

WISDOM BOOKLET

Language Arts

**Teacher's Helps &
Answer Keys**

41A–44A

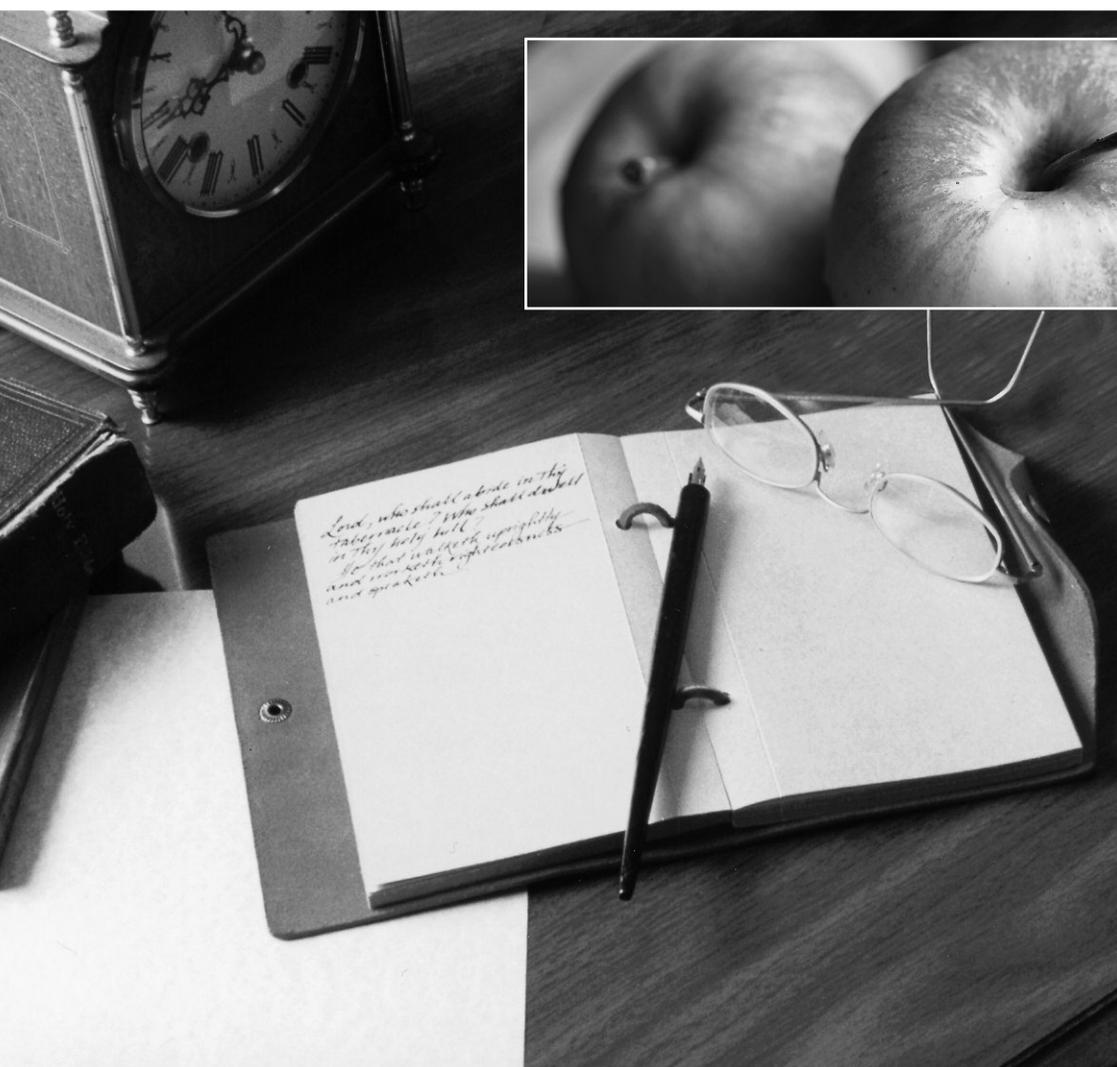


Table of Contents

Teacher’s Helps and Answer Keys for 41A	Page 3
Teacher’s Helps and Answer Keys for 42A	Page 21
Teacher’s Helps and Answer Keys for 43A	Page 37
Teacher’s Helps and Answer Keys for 44A	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:



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41A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms of *worry*

anxious	troubled
distressed	fretful
dismayed	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

God loves us very much. He loves us so much that He sent His Son to die for us. Because He loves us so much, God will always take care of us. The Bible tells us that no matter what happens, God is taking care of us. He doesn't always do what we think He should, but He is providing what is best for us. He uses many different ways to provide what His children need.

EXTENSION

Usually, God expects fathers to provide food and clothing for their children. Fathers earn money to buy these and other items. As sons and daughters learn skills, they often earn some money of their own. When they are grown, children may in turn use these skills to provide for their own families one day. They might become pastors or Christian workers who look directly to God to supply their needs while giving their full attention to the Gospel ministry. Still others may be so poor or disabled that they must depend on God for the most basic staples of life. In every case, it is God who gives us what we need.

FURTHER EXTENSION

With or without jobs, believers have to rely on God. He is the One who provides us with everything we need. Some people think they can take care of themselves, but they cannot apart from God's grace. God told His children not to worry about food or clothes because He would provide. God always does what He says.
—“*Relying on God*”

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

BASIC LEVEL

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

EXTENSION

7. daughter
8. slaughter

FURTHER EXTENSION

9. haughtily
10. distraught

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

TT: These words are examples of unusual letter combinations that make the short *o* sound:

- | | |
|----------------------|------------------------|
| 1. <i>a</i> (what) | 5. <i>au</i> (taught) |
| 2. <i>ald</i> (bald) | 6. <i>augh</i> (aught) |
| 3. <i>alk</i> (walk) | 7. <i>aw</i> (law) |
| 4. <i>all</i> (fall) | |

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 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
7 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

Day Three

5. Structural Analysis: Plural Nouns

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

Day Four

7. Structural Analysis: Contractions

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

41A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms of *worry*

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dismayed	

1. Copying, Vocabulary, and Comprehension

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EXTENSION

Usually, God expects fathers to provide food and clothing for their children. Fathers earn money to buy these and other items. As sons and daughters learn skills, they often earn some money of their own. When they are grown, children may in turn use these skills to provide for their own families one day. They might become pastors or Christian workers who look directly to God to supply their needs while giving their full attention to the Gospel ministry. Still others may be so poor or disabled that they must depend on God for the most basic staples of life. In every case, it is God who gives us what we need.

FURTHER EXTENSION

With or without jobs, believers have to rely on God. He is the One who provides us with everything we need. Some people think they can take care of themselves, but they cannot apart from God's grace. God told His children not to worry about food or clothes because He would provide. God always does what He says.

—“*Relying on God*”

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BASIC LEVEL

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

EXTENSION

7. daughter
8. slaughter

FURTHER EXTENSION

9. haughtily
10. distraught

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| 2. <i>ald</i> (bald) | 6. <i>auh</i> (aught) |
| 3. <i>alk</i> (walk) | 7. <i>aw</i> (law) |
| 4. <i>all</i> (fall) | |

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 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
8 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

5. Structural Analysis: Plural Nouns

Day Three

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

7. Structural Analysis: Contractions

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

41A 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.

Jesus' command to "take no thought" refers to the necessities of life: food, drink, and clothing. God will supply these items for those who follow Him; thus, we should not be worried about their provision.

Jesus was not referring to the **forthought** that is necessary in **careing** for one another and in **planing** ahead for things that need to be done. The difference in the command refers not to **wether** we think ahead, but rather to that about which we **thing** about. (**forethought, caring, planning, whether, think**)

If we take thought about things for which God is responsible, we will worry. One operational definition of worry is "assuming responsibility God never intended me to have."

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

- | | |
|------------------------------------|------------------------------------|
| 1. bird— birds | 16. wolf— wolves |
| 2. way— ways | 17. joy— joys |
| 3. person— people | 18. fish— fish or fishes |
| 4. man— men | 19. leaf— leaves |
| 5. Christian— Christians | 20. radio— radios |
| 6. missionary— missionaries | 21. bobcat— bobcats |
| 7. action— actions | 22. limb— limbs |
| 8. son— sons | 23. tree— trees |
| 9. year— years | 24. member— members |
| 10. alto— altos | 25. fruit— fruit or fruits |
| 11. cry— cries | 26. goose— geese |
| 12. woman— women | 27. goat— goats |
| 13. child— children | 28. government— governments |
| 14. deer— deer | 29. shoe— shoes |
| 15. mouse— mice | 30. horse— horses |

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

7b. On the lines provided, write the words that were “squeezed together” to make the contractions.

1. don't—do not
2. couldn't—could not
3. you're—you are
4. I'll—I will or I shall
5. she'll—she will or she shall
6. aren't—are not
7. can't—can not
8. she's—she is
9. haven't—have not
10. hasn't—has not

7c. EXTENSIONS: In the list provided, combine the two words in each set to make a contraction. Make sure that you “squeeze out” the right letters and put in the apostrophe.

