

WISDOM BOOKLET

Language Arts

Teacher's Helps &
Answer Keys

41B–44B

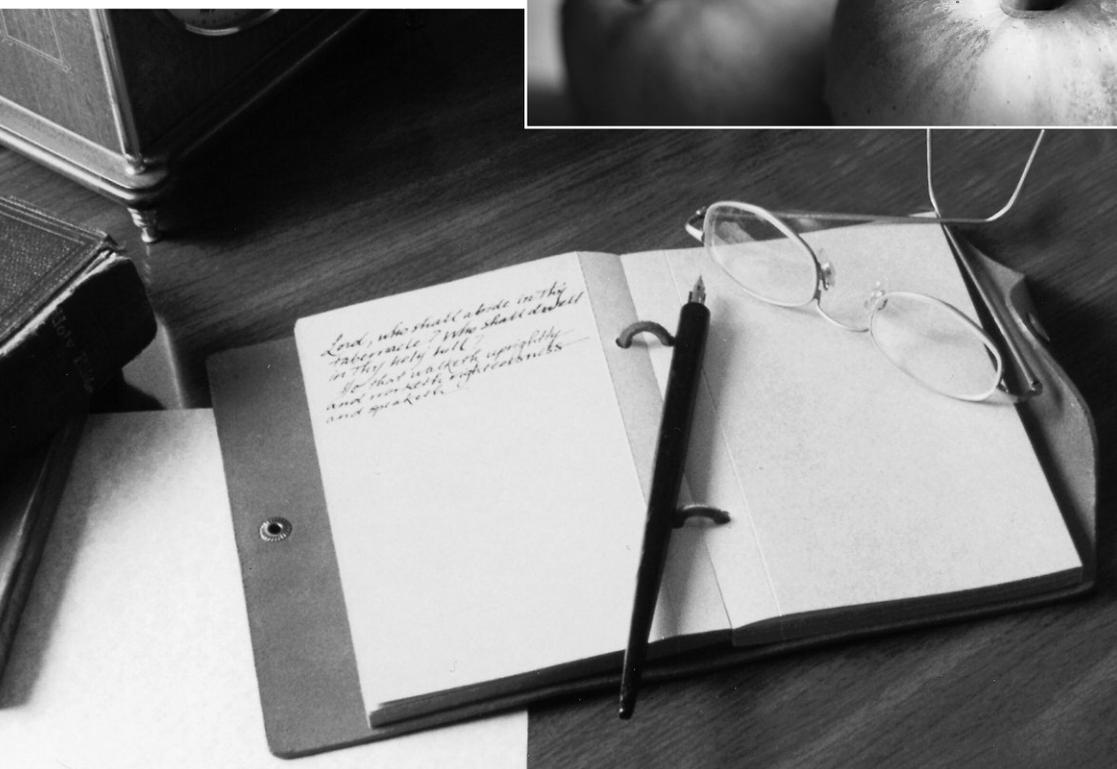


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The *Wisdom Booklet Language Arts* program is designed for families enrolled in the Advanced Training Institute International, which provides a variety of resources for training parents, young people, and children to be mighty in Spirit. For more information, contact:



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41B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

The sequence of destructive emotions that follow worry

anxious	fretful
troubled	dismayed
distressed	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Our earth spins at the same speed each of the 365 days a year. It takes exactly twenty-four hours to spin once, never any less—never any more. The earth has always spun at this rate, and scientists believe it will continue to do so indefinitely.

It is this spinning that gives us day and night. If the earth did not spin, one side would always have day, and the other side would always have night. If the spinning were to slow down, the days would start to get longer; soon they would be too long. If the earth spun at different speeds, time would not be consistent. Some days would be twenty-six hours long, and some days would be twenty hours long.

EXTENSION

The earth's spinning is part of what causes winds too. If the earth didn't spin, there would be no winds. There would also be no sunsets or sunrises. Soon, the side closest to the sun would become too hot to live on because the sun would never stop shining on it. The side facing away from the sun would become very cold because the sun is what keeps the earth warm. Without sunlight, the earth would have no heat.

