, Mr. Franklin gave the copper, the silver, and the gold coins.

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

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

1. The desert is mostly covered in sand.
2. There is rarely any water.
3. Someone who regularly needs food and water would die in a desert.
4. Camels are amazingly able to go without water for periods of time.
5. They can keep themselves completely healthy without it.
6. Camels cannot continually go without water.
7. They sometimes have to drink.
8. They are highly valued because they can go without water.
9. They dependably carry people and loads across the desert.
10. People do not always need food.

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

1. Prayer is very important; **w**e should always be ready to pray.
2. Sometimes Christians need to pray for long periods of time; **t**hey need to be separated for this.
3. Christians cannot work all of the time; **t**hey need to spend special time with their Savior.
4. Some people fast; **t**his helps them be alone with God.
5. Camels need water most of the time; **w**hat makes them special is that they do not need water all of the time.
6. People need food; **H**owever, we do not need to eat all of the time.
7. There are times we should not eat; **w**hen we do not eat, we are fasting.
8. Some people chose not to eat so they can focus on God and not on food; **t**his is a spiritual fast.
9. Some people fast so others will think they are important; **t**his is a prideful way to fast.
10. Some people fast so that they will lose weight; **t**hey fast for their health.

38A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *how money is handled*

stingy	thrifty
parsimonious	miserly
economical	frugal

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The world remembers John Wanamaker for his huge stores, his use of advertising, and his new way of doing business. What made him special was that he knew what was important. He was well-known for giving his money away and spending his time doing what counted for eternity. He knew that real wealth can only be laid up in heaven and he built his business and whole life on that knowledge.

EXTENSION

When John was only ten years old, he began understanding what was truly important. One warm Sunday, he was more excited than usual to go to church. That day he was going to receive a Bible from his Sunday school teacher. It was a small red Bible, just what he had wanted. It cost two dollars and seventy-five cents. That was a lot of money in those days! John had worked for almost five months to buy it, but finally it was his own.

FURTHER EXTENSIONS

When John became a man, he owned the largest store at the time. He was one of the first people in the world to advertise in the newspaper and to give his employees days off. He allowed customers to return something they bought if they were not happy with it. John became one of the richest men in the world, but when he was seventy years old, he said that the most important thing he had ever bought was his little Bible.

—*Wisdom Booklet 38*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

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

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

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

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

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

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

Day Three

5. Grammar: Subordinators

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

Day Four

7. Grammar: Subordinate Clauses

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

38A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *how money is handled*

stingy	thrifty
parsimonious	miserly
economical	frugal

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The world remembers John Wanamaker for his huge stores, his use of advertising, and his new way of doing business. What made him special was that he knew what was important. He was well-known for giving his money away and spending his time doing what counted for eternity. He knew that real wealth can only be laid up in heaven and he built his business and whole life on that knowledge.

EXTENSION

When John was only ten years old, he began understanding what was truly important. One warm Sunday, he was more excited than usual to go to church. That day he was going to receive a Bible from his Sunday school teacher. It was a small red Bible, just what he had wanted. It cost two dollars and seventy-five cents. That was a lot of money in those days! John had worked for almost five months to buy it, but finally it was his own.

FURTHER EXTENSIONS

When John became a man, he owned the largest store at the time. He was one of the first people in the world to advertise in the newspaper and to give his employees days off. He allowed customers to return something they bought if they were not happy with it. John became one of the richest men in the world, but when he was seventy years old, he said that the most important thing he had ever bought was his little Bible.

—*Wisdom Booklet 38*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

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

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

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

5. Grammar: Subordinators

Day Three

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

7. Grammar: Subordinate Clauses

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

38A Week 1 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

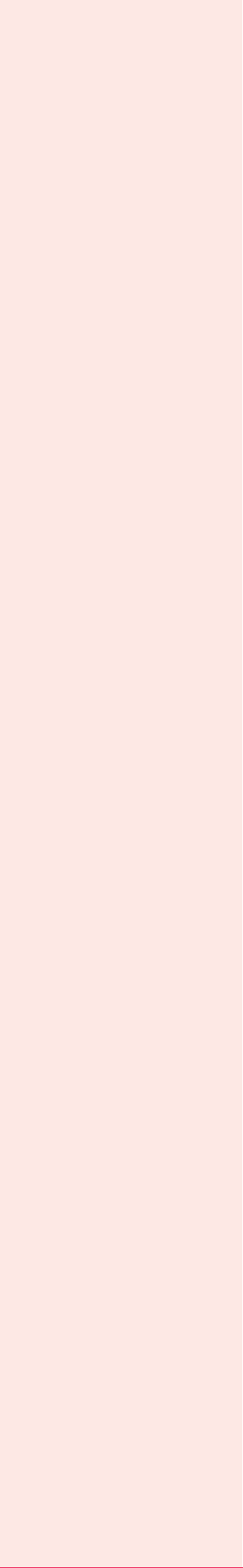
Even as a lad of ten, John Wanamaker had begun to understand the basis of spiritual riches. One warm Sunday afternoon, John was more eager than usual to go to Sunday school. He had wanted a Bible of his own for a long time, and this was the day his teacher was to bring him one. John was very excited when he walked into the classroom and saw what the teacher had brought. It was a small red Bible with gilded pages—just what he wanted.

His excitement quickly evaporated after he askt about the price. It cost \$2.75! John's face fel, for two dollars and seventy-five cents was a lot of money in 1848, especially in the Wanamaker household. In fact, it was more mony than John had ever had in his life. (Asked, fell, money)

He did not dare ask his parents for that much money. So John, with his teacher's approval, determined to work to earn the money. Even though he was not yet a Christian, he saw the value of having God's Word, and he was willing to put his treasure where he wanted his heart to be.

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

1. Though money is not evil itself, valuing it too much is wrong.
2. If people live for money, they will be disappointed.
3. Though people think money brings happiness, it does not.
4. As people serve money, they are not happy.
5. When people serve God, they do not care about money.
6. Though money is needed to buy things, it is not that important.
7. Although John Wanamaker became rich, he did not serve his money.
8. If he had cared too much about money, his employees would not have loved him as much.
9. Because John Wanamaker desired to serve his customers more than he desired to make money, people kept coming back to buy things.
10. As John Wanamaker served God, God blessed him.



Lined writing area with horizontal red lines.

38A Week 2 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Words describing *how money is handled*

stingy	thrifty
parsimonious	miserly
economical	frugal

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

If you touch the skin on your face, it will feel soft and bouncy. A layer of fat just under your skin explains this softness. If someone starts to get fat, the layer becomes much larger. When people are young, their skin has plenty of oil to keep it looking healthy. During their teen years, some people have too much oil for a while. Fat keeps the skin smooth and oil keeps the skin healthy.

EXTENSION

As most people grow older, their skin becomes wrinkled. Their bodies do not make as much oil, so their skin becomes dry. Sometimes skin will crack. The fat that is under the skin starts to get thinner. When the fat gets thinner and the skin does not have so much area to cover, there is too much skin. This is how wrinkles develop.

FURTHER EXTENSION

When people are young, they often worry a great deal about how they look. But even people who are pretty or handsome are going to grow old and get wrinkles. People who worry too much about how they look are wasting their time on something that will not last. As people get older, they learn important things through their experiences. They can learn wisdom and grow to know God better. These things will not go away.