- | | |
|-----------------------------------|-----------------------------|
| 1. should + not— <u>shouldn't</u> | 4. he + will— <u>he'll</u> |
| 2. they + are— <u>they're</u> | 5. you + are— <u>you're</u> |
| 3. it + is— <u>it's</u> | 6. is + not— <u>isn't</u> |

41A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms of *worry*

anxious	troubled
distressed	fretful
dismayed	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When she was a young woman, Gladys Aylward was a maid for rich families in England. She had become a believer in her teens and now wanted to serve God with all of her heart. When she was twenty-six, she bought a Christian magazine. It told of the need for missionaries in China. Gladys felt a burden for the Chinese people. She started urging people to become missionaries. She never thought about going herself. She was only a poor maid. Her brother helped her change her mind. He asked her why she didn't go herself.

EXTENSION

That question changed Gladys' thinking. She became convinced that God wanted her to go to China. She did not have the education that she needed. She was older than most new missionaries. She had no money. Still, she felt that God was calling her to China. She started to look for ways to get there.

FURTHER EXTENSION

She applied to different mission societies, but they would not accept her. She did go to the China Inland Mission training school in London, but eventually she had to leave. The principal of the school suggested that she work for an elderly missionary couple who had just returned from China. She agreed. This couple taught her what it meant to trust God for everything. They had learned that God would provide for His work. That was a lesson Gladys would never forget.

—Adapted from *Wisdom Booklet 41*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|------------|------------|----------------|
| 1. bought | 6. wrought | 8. thoughtful |
| 2. sought | 7. haughty | 9. thoughtless |
| 3. fought | | |
| 4. thought | | |
| 5. brought | | |

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Plural Nouns)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
10 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
8 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
7 Sentences

Day Three

5. Grammar: Prepositions

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

7. FURTHER EXTENSION:

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

Day Four

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

9. FURTHER EXTENSION:

Composition/Creative Writing: Write an Original Opening Paragraph

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

41A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms of *worry*

anxious	troubled
distressed	fretful
dismayed	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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FURTHER EXTENSION

She applied to different mission societies, but they would not accept her. She did go to the China Inland Mission training school in London, but eventually she had to leave. The principal of the school suggested that she work for an elderly missionary couple who had just returned from China. She agreed. This couple taught her what it meant to trust God for everything. They had learned that God would provide for His work. That was a lesson Gladys would never forget.

—Adapted from *Wisdom Booklet 41*

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

BASIC LEVEL

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

EXTENSION

6. wrought
7. haughty

FURTHER EXTENSION

8. thoughtful
9. thoughtless

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Plural Nouns)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
10 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
8 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
7 Sentences

5. Grammar: Prepositions

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

Day Three

7. FURTHER EXTENSION:

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

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

9. FURTHER EXTENSION:

Composition/Creative Writing: Write an Original Opening Paragraph

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

41A Week 2 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

BASIC LEVEL: Highlight four plural nouns.

EXTENSIONS: Highlight five plural nouns.

God, our heavenly Father, not only provides food, **H**e also provides the means by which His children can obtain the most nutrition from it. **I**n a similar way, scientists have found that there are as many different kinds of bills for birds as there are feet. **E**ach unique structure allows a bird to take advantage of a different aspect of God's provisions.

Some **bills** that are short and stubby belong to **birds** that feed on **seeds**. **O**ther **bills** are long and narrow and equip **birds** to catch **fish**. Between these **extremes** are **thousands** of unique **features** **G**od uses to feed each bird according to its own **needs**.

Birds that eat fruit have sharp bills for piercing thick-skinned fruits. **W**oodpeckers use their chisel-like bills to bore holes in trees. **M**ost ducks have flat, shovel-shaped bills with serrated edges that act as filters to trap seeds and plants as they work water in and out of their bills.

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

Note: Some have more than one preposition!

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

1. God will provide **for** our needs.
2. He will not always provide **for** our wants.
3. God told us not to worry **about** what we need.
4. That doesn't mean that we shouldn't work or plan **for** the future.
5. We should plan our lives **in** His will.
6. God will sometimes wait till the last minute, so we can learn to trust **in** Him.
7. When we are trusting **in** God, we will not be worrying **about** the future.
8. God holds the future **in** His hand.
9. He knows what will happen **in** the future and how it will work **for** our good.
10. He doesn't do things **by** accident.

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

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

1. Gladys Aylward was a maid for whom? for rich families
2. Rich families in where? in England
3. She had become a Christian when? in her teens
4. She wanted to serve God with what? with all of her heart
5. With all of what? of her heart
6. It told of what? of the need
7. It told of the need for whom? for missionaries
8. Missionaries were needed where? in China
9. Gladys felt a burden for who? for the Chinese people
10. She never thought about what? about going herself

41A Week 3 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Synonyms of *worry*

anxious	troubled
distressed	fretful
dismayed	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

What would you think if you saw someone sit down at a table and eat three hundred sixty-nine pounds of potatoes? What would you think if someone ate that much every day? This is how much the hummingbird would eat each day if it were the size of a human. The hummingbird spends all day going from flower to flower feeding on nectar. Hummingbirds have to eat so much because they are so active.

EXTENSION

In the air, a hummingbird's wings move very, very fast. Because it can hover like this, a hummingbird doesn't have to land each time it reaches a flower. It can reach the nectar from the air. Hummingbirds can also move quickly. A hummingbird can go from hovering to flying at the speed of sixty miles an hour in less than three feet of space.

FURTHER EXTENSION

God has provided for the hummingbird to get all of the food it needs. He gave it the ability to can fly in place. He gave it a special cooling system so that it's rapid movement would not cause it to overheat. Hummingbirds can eat from flowers that are too small for bigger birds to get to. Hummingbirds do not store food. They trust God to provide for their needs. He always does.

—*In His Hand*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|-----------|---------------|
| 1. say | 7. today | 9. hayride |
| 2. stay | 8. always | 10. yesterday |
| 3. bay | | |
| 4. gray | | |
| 5. stray | | |
| 6. pray | | |

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

1. At the end of one-syllable words (e.g., *hay*, *bay*)
 2. Occasionally at the end of longer words (e.g., *hurray*)
- Generally, *ey* says long *a* at the end of shorter words only (e.g., *hey*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions)

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

Paragraph One of Body

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

Paragraph Two of Body

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

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6–8 Sentences

Day Three

5. Grammar: Prepositional Phrase Openers

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

Day Four

7. Study Skills/Prewriting:

Take Notes for an Original Opening Paragraph

8. Composition/Creative Writing:

Write an Original Opening Paragraph

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

41A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms of *worry*

anxious	troubled
distressed	fretful
dismayed	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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—*In His Hand*

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BASIC LEVEL

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

EXTENSION

7. today
8. always

FURTHER EXTENSION

9. hayride
10. yesterday

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1. At the end of one-syllable words (e.g., *hay*, *bay*)
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- Generally, *ey* says long *a* at the end of shorter words only (e.g., *hey*).

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions)

Day Two

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

Paragraph One of Body

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

Paragraph Two of Body

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

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6–8 Sentences

5. Grammar: Prepositional Phrase Openers

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

Day Three

7. Study Skills/Prewriting:

Take Notes for an Original Opening Paragraph

8. Composition/Creative Writing:

Write an Original Opening Paragraph

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

41A Week 3 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. Highlight the prepositions in all three paragraphs.

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

BASIC LEVEL: Highlight eight prepositions.

EXTENSION: Highlight ten prepositions.

FURTHER EXTENSION: Highlight twelve prepositions.

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

Various kinds **of** shore birds also live **in** different niches **along** the coast. **W**idgeons, **for** example, will graze **on** land close **to** the ocean, while canvasbacks feed **in** nearby bays. **B**rants stay **in** beds **of** eelgrass, so they do not disrupt scoters that dive **for** mussels **in** the rougher waters **along** the **beach**. **M**ergansers, **on** the other hand, avoid competition **by** confining themselves **to** rivers.

Few, if any, **of** these ducks compete **with** their neighbors **for** **G**od's provisions. Instead, they divide the environment **among** themselves so that each species takes advantage **of** a different niche.

Even though more than one-fifth **of** all birds rely **on** the provision **of** nectar **from** plants and flowers, they do not compete **with** one another. **G**od created different kinds **of** flowers **for** the different species **of** nectar-consuming birds. **E**ach kind **of** bird goes **about** its own business, collecting **from** one type **of** flower while its neighbors collect **from** another.

5b. In the sentences provided, highlight the prepositional phrase openers.

Add punctuation if needed.

1. **In the winter** many birds move south.
2. **In the south** there is more food.
3. **On their first flight**, young birds are taught where to go.
4. **By their second flight south**, birds can find their own way.
5. **By obeying their God-given instincts**, birds have enough food.
6. **In one town**, the people fed a type of bird called orioles.
7. **Without following God's design**, these orioles stayed in the north.
8. **By example** they taught the young orioles to do the same.
9. **In two winters** most of these birds died.
10. **In His design** God did not want the orioles to stay in the north during the winter.

41A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms of *worry*

anxious	troubled
distressed	fretful
dismayed	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

To say that a person “eats like a bird” is not really a compliment. Many birds eat more than their body weight each day. A robin who weighs three pounds eats more than three pounds every day. In fact, some birds eat much more. A woodcock hatchling eats more than twice its weight every day. Some ducks have eaten as many as two hundred and fifty caterpillars in one meal.

EXTENSION

Birds do not just need food. They need places to stay too. Because each bird is different, each nest is different. Ostriches lay their eggs on the ground. Some birds, like owls and woodpeckers, live in holes in trees. Birds like swallows or robins build their nests from sticks and grass. God designed each bird to have a nest to meet its special needs.