FURTHER EXTENSION

No matter what a day is like, the earth always spins—the same speed, the same pattern—everyday. In the same way, whatever our day brings, we should rejoice because God made this day and every day we have, and He always stays the same. We can be secure in the fact that each day “is the day the Lord hath made.”
—*Creation Corner Coloring Book*

2. Spelling: Spellings for the *shun* Sound at the End of Words (Examples: ration, notion)

BASIC LEVEL

- | | |
|----------------|---------------|
| 1. relation | 4. protection |
| 2. salvation | 5. motivation |
| 3. preparation | 6. position |

EXTENSION

- | | | |
|-----------------|-----------------|--------------|
| 7. opposition | 9. negotiation | 11. anxiety |
| 8. illustration | 10. recognition | 12. anxious |
| | | 13. troubled |

TT: The sound *shun* can be spelled various ways. Students will need to memorize the words that include this sound.

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Are/Our)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

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

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

Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

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

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
3 Sentences

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

Day Three

5. Grammar/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/Sentence Structure: Semicolon Usage

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

41B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

The sequence of destructive emotions that follow worry

anxious	fretful
troubled	dismayed
distressed	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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EXTENSION

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FURTHER EXTENSION

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—*Creation Corner Coloring Book*

2. Spelling: Spellings for the *shun* Sound at the End of Words (Examples: ration, notion)

BASIC LEVEL

1. relation	4. protection
2. salvation	5. motivation
3. preparation	6. position

EXTENSION FURTHER EXTENSION Optional Words

7. opposition	9. negotiation	11. anxiety
8. illustration	10. recognition	12. anxious
		13. troubled

TI: The sound *shun* can be spelled various ways. Students will need to memorize the words that include this sound.

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Are/Our)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

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

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

Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

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

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
3 Sentences

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

5. Grammar/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/Sentence Structure: Semicolon Usage

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

41B 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 third paragraph, highlight the misused homophones, and correct them if you have not already done so.

As a child, Gladys Aylward attended Sunday School in a London suburb called Edmonton. After reaching age fourteen she rarely went to church at all. Having had very little formal education, she went to work as a household servant while still a teenager. Her idea of a good time was smoking, dancing, and gambling with one of several boyfriends. One evening she went to an evangelistic meeting in Kensington and accepted Christ as her Savior. The change in her life was quite dramatic.

A little later, the twenty-six year-old maid read in a Christian magazine that China needed two hundred missionaries. She felt burdened by the millions who had never heard of Christ. She wanted to do something about it. When it began to dawn on her that God was calling her to go, she applied to the China Inland Mission.

She could not hardly hold back the tears as the principal explained that her age and educational background made it highly unlikely that she could ever learn the Chinese language well enough to be an affective missionary. It was the greatest disappointment that Gladys had ever faced. (principle, made, effective)

5d. In the sentences provided, complete the following steps:

1. At the end of each group of words, write S if it is a sentence or C if it is a clause.

2. For the ones you labeled S, write above each part of the sentence which part of CAVES it is as shown in the example.

Note: Regardless of whether or not they are complete sentences, each group of words has a capitalized word at the beginning and an end mark at the end.

CS V EA
Example: You are My witnesses. S

C S V
1. Jesus' command to take no thought refers to the necessities of life: food, drink, and clothing. S

2. While these are items God has promised to provide for those who serve Him. C

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.

C S V

3. Jesus was not referring to the forethought that is necessary in caring for one another
EA
and in planning ahead for things that need to be done. S

C S V

4. The difference in the command refers not to whether we think ahead, but rather to
EA
that about which we think. S

5. If we take thought about things for which God is responsible. C

C S V

6. One definition of worry is “assuming responsibility God never intended me
to have.” S

7. Whether we think ahead or not. C

8. When God provides for our needs. C

9. If we “take thought” for things that are God’s responsibility, not only will we suffer
the physical, emotional, and spiritual consequences of worry and anxiety. C

CS V EA

10. We will also fail to fulfill the vital purposes for which God made us. S

CS V

11. We will tend to concentrate our thoughts and energies on storing up future provi-
sions for ourselves and fail to be concerned about the spiritual and physical needs
EA
of others. S

12. In order to emphasize this important point. C

C S

13. If the birds of the air had the ability to store up food in one place, they would not
V EA
fulfill the purposes for which God created them. S