—*My Magnificent Machine*

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

BASIC LEVEL	EXTENSION	FURTHER EXTENSION
1. shook	7. raccoon	9. bedroom
2. spoon	8. school	10. afternoon
3. bloom		
4. food		
5. pool		
6. scoot		

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Subordinators)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
7 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

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

Day Three

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

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

Day Four

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

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

38A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *how money is handled*

stingy	thrifty
parsimonious	miserly
economical	frugal

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

If you touch the skin on your face, it will feel soft and bouncy. A layer of fat just under your skin explains this softness. If someone starts to get fat, the layer becomes much larger. When people are young, their skin has plenty of oil to keep it looking healthy. During their teen years, some people have too much oil for a while. Fat keeps the skin smooth and oil keeps the skin healthy.

EXTENSION

As most people grow older, their skin becomes wrinkled. Their bodies do not make as much oil, so their skin becomes dry. Sometimes skin will crack. The fat that is under the skin starts to get thinner. When the fat gets thinner and the skin does not have so much area to cover, there is too much skin. This is how wrinkles develop.

FURTHER EXTENSION

When people are young, they often worry a great deal about how they look. But even people who are pretty or handsome are going to grow old and get wrinkles. People who worry too much about how they look are wasting their time on something that will not last. As people get older, they learn important things through their experiences. They can learn wisdom and grow to know God better. These things will not go away.

—*My Magnificent Machine*

2. Spelling: Long and Short Double *o*

(Examples: book, boot)

BASIC LEVEL

1. shook
2. spoon
3. bloom
4. food
5. pool
6. scoot

EXTENSION

7. raccoon
8. school

FURTHER EXTENSION

9. bedroom
10. afternoon

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

3. Editor Duty: Correct Given Paragraph(s)

(Subordinators)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
7 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

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

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

Day Three

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

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

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

38A Week 2 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the second paragraph, highlight all the subordinators.

It was in this church a few years later in 1856 that God was able to take hold of John's heart in a new way. During a Wednesday evening prayer service, a young man gave his testimony about what his faith in Christ meant to him in his everyday life. John was quite impressed by the wisdom of what the man said.

When the service was over, John waited until almost everyone else had left. As he walked up to the front, he took the pastor's hand firmly, saying that he had finally settled things that night and given his heart to Christ. "God bless you, my boy," said Dr. Chambers. "You will never regret the step you have taken."

The events of the years that followed proved that the pastor was right. John would indeed never regret that decision he made at eighteen years of age. Those who know John's story all agree that his faith was not part of his life—it was his life. What he eventually became cannot be understood apart from the hand of God upon him.

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

BASIC LEVEL: Complete six of the sentences.

EXTENSIONS: Complete all of the sentences.

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

Answers will vary.



Lined writing area consisting of 25 horizontal red lines.

38A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *how money is handled*

stingy	thrifty
parsimonious	miserly
economical	frugal

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

People often confuse moths with butterflies. No, they are not the same insect. There are more than eight thousand different kinds of moths. All of them eat or destroy something. One type of moth eats through clothes; another kind of moth destroys carpet. In 1960, moths destroyed more than twenty-five million dollars worth of human goods.

EXTENSION

Moths have many ways of destroying things. Some of them will eat grain. Others lay eggs in the grain. If one moth can get into a place where grain is stored, she can lay her eggs in the grain. The caterpillars that hatch can eat all of the grain if no one finds and stops them. Sometimes they can contaminate grain without actually eating it. If there are a lot of moths' eggs in the grain, the grain cannot be used, even if the moths never eat it.

FURTHER EXTENSION

All moths are active at night and sleep during the day. The clothes moth hides in clothes during the day. It lays its eggs in the clothes. The eggs are not attached to the clothes very tightly, so they can just be shaken off when someone wants to wear them. The clothes moth does the most damage to clothing left undisturbed for a long time, such as antique items or items in storage.

—*Wisdom Booklet 38*

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

BASIC LEVEL

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

EXTENSION

6. shouldn't
7. couldn't

FURTHER EXTENSION

8. throughout

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Subordinate Clauses)

Day Three

4. Study Skills/Prewriting: Outline Original Paragraphs

Paragraph One of Body

Topic of Paragraph 1 _____

5–7 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 _____

6–8 Sentences

5. Grammar: Interjection Sentence Openers

Day Four

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

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

8. Grammar: Capitalization Rules

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

38A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *how money is handled*

stingy	thrifty
parsimonious	miserly
economical	frugal

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

People often confuse moths with butterflies. No, they are not the same insect. There are more than eight thousand different kinds of moths. All of them eat or destroy something. One type of moth eats through clothes; another kind of moth destroys carpet. In 1960, moths destroyed more than twenty-five million dollars worth of human goods.

EXTENSION

Moths have many ways of destroying things. Some of them will eat grain. Others lay eggs in the grain. If one moth can get into a place where grain is stored, it can lay eggs in the grain. The caterpillars that hatch can eat all of the grain if no one finds and stops them. Sometimes they can contaminate grain without actually eating it. If there are a lot of moths' eggs in the grain, the grain cannot be used, even if the moths never eat it.

FURTHER EXTENSION

All moths are active at night and sleep during the day. The clothes moth hides in clothes during the day. It lays its eggs in the clothes. The eggs are not attached to the clothes very tightly, so they can just be shaken off when someone wants to wear them. The clothes moth does the most damage to clothing left undisturbed for a long time, such as antique items or items in storage.

—*Wisdom Booklet 38*

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

BASIC LEVEL

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

EXTENSION

6. shouldn't
7. couldn't

FURTHER EXTENSION

8. throughout

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Subordinate Clauses)

Day Two

4. Study Skills/Prewriting: Outline Original Paragraphs

Paragraph One of Body

Topic of Paragraph 1 _____

5–7 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 _____

6–8 Sentences

5. Grammar: Interjection Sentence Openers

Day Three

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

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

8. Grammar: Capitalization Rules

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

38A Week 3 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In all of the paragraphs, highlight the subordinate clauses.

Although he was in poor health, John **W**anamaker was determined to start a **S**unday school of his own, so one Sunday, he walked down the street with a missionary. **Since it was a rough part of the city**, the residents did not **welcome** outsiders trying to hold religious meetings. **The missionary** showed Mr. Wanamaker the vacant house he had arranged for them to use and then he left.

Mr. **W**anamaker led the dozen or so boys who had assembled to the second floor. **After prayer and a short time of Bible reading**, he began to tell them about his plans for a **S**unday school. **While he was talking**, a rowdy mob gathered outside and made a lot of noise. **The** frightened boys ran downstairs and out the back door.

When Mr. Wanamaker appeared at the door, the crowd jeered and hollered. They warned him to get out and stay out or he would “get his head bashed.” **As they yelled**, some of them were waving clubs with which to carry out their threats.

□ 8b. Complete the following steps:

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

2. Write the capitalized word above it.

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

1. **J**ohn bought a car.

2. **H**e paid a lot of money for it.

3. **A**s soon as **J**ohn drives it home, it will not be worth as much.

4. **I**n a few years, **J**ohn's car will be worth very little.

5. **E**verything **I** can buy will go down in value.

6. **I**f **I** put my time into people, it will be worth more.

7. **W**hen **D.L. M**oody was a young man, his **S**unday school teacher led him to **C**hrist.

8. **T**housands of people came to **J**esus through **D.L. M**oody.

9. **I**f the **S**unday school teacher had decided to focus on money instead of people like **M**oody, all of those other people might never have been saved.



Lined writing area consisting of 30 horizontal red lines.

38A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *how money is handled*

stingy	thrifty
parsimonious	miserly
economical	frugal

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In Mexico there is a plant called the arrow plant. Every spring, small seedpods develop on the plant. Small moths lay their eggs on these plants. When the eggs hatch, the caterpillars eat their way inside each pod. They eat all of the inside of the plant without hurting the outside. Then, when the caterpillars inside become too heavy, the seedpods falls to the ground.