FURTHER EXTENSION

Considering how much birds eat and the special needs they have, it is amazing that God can provide for them—but He does. He gives each bird the amount and type of food it needs. He also gives each one a place to stay. The birds of the air rely completely on Him for their every need.

—*Wisdom Booklet 41*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|-----------|----------|--------------|
| 1. chat | 6. watch | 8. chute |
| 2. choke | 7. such | 9. Christian |
| 3. chew | | |
| 4. Christ | | |
| 5. chin | | |

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

3. Editor Duty: Correct Given Paragraph(s)

(Prepositional Phrase Openers)

Day Two

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

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

Day Three

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

7. **Grammar:** Adjectives

Day Four

8. **Composition:** Edit and Revise

Day Five

9. **Spelling:** Spelling Test

10. **Dictation:** Dictation Quiz

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

Extra Practice (Optional)

41A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms of *worry*

anxious	troubled
distressed	fretful
dismayed	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

To say that a person “eats like a bird” is not really a compliment. Many birds eat more than their body weight each day. A robin who weighs three pounds eats more than three pounds every day. In fact, some birds eat much more. A woodcock hatchling eats more than twice its weight every day. Some ducks have eaten as many as two hundred and fifty caterpillars in one meal.

EXTENSION

Birds do not just need food. They need places to stay too. Because each bird is different, each nest is different. Ostriches lay their eggs on the ground. Some birds, like owls and woodpeckers, live in holes in trees. Birds like swallows or robins build their nests from sticks and grass. God designed each bird to have a nest to meet its special needs.

FURTHER EXTENSION

Considering how much birds eat and the special needs they have, it is amazing that God can provide for them—but He does. He gives each bird the amount and type of food it needs. He also gives each one a place to stay. The birds of the air rely completely on Him for their every need.

—*Wisdom Booklet 41*

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BASIC LEVEL EXTENSION FURTHER EXTENSION

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|-----------|----------|--------------|
| 1. chat | 6. watch | 8. chute |
| 2. choke | 7. such | 9. Christian |
| 3. chew | | |
| 4. Christ | | |
| 5. chin | | |

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

3. Editor Duty: Correct Given Paragraph(s)

(Prepositional Phrase Openers)

Day Two

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

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

Day Three

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

7. **Grammar:** Adjectives

8. **Composition:** Edit and Revise

Day Four

9. **Spelling:** Spelling Test

10. **Dictation:** Dictation Quiz

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

Extra Practice (Optional)

41A 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 prepositional phrase opener.
3. **EXTENSIONS:** In the first two paragraphs, highlight all of the prepositional phrases with another color.

At the first stop, Gladys and the two soldiers called the village elder to inform him **of the new law**. **T**he town crier was dispatched to call everyone together. **T**hen the soldiers loudly proclaimed the government's decree, taking special delight **in threatening** to arrest any father who refused to allow his daughter's feet to be unbound. **N**ext they announced that the foot inspector would make her inspection.

Not quite sure what to do, Gladys walked **into the first house**. **A**t a glance, she could see that the three-year-old girl's feet were tightly bound. **T**rying to sound authoritative, Gladys said, "Unbind her feet!" The mother took the child **on her lap**, and the grandmother and two neighbor women began to unwind the strips **of cloth from the tiny feet**.

When they were through, Gladys very gently straightened out the toes that had been pressed against the soles of her feet. **T**he girl watched Gladys with wide eyes and then began to giggle. **A**ll of a sudden the women started chattering. **T**hey said it really was a good law and complained about how much trouble they had had with their own feet.

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

1. All **birds** hatch from eggs.
2. **Some** leave their nests right away.
3. Other **birds** stay for a awhile.
4. Parent **birds** feed them.
5. Some **parents** feed their young every few minutes.
6. The **parents** eat a meal.
7. Then **they** feed it to their young.

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

8. Both **parents** feed their young.
9. Baby **birds** are always hungry.
10. **They** will fight to get food.

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

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

1. **All** birds are a little **different** from **each** other.
2. **Every** bird needs its bill.
3. **Some** birds have **long** bills.
4. Others have very **short** bills.
5. **Fruit-eating** birds need **sharp** beaks.
6. This helps them pierce the **thick** skins of oranges and **other** fruits.
7. Birds who eat seeds need **short** bills.
8. Woodpeckers have **special** feet.
9. This makes them be able to climb up and down **rough** tree trunks.
10. They can get into **small** cracks that **other** birds cannot.

Lined writing area with horizontal red lines.



Lined writing area consisting of 30 horizontal red lines.

42A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *human's value*

redemption	identification
transformation	glorification
justification	authenticity
likeness	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One night a young father drove home from work. He passed a house with the garbage out front for the garbage man. He noticed that in the junk was an old violin. He did not have the money to buy a violin. His daughter had wanted to take lessons. He thought that she might be able to use that one to get started. He stopped and asked the people at the home if they would mind if he took the violin. They said that he was more than welcome to it.

EXTENSION

He took it home with him. At home he started to dust and clean it off. He noticed that there was something written inside of it. He got a small flashlight to see it better. The word inside said, "Stradivarius." If genuine the name alone was enough to make the violin a priceless treasure. It was one of only 635 violins made by Antonio Stradivari. He had lived more than three hundred years ago. Now his violins are considered the best in the world.

FURTHER EXTENSION

The people who had put the violin in the trash thought it was worthless. The violin hadn't changed when the father asked for it. He just learned who had created it. The same is true with humans. Some people think themselves or others are worthless because they may not look pretty or are able to do things well. People are important because of Who made them. When people realize that God made them just the way they are, they begin to see how important they are to Him. Just as Antonio Stradivari made his violins special, God made each person special.

—Adapted from *Wisdom Booklet 42*

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

BASIC LEVEL

- two
- too
- to
- there
- their
- by
- buy

EXTENSION

- knew
- new

FURTHER EXTENSION

- hart
- heart

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

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
8 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
9 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
8 Sentences

Day Three

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

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

Day Four

7. Grammar: Subject Part and Predicate Part

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

42A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *human's value*

redemption	identification
transformation	glorification
justification	authenticity
likeness	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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The people who had put the violin in the trash thought it was worthless. The violin hadn't changed when the father asked for it. He just learned who had created it. The same is true with humans. Some people think themselves or others are worthless because they may not look pretty or are able to do things well. People are important because of Who made them. When people realize that God made them just the way they are, they begin to see how important they are to Him. Just as Antonio Stradivari made his violins special, God made each person special.

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FURTHER EXTENSION

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- heart

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3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
8 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
9 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
8 Sentences

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

Day Three

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

7. Grammar: Subject Part and Predicate Part

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

42A Week 1 Answer Keys

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

BASIC LEVEL

1. two one more than one
2. too in addition; also
3. to a word used as a preposition; part of an infinitive
4. there that place or point
5. their relating to them
6. by a preposition; near, beside, through
7. buy to get by paying a price

EXTENSION

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

FURTHER EXTENSION

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

- ❑ **3.** Complete the following steps:

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

At the moment of conception, a marvelous multiplication begins that eventually forms all of our physical members. **E**ach member is composed of millions of individual cells. **B**ut how does one cell become part of a bone, another cell become a part of a follicle of hair, and yet another, a part of a fingernail?

The **anser** lies in the amazingly complex function of DNA. It controls the life of every **cel** and, therefore, the life of every **organizm**. **T**his control functions in at least two ways. **F**irst, DNA controls all hereditary information from one generation of cells to the next. **S**econd, **DNA** determines the form and function of the cell by regulating the kinds of proteins it produces. (**answer, cell, organism**)

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

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

DNA “ladders” are large molecules that lie tightly coiled in the chromosomes of each cell. **W**hen these DNA ladders divide, each new ladder is an exact duplicate of the first one. **T**hus, the code continues to dictate cell growth from generation to generation.

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

1. God made every person for a reason. **S**
2. He did not make people by accident **N**
3. he designed every part of every person. **N**
4. Some people do not like how they are made. **S**
5. Want to be taller or stronger. **N**
6. Other people. **N**
7. They cannot change who they are though. **S**
8. God said that people cannot change anything by worry or thinking about it. **S**
9. When God made someone. **N**
10. People should thank God for how they are designed **N**

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

Example: Jesus our Lord | declared victory!

1. God | does not make mistakes.
2. He | designed you.
3. He | wants to use you for His work.
4. We | should identify ourselves with Christ.
5. Humans | are special.
6. God | made us that way.
7. He | wants us to grow to know Him.
8. Christians | are redeemed by Christ.
9. God | loves and saved us.
10. He | knows we are special

42A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *human's value*

redemption	identification
transformation	glorification
justification	authenticity
likeness	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The turkey vulture is very weak, ugly, and hated. It is not strong enough to kill its own food. It has to wait until a stronger animal has killed its prey; then the vulture will eat whatever is left. A turkey vulture will even leave its meal if a stronger animal comes along. Even animals that are not really stronger than a vulture can scare the vulture away. In spite of all this, God has used the turkey vulture to save more human lives than many other, more attractive animals.

EXTENSION

Dead animals carry disease. Turkey vultures eat these animals, so that others do not get sick. One of these diseases is called cholera. Cholera is so contagious that flies that swarm around a dead animal who has had it can spread the disease for miles. By eating the dead animals, vultures keep cholera from becoming an epidemic. God designed the turkey vulture to be able to take these diseases into its body without getting sick itself. After a turkey vulture is done with a carcass, only the bones are left. No infection remains.