C S V EA

14. The pack rat illustrates the woes of people who worry about the future. S

15. Since it is never content with what it has. C

6. When the puffer fish is disturbed, it enlarges its stomach by inflating it with air or water and floats on its back on the water's surface until danger has passed; ^{CS} ^{CS} this is a graphic illustration of a Christian's submitting his needs to the Lord and resting in Him.
7. Ongoing nervous tension produces excess gastric acid that eats into the mucous ^{CS} ; ^{CS} membrane (lining) of the stomach, causing ulcers; ^{CS} ^{CS} these breaks in the membrane are painful and dangerous.
8. When fretting has taken its course, dismay sets in; ^{CS} ^{CS} it paralyzes its victims and renders them ineffective in doing the work to which God has called them.
9. Dismay fills a person's heart with dread; ^{CS} ^{CS} it makes him afraid, causes a loss of courage, and paralyzes him with fear.
10. Worry occurs when we assume responsibility God did not intend for us to have; ^{CS} ^{CS} God never intended for His children to assume responsibility for basic resources.
11. It is our heavenly Father's responsibility to provide the resources for our food and ^{CS} ; ^{CS} clothing; ^{CS} ^{CS} it is our responsibility to be diligent in developing those resources.
12. God confirms that he feeds the birds; ^{CS} ^{CS} however, that does not mean that they do not need to put forth effort to find and collect what He has provided.
13. God designed birds so they could not "sow, reap, or gather into barns"; ^{CS} ; ^{CS} thus, they are free to accomplish the purposes for which they were made—scattering seed, removing carrion, pollinating plants, and controlling insects and rodents.
14. If a turkey vulture could sow, reap, and store in barns, it would not be motivated to ^{CS} ; ^{CS} remove decaying carcasses and eliminate the spread of disease; ^{CS} ^{CS} thus, he would not do his part to keep humans safe.

41B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

The sequence of destructive emotions that follow worry

anxious	fretful
troubled	dismayed
distressed	

1. Copying, Vocabulary, and Comprehension

FURTHER EXTENSION

When Gladys Aylward got to Yangcheng and an inn run by a lady named Mrs. Lawson, she found out immediately that being a missionary was not easy. The people in Yangcheng and the nearby villages had never seen white people before, and they called them “white devils.” They were scared of Mrs. Lawson and Gladys. Eventually, through stories and good food, the missionaries were able to bring people into the Inn of the Sixth Happiness. After Mrs. Lawson died, Gladys kept running the inn with the help of a Chinese Christian man.

EXTENSION

Gladys became a Chinese citizen in 1936. Soon after, she adopted her first child. While she was walking down the street, she saw an old woman with a small girl beside her. The girl was dirty and looked like she hadn't eaten in a long time. The woman was not her mother, but was a child-seller who was trying to sell the little girl. Gladys knew that the child-seller would not take good care of the child, so she knew she had to help. The only money she had was a small coin called a ninepence. She gave the ninepence to the woman, and Gladys took the child. After that, she called the little girl Ninepence as a nickname. Soon thereafter, she adopted even more children.

BASIC LEVEL

In 1937, the people of Yangcheng saw something they had never seen before. Flying above them were airplanes! But these airplanes were Japanese bombers that dropped bombs on the town and killed many people. World War II was a horrible time, but these little mountain towns did not know what to do about it. There were many orphans that needed a place to stay, so Gladys took them in. When the Japanese soldiers came to the town, Gladys and her children had to hide in the mountains. Someone told Gladys about a place on the other side of the mountains where her children would be safe. So she decided to take them over the mountains.

It was a long, hard trip, and they didn't have very much money to take with them to buy food. Many of the children were young and got tired easily. They had to travel quickly, so the Japanese would not catch them, yet God took care of them and got them through the mountains all right. He worked many miracles to get them to the orphanage safely. Gladys kept working for God in China until she died in 1970. She had been a maid who listened to God and followed Him. She obeyed God regardless of how “secure” and safe she felt.

—*Cloud of Witnesses*

2. Spelling/Structural Analysis: *Le* Grabs the Consonant Before It (Examples: bub/ble, peo/ple)

BASIC LEVEL

- | | | |
|--------------|--------------|--------------|
| 1. peaceable | 4. example | 7. probable |
| 2. possible | 5. principle | 8. disciples |
| 3. people | 6. stable | |

EXTENSION

9. apostle
10. responsible

FURTHER EXTENSION

11. charitable
12. valuable
13. dissembler

Optional Words

14. distressed
15. distressful
16. distressing

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Semicolons; Subordinate Clause Openers; Homophones)

4. Study Skills/Prewriting: Key Word Outline

FURTHER EXTENSION: Paragraph One of Body

Topic of Paragraph 1 _____

5 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

10 Sentences

You may use up to eight words for sentence six.)