EXTENSION

The caterpillars line the inside of the pods with a soft silk. Grabbing the silk with their feet, they start to jump. When they jump, they make the whole pod hop. They hop until the pod is in the shade, where the caterpillar will not die from the heat of the sun. The caterpillar can stay inside the pod until it is ready to come out a full-grown moth.

FURTHER EXTENSION

Once the caterpillar gets inside the seedpod, no one can see it. When the little pod hops, it looks like it is hopping all by itself! This makes people ask, "What is that?"

Natives can answer, "That is called the Mexican jumping bean."

The seedpod looks like all of the other pods, but the seeds inside of it are destroyed. Sometimes people have things that look very nice and look like they will last a long time. These things can be destroyed without the person knowing it until it is too late. However, God, His Word, and the souls of men will not be destroyed. We should value these those more than those that will be destroyed.

—*In His Hands*

2. Spelling: Ng Sounds

(Examples: sang, sing, song, sung)

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

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

Day Two

3. **Editor Duty:** Correct Given Paragraph(s)
(Capitalization Rules)

4. **Composition/Creative Writing:**
Writing an Original Opening Paragraph

Day Three

5. **Grammar:** Quotation Rules

6. **Composition:** Edit and Revise

Day Four

7. **Punctuation:** Writing Quotations

8. **Sentence Structure:** Three Types of Sentences

Day Five

9. **Spelling:** Spelling Test

10. **Dictation:** Dictation Quiz

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

Extra Practice (Optional)

38A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *how money is handled*

stingy	thrifty
parsimonious	miserly
economical	frugal

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In Mexico there is a plant called the arrow plant. Every spring, small seedpods develop on the plant. Small moths lay their eggs on these plants. When the eggs hatch, the caterpillars eat their way inside each pod. They eat all of the inside of the plant without hurting the outside. Then, when the caterpillars inside become too heavy, the seedpods fall to the ground.

EXTENSION

The caterpillars line the inside of the pods with a soft silk. Grabbing the silk with their feet, they start to jump. When they jump, they make the whole pod hop. They hop until the pod is in the shade, where the caterpillar will not die from the heat of the sun. The caterpillar can stay inside the pod until it is ready to come out a full-grown moth.

FURTHER EXTENSION

Once the caterpillar gets inside the seedpod, no one can see it. When the little pod hops, it looks like it is hopping all by itself. This makes people ask, "What is that?"

Natives can answer, "That is called the Mexican jumping bean."

The seedpod looks like all of the other pods, but the seeds inside of it are destroyed. Sometimes people have things that look very nice and look like they will last a long time. These things can be destroyed without the person knowing it until it is too late. However, God, His Word, and the souls of men will not be destroyed. We should value these those more than those that will be destroyed.

—*In His Hands*

2. Spelling: Ng Sounds

(Examples: sang, sing, song, sung)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|------------|--------------|
| 1. thing | 9. sprung | 13. dangling |
| 2. bang | 10. spring | 14. singing |
| 3. wrong | 11. string | |
| 4. gang | 12. belong | |
| 5. flung | | |
| 6. tong | | |
| 7. cling | | |
| 8. king | | |

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

3. Editor Duty: Correct Given Paragraph(s)

(Capitalization Rules)

Day Two

4. **Composition/Creative Writing:** Writing an Original Opening Paragraph

5. **Grammar:** Quotation Rules

6. **Composition:** Edit and Revise

Day Three

7. **Punctuation:** Writing Quotations

8. **Sentence Structure:** Three Types of Sentences

Day Four

9. **Spelling:** Spelling Test

10. **Dictation:** Dictation Quiz

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

Extra Practice (Optional)

38A 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 all the words that should be capitalized and correct them, if you have not already done so.

The revival meetings captured the attention of the entire city—and beyond. **The** justices of the **Supreme Court** attended as a group, and **President Ulysses Grant** and most of his **Cabinet** were there from **Washington** one night. **More** significantly, **Mr. Moody's** powerful preaching from **God's Word** brought many to repentance and salvation.

From a business standpoint, Mr. Wanamaker's decision to allow **Mr. M**oody to have the crusade in his new store building appeared foolish. **H**e had a great deal of money invested in it. **T**o let someone else use it without charge for two months certainly did not help Mr. **W**anamaker earn money.

Since **Mr.** Wanamaker was more interested in heavenly treasures than in earthly profits, however, **G**od was free to reward him in an unexpected way. The **M**oody campaign had attracted so much attention from the press that by the time it was over, everyone in **P**hiladelphia knew where the building for **J**ohn **W**anamaker's new store was located.

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

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

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

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

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

1. Man says, "Having a lot of things will make you happy."

2. The Bible says, "Rejoice in the Lord."

3. The salesman said, "This is just the car for you."

4. The customer asked, "How much does it cost?"

5. Some people ask, "How much will it be worth tomorrow?"

6. "An item is worth the most the day it is purchased," the economist said.

7. "The worth of an item decreases in a process called deflation," he explained.

8. The boy said, "I will not serve money."

9. "I will serve God," he said.

39A Week 1 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Words that define an *evil eye*

penurious duplicitous petulant
rapacious avaricious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When the American colonies were founded, Indians often attacked and massacred the people. If a settler betrayed the Indians, an attack was almost certain. Most of the colonies' leaders did not think about the Indians when they made their decisions. They would often try to deceive the Indians when they were making treaties. They were not focusing on what God wanted or on serving people. They only wanted what would be fast and easy for them.

EXTENSION

One leader though, was different from the others. His name was William Penn. When William was young, his father loaned money to the king. As time passed, his father died, and the king owed William the money. Rather than be paid money, William agreed to take a huge piece of land in America. The king did not think this land was worth anything, so he was very happy to give it to him. William went to America and founded his own colony.

FURTHER EXTENSION

Unlike the other leaders, William Penn treated the Indians as neighbors and paid them for the land he was going to use. He wanted to try to have a place where people lived together without always fighting each other. His colony was not attacked as the other colonies were. This colony was named *Pennsylvania* after William Penn. He focused on what helped the Indians, so they respected him.

—*Wisdom Booklet 39*

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

BASIC LEVEL

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

EXTENSION

6. neigh
7. feign

FURTHER EXTENSION

8. neighbor
9. unveil
10. weigh
11. reign

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
7 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

5. Grammar: Verbs

Day Three

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

7. Grammar/Structural Analysis: Passed vs. Past

Day Four

8. Sentence Structure: Strong Verbs

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Historical Essay

Extra Practice (Optional)

39A Week 1 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words that define an *evil eye*

penurious duplicitous petulant
rapacious avaricious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When the American colonies were founded, Indians often attacked and massacred the people. If a settler betrayed the Indians, an attack was almost certain. Most of the colonies' leaders did not think about the Indians when they made their decisions. They would often try to deceive the Indians when they were making treaties. They were not focusing on what God wanted or on serving people. They only wanted what would be fast and easy for them.

EXTENSION

One leader though, was different from the others. His name was William Penn. When William was young, his father loaned money to the king. As time passed, his father died, and the king owed William the money. Rather than be paid money, William agreed to take a huge piece of land in America. The king did not think this land was worth anything, so he was very happy to give it to him. William went to America and founded his own colony.