FURTHER EXTENSION

Many people like clean, beautiful animals such as the eagle. Vultures are unpopular because they are not clean or beautiful. But God uses the turkey vulture to do some very important work. He designed it to protect people and animals. The turkey vulture saves the lives of the ones who hate it.

—*Wisdom Booklet 42*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|-------------|------------|--------------|
| 1. try | 7. study | 9. design |
| 2. trying | 8. studied | 10. designed |
| 3. tried | | |
| 4. train | | |
| 5. training | | |
| 6. trained | | |

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Subject Part and Predicate Part)

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 _____
8 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

Day Three

5. Grammar: Action Verbs

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

Day Four

7. Grammar: Be, a Helper, Link Verbs

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

42A Week 2 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words describing *human's value*

redemption	identification
transformation	glorification
justification	authenticity
likeness	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The turkey vulture is very weak, ugly, and hated. It is not strong enough to kill its own food. It has to wait until a stronger animal has killed its prey; then the vulture will eat whatever is left. A turkey vulture will even leave its meal if a stronger animal comes along. Even animals that are not really stronger than a vulture can scare the vulture away. In spite of all this, God has used the turkey vulture to save more human lives than many other, more attractive animals.

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FURTHER EXTENSION

Many people like clean, beautiful animals such as the eagle. Vultures are unpopular because they are not clean or beautiful. But God uses the turkey vulture to do some very important work. He designed it to protect people and animals. The turkey vulture saves the lives of the ones who hate it.

—*Wisdom Booklet 42*

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BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|-------------|------------|--------------|
| 1. try | 7. study | 9. design |
| 2. trying | 8. studied | 10. designed |
| 3. tried | | |
| 4. train | | |
| 5. training | | |
| 6. trained | | |

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

3. Editor Duty: Correct Given Paragraph(s)

(Subject Part/Predicate Part)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

5. Grammar: Action Verbs

Day Three

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

7. Grammar: Be, a Helper, Link Verbs

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

42A Week 2 Answer Keys

□ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the first paragraph, divide the sentences between the subject part and the predicate part.

John **W**esley | was only about five and a half feet tall; yet, historians | agree that he was one of the most dynamic influences in both **E**ngland and **A**merica in the eighteenth century. **H**is influence | continues today.

James **M**adison is known as “The Father of the Constitution”; yet, he was the smallest American President, being five feet, four inches tall, and weighing only about one hundred pounds.

Napoleon **B**onaparte’s short stature earned him the nickname “Little Corporal”; yet he conquered much of **E**urope and is remembered for his achievements, not his height.

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

Example: We **studied** the Constitution.

1. God **made** people different.
2. God **designed** people.
3. He **fashioned** their DNA.
4. DNA could be **called** the blueprint for a person.
5. Each cell **contains** DNA.
6. No two people are **made** up of the same DNA.
7. Scientist still do not **know** very much about DNA.
8. God **knows** everything there is to know though.
9. He **created** each person’s DNA.
10. He **planned** it out.

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

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

Example: John Wesley **was** only about five and a half feet tall.

1. God **is** the one who made turkey vultures.
2. From the time they **are** born, turkey vultures **are** ugly.
3. They **become** uglier as they get older.
4. Turkey vultures **are** bald on top of their heads.
5. Their feathers **are** an ugly brown.
6. Its wings **are** three times longer than its body.
7. A turkey vulture **has** a red beak.
8. There **is** nothing about them that **looks** like it **could be** beautiful.
9. The work they **do** though **is** vital.
10. They **are** part of God's way of protecting people

42A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *human's value*

redemption	identification
transformation	glorification
justification	authenticity
likeness	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Joseph Carey Merrick was born on August 5, 1862. His parents were thrilled to have a son. Joseph was named for his father. His middle name, Carey, was for the missionary William Carey. At first, Joseph seemed to be very healthy. At that time, so many children died while they were babies. Joseph was strong though. His mother was very happy about that.

EXTENSION

When Joseph was two years old, his mother noticed that something below his upper lip was swelling. The growth became larger and soon covered his cheek. The growth did not stop. In fact as he got older, it got worse. His mother often turned to the Bible to help her son deal with his problem. When Joseph had questions about why he was different, she gently reminded him about God's love and care. Her belief convinced him that God had a reason for making him this way.

FURTHER EXTENSION

As he grew older, many people cruelly mocked him because he was different. For a while, Joseph even worked as a sideshow. He was called "The Elephant Man." Finally, with the help of others, he was able to get a special apartment at a hospital. There he could have friends come and visit him. The future king and queen of England even came. Everyone who knew him was impressed with how kind and forgiving Joseph was because he had accepted God's design for him.

—*Wisdom Booklet 42*

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

BASIC LEVEL	EXTENSION	FURTHER EXTENSION
1. know	7. though	9. through
2. was	8. sure	10. weigh
3. you		
4. who		
5. one		
6. sign		

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Action Verbs)

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

Paragraph One of Body

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

EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 _____
6–8 Sentences

Day Three

5. Grammar: Five Parts of a Paragraph OCCTI

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

Day Four

7. Grammar: Adverbs

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

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

42A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *human's value*

redemption	identification
transformation	glorification
justification	authenticity
likeness	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Joseph Carey Merrick was born on August 5, 1862. His parents were thrilled to have a son. Joseph was named for his father. His middle name, Carey, was for the missionary William Carey. At first, Joseph seemed to be very healthy. At that time, so many children died while they were babies. Joseph was strong though. His mother was very happy about that.

EXTENSION

When Joseph was two years old, his mother noticed that something below his upper lip was swelling. The growth became larger and soon covered his cheek. The growth did not stop. In fact as he got older, it got worse. His mother often turned to the Bible to help her son deal with his problem. When Joseph had questions about why he was different, she gently reminded him about God's love and care. Her belief convinced him that God had a reason for making him this way.

FURTHER EXTENSION

As he grew older, many people cruelly mocked him because he was different. For a while, Joseph even worked as a sideshow. He was called "The Elephant Man." Finally, with the help of others, he was able to get a special apartment at a hospital. There he could have friends come and visit him. The future king and queen of England even came. Everyone who knew him was impressed with how kind and forgiving Joseph was because he had accepted God's design for him.

—*Wisdom Booklet 42*

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

BASIC LEVEL

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

EXTENSION

7. though
8. sure

FURTHER EXTENSION

9. through
10. weigh

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

3. Editor Duty: Correct Given Paragraph(s)

(Action Verbs)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____

5–7 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 _____

6–8 Sentences

5. Grammar: Five Parts of a Paragraph OCCTI

Day Three

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

7. Grammar: Adverbs

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

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

42A Week 3 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the second and third paragraph, highlight the action verbs.

Two paintings could look identical in every detail. **H**owever, if one is not authentic, it will not have the value of the one that is. **A**uthenticity is based on style and authorship.

Works of an artist will **bear** similarity of style even though there will be variety in the actual creations. **H**owever, the real mark of authenticity is the signature that is **put** on the work.

God **created** each of us in his own image; yet, there is infinite variety in the way he **made** us. **T**his style of similarity with uniqueness is also **illustrated** in the design of snow flakes.

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

Opening sentence: Highlight the opening sentence.

Closing sentence: Highlight the closing sentence with another color.

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

Three or more sentences: Count the number of sentences.

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

I

In 1957, farmers were told they could increase the weight of their cattle by giving them a special medicine. The farmers began to give the cattle the drug, and they gained ten percent more weight than without the drug. However, in 1979, the drug was banned. It was discovered that the drug caused cancer. **The people who thought they could use it to change their cattle were wrong.**

Topic of Paragraph: Growth-promoting drug causes cancer

Number of Sentences: 5

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

1. Joseph Merrick was **cruelly** mocked in public.
2. His father **finally** realized that Joseph was **not** going to be able to find work.
3. On December 29, 1879, Joseph was **officially** enrolled in the Leicester Union Workhouse.
4. He was subjected **daily** to the sneers and crude jokes of other men.
5. He **always** knew God had a plan for his life.
6. He was **sometimes** sad, but he knew God loved him through it all.
7. Joseph was **very** grateful for everything that was done for him at the hospital.
8. He was **especially** anxious about strangers seeing him for the first time.
9. He was **not** ashamed of who he was.
10. He was **only** worried about frightening people.

42A Week 4 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Words describing *human's value*

redemption	identification
transformation	glorification
justification	authenticity
likeness	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

On July 30, 1967, Joni Eareckson's life changed forever. On that hot summer day, Joni's sister, another friend, and Joni went swimming. Joni dove into the water, but the water was too shallow and she was injured. She was paralyzed from her neck down. Joni had one of two choices to make at this point in her life. She could choose to be bitter and upset at God, or she could choose to let the Lord work through the accident. Joni chose the second response.

EXTENSION

After the accident, Joni had to go to a special hospital. There they taught her how to make her arms move using a brace. She learned to paint by holding a paintbrush in her mouth. Joni did not like the hospital, but through it all she trusted God. Joni started painting for God. Some of her paintings were put on the front of greeting cards.

FURTHER EXTENSION

After she got out of the hospital, she started to tell people about God's love for them. She wanted people to know that God had created them the way they were and that He loved them. Because Joni chose to accept the way God had created her, God was able to use her mightily for Him.