Paragraph Three of Body

Topic of Paragraph 3 _____

8 Sentences

Paragraph Four of Body

Topic of Paragraph 3 _____

7 Sentences

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

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)

41B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

The sequence of destructive emotions that follow worry

anxious	fretful
troubled	dismayed
distressed	

1. Copying, Vocabulary, and Comprehension

FURTHER EXTENSION

When Gladys Aylward got to Yangcheng and an inn run by a lady named Mrs. Lawson, she found out immediately that being a missionary was not easy. The people in Yangcheng and the nearby villages had never seen white people before, and they called them “white devils.” They were scared of Mrs. Lawson and Gladys. Eventually, through stories and good food, the missionaries were able to bring people into the Inn of the Sixth Happiness. After Mrs. Lawson died, Gladys kept running the inn with the help of a Chinese Christian man.

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It was a long, hard trip, and they didn't have very much money to take with them to buy food. Many of the children were young and got tired easily. They had to travel quickly, so the Japanese would not catch them, yet God took care of them and got them through the mountains all right. He worked many miracles to get them to the orphanage safely. Gladys kept working for God in China until she died in 1970. She had been a maid who listened to God and followed Him. She obeyed God regardless of how “secure” and safe she felt.

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BASIC LEVEL

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| 2. possible | 5. principle | 8. disciples |
| 3. people | 6. stable | |

EXTENSION

- apostle
- responsible

FURTHER EXTENSION

- charitable
- valuable
- dissembler

Optional Words

- distressed
- distressful
- distressing

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Semicolons; Subordinate Clause Openers; Homophones)

4. Study Skills/Prewriting: Key Word Outline

FURTHER EXTENSION: Paragraph One of Body

Topic of Paragraph 1 _____

5 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

10 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____

8 Sentences

Paragraph Four of Body

Topic of Paragraph 3 _____

7 Sentences

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

5. Grammar: Prepositions

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

Day Three

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)

41B 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 one of the paragraphs, choose two shorter sentences that are about the same topic, and combine them into one sentence using a semicolon. Underline this sentence.
3. In the first paragraph, highlight the subordinate clause opener at the beginning of one of the sentences.
4. **EXTENSIONS:** In all the paragraphs, highlight the misused homophones, and write the correct one above each of them if you have not already done so.

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

The Inn of Sixth Happiness was soon well known among the caravans that made there way back and forth across the barren mountains. There courtyard was filled with mules every night, and forty to fifty men heard the Gospel. After Gladys learned enough Chinese, she helped with the storytelling, but at first, it was her job to feed and water the mules and clean the mud from there flanks while the men listened to Mrs. Lawson. The lessons in humility and faith Gladys learned during this time we're preparing her for a bigger test soon to come. (their, Their, their, were)

On Sundays the two women usually went out to one of the small villages around Yangcheng to tell the people about Jesus and give out tracts. Things had gone better in Yangcheng. they were no longer pelted with dirt clods every time they went out. In these outlying hamlets the people had not never seen a foreigner, so the missionaries were almost always greeted with jeers and threats.

Often Gladys wanted to turn right around and go home. Mrs. Lawson, however, knew that once the people saw that the “foreign devils” were not about to leave there curiosity would win out. Soon a crowd would gather to listen to her stories about Jesus. The village women were full of questions; they were especially fascinated by the foreigners large, unbound feet because in that region, footbinding was almost universally practiced. (their)

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

Note: Do not highlight the word *to* when it is used with an infinitive.

1. One day the cook came running in and breathlessly informed Gladys that the Mandarin was coming to see her.
2. The Mandarin was the local magistrate who ruled over the city and all the surrounding region.
3. He was quite a powerful individual and commanded much respect from the common people.

Teacher Tip: Notice the semicolon used in the third paragraph. It is correct if your student decides to put a period in its place and begin the next sentence with *They*.

This is an example of instruction number 2. Answers may vary.