FURTHER EXTENSION

Unlike the other leaders, William Penn treated the Indians as neighbors and paid them for the land he was going to use. He wanted to try to have a place where people lived together without always fighting each other. His colony was not attacked as the other colonies were. This colony was named *Pennsylvania* after William Penn. He focused on what helped the Indians, so they respected him.

—*Wisdom Booklet 39*

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

BASIC LEVEL

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

EXTENSION

6. neigh
7. feign

FURTHER EXTENSION

8. neighbor
9. unveil
10. weigh
11. reign

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
7 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

5. Grammar: Verbs

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

Day Three

7. Grammar/Structural Analysis: Passed vs. Past

8. Sentence Structure: Strong Verbs

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Historical Essay

Extra Practice (Optional)

39A 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. Highlight the spelling errors, and correct them if you have not already done so.

A flock of **C**anada geese built their nests and laid **their** **egs** in the spring. Then suddenly, an unseasonable **snostorm** came howling in from the north. (**eggs, snowstorm**)

The snow continued to fall until it reached the incredible depth of three feet. **A**t any **tim**, the geese could have flown away. **Insted**, they **chose** to stay on their nests and to protect the young that were developing within the **eggs**. (**time, Instead**)

Several days later, the sun **came** out and the snow melted away. **A**n awesome **site** was **reavealed**: scores of dead geese still on their nests. **T**hey had laid down their **lifes** for **their** young. (**sight, revealed, lives**)

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

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

1. Every person **focuses** on something.
2. Some people **want** the things of the world.
3. Their goals **are to try to get** worldly treasure.
4. Other people **focus** on the things of God.
5. The Bible **says** people who **focus** on the world **have** “evil eyes.”
6. People who only **focus** on the Lord **have** a “single eye.”
7. They **are looking** to the Lord only.
8. People who **want** money **have** an eye for money.
9. **Wanting** money too much **is** part of having an evil eye.
10. People who **are focused** on the Lord **know** that He **will provide** for their needs.
11. Soon other families **came** to Georgia too.
13. Most of them also **needed** a place **to start** over.
14. They **built** towns and farms.
15. They soon **had built** a large government.

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

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

1. Highlight the forms of the verb *pass* in one color and the descriptor *past* in another color.
2. On the lines following each sentence, write *V* if the word you highlighted is a verb and *D* if the word you highlighted is a descriptor.
 1. In the **past**, the Israelites were in captivity. **D**
 2. As time **passed**, they were allowed to go home. **V**
 3. One of the Jews who did not go home in the **past** was Nehemiah. **D**
 4. Now the walls of Jerusalem were broken down and people laughed at them as they walked **past**. **D**
 5. Nehemiah **passed** from the capital to Jerusalem to fix the walls. **V**
 6. He organized the people to fix the walls, so that people could not mock them as they **passed** by. **V**
 7. In the **past** the nobles had not worked. **D**
 8. Their eyes were only focused on themselves as they **passed** the time serving themselves. **V**
 9. In the **past**, Nehemiah had set the example of hard work. **D**
 10. Now, he was able to help the nobles focus on building the wall and on others; not on themselves as they had in the **past**. **D**

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

Answers will vary.

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

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

BASIC LEVEL: Rewrite six of the sentences.

EXTENSIONS: Rewrite ten of the sentences.

Answers will vary.

39A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that define an *evil eye*

penurious duplicitous petulant
rapacious avaricious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Those who study animals, divide them into three different groups. One group is called *diurnal*. These animals are awake during the day and sleep at night. *Nocturnal* animals sleep during the day and are awake at night. The third kind is awake for three or four hours at dawn and in the evening. When diurnal animals see light, they know it is time for them to get up. When nocturnal animals see light, they run and hide.

EXTENSION

Nocturnal animals have large eyes that help them see at night. But these animals cannot stand the light. Most nocturnal animals cannot see color. They only see grays. They can never see the beautiful colors that light reveals. Nocturnal animals cannot endure bright light because, their eyes might literally be burned. Sometimes their eyes might be hurt for only a short time. Other times the damage lasts forever.

FURTHER EXTENSION

Animals that are active at night often have ways to protect their eyes during the day. Some animals have pupils shaped like slits. Cats are an example of these. In the dark, cats' eyes open up as much as they can. In sunlight though, they close as much as they can. This blocks out the light. Some people try to do the same thing. They try to block out God's light and focus on the dark things of the world. —*Wisdom Booklet 39*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|---------|----------|-----------|
| 1. keep | 9. speak | 13. maim |
| 2. rain | 10. read | 14. vain |
| 3. tie | 11. true | 15. sheep |
| 4. weak | 12. heap | |
| 5. main | | |
| 6. loaf | | |
| 7. lie | | |
| 8. blue | | |

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

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

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Verbs)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
7 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
8 Sentences

Extensions: Paragraph Three of Body

Topic of Paragraph 3 _____
8 Sentences

5. Grammar: Proper Nouns

Day Three

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

7. Structural Analysis: Possessive Nouns

8. FURTHER EXTENSION:

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

Day Four

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)

39A Week 2 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words that define an *evil eye*

penurious duplicitous petulant
rapacious avaricious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Those who study animals, divide them into three different groups. One group is called *diurnal*. These animals are awake during the day and sleep at night. *Nocturnal* animals sleep during the day and are awake at night. The third kind is awake for three or four hours at dawn and in the evening. When diurnal animals see light, they know it is time for them to get up. When nocturnal animals see light, they run and hide.

EXTENSION

Nocturnal animals have large eyes that help them see at night. But these animals cannot stand the light. Most nocturnal animals cannot see color. They only see grays. They can never see the beautiful colors that light reveals. Nocturnal animals cannot endure bright light, because their eyes might literally be burned. Sometimes their eyes might be hurt for only a short time. Other times the damage lasts forever.

FURTHER EXTENSION

Animals that are active at night often have ways to protect their eyes during the day. Some animals have pupils shaped like slits. Cats are an example of these. In the dark, cats' eyes open up as much as they can. In sunlight though, they close as much as they can. This blocks out the light. Some people try to do the same thing. They try to block out God's light and focus on the dark things of the world. —*Wisdom Booklet 39*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|---------|----------|-----------|
| 1. keep | 9. speak | 13. maim |
| 2. rain | 10. read | 14. vain |
| 3. tie | 11. true | 15. sheep |
| 4. weak | 12. heap | |
| 5. main | | |
| 6. loaf | | |
| 7. lie | | |
| 8. blue | | |

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

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

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Verbs)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
7 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
8 Sentences

Extensions: Paragraph Three of Body

Topic of Paragraph 3 _____
8 Sentences

5. Grammar: Proper Nouns

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

Day Three

7. Structural Analysis: Possessive Nouns

8. FURTHER EXTENSION:

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

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)

39A Week 2 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the second and third paragraphs, highlight the verbs.

Note: Do not forget to highlight the infinitive (*to* + verb).

BASIC LEVEL: Highlight four verbs.

EXTENSION: Highlight six verbs.

FURTHER EXTENSION: Highlight eight verbs.

John Chapman is an American folk hero whose story is loved by children even today—over a hundred years after his death. This pioneer **once** owned a home in Pittsburgh Landing, but he gave it to a poor widow with several children. For the next forty years, he traveled across the sparsely settled parts of Ohio, Indiana, and Illinois.

As he **journeyed** across this **territory practicing** herbal medicine, he **gave** whatever money he **received** to the poor. He **left** a small gift at each cabin and farm which many **would enjoy** for generations.