—*Women of Wisdom*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

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

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Adverbs)

4. Grammar: Coordinating Conjunctions

Day Three

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

Day Four

6. Composition: Edit and Revise

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

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Informative Essay

Extra Practice (Optional)

42A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *human's value*

redemption	identification
transformation	glorification
justification	authenticity
likeness	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

On July 30, 1967, Joni Eareckson's life changed forever. On that hot summer day, Joni's sister, another friend, and Joni went swimming. Joni dove into the water, but the water was too shallow and she was injured. She was paralyzed from her neck down. Joni had one of two choices to make at this point in her life. She could choose to be bitter and upset at God, or she could choose to let the Lord work through the accident. Joni chose the second response.

EXTENSION

After the accident, Joni had to go to a special hospital. There they taught her how to make her arms move using a brace. She learned to paint by holding a paintbrush in her mouth. Joni did not like the hospital, but through it all she trusted God. Joni started painting for God. Some of her paintings were put on the front of greeting cards.

FURTHER EXTENSION

After she got out of the hospital, she started to tell people about God's love for them. She wanted people to know that God had created them the way they were and that He loved them. Because Joni chose to accept the way God had created her, God was able to use her mightily for Him.

—*Women of Wisdom*

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

BASIC LEVEL

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

EXTENSION

7. finish
8. harsh
9. should

FURTHER EXTENSION

10. shipping
11. together

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

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

Day Two

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

4. Grammar: Coordinating Conjunctions

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

Day Three

6. Composition: Edit and Revise

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

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Informative Essay

Extra Practice (Optional)

42A Week 4 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

BASIC LEVEL: Highlight four adverbs.

EXTENSION: Highlight five adverbs.

FURTHER EXTENSION: Highlight six adverbs.

In 2004, a nurse noticed a large container sitting **outside** the hospital where she worked. **T**he bulky case was by the dumpster that she passed on the way to her car. **S**he opened the case to discover a damaged cello, and considered what should be done with it.

After discussing with a friend the possibility of repairing the instrument, the nurse decided that if the cello could **not** be mended, she could have it made into a special shelf to hold compact discs.

Her creative idea, however, was **soon** discarded as the identity of the instrument was discovered. **A** few days **later** the nurse was alerted to the reality of the cello's value, and it was promptly returned to its owner. **I**t had been stolen from the principal cellist of the **L**os **A**ngelos Philharmonic Orchestra. **O**ne of **only** **sixty** such cellos, it was made by the master craftsman **A**ntonio **S**tradivari (1644–1737) in his Cremona workshop. **T**he name alone made it a priceless treasure.

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

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

1. One side of Joseph Merrick's body was seriously deformed, **but** his other was almost normal.
2. He was not ashamed of who he was, **but** he was worried about scaring people.
3. As a boy, he sold things door to door, **for** his father wanted him to make money.
4. His face scared women, **and** sometimes they would shut the door on him.
5. He was hard **for** people to understand, **so** he had problems selling things.
6. Sometimes he did not make enough money, **so** his father would beat him.
7. He had to leave home **and** stay with his uncle.
8. He couldn't stay there long, **or** they would be too crowded.
9. He went to a workhouse **and** lived there **for** a couple of years.
10. The people in the workhouse were cruel as well, **yet** Joseph still trusted God.

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

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

1. God created people to serve **Him**.
2. Joni leaned to trust God while **she** was in the hospital.
3. Joni met a lot of people who affected **her**.
4. When Joni went into the hospital, **she** wanted to walk again.
5. In the hospital, Joni learned **she** would never be able to.
6. Some of the nurses were helpful, but some of **them** were not.
7. God was the one thing Joni could count on; **she** knew that **He** would be there for her.
8. God had a plan for **His** child's life.
9. God has a plan for every one of **His** children's lives.
10. Christians should expect God's design so **He** can work though **them**.

43A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that *indicate a rejection of God's design for clothing.*

nakedness	uncover
shame	abomination
defilement	rebellion

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The poppy anemone is a flower that grows in Galilee where Jesus lived and taught. The bright sunlight and large deep root system help the plant grow. It has bright red flowers. Everyone who sees it wants to go and take a closer look at it or pick one. Back around A.D. 30, people called them lilies.

EXTENSION

Jesus used these flowers for an example to His disciples. They were probably growing nearby when He was talking. Jesus told the disciples not to worry but to take a lesson from these lilies. They do not exhaust themselves working, yet God provides for them.

FURTHER EXTENSION

These lilies are beautiful because God is looking after them. They are not beautiful because of what they do. Jesus told His disciples that God would take care of them just like He cares for the lilies. If we trust God to watch over us as he does the lilies, we too can be beautiful examples of how God supplies those who trust Him.

—*Wisdom Booklet 43*

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

BASIC LEVEL	EXTENSION	FURTHER EXTENSION
1. night	7. might	10. insightful
2. fight	8. bright	11. frighten
3. right	9. plight	
4. light		
5. sigh		
6. high		

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

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
4 Sentences

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: Dates, Numbers, and Places Within Text

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

Day Four

7. Grammar: Proper Nouns

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

43A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that *indicate a rejection of God's design for clothing.*

nakedness	uncover
shame	abomination
defilement	rebellion

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The poppy anemone is a flower that grows in Galilee where Jesus lived and taught. The bright sunlight and large deep root system help the plant grow. It has bright red flowers. Everyone who sees it wants to go and take a closer look at it or pick one. Back around A.D. 30, people called them lilies.

EXTENSION

Jesus used these flowers for an example to His disciples. They were probably growing nearby when He was talking. Jesus told the disciples not to worry but to take a lesson from these lilies. They do not exhaust themselves working, yet God provides for them.

FURTHER EXTENSION

These lilies are beautiful because God is looking after them. They are not beautiful because of what they do. Jesus told His disciples that God would take care of them just like He cares for the lilies. If we trust God to watch over us as he does the lilies, we too can be beautiful examples of how God supplies those who trust Him.

—*Wisdom Booklet 43*

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

BASIC LEVEL	EXTENSION	FURTHER EXTENSION
1. night	7. might	10. insightful
2. fight	8. bright	11. frighten
3. right	9. plight	
4. light		
5. sigh		
6. high		

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

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
4 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

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

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

Day Three

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

7. Grammar: Proper Nouns

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

43A Week 1 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

Circling our planet at the equator are the tropical rain forests. These forests have the same length of day and night throughout the year and have more abundant and dependable rainfall than do forests at other latitudes.

Where the **wether** is always warm and humid, we find the lowland **rane** forests of South America and parts of Africa, India, southeast Asia, and Australia. The trees in **thees** forests are always green **becus** temperatures and rainfall are constant throughout the **yeer**. (**weather, rain, these, because, year**)

Although there is lush green plant growth in the tropical rain forests, the soil beneath these forests is very poor. While the constant rainfall feeds the trees continually, it also leeches the minerals and nutrients out of the soil.

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

1. On **July 9, 1838**, Philip Bliss was born.
2. In **1848**, Philip heard a piano for the first time.
3. Until **1850**, he loved music more than anything.
4. In the summer of **1850**, Philip gave his life to Christ.
5. When Philip was twenty, in **1858**, he started teaching school.
6. On **June 1, 1859**, Philip married Lucy Young.
7. In **1860**, he got a chance to learn more music.
8. In **1869**, Philip left his job to start singing and preaching for God full time.
9. In **1876**, he died in a train crash.
10. All his life, from **1838** to **1876**, Philip trusted and glorified God.

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

❑ **7b.** In the paragraph provided, highlight the proper nouns that should be capitalized.

See Answers given below in 7c.

❑ **7c. EXTENSIONS:** In your notebook, rewrite the following paragraph, capitalizing the proper nouns.

When **Jesus** was on the earth, many people thought that they could take care of themselves. They said, “I can handle problems on my own; I don’t need help.” People who try to take care of everything themselves aren’t glorifying **God**. The purpose for people is to glorify **God**. That is the same reason that **God** created the lily. The lily glorifies **God**.

43A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that *indicate a rejection of God's design for clothing.*

nakedness	uncover
shame	abomination
defilement	rebellion

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Lilies are made up of the roots, the flowers, the stems, and the leaves. The roots are below ground pulling up water and "food" from the ground. This feeds the rest of the plant. Without the roots, a lily would die. This is like our relationship with Jesus. If we try to serve God without knowing and trusting Jesus, then we will not be able to.

EXTENSION

The sun is very important to the leaves and stem of the lily. The leaves take in sunlight and use it to make more food that the lily can use. If you put a lily in a pot and put it in the window, the lily will begin to lean towards the window. It wants to be near the sun. Just like the lily has to be in the sun, we have to pay attention to Jesus and be near Him.

FURTHER EXTENSION

The flowers of a lily are like fruit on a fruit tree. They are what the lily produces. They are what makes the lily such a pretty plant; they are the glory of the plant. Like the lily's flowers, when we help others, we are glorifying God.

—*Wisdom Booklet 43*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Proper Nouns)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

5. Grammar: Prepositions

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: Prepositional Phrases

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

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

43A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing xxx

nakedness	uncover
shame	abomination
defilement	rebellion

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Lilies are made up of the roots, the flowers, the stems, and the leaves. The roots are below ground pulling up water and “food” from the ground. This feeds the rest of the plant. Without the roots, a lily would die. This is like our relationship with Jesus. If we try to serve God without knowing and trusting Jesus, then we will not be able to.