4. **In** fact, the cook was so overawed **by** the thought **of** the Mandarin coming **to** their inn that he ran away to hide as soon as he had given Gladys the message.
5. Gladys had no idea why the Mandarin was coming, but she did not have time to worry **about** it.
6. She breathed a quick prayer **for** guidance and hurried downstairs.
7. **By** the time she reached the courtyard, the Mandarin's retinue **of** minor officials had begun filing **through** the gate.
8. The Mandarin himself arrived **in** a sedan chair carried **by** two servants.
9. As he stepped out wearing his magnificent wide-sleeved gown, Gladys was impressed too.
10. When the Mandarin continued to look **at** her **in** silence, she decided she was supposed to bow again.
11. The Mandarin had come **to** Gladys to ask her **for** advice!
12. Gladys was pleased to realize that she was having no trouble understanding his elegant, flowery Chinese.
13. He was explaining that he had received an official decree **from** the central government stating that foot binding was now an illegal practice and that he would be held personally responsible **for** making sure the custom was discontinued **in** his district.
14. Gladys had something to contribute **to** the conversation.
15. She agreed that it was a good decree as the women **with** bound feet could hardly walk.

7e. In the sentences provided, highlight the prepositional phrase openers.

1. **To her surprise**, the Mandarin simply stated, "I understand."
2. **After ordering her to begin her official duties at once and to report back to him personally**, the Mandarin climbed back into his sedan chair and left the Inn of Sixth Happiness with his entourage training behind him.
3. **At the same time** as she was helping to stamp out a cruel heathen custom, she could also teach them about the One who made the lame to walk.
4. **At the first stop**, Gladys and the two soldiers called on the village elder to inform him of the new law.
5. **At a glance** she could see that the three year old's feet were tightly bound.
6. **Before long**, individuals here and there had committed themselves to Christ, and little local churches began to spring up.
7. **At that moment**, she knew that faith meant that she should "take no thought" for her life.
8. **Before she got to the end of the prison's tunnel**, she saw several bodies.
9. **For a full thirty seconds after she stepped out into the courtyard**, no one paid any attention to Gladys.
10. **Without even thinking**, Gladys took two steps toward him and demanded that he give her the bloody chopper.

11. **Into the stunned silence**, she yelled, “All of you, come over here and line up!”
12. **In a letter home**, Gladys wrote, “This is indeed my country, and these are my people.”
13. **After going through the usual formalities**, she bluntly confronted him.
14. **During all the time he had been in office**, no one had ever dared to speak to him the way she did that day.
15. **Within a few months**, Ninepence became a happy, healthy child and brought a special joy to the Inn of the Sixth Happiness.

41B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

The sequence of destructive emotions that follow worry

anxious	fretful
troubled	dismayed
distressed	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

To say that a person “eats like a bird” is not exactly a compliment. Many birds have such incredible appetites that they eat more than their body weight in food each day. In fact, a hatchling can consume over twice its weight in food each day.

EXTENSION

Biologists have found that a single duck may eat more than 28,000 bulrush seeds per day. Other fowl have eaten as many as 185 blue mussels, 217 webworms, or 250 tent caterpillars in a single meal. A tiny hummingbird, on the other hand, burns up so much energy just staying warm that it consumes nectar at a rate equivalent to a 170-pound man’s meal consisting of 300 quarter-pound hamburgers—at breakfast, lunch, and dinner

FURTHER EXTENSION

With the fowls of the air having such huge appetites, it is a wonder that God can feed them. He does, though, and He demonstrates His infinite power by doing so without their sowing, reaping, or gathering into barns. If God, our heavenly Father, can feed the fowls of the air, surely He can feed those He calls His own children.