After **digging** a small hole in the ground, Mr. Chapman **would reach** into his old, battered sack and **pull** out a small, brown seed. Then he **buried** it in the little **hole**. He **would bow** his head and **ask** God **to make** it **grow**. Thus as “Johnny Appleseed” **sowed** seeds of kindness, he **planted** apple trees across a hundred thousand acres of the Ohio Valley before his death in **1845**.

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

1. In **America**, people drive many different kinds of cars.
2. **John** just bought a new car.
3. **God** created sand.
4. Companies in **America** and other countries make all glass from sand.
5. **Peter** can remove the impurities from sand and turn it into glass.
6. **Peter** has to melt glass many times to get the impurities out.
7. **Believers** can show light just as a window can.
8. Windows show physical light, but **believers** show **God's** light.
9. Other people can see a **believers** light.
10. They know that this person is focused on **God**.

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

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

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

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

1. Nighttime **animals' eyes** allow them to see in almost total darkness..
2. A **bat's sense** of direction comes from sounds it makes.
3. The sounds bounce off objects and come back to the **bat's ears** .
4. **Bats' eyes** are practically useless.
5. **Weasels' eyes** are very bad.
6. A **weasels' sense** of smell makes up for its poor vision.
7. If a **weasels' eyes** are accidentally blinded, they can continue to hunt without difficulty.
8. A **catfish's whiskers** are used like fingers to feel along muddy river bottoms.
9. Because of a **pit viper's poor hearing and sight**, it hunts in darkness using heat-sensitive pits near its eyes.
10. A **snake's forked tongue** allows it to sense the location of its prey by scent.

39A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that define an *evil eye*

penurious duplicitous petulant
rapacious avaricious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

It was a cold gray Sunday afternoon in Belfast, Ireland. The Carmichael family was walking home from church. Their oldest child Amy was seventeen at the time. Someone noticed a poor old woman coming toward them. She was dressed in rags. As she passed them, they noticed she was carrying a heavy bundle. Amy and two of her brothers turned around to walk with her. One of them took her bundle. The other two helped her along by the arms.

EXTENSION

Amy could see all of the other church people watching them. She was very embarrassed. Suddenly, it seemed like Amy heard a voice saying that the things of this earth didn't matter. Only the things that were eternal did. She turned around to see who had spoken. She only saw the people watching them. That moment changed Amy's life.

FURTHER EXTENSION

From then on, she only wanted to focus on what was really important. This is what made her able to see the needs of people. Because she was focused on reaching people for God, she spent more than fifty years in India. There she proclaimed the Gospel to people until the Lord opened up a special ministry with children. She wrote more than forty books. Her books still encourage believers today.
—*Wisdom Booklet 39*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|-----------|--------------|
| 1. mean | 7. hearth | 9. beneath |
| 2. read | 8. seam | 10. readable |
| 3. ear | | |
| 4. heart | | |
| 5. ream | | |
| 6. pear | | |

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

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

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

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Capitalization)

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

Paragraph One of Body

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

Paragraph Two of Body

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

EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 _____
8 Sentences

Day Three

5. Structural Analysis:

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

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

Day Four

7. Sentence Structure: Prepositions

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

9. Sentence Structure: Prepositional Phrases

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

39A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that define an *evil eye*

penurious duplicitous petulant
rapacious avaricious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

It was a cold gray Sunday afternoon in Belfast, Ireland. The Carmichael family was walking home from church. Their oldest child Amy was seventeen at the time. Someone noticed a poor old woman coming toward them. She was dressed in rags. As she passed them, they noticed she was carrying a heavy bundle. Amy and two of her brothers turned around to walk with her. One of them took her bundle. The other two helped her along by the arms.

EXTENSION

Amy could see all of the other church people watching them. She was very embarrassed. Suddenly, it seemed like Amy heard a voice saying that the things of this earth didn't matter. Only the things that were eternal did. She turned around to see who had spoken. She only saw the people watching them. That moment changed Amy's life.

FURTHER EXTENSION

From then on, she only wanted to focus on what was really important. This is what made her able to see the needs of people. Because she was focused on reaching people for God, she spent more than fifty years in India. There she proclaimed the Gospel to people until the Lord opened up a special ministry with children. She wrote more than forty books. Her books still encourage believers today.
—*Wisdom Booklet 39*

2. Spelling: Sounds of *ea*

(Examples: great, beat, head, year, heart)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|-----------|--------------|
| 1. mean | 7. hearth | 9. beneath |
| 2. read | 8. seam | 10. readable |
| 3. ear | | |
| 4. heart | | |
| 5. ream | | |
| 6. pear | | |

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

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

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

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Capitalization)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____

6 Sentences (7–8 optional)

Paragraph Two of Body

Topic of Paragraph 2 _____

6 Sentences (7–8 optional)

EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 _____

8 Sentences

5. Structural Analysis:

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

6. Composition/Creative Writing: Write an

Original Biographical Essay (Rough Draft of Body)

Day Three

7. Sentence Structure: Prepositions

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

9. Sentence Structure: Prepositional Phrases

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

39A Week 3 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In all the paragraphs, highlight the words that should be capitalized, and correct them if you have not already done so.

In **March** of 1904, **Amy** held the first temple baby in her arms. **The** two-week-old infant had been rescued by an **Indian** pastor, who then brought her to **Donavour**. **By June**, the family had increased to seventeen children. Each one arrived as a direct answer to prayer.

Within a few months, they had another nursery in town where the babies could have better medical care. **God** continued to bring rescued babies to them for care.

They needed new buildings since they had so many children. **Amy** started to pray. Almost immediately, the **Lord** confirmed their faith when they received a gift from someone in **England**. **Even** though they had told no one about the plans for the new building, the money was given to them specifically for “the nursery.” God always provided what **Amy** needed.

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

BASIC LEVEL: Complete the first eight words.

EXTENSIONS: Complete all of the words.

- | | |
|------------------------|----------------------|
| 1. indicating | 9. believing |
| 2. accusing | 10. receiving |
| 3. driving | 11. excluding |
| 4. settling | 12. abasing |
| 5. using | 13. saving |
| 6. compromising | 14. ruling |
| 7. becoming | 15. causing |
| 8. giving | |

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

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

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

1. *Christian* means “**of** Christ.”
2. Christians should be focused **on** God and serving Him.
3. Most people are focused **on** things **of** this world.
4. They want to have lots **of** money, fame, and happiness.
5. A few people choose to focus **on** other people’s needs.
6. Because they are looking **to** God, Christians should be able to see others’ needs.
7. Often children glare **at** each other.
8. They are using their eyes **for** evil.
9. Adults can use their eyes **for** evil too, if they focus **on** worldly things.
10. Other people use their eyes **for** good.

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

1. in Belfast, Ireland
2. from church
3. at the time
4. toward them
5. in rags
6. of her brothers
7. with her
8. of them
9. by the arms

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

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

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

1. Amy Carmichael went **to** India (**in** the fall) (**of** 1895).
2. (**At** first) she spent most (**of** her time) studying the language.
3. The other missionaries thought that she would never learn (**about** the language).
4. Most (**of** the other missionaries) had not even tried to learn it.
5. They were focused more (**on** themselves) than on the people they were supposed to help.
6. Two other missionaries were different from the rest (**of** the missionaries).

7. They were Mr. and Mrs. Walker who lived (**in** Tinnevely).
8. They invited Amy to and study (**with** them).
9. They were focused (**on** the people) (of India) as Amy was.
10. They became some (**of** Amy's closest coworkers) that she would have (**in** her whole time) (**on** the mission field).



Lined writing area consisting of 25 horizontal red lines.