EXTENSION

The sun is very important to the leaves and stem of the lily. The leaves take in sunlight and use it to make more food that the lily can use. If you put a lily in a pot and put it in the window, the lily will begin to lean towards the window. It wants to be near the sun. Just like the lily has to be in the sun, we have to pay attention to Jesus and be near Him.

FURTHER EXTENSION

The flowers of a lily are like fruit on a fruit tree. They are what the lily produces. They are what makes the lily such a pretty plant; they are the glory of the plant. Like the lily's flowers, when we help others, we are glorifying God.

—*Wisdom Booklet 43*

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

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

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Proper Nouns)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

5 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

4 Sentences

5. Grammar: Prepositions

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

Day Three

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

8. Grammar: Prepositional Phrases

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

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

43A Week 2 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In all the paragraphs, highlight and capitalize the proper nouns, if you have not already done so.

The young songwriter on the train that December night in 1876 was **Philip P. Bliss**. He and his wife were on their way back to **Chicago** to assist **Dwight L. Moody** in an evangelistic campaign.

During the previous three years, Mr. **Bliss** had been ministering as a music evangelist in churches and revival meetings all over the South and Midwest. **H**e wrote the words and music for hundreds of Gospel hymns and songs, which were being used mightily by the **Holy Spirit** to bring men and women to repentance and salvation.

In a number of ways, Mr. **Bliss'** life illustrates characteristics of lilies of the field, which **Jesus** said were arrayed more gloriously than King **Solomon**.

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

Note: Some have more than one preposition.

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

1. Believers should live their lives **for** the glory **of** God.
2. **Without** God, believers are powerless.
3. Lilies are an example **of** God's glory.
4. Young lilies don't have flowers **on** their stems.
5. They have to get more light **from** the sun.
6. **Without** the sun, lilies would die.
7. Older lilies have flowers **on** their stems.
8. Lilies grow **with** other plants.
9. We should try to be like the lilies and be rooted **in** God.

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

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

1. Lilies are made up of what? of the roots, the flowers, the stems, and the leaves
2. The roots are below where? below ground
- 3 pulling up water and "food" from where? from the ground
4. This feeds the rest of what? of the plant
5. A lily would die without what? Without the roots
6. This is like our relationship with who? with Jesus
- 7 If we try to serve God without what? without knowing and trusting Jesus

43A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that *indicate a rejection of God's design for clothing.*

nakedness	uncover
shame	abomination
defilement	rebellion

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Esther was a very pretty girl who lived in the kingdom of Persia. In fact, Esther was queen of Persia. She had been chosen from all the other women in the land to be queen. She was also a Jew, but she had not told that to anyone in the palace. But now her people were in trouble.

EXTENSION

The king's chief adviser was named Haman. He hated the Jewish people and wanted to kill them. He talked the king into signing a law that said on a certain day all the Jews in the kingdom would be killed. Esther was the only person who could stop the law. She had to go to the king and ask him not to kill the Jews.

FURTHER EXTENSION

There was one big problem though. If anyone went in to the king's throne room without being asked, that person would be killed! Esther could have let fear stop her, but she knew she could trust God. Esther had faith that the Lord would take care of her. He did take care of Esther, and she was able to save all of her people because she was willing to trust God and serve Him.

—Adapted from a Bible story

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

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

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

Day Two

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

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

Paragraph One of Body

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

Paragraph Two of Body

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

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6–8 Sentences

Day Three

5. Grammar: Action Verbs

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

Day Four

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

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

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

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

43A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that *indicate a rejection of God's design for clothing.*

nakedness	uncover
shame	abomination
defilement	rebellion

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Esther was a very pretty girl who lived in the kingdom of Persia. In fact, Esther was queen of Persia. She had been chosen from all the other women in the land to be queen. She was also a Jew, but she had not told that to anyone in the palace. But now her people were in trouble.

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FURTHER EXTENSION

There was one big problem though. If anyone went in to the king's throne room without being asked, that person would be killed! Esther could have let fear stop her, but she knew she could trust God. Esther had faith that the Lord would take care of her. He did take care of Esther, and she was able to save all of her people because she was willing to trust God and serve Him.

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4. times		
5. was		
6. verbs		

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

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____

5–7 Sentences (EXTENSIONS: 6–8)

Paragraph Two of Body

Topic of Paragraph 2 _____

5–7 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

6–8 Sentences

5. Grammar: Action Verbs

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

Day Three

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

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

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

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

43A Week 3 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

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

Faith is the key **to** the Christian life. **We** are saved **by** faith; we grow **by** faith; we walk **by** faith; we pray **by** faith; we fight **by** faith; and we conquer **by** faith. **Without** faith, it is impossible to please **God**, but **with** faith as a grain of mustard, we can remove mountains.

On various occasions **during** the earthly ministry **of** the **L**ord **J**esus **C**hrist, **H**e measured and evaluated the faith **of** His disciples. **H**e observed that some disciples had no faith, others had little faith, and still others had great faith.

Elsewhere **in** Scripture, faith is evaluated as dead faith, unfeigned faith, steadfast faith, precious faith, and most holy faith.

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

Example: His wife **chatted** with the lady in the next seat.

Note: Some sentences have more than one action verb!

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

1. Philip Paul Bliss was **born** on July 9, 1838.
2. He **enjoyed** a special relationship with his father.
3. His father faithfully **led** the daily prayer time.
4. He would **sit** on the porch and **sing** hymns.
5. Little Philip **delighted** in **listening** to him and soon **learned** to **sing** along.
6. As Philip **grew** so **did** his love of music.
7. As he was **walking** along the dusty street, he **heard** music **coming** from the open door of a house.
8. He **went** up to the house and **stood** just inside the parlor doorway, **listening** to a young lady **playing** the piano.
9. It was the first time he had ever **seen** or **heard** such a wonderful instrument.
10. Philip **said**, “O lady, **play** some more!”

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

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

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

43A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that *indicate a rejection of God's design for clothing.*

nakedness	uncover
shame	abomination
defilement	rebellion

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Philip Bliss wanted to be a singer and songwriter for God, but there was a problem. He didn't have the money to be trained in music. He was a young schoolteacher in a small one-room school. Because it looked like he could never learn music like he wanted to, Philip was very unhappy. Then one day, he heard about a school for training music teachers that was going to last for six weeks in another town.

EXTENSION

Philip wanted to go to the school very badly, but he was sure he wouldn't be able to. It would cost far too much money. Philip went into the sitting room to be alone. But his wife's grandma was in the room. She wanted to know why Philip was so sad about the music school. When Philip told her it was because he didn't have enough money to go, the grandma had an idea.

FURTHER EXTENSION

She had been putting any extra money she had in a stocking for years. There might be enough money in the sock for Philip to go. She and Philip counted it, and found out there was enough money! She gave the money to Philip, so he could go to his school. Because Philip wanted to praise God with his music, God provided a way for him to learn more. Philip became one of the best Christian songwriters of the 1800s and encouraged thousands of people to trust God through his songs.

—*Wisdom Booklet 43*

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

BASIC LEVEL

1. well
2. wall
3. mass
4. off
5. stuff
6. fuss
7. fizz
8. stiff
9. ill
10. tell

EXTENSION

11. staff
12. mall
13. stiffen

FURTHER EXTENSION

14. wallpaper
15. willing
16. pulley

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

Day Two

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

4. FURTHER EXTENSION:

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

Day Three

5. Grammar: Clauses vs. Sentences

6. FURTHER EXTENSION:

Composition/Creative Writing: Write an Original Closing Paragraph

Day Four

7. Structural Analysis: Prefix *un*

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Original Biographical Essay

Extra Practice (Optional)

43A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that *indicate a rejection of God's design for clothing.*

nakedness	uncover
shame	abomination
defilement	rebellion

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Philip Bliss wanted to be a singer and songwriter for God, but there was a problem. He didn't have the money to be trained in music. He was a young schoolteacher in a small one-room school. Because it looked like he could never learn music like he wanted to, Philip was very unhappy. Then one day, he heard about a school for training music teachers that was going to last for six weeks in another town.

EXTENSION

Philip wanted to go to the school very badly, but he was sure he wouldn't be able to. It would cost far too much money. Philip went into the sitting room to be alone. But his wife's grandma was in the room. She wanted to know why Philip was so sad about the music school. When Philip told her it was because he didn't have enough money to go, the grandma had an idea.

FURTHER EXTENSION

She had been putting any extra money she had in a stocking for years. There might be enough money in the sock for Philip to go. She and Philip counted it, and found out there was enough money! She gave the money to Philip, so he could go to his school. Because Philip wanted to praise God with his music, God provided a way for him to learn more. Philip became one of the best Christian songwriters of the 1800s and encouraged thousands of people to trust God through his songs.

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

BASIC LEVEL

1. well
2. wall
3. mass
4. off
5. stuff
6. fuss
7. fizz
8. stiff
9. ill
10. tell

EXTENSION

11. staff
12. mall
13. stiffen

FURTHER EXTENSION

14. wallpaper
15. willing
16. pulley

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Action Verbs)

4. FURTHER EXTENSION:

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

5. Grammar: Clauses vs. Sentences

Day Three

6. FURTHER EXTENSION:

Composition/Creative Writing: Write an Original Closing Paragraph

7. Structural Analysis: Prefix *un*

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Original Biographical Essay

Extra Practice (Optional)

43A Week 4 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

When a sudden storm engulfed the little boat in which Christ and His disciples were riding, Jesus was asleep. Several of His disciples were experienced fishermen—notably, Peter, James, and John. They were accustomed to the sea and knew how to deal with storms. We can assume, therefore, that the other disciples looked to them for leadership during the storm.