—*Wisdom Booklet 41*

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

BASIC LEVEL

1. member	4. shelter
2. himself	5. under
3. flimsy	6. village

EXTENSION

7. object
8. center

FURTHER EXTENSION

9. message
10. culture
11. intrigue

Optional Words

12. fretful
13. fretfully

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

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 _____
6–8 Sentences (EXTENSIONS: 8–10)

Paragraph Two of Body

Topic of Paragraph 2 _____
6–8 Sentences (EXTENSIONS: 8–10)

Paragraph Three of Body

Topic of Paragraph 3 _____
6–8 Sentences (EXTENSIONS: 8–10)

Paragraph Four of Body

Topic of Paragraph 4 _____
6–8 Sentences (EXTENSIONS: 8–10)

EXTENSIONS: Paragraph Five of Body

Topic of Paragraph 5 _____
8–10 Sentences

FURTHER EXTENSION: Paragraph Six of Body

Topic of Paragraph 6 _____
8–10 Sentences

Day Three

5. Structural Analysis: Possessive Nouns

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

Day Four

7. FURTHER EXTENSION: Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

8. Grammar: Main Subjects

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

41B Week 3 Teacher's Helps

For a Four Day Week

Day One

Vocabulary Box

The sequence of destructive emotions that follow worry

anxious	fretful
troubled	dismayed
distressed	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

To say that a person “eats like a bird” is not exactly a compliment. Many birds have such incredible appetites that they eat more than their body weight in food each day. In fact, a hatchling can consume over twice its weight in food each day.

EXTENSION

Biologists have found that a single duck may eat more than 28,000 bulrush seeds per day. Other fowl have eaten as many as 185 blue mussels, 217 webworms, or 250 tent caterpillars in a single meal. A tiny hummingbird, on the other hand, burns up so much energy just staying warm that it consumes nectar at a rate equivalent to a 170-pound man’s meal consisting of 300 quarter-pound hamburgers—at breakfast, lunch, and dinner

FURTHER EXTENSION

With the fowls of the air having such huge appetites, it is a wonder that God can feed them. He does, though, and He demonstrates His infinite power by doing so without their sowing, reaping, or gathering into barns. If God, our heavenly Father, can feed the fowls of the air, surely He can feed those He calls His own children.

—*Wisdom Booklet 41*

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

BASIC LEVEL

- | | |
|------------|------------|
| 1. member | 4. shelter |
| 2. himself | 5. under |
| 3. flimsy | 6. village |

EXTENSION

- | | |
|-----------|--------------|
| 7. object | 9. message |
| 8. center | 10. culture |
| | 11. intrigue |

FURTHER EXTENSION

Optional Words

- | |
|---------------|
| 12. fretful |
| 13. fretfully |

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

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 _____
6–8 Sentences (EXTENSIONS: 8–10)

Paragraph Two of Body

Topic of Paragraph 2 _____
6–8 Sentences (EXTENSIONS: 8–10)

Paragraph Three of Body

Topic of Paragraph 3 _____
6–8 Sentences (EXTENSIONS: 8–10)

Paragraph Four of Body

Topic of Paragraph 4 _____
6–8 Sentences (EXTENSIONS: 8–10)

EXTENSIONS: Paragraph Five of Body

Topic of Paragraph 5 _____
8–10 Sentences

FURTHER EXTENSION: Paragraph Six of Body

Topic of Paragraph 6 _____
8–10 Sentences

5. Structural Analysis: Possessive Nouns

Day Three

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

7. FURTHER EXTENSION:

Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

8. Grammar: Main Subjects

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

41B 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 all of the prepositions.

The fowls **of** the air **illustrate** a remarkable **dependency of** young nestlings **upon their** parents. While some **leave** the nest as soon as they hatch, those that are blind, featherless, and completely helpless **remain in** the nest. **Without** the tireless efforts **of their** parents, not a single one could survive.

Ornithologists **divide** birds into two categories: precocial and altricial. Precocial birds **are** ones that leave the nest as soon as they hatch. Because they must fend for themselves, they are extremely vulnerable to predators and experience a high mortality rate within the first few days of **their lives**.

Altricial young, on the other hand, **remain** in the nest and **are** cared for by **their** parents until they can fly on **their** own. **They** depend on **their** parents for everything—warmth, shelter, and food. Since some birds may **increase** their size as much as **fifty** times in just **three** weeks, the task of providing food **requires** the tireless efforts of both parents.

5b. Show possession to the common and proper nouns in the list provided, and add an object owned by each noun, as shown in the example.