39A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that define an *evil eye*

penurious duplicitous petulant
rapacious avaricious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

I'm pressing on the upward way,
New heights I'm gaining every day,
Still praying as I'm onward bound,
"Lord, plant my feet on higher ground."

EXTENSIONS

Lord, lift me up and let me stand,
By faith on Heaven's tableland,
A higher plane than I have found;
Lord, plant my feet on higher ground.

—"Higher Ground"

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|-----------|-----------|------------|
| 1. saddle | 7. tattle | 9. upward |
| 2. sinner | 8. puddle | 10. collar |
| 3. happy | | |
| 4. kitty | | |
| 5. letter | | |
| 6. fiddle | | |

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

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions)

Day Two

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

Day Three

5. Structural Analysis: Contractions

6. Composition: Edit and Revise

Day Four

7. Poetry: Rhyme Scheme

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Biographical Essay

Extra Practice (Optional)

39A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that define an *evil eye*

penurious duplicitous petulant
rapacious avaricious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

I'm pressing on the upward way,
New heights I'm gaining every day,
Still praying as I'm onward bound,
"Lord, plant my feet on higher ground."

EXTENSIONS

Lord, lift me up and let me stand
By faith on Heaven's tableland,
A higher plane than I have found;
Lord, plant my feet on higher ground.
—"Higher Ground"

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|-----------|-----------|------------|
| 1. saddle | 7. tattle | 9. upward |
| 2. sinner | 8. puddle | 10. collar |
| 3. happy | | |
| 4. kitty | | |
| 5. letter | | |
| 6. fiddle | | |

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

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions)

Day Two

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

Day Three

5. **Structural Analysis:** Contractions
6. **Composition:** Edit and Revise
7. **Poetry:** Rhyme Scheme

Day Four

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

Extra Practice (Optional)

39A Week 4 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

BASIC LEVEL: Highlight four prepositions.

EXTENSIONS: Highlight six prepositions.

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

In order to make glass, glassmakers must mix sand **with** other minerals. Glassmakers then heat this mixture **to** a very high temperature. **This heat** melts the sand and mineral mixture and produces a chemical reaction **among** the ingredients. **However,** so many bubbles and impurities are trapped **in** this molten mass that it is still not transparent.

To remove the **bubbles, glassmakers** raise the **temperture of** the solution again. **The** liquid then becomes thinner, allowing the bubbles to escape. **(bubbles, glassmakers, temperature)**

Finally, glassmakers cool the liquid and remove the impurities. Failure to remove these impurities produces glass that may scatter light or alter its color. Also, if glassmakers are not careful to make sure the glass cools uniformly, it can develop a wavy appearance.

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

Example: I'll—I will

BASIC

- | | | |
|---|---|-------------------|
| 1. <u>it is</u> | 5. <u>they will</u> (or <u>they shall</u>) | 9. <u>we have</u> |
| 2. <u>you are</u> | 6. <u>she will</u> (or <u>she shall</u>) | 10. <u>we are</u> |
| 3. <u>he will</u> (or <u>he shall</u>) | 7. <u>she is</u> | |
| 4. <u>you have</u> | 8. <u>he is</u> | |

EXTENSIONS

- | | |
|---------------------|-----------------------|
| 11. <u>will not</u> | 13. <u>should not</u> |
| 12. <u>did not</u> | 14. <u>might not</u> |

40A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing things people serve

ambition	indebtedness
prestige	opulence
extravagance	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In the Bible, there is a story of a rich young ruler who came to Jesus and asked what he should do to have eternal life. He had tried to keep the law from the time he was very young, but something was still missing. Jesus told him to sell everything he had and follow Him. The young man went away sorry. He had a lot of possessions and money. He wanted to be able to serve God and his money. Jesus pointed out that this was not possible. The young man had to choose between the two.

EXTENSION

Nineteen centuries later, there lived another rich young man. He had to make the same decision as the man in the Bible. He had great riches too. In fact, his whole family was rich. He was very smart and talented. He was a very good athlete. He could have become anything he wanted. He chose to give up everything in order to serve God on the mission field. His name was William Borden.

FURTHER EXTENSION

When William was seventeen years old, he heard the call of God to go into mission work. He knew that it would be a while until he could go. He had to go to college and do other things to prepare. William did not wait until he got to the mission field to start ministering. He started in America.

Neither William Borden nor the young man in the Bible could serve two masters. The young man in the Bible chose to serve money. William Borden chose to serve God.

—*Wisdom Booklet 40*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|---------|-----------|-------------|
| 1. come | 7. sickly | 9. victory |
| 2. can | 8. exact | 10. college |
| 3. cake | | |
| 4. peck | | |
| 5. fact | | |
| 6. call | | |

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

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
8 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
9 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

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

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
3 Sentences

Day Three

5. Grammar: Possessive Pronouns

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

Day Four

7. Punctuation: Capitalization Rules

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

40A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *things people serve*

ambition indebtedness
prestige opulence
extravagance

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In the Bible, there is a story of a rich young ruler who came to Jesus and asked what he should do to have eternal life. He had tried to keep the law from the time he was very young, but something was still missing. Jesus told him to sell everything he had and follow Him. The young man went away sorry. He had a lot of possessions and money. He wanted to be able to serve God and his money. Jesus pointed out that this was not possible. The young man had to choose between the two.

EXTENSION

Nineteen centuries later, there lived another rich young man. He had to make the same decision as the man in the Bible. He had great riches too. In fact, his whole family was rich. He was very smart and talented. He was a very good athlete. He could have become anything he wanted. He chose to give up everything in order to serve God on the mission field. His name was William Borden.

FURTHER EXTENSION

When William was seventeen years old, he heard the call of God to go into mission work. He knew that it would be a while until he could go. He had to go to college and do other things to prepare. William did not wait until he got to the mission field to start ministering. He started in America.

Neither William Borden nor the young man in the Bible could serve two masters. The young man in the Bible chose to serve money. William Borden chose to serve God.

—*Wisdom Booklet 40*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|---------|-----------|-------------|
| 1. come | 7. sickly | 9. victory |
| 2. can | 8. exact | 10. college |
| 3. cake | | |
| 4. peck | | |
| 5. fact | | |
| 6. call | | |

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

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

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

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 _____
8 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
9 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

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

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
3 Sentences

5. Grammar: Possessive Pronouns

Day Three

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

7. Punctuation: Capitalization Rules

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

40A Week 1 Answer Keys

□ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the second and third paragraphs, highlight the spelling errors, and correct them if you have not already done so.

Years ago a man came to the **U**nited **S**tates with hopes of making a better life for himself and his family, but he was not able to find a job. **S**o he constructed pockets on the inside of a coat and with the little money he had, he bought a variety of pens, pencils, rulers, erasers, and other office supplies. **T**hese he displayed on the inside of his coat.

He went from office to office in his **sity**, opened up his **cote**, and asked if the people in the offices needed any supplies. **H**e was both **pleasent** and enthusiastic, and his customers enjoyed his visits. **W**ith the profits of his sales, he bought food and more supplies, but never borrowed **mony**. **T**oday, he is a multimillionaire, running several **busynesses** with ample cash for what he needs. **(city, coat, pleasant, money, businesses)**

Unlike this man, there are impatient businessmen who want everything now. **T**hey forget that the time of slowly building up supplies serves the vital purpose of being able to discover customers' needs and see if they really want the product or service they are being offered.

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

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

1. The rich young ruler cared about **his** money.
2. William Borden didn't care about **his** wealth.
3. William Borden used **his** money for God.
4. He served on the boards of different missions he used **his** money to fund.
5. In one of **his** board meetings, the mission needed money.
6. William Borden had to leave the meeting to catch **his** train.
7. As he left, he gave the mission enough money to pay for **its** work.
8. Other believers have had **their** faith strengthen by hearing **his** story.