However, when the other disciples saw that their more experienced companions were helpless, they realized that they would have to trust someone else. Thus, they appealed to Jesus for help.

“ . . . Master, carest thou not that we perish?” (Mark 4:38).

Christ’s response to this first group was the question, “. . . Why are ye so fearful? How is it that ye have no faith?” (Mark 4:40).

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

BASIC LEVEL: Complete seven sentences.

EXTENSIONS: Complete ten sentences.

Answers will vary.

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

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

44A Week 1 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Commands God gives in Genesis

Be fruitful multiply
replenish subdue
abundantly

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

All throughout the Bible, children are seen as a blessing. When God blesses His people, He gives them children. The very first command God gave in the Bible was to multiply. That meant that God wanted the people to have children. When God blessed Job at the end of the book of Job, one of the things God gave Job was more children. But today's society sees children as a bother.

EXTENSION

People have many reasons for not having children. Some people don't want to have children because they want to spend all their time having fun and don't want the responsibility of children. If you have children, you have to spend time taking care of them. Some people want to spend all their time on themselves.

FURTHER EXTENSION

In our culture today, there are enormous social pressures influencing couples to avoid having children. Yet, God says children are a blessing! When any society calls God's blessing a curse, that society will experience God's judgment. This judgment can be seen in damaged marriages, weak churches, and a national burden of debt.

—Adapted From *Wisdom Booklet 44*

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

BASIC LEVEL

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

EXTENSION

7. throughout
8. anytime

FURTHER EXTENSION

9. houseboat
10. baseball

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

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

Paragraph Two of Body

Topic of Paragraph 2 _____
4 Sentences (You may use up to seven words for sentence two.)

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

Day Three

5. Grammar: Prepositions

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

Day Four

7. Grammar: Prepositional Phrases

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

44A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Commands God gives in Genesis

Be fruitful multiply
replenish subdue
abundantly

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

All throughout the Bible, children are seen as a blessing. When God blesses His people, He gives them children. The very first command God gave in the Bible was to multiply. That meant that God wanted the people to have children. When God blessed Job at the end of the book of Job, one of the things God gave Job was more children. But today's society sees children as a bother.

EXTENSION

People have many reasons for not having children. Some people don't want to have children because they want to spend all their time having fun and don't want the responsibility of children. If you have children you have to spend time taking care of them. Some people want to spend all their time on themselves.

FURTHER EXTENSION

People have many reasons for not having children. Some people don't want to have children because they want to spend all their time having fun and don't want the responsibility of children. If you have children you have to spend time taking care of them. Some people want to spend all their time on themselves.

—Adapted From *Wisdom Booklet 44*

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

BASIC LEVEL

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

EXTENSION

7. throughout
8. anytime

FURTHER EXTENSION

9. houseboat
10. baseball

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

6 Sentences (You may use up to seven words for sentence five.)

Paragraph Two of Body

Topic of Paragraph 2 _____

4 Sentences (You may use up to seven words for sentence two.)

Paragraph Three of Body

Topic of Paragraph 3 _____

4 Sentences

5. Grammar: Prepositions

Day Three

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

7. Grammar: Prepositional Phrases

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

44A Week 1 Answer Keys

❑ 3. Complete the following step:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

One of the major myths, the myth of diminishing resources, is the idea that the earth's natural resources are finite and limited. The prophets of doom picture the earth as a car running low on gasoline. They suggest that the gas gauge reads "empty" and the engine is already beginning to sputter.

However, they ignore the fact that most people begin to look for a gas station when the gas gauge approaches empty. The closer it gets to empty, the harder they look for a station. At first, a driver may pass up the more expensive stations, looking for the lowest price. As the needle continues to move to the left, though, the driver will happily pay a premium price to fill his tank. (they, station, gauge, approaches, driver, price, continues, move, though, happily, his)

The same is true of energy and resources. When reserves of a particular mineral become scarce, there is a greater incentive to look for new deposits. The more scarce the mineral, the harder we look for it.

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

Note: Some have more than one preposition.

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

1. Every person comes **from** his or her parents.
2. Children are a blessing **from** God.
3. People who don't want children are thinking **of** themselves.
4. Some people think that children are not a gift **from** God.
5. Others think that children will get **in** the way.
6. They want to be able to live **for** themselves.
7. God wants us to live **for** others.
8. Those who live **for** themselves are not thinking **about** what God wants.
9. It should be God who decides the number **of** children a couple has.
10. People who decide **for** themselves are not honoring God.

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

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

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

Example: Some people want to spend all their time on whom? On themselves

1. All throughout what? Throughout the Bible
2. The very first command God gives in the where? In the Bible
3. When God blessed Job at where? At the end of the book of Job
4. the end of what? Of the book of Job
5. the book of what? Of Job
6. one of what? Of the things God gave Job

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

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

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

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

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

1. (**In** the Bible) there is the story (**of** Job.)
2. Job had a lot (**of** blessing) (**from** God.)
3. God had blessed Job (**with** ten children.)
4. When Satan attacked Job, he took his children (**from** him.)
5. Job was tempted (**by** Satan) to curse God, but he chose not to.
6. Then God blessed Job (**with** ten more children.)
7. Parents can pass their physical possessions on (**to** their children.)
8. They can pass their spiritual legacy (**to** the children.)
9. The spiritual legacy is worth more than anything physical that a parent can give (**to** their children.)
10. God loves to bless His people (**with** children.)

44A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Commands God gives in Genesis

Be fruitful multiply
replenish subdue
abundantly

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Some people say they don't want children because there are already too many people in the world. They have accepted the myth of overpopulation. Those who believe this false idea think that there is not enough room for all of the earth's people. They think that couples should stop having children or not have very many children. They say that the world would be better off with fewer people.

EXTENSION

The myth of overpopulation sounds like it would make sense, but there are some big problems with it. First, there really aren't that many people in the world. Everyone in the world could stand shoulder to shoulder and fit inside the city limits of Washington, D.C. Each family in the world could have a home with a small yard and all would fit within five states. These states are Arizona, Colorado, New Mexico, Montana, and Utah.

FURTHER EXTENSION

Another theory of people who believe in overpopulation is that there is an inadequate supply of food in the world to feed everyone. It is true that many people in some countries do not get enough to eat, and that many of them die because of a lack of the right kind of food. But this is not because there is not enough food in the world. At the same time that people in some areas of the globe are dying because they do not have the food they need, others in countries like America are dying because they get sick from eating too much!

—Adapted from *Wisdom Booklet 44*

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

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

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

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences

Paragraph Two of Body

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

Paragraph Three of Body

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

Day Three

5. Grammar: Main Subjects

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

7. FURTHER EXTENSION:

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

Day Four

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

9. FURTHER EXTENSION:

Composition/Creative Writing: Write an Original Opening Paragraph

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

44A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Commands God gives in Genesis

Be fruitful multiply
replenish subdue
abundantly

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Some people say they don't want children because there are already too many people in the world. They have accepted the myth of overpopulation. Those who believe this false idea think that there is not enough room for all of the earth's people. They think that couples should stop having children or not have very many children. They say that the world would be better off with fewer people.

EXTENSION

The myth of overpopulation sounds like it would make sense, but there are some big problems with it. First, there really aren't that many people in the world. Everyone in the world could stand shoulder to shoulder and fit inside the city limits of Washington, D.C. Each family in the world could have a home with a small yard and all would fit within five states. These states are Arizona, Colorado, New Mexico, Montana, and Utah.

FURTHER EXTENSION

Another theory of people who believe in overpopulation is that there is an inadequate supply of food in the world to feed everyone. It is true that many people in some countries do not get enough to eat, and that many of them die because of a lack of the right kind of food. But this is not because there is not enough food in the world. At the same time that people in some areas of the globe are dying because they do not have the food they need, others in countries like America are dying because they get sick from eating too much!

—Adapted from *Wisdom Booklet 44*

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

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences

Paragraph Two of Body

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

Paragraph Three of Body

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

5. Grammar: Main Subjects

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

Day Three

7. FURTHER EXTENSION:

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

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

9. FURTHER EXTENSION:

Composition/Creative Writing: Write an Original Opening Paragraph

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

44A Week 2 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

BASIC LEVEL: Highlight three prepositions.

EXTENSION: Highlight five prepositions.

FURTHER EXTENSION: Highlight six prepositions.

The kingdom **of** **G**od is the realm **in** which **G**od rules. **In** God's kingdom, **J**esus **C**hrist is the King **of** Kings and the Lord **of** Lords. **In** order for a kingdom to exist, there must be subjects who obey the laws **of** the king. **T**he more people there are who follow his laws the more glory and strength there are **to** his kingdom. The fewer there are who obey the king's laws the weaker his kingdom will be

These facts are pointed out in Proverbs 14:28 "In the multitude of **people** is the king's **honor**: but in the want [lack] of **people** is the **destruction** of the **prince**."

The exciting **potential** of believers is to multiply a godly seed and thereby to strengthen the kingdom of God. At the same time, we can **lead** people to be born into **G**od's kingdom, which will **remove** people from Satan's kingdom.