Example: missionaries—**missionaries' shelter**

- | | | |
|--------------------------|-------------------------|----------------------------|
| 1. animals' | 11. nuthatchers' | 21. foot's |
| 2. freedom's | 12. fowls' | 22. biologists' |
| 3. insect's | 13. insects' | 23. snare's |
| 4. sacrifice's | 14. newborn's | 24. shrike's |
| 5. predators' | 15. spider's | 25. ornithologist's |
| 6. parent's | 16. bird's | 26. nestlings' |
| 7. humming birds' | 17. God's | 27. alarm's |
| 8. injury's | 18. warblers' | 28. hawks' |
| 9. fruit eaters' | 19. nest's | 29. storehouses' |
| 10. woodpecker's | 20. flower's | 30. beak's |

□ **8d.** In the sentences provided, complete the following steps:

1. Isolate all prepositional phrases by placing parentheses around them.
2. Highlight the main subject of each sentence.
3. **Parents** (of nestlings) are stimulated to gather food (by the open mouths) (of their young).
4. **Nestlings** that open their mouths the widest get the most food.
5. This **observation** (from nature) provides a thought provoking challenge (in conjunction) (with the message) (of Psalm 81:10) to open our mouths wide, and He will fill them.
6. Some **parents** feed their young every few minutes, making hundreds of visits a day (to their nests).
7. Each **meal** consists (of a tiny morsel).
8. **Swifts** tend to feed their young less often.
9. **They** collect insects (in their throats) until they have gathered enough (for a full meal).
10. Then **they** return (to their nests).
11. While their young remain (in the nest), **parents** make subtle changes (in the food) they bring home.
12. Most **newborns** are fed caterpillars exclusively.
13. **Parents** add seeds and hardshelled insects (to the hatchlings' diets) after the little ones have matured somewhat.
14. Many **birds** feed partially digested food (to their young).
15. These **birds** eat a meal themselves and then regurgitate it after returning (to their nests).
16. Most **fish eaters** remove excess water (from the fish) they catch before feeding it (to their young).
17. Predigesting food also releases nutrients that immature digestive systems cannot obtain (on their own).
18. **Parents** do not usually have to force-feed their chicks.

41B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

The sequence of destructive emotions that follow worry

anxious	fretful
troubled	dismayed
distressed	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Changing seasons bring about dramatically changing resources for the fowls of the air. These changes require some fowls to migrate long distances to receive the food God has reserved for them. Such migratory birds become “pilgrims and strangers” in foreign lands.

EXTENSION

Bohemian waxwings make their summer home in the northern latitudes of the world, such as Scandinavia, where they feed almost exclusively on the fruit of the rowan tree. However, the berries do not last all winter. Each fall, the waxwings run out of berries and must cross the North Sea to England in search of other food. To refuse to leave their summer home would lead to their starvation.

FURTHER EXTENSION

Actually, the vast majority of birds face seasonal changes every year. They must either migrate to new feeding grounds or alter their regular diets. This is especially hard for birds that vigorously defend their territories in the spring. They must give up the very nesting areas and feeding grounds they called home only a few months earlier.

—*Wisdom Booklet 41*

2. Spelling/Structural Analysis:

Open Syllables Have Long Vowel Sounds
(Examples: o/bey, be/tween)

BASIC LEVEL

- | | | |
|----------------|-----------------|---------------|
| 1. re/spect/ed | 5. be/stowed | 9. mo/ti/vate |
| 2. vi/tal | 6. na/ture | 10. re/wards |
| 3. e/ter/nal | 7. re/demp/tive | |
| 4. mu/tu/al | 8. tri/cy/cle | |

EXTENSION

FURTHER EXTENSION

Optional Words

- | | | |
|---------------------|------------------|---------------|
| 11. re/la/tion/ship | 13. pri/mar/i/ly | 16. dismayed |
| 12. be/liev/ers | 14. do/min/ion | 17. dismaying |
| | 15. re/sem/ble | |

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

Day Two

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

4. Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

Day Three

5. Grammar: Subject Part/Predicate Part

6. Composition: Edit and Revise

Day Four

7. Grammar: Adverbs

8. Grammar: -Ly Openers

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition:
Final Copy Original Informative Essay

Extra Practice (Optional)

41B Week 4 Teacher's Helps

For a Four Day Week

Day One

Vocabulary Box

The sequence of destructive emotions that follow worry

anxious	fretful
troubled	dismayed
distressed	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Changing seasons bring about dramatically changing resources for the fowls of the air. These changes require some fowls to migrate long distances to receive the food God has reserved for them. Such migratory birds become “pilgrims and strangers” in foreign lands.