9. **His** passion was missions.
10. He wanted to serve **his** God in everything he did.

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

BASIC LEVEL: Highlight any words that should be capitalized.

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

Samson was a very strong man. **God** had given him special strength to serve **Him**. **Samson** wanted to serve pleasure though. **He** wanted to do things he enjoyed. **God** had told **His** people not to mix with the **Philistines**, but **Samson** wanted to. **One** of his **Philistine** friends was named **Delilah**. **She** turned him over to the **Philistine** soldiers. **Samson** said, “**Now**, **I** will get up and fight them.” **But** he couldn’t.

40A Week 2 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Words describing things people serve

ambition	indebtedness
prestige	opulence
extravagance	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One day a group of men who wanted to keep the law met together. They were shocked that other people did not care if they broke the laws God had given to them. These men decided to separate from the other people and form a special group. They would study the law and try to keep it. It didn't take very long for this group to become very respected by others. Other people were impressed by how well they knew the law.

EXTENSION

The men in the group were called scribes and Pharisees. Soon they became known for their outward actions. They forgot about being clean on the inside. They just wanted people to see them and think that they were clean. They began to live so that other people would respect them. Others thought that they had to be clean on the inside because they looked so good on the outside. This was not true.

FURTHER EXTENSION

By the time Jesus came to the earth, the scribes and Pharisees had completely forgotten about pleasing God. They wanted to please the people around them. The most important thing to them was getting the respect of the people who saw them. They served fame. Jesus rebuked them because they were not serving God. It was impossible for the Pharisees to serve fame and God at the same time.

—*Wisdom Booklet 40*

2. Spelling: Soft *c* Sounds

BASIC LEVEL

1. cell
2. city
3. cent
4. cite
5. center
6. ace

EXTENSIONS

7. decide
8. once

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

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Possessive Pronouns)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

6 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

7 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

6 Sentences

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

Day Three

5. Grammar: Homophones

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

Day Four

7. Grammar: Coordinating Conjunctions

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

40A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing things people serve

ambition	indebtedness
prestige	opulence
extravagance	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One day a group of men who wanted to keep the law met together. They were shocked that other people did not care if they broke the laws God had given to them. These men decided to separate from the other people and form a special group. They would study the law and try to keep it. It didn't take very long for this group to become very respected by others. Other people were impressed by how well they knew the law.

EXTENSION

The men in the group were called scribes and Pharisees. Soon they became known for their outward actions. They forgot about being clean on the inside. They just wanted people to see them and think that they were clean. They began to live so that other people would respect them. Others thought that they had to be clean on the inside because they looked so good on the outside. This was not true.

FURTHER EXTENSION

By the time Jesus came to the earth, the scribes and Pharisees had completely forgotten about pleasing God. They wanted to please the people around them. The most important thing to them was getting the respect of the people who saw them. They served fame. Jesus rebuked them because they were not serving God. It was impossible for the Pharisees to serve fame and God at the same time.

—*Wisdom Booklet 40*

2. Spelling: Soft *c* Sounds

BASIC LEVEL

1. cell
2. city
3. cent
4. cite
5. center
6. ace

EXTENSIONS

7. decide
8. once

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

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Possessive Pronouns)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
7 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

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

5. Grammar: Homophones

Day Three

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

7. Grammar: Coordinating Conjunctions

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

40A 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 both paragraphs.

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

In 1904, William Borden graduated near the top of his class, even though he was **its** youngest member. Since he was only sixteen, **his** parents thought a year of travel would be good experience for him before he started **his** college career. They prayerfully selected Walter Erdman, a Godly seminary graduate, to accompany him on this twelve-month journey around the globe.

As well as increasing **his** knowledge and understanding of different places and people, the trip sharpened William's spiritual vision in two ways. First, God arranged the circumstances so that on **their** voyage across the Pacific they traveled with several missionaries. William was very impressed with **their** commitment to Christ. Then in practically every city where they stayed, they contacted the missionaries there to find out about the work of the Lord in that area.

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

1. **We** /wee have to choose between God and this world.
2. Sum/**Some** people chose **to** /two serve money.
3. This is not thee/**the** only wrong thing people can serve.
4. Sum/**Some** people want to have others like them two/ **too** much.
5. People can serve this desire instead of God just as easily as they can serve money instead of **Him** /Hymn.
6. Some want others two/**to** think they are very godly.
7. Their wish to appear Godly is their/**their** master.
8. These people are knot/**not** seeking after God.
9. They are seeking for man to **know** /no about them.
10. Their/**They're** seeking four/**for** popularity.

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

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

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

1. William Borden was a student at Yale, **but** he still served God.
2. He wanted to know the people he would be working with, **so** he could serve them better.
3. He was planning on going to China to work with the Muslims, **but** he went to Cairo to study Islam first.
4. He was studying in Cairo, **yet** he was still focused on the people in China.
5. He kept in close touch with his family **but** liked to live like the other people in Cairo.
6. He was a student, **yet** he preached there too.
7. He knew he would go to China **or** die trying.
8. He was only twenty-six years old, **but** he had done so much for God.
9. He was effective, **for** he chose not to follow after the world.
10. He did not serve money **or** fame.

40A Week 3 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Words describing *things people serve*

ambition	indebtedness
prestige	opulence
extravagance	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Earth acts like a giant magnet. Lines of magnetic force run through the planet from one pole to the other, with the greatest pull at the poles. A compass needle is a small magnet that lines up with the bigger magnetic field. One end always points north. The other always points south. People paint the end that points north red or white, so everyone knows which way north is.

EXTENSION

Have you ever held a magnet over a pile of pins and watched them leap up to cling to the magnet? The magnetic field surrounding the magnet attracts the objects that are made of iron, like a pin. A magnet can attract anything iron. When a pin is attached to a magnet, it becomes a magnet temporarily. Other pins will be attracted to it. If you take the magnet away, the pin loses most of its magnetic ability. It might keep a little for a while. But it eventually goes away too. Only when a pin is connected to a magnet can it have a magnetic field.

FURTHER EXTENSION

Each magnet has a positive side and a negative side. The negative side of the magnet is attracted to the positive side of other magnets. They will cling to each other. Two negative sides will not cling to each other though. They push away. The same is true about the positive side. It is only attracted to other magnets' negative sides.

READ ONLY

A magnet can only cling to a positive or negative side. It cannot cling to both. In the same way, people can only serve one master. Someone cannot decide to serve God and still serve the world. He has to choose between them. If the things of the world attract a person, the things of God will be pushed away. Each person must chose between God and the world.

—*Wisdom Booklet 40*

2. Spelling Lesson: Sight Words (Examples: could, they, of)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|---------|------------|-----------|
| 1. vein | 7. was | 9. though |
| 2. of | 8. clearly | 10. known |
| 3. have | | |
| 4. why | | |
| 5. eyes | | |
| 6. they | | |

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

3. Editor Duty: Correct Given Paragraph(s)

(Coordinating Conjunctions)

Day Two

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

5. Grammar: Be, a Helper, Link Verbs

Day Three

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

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

Day Four

8. Sentence Structure: Five Parts of a Sentence (CAVES)

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

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

40A Week 3 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words describing things people serve

ambition indebtedness
prestige opulence
extravagance

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Earth acts like a giant magnet. Lines of magnetic force run through the planet from one pole to the other, with the greatest pull at the poles. A compass needle is a small magnet that lines up with the bigger magnetic field. One end always points north. The other always points south. People paint the end that points north red or white, so everyone knows which way north is.