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

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

1. **Children** are a blessing.
2. **Couples** should want children.
3. **God** wants to bless people.
4. **God** wants to give them children.
5. **Couples** should value children.
6. **God** loves children.
7. **God** wants couples to love them too.
8. **Children** are from God.
9. **God** loves to bless people.

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

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

1. America₂, Britain₂, and Japan are developed nations.
2. They have good government₂, technology₂, and business.
3. People in these countries rarely run out of food₂, money₂, or clothes.
4. Other countries in South America₂, Africa₂, and Asia do not have as much.
5. They do not have the food₂, money₂, or clothes they need.
6. This is not because there are too many people₂, children₂, or families.
7. It is because the food₂, money₂, and clothes are not getting to the people who need it.
8. Bad governments₂, politics₂, and leaders can cause this problem.
9. Famine₂, drought₂, and war can cause it too.
10. Having big families is not the cause of hunger₂, want₂, or pain.

44A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Commands God gives in Genesis

Be fruitful multiply
replenish subdue
abundantly

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Susanna Wesley was a woman who lived in the early part of the 1700s. She was only a teenager when she married a young pastor. They had nineteen children together. At a time when it was dangerous to have even one child, Susanna believed God wanted her to have many.

EXTENSION

Most women in her time thought their job was to take care of their home and young children, but Susanna wanted to help her children come to know God. She taught them at home and made sure that they learned the Bible well. She taught her children to read using the Bible.

FURTHER EXTENSION

Two of Susanna Wesley's children were among the most powerful men of the 1700s. Their names were John and Charles Wesley. One was a preacher and the other a songwriter who helped start a revival in Britain. Both of them first learned about God and serving Him from their mother.

—*Wisdom Booklet 44*

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

BASIC LEVEL

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

EXTENSION

9. golf
10. gentle

FURTHER EXTENSION

11. gypsy
12. garage

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

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Main Subjects; Spelling Errors)

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

Paragraph One of Body

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

Paragraph Two of Body

Topic of Paragraph 2—*Who, What, When, Where, Why*—about their own children or the children they were involved with
4–6 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3—*Why* and *How*—evidence that they valued children
6–8 Sentences

Day Three

5. Punctuation: Three Types of Sentences

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

Day Four

7. Structural Analysis: Possessive Nouns

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

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

44A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Commands God gives in Genesis

Be fruitful	multiply
replenish	subdue
abundantly	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Susanna Wesley was a woman who lived in the early part of the 1700s. She was only a teenager when she married a young pastor. They had nineteen children together. At a time when it was dangerous to have even one child, Susanna believed God wanted her to have many.

EXTENSION

Most women in her time thought their job was to take care of their home and young children, but Susanna wanted to help her children come to know God. She taught them at home and made sure that they learned the Bible well. She taught her children to read using the Bible.

FURTHER EXTENSION

Two of Susanna Wesley's children were among the most powerful men of the 1700s. Their names were John and Charles Wesley. One was a preacher and the other a songwriter who helped start a revival in Britain. Both of them first learned about God and serving Him from their mother.

—*Wisdom Booklet 44*

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

BASIC LEVEL

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

EXTENSION

9. golf
10. gentle

FURTHER EXTENSION

11. gypsy
12. garage

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

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Main Subjects; Spelling Errors)

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

Paragraph One of Body

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

Paragraph Two of Body

Topic of Paragraph 2—*Who, What, When, Where, Why*—about their own children or the children they were involved with
4–6 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3—*Why* and *How*—evidence that they valued children
6–8 Sentences

5. Punctuation: Three Types of Sentences

Day Three

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

7. Structural Analysis: Possessive Nouns

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

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

44A Week 3 Answer Keys

❑ 3. Complete the following steps:

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

This **amazeing** **woman** took seriously the axiom, “The hand that **roks** the **cradl** is the hand that **ruls** the world.” **She** rocked nineteen cradles, and historians now agree that two of those **hoose** cradles she rocked had more impact on English history in the eighteenth century than any of their **contemporarys**. (**amazing, rocks, cradle, rules, whose, contemporaries**)

Whenever **praisd** for her **success**, however, this mother responded **humbily**, **recognizeing** as her “secret” the **princepols** of **S**criptural child-rearing, many of **wich** she had learned from her mother—for her mother had rocked twenty-four cradles, and **S**usanna was the twenty-**forth**! (**praised, success, humbly, recognizing, principles, which, fourth**)

When **thesee** facts from the life of **S**usanna **W**esley are presented to the **avrage** church congregation **tooday**, **lafter** erupts. **L**ooks of disbelief and amazement are exchanged between mothers who are **strugeling** with two or three children. These modern mothers do not understand the secrets of child rearing that **S**usanna **W**esley **aplied**, not only in training outstanding **childrin**, but in doing it in the midst of the adverse conditions of **thee** seventeenth and **eihteenth** centuries. (**these, average, today, laughter, struggling, applied, children, the, eighteenth**)

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

1. Why would Susanna want children?
2. The Bible says to.
3. Other people didn't want to have children.
4. But Susanna wanted them.
5. Her first son was named Samuel.
6. He grew up to be what?
7. He was a great preacher!
8. She had other sons too.

9. Which ones of them became preachers?

10. John and Charles were preachers too.

7b. On the lines provided, make the nouns possessive, then give them something to own.

Example: Peter—Peter's boat

1. men—men's

2. father—father's

3. mother—mother's

4. family—family's

5. parent—parent's

6. country—country's

7. trainer—trainer's

8. people—people's

9. doctor—doctor's

10. wife—wife's

11. members—members'

12. children—children's

13. Jesus—Jesus'

14. son—son's

15. commitments—commitments'

16. laws—laws'

17. Christian—Christian's

18. heart—heart's

19. door—door's

20. window—window's

44A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Commands God gives in Genesis

Be fruitful multiply
replenish subdue
abundantly

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One day when Jesus was teaching the people, some mothers brought their children to Him. They wanted Jesus to bless their children. Jesus' disciples told the mothers to take their children away. His followers thought He would be too busy for the children.

EXTENSION

Even though Jesus was very busy teaching and healing people, He wasn't too busy to talk to the children. He told His disciples that the kingdom of heaven was made up of people like them. He told the children to come to Him.

FURTHER EXTENSION

When the children came to Jesus, He blessed them. Jesus thought that children were very important. He blessed people by giving them children. He rebuked people who didn't value children, like His disciples. —Adapted from *Wisdom Booklet 44*

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

BASIC LEVEL

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

EXTENSION

7. known
8. found

FURTHER EXTENSION

9. swallow
10. follow

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

Day Two

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

Day Three

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

Day Four

7. **Composition:** Edit and Revise

Day Five

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

Extra Practice (Optional)

44A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Commands God gives in Genesis

Be fruitful multiply
replenish subdue
abundantly

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One day when Jesus was teaching the people, some mothers brought their children to Him. They wanted Jesus to bless their children. Jesus' disciples told the mothers to take their children away. His followers thought He would be too busy for the children.

EXTENSION

Even though Jesus was very busy teaching and healing people, He wasn't too busy to talk to the children. He told His disciples that the kingdom of heaven was made up of people like them. He told the children to come to Him.

FURTHER EXTENSION

When the children came to Jesus, He blessed them. Jesus thought that children were very important. He blessed people by giving them children. He rebuked people who didn't value children, like His disciples. —Adapted from *Wisdom Booklet 44*

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BASIC LEVEL

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

EXTENSION

7. known
8. found

FURTHER EXTENSION

9. swallow
10. follow

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

3. Editor Duty: Correct Given Paragraph(s)

(Possessive Nouns)

Day Two

4. **Grammar/Punctuation:** Contractions
5. **Composition/Creative Writing:**
Write an Original Opening Paragraph

Day Three

6. **Grammar:** Nouns
7. **Composition:** Edit and Revise

Day Four

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

Extra Practice (Optional)

44A Week 4 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the second and third paragraphs, highlight the possessive nouns.

Scripture describes two aspects of the kingdom of God. The first is His present rule in the lives of believers, The second is His future reign over all the kingdoms of the earth.

Jesus' command to seek first His kingdom and His righteousness involves His present kingdom that should be within every believer. This involves fulfilling the qualifications of righteous living that will be rewarded when we enter His eternal kingdom.

Peter gives a list of ways to seek God's righteousness and speaks of the rewards of that will be granted a believer who does so. “. . . If ye do these things, ye shall never fall: For so an entrance shall be ministered unto you abundantly into the everlasting kingdom of our Lord and Saviour Jesus Christ” (II Peter 1:10–11).

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

1. it's—it is

8. she'll—she will (or shall)

2. I'll—I will (or shall)

9. couldn't—could not

3. you'll—you will (or shall)

10. wasn't—was not

4. don't—do not

11. hasn't—has not

5. he'll—he will (or shall)

12. haven't—have not

6. can't—can not

13. you're—you are

7. wouldn't—would not

14. they're—they are

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

Note: Most sentences have more than one noun!

1. **God** promised **Abraham** **children**.
2. **Abraham** wanted **children**.
3. **Sarah** was **Abraham's** **wife**.
4. **Sarah** could not have **children**.
5. **God** said **Sarah** would have a **child**.
6. **God** said **Abraham** would have many **children**.
7. **Abraham** had to trust **God**.
8. **God** kept His **promise**.
9. **God** gave **Abraham** **Isaac**.
10. **Isaac** was the **son** **God** promised.