EXTENSION

Have you ever held a magnet over a pile of pins and watched them leap up to cling to the magnet? The magnetic field surrounding the magnet attracts the objects that are made of iron, like a pin. A magnet can attract anything iron. When a pin is attached to a magnet, it becomes a magnet temporarily. Other pins will be attracted to it. If you take the magnet away, the pin loses most of its magnetic ability. It might keep a little for a while. But it eventually goes away too. Only when a pin is connected to a magnet can it have a magnetic field.

FURTHER EXTENSION

Each magnet has a positive side and a negative side. The negative side of the magnet is attracted to the positive side of other magnets. They will cling to each other. Two negative sides will not cling to each other though. They push away. The same is true about the positive side. It is only attracted to other magnets' negative sides.

READ ONLY

A magnet can only cling to a positive or negative side. It cannot cling to both. In the same way, people can only serve one master. Someone cannot decide to serve God and still serve the world. He has to choose between them. If the things of the world attract a person, the things of God will be pushed away. Each person must chose between God and the world.

—*Wisdom Booklet 40*

2. Spelling Lesson: Sight Words (Examples: could, they, of)

BASIC LEVEL

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

EXTENSION

7. was
8. clearly

FURTHER EXTENSION

9. though
10. known

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

3. Editor Duty: Correct Given Paragraph(s)

(Coordinating Conjunctions)

Day Two

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

5. Grammar: Be, a Helper, Link Verbs

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

Day Three

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

8. Sentence Structure: Five Parts of a Sentence (CAVES)

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

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

40A 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 two paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In all of the paragraphs, highlight the coordinating conjunctions.

What held the rich young ruler back from following Christ? It was not a lack of outward humility; he got down on his knees to ask advice of the Lord. It was not a deficiency in outward morality because he had kept God's laws from his youth.

The problem was not what held him back, **but** rather what he held back. He had great possessions, **and** he assumed he could serve God **and** money.

When confronted by Jesus with the fact that he had to make a choice, he turned his back on true riches **and** eternal life. We can only speculate on how different his life might have been if he had chosen to serve God rather than money.

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

1. Magnets are used for many things. **S**
2. Some people. **N**
3. Batteries use magnets for energy. **S**
4. Magnets are really a special type of iron. **S**
5. All iron has some magnetic force. **S**
6. Most iron only shows its magnetic ability when it is around a magnet. **S**
7. Around other magnets. **N**
8. Holds and clings to each other. **N**
9. Magnets can be very small. **S**
10. Can be very big. **N**

Lined writing area with horizontal red lines.

40A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing things people serve

ambition	indebtedness
prestige	opulence
extravagance	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

If you are born in America, you are an American citizen. It is possible, though, to be a citizen of two different countries. This is called dual nationality. If a German woman comes to America and has her baby while she is here, the baby is an American citizen. He is also a German citizen because his parents are German. If the baby's father is French, the baby could be a citizen of France, America, and Germany.

EXTENSION

It is legal to be a citizen of two or more countries, but you cannot serve two countries. If when that baby grew up, he became a leader in the German government, he would no longer be an American citizen. Because he was serving one government, he could not be a member of the other. If two countries go to war, someone who is a citizen of both has to choose which government he will serve. In court decisions, a person must be treated as a citizen of only one country. The court has to decide which country he has greater loyalty to. The country he has greater loyalty to is the one he serves.

FURTHER EXTENSION

The same is true of people who try to serve God. Some people try to love both God and the world. They might be able to think they are serving both. When there is a conflict, they have to choose between the world and God. They will choose whichever side they are most loyal to.

—*Wisdom Booklet 40*

2. Spelling Lesson: Sounds of *ou*

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|-----------|-------------|
| 1. you | 7. pounds | 9. surround |
| 2. pound | 8. trout | 10. through |
| 3. pout | | |
| 4. found | | |
| 5. house | | |
| 6. mouse | | |

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

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

Day Two

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

Day Three

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

Day Four

6. **Sentence Structure:**
Series of Three or More Items
7. **Composition:** Edit and Revise

Day Five

8. **Spelling:** Spelling Test
9. **Dictation:** Dictation Quiz
10. **Composition:** Final Copy Original Informative Essay

Extra Practice (Optional)

40A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing things people serve

ambition	indebtedness
prestige	opulence
extravagance	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

If you are born in America, you are an American citizen. It is possible, though, to be a citizen of two different countries. This is called dual nationality. If a German woman comes to America and has her baby while she is here, the baby is an American citizen. He is also a German citizen because his parents are German. If the baby's father is French, the baby could be a citizen of France, America, and Germany.

EXTENSION

It is legal to be a citizen of two or more countries, but you cannot serve two countries. If when that baby grew up, he became a leader in the German government, he would no longer be an American citizen. Because he was serving one government, he could not be a member of the other. If two countries go to war, someone who is a citizen of both has to choose which government he will serve. In court decisions, a person must be treated as a citizen of only one country. The court has to decide which country he has greater loyalty to. The country he has greater loyalty to is the one he serves.

FURTHER EXTENSION

The same is true of people who try to serve God. Some people try to love both God and the world. They might be able to think they are serving both. When there is a conflict, they have to choose between the world and God. They will choose whichever side they are most loyal to.

—*Wisdom Booklet 40*

2. Spelling Lesson: Sounds of *ou*

BASIC LEVEL

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

EXTENSION

7. pounds
8. trout

FURTHER EXTENSION

9. surround
10. through

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

Day Two

4. **Grammar:** Adjectives

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

Day Three

6. **Sentence Structure:**
Series of Three or More Items

7. **Composition:** Edit and Revise

Day Four

8. **Spelling:** Spelling Test

9. **Dictation:** Dictation Quiz

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

Extra Practice (Optional)

40A 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 the first two paragraphs.

EXTENSIONS: Correct all three paragraphs.

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

It is not impossible to have two masters, but a man cannot fully serve two masters.

United States courts have said that a dual citizen can exercise the rights and privileges of his other nationality as long as they do not conflict with any responsibility of his United States citizenship. For example, obtaining a passport from his other country and using it to travel (even to the United States) is a routine privilege of his citizenship that does not conflict with his obligations as an American.

Holding duel national status may not create problems for an individual until he choses to render service to one of his too governments. An obvious example of this is a solder who must choose one army for which to fight. (dual, chooses, two, governments, soldier)

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

1. Large magnets are more powerful than small magnets.
2. Small iron items are easy to pick up.
3. Small magnets can pick them up.
4. Large iron items are heavier.
5. They take a larger magnet.
6. There are magnets big enough to pick up different kinds of cars.
7. These magnets are not used in normal activities.
8. Most magnets are smaller and are used in everyday activities.
9. All iron can carry electricity.
10. Magnets either attract or repel iron objects.

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

1. The Israelites served the Assyrians, Philistines, and Moabites.
2. God wants His children to serve Him with all of their hearts, minds, and souls.
3. A lot of people try to serve God with only part of their hearts, minds, or souls.
4. They want to serve money, fame, or something else.
5. Men, women, and children all serve someone.
6. If someone does not serve God, he will serve something of the world like prestige, greed, or pride.
7. These things will control his life like a master controls a slave, servant, or hireling.
8. Indebtedness is the moral, social, or legal responsibility to pay someone.
9. Men like Jacob, Laban, and Esau served their earthy things.
10. People today can serve earthly things like their cars, homes, or jobs.