EXTENSION

Bohemian waxwings make their summer home in the northern latitudes of the world, such as Scandinavia, where they feed almost exclusively on the fruit of the rowan tree. However, the berries do not last all winter. Each fall, the waxwings run out of berries and must cross the North Sea to England in search of other food. To refuse to leave their summer home would lead to their starvation.

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Actually, the vast majority of birds face seasonal changes every year. They must either migrate to new feeding grounds or alter their regular diets. This is especially hard for birds that vigorously defend their territories in the spring. They must give up the very nesting areas and feeding grounds they called home only a few months earlier.

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Open Syllables Have Long Vowel Sounds
(Examples: o/bey, be/tween)

BASIC LEVEL

- | | | |
|----------------|-----------------|---------------|
| 1. re/spect/ed | 5. be/stowed | 9. mo/ti/vate |
| 2. vi/tal | 6. na/ture | 10. re/wards |
| 3. e/ter/nal | 7. re/demp/tive | |
| 4. mu/tu/al | 8. tri/cy/cle | |

EXTENSION

FURTHER EXTENSION

Optional Words

- | | | |
|---------------------|------------------|---------------|
| 11. re/la/tion/ship | 13. pri/mar/i/ly | 16. dismayed |
| 12. be/liev/ers | 14. do/min/ion | 17. dismaying |
| | 15. re/sem/ble | |

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Possessive Nouns)

4. Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

5. Grammar: Subject Part/Predicate Part

Day Three

6. Composition: Edit and Revise

7. Grammar: Adverbs

8. Grammar: -Ly Openers

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition:

Final Copy Original Informative Essay

Extra Practice (Optional)

41B 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 possessive proper noun, and correct the incorrectly placed apostrophe if you have not already done so.

3. **EXTENSIONS:** In the second and last paragraph, highlight the misused homophones, and write the correct homophone above each one.

Bills come in all sizes and shapes. **E**ach one is designed to **make** the most of a different portion of **God's** provisions. God created swifts and swallows with gaping beaks that **allow** them to catch **gnats** and other small, flying insects. These birds **fly** with **their** mouths **open**, catching insects on their sticky tongues.

The structure of the finch's beak **limits** the size of the seeds it can eat. To crack a seed, the finch must **be** able **to** fit it into a groove that **lines** **its** upper mandible. **G**od created the groove slightly wider in the back **then** in the front. This provision **allows** the finch to crush smaller seeds with the tip of **its** beak and larger seeds with the rear of **its** beak. (**than**)

Woodpeckers, **tree creepers**, and nuthatches have specially designed feet and claws that **allow** them **too** climb up and down the trunks of trees looking for insects. They can grip the bark from any **angle** and investigate cracks and crevices that other birds cannot reach. On the other hand, swimmers and divers **have** strong legs and webbed feet. These give them maximum efficiency in diving and swimming. (**to**)

5d. In the sentences provided, complete the following steps:

1. Draw a line between the subject part and the predicate part.

2. Highlight the main subject of each sentence.

3. **EXTENSIONS:** With another color, highlight the main verb of each sentence.

1. Many times a **bird** | **works** together with other animals or birds to the benefit of all concerned.

2. **Zoologists** | **call** this relationship symbiosis.

3. **Symbiosis** | **means** "a state of living together."

4. Ant **birds** | **follow** large swarms of army ants, feeding on the insects the ants uncover as they march along.

5. Cattle **egrets** | **live** with herds of zebras, antelope, and other animals, feeding on the insects they stir up as they walk.
6. A unique and multifaceted symbiotic **relationship** | **is** exhibited by the black-throated honey guide of Africa.
7. This **bird** | **eats** beeswax but is unable to digest the wax or even tear apart beehives on its own.
8. **It** | **must rely** on the cooperation of others before it can enjoy and benefit from God's provision.
9. When honey guides locate a beehive, **they** | **make** loud noises to attract other animals or even people.
10. **Neighbors** of the honey guide | quickly **learn** how it announces the location of a beehive.
11. **It** | **leads** it to the honey, staying about fifteen to twenty feet ahead of a prospective helper.
12. **Birds** | also **cooperate** with one another by staying within their own appointed territories.
13. **Zoologists** | **refer** to the environment in which an animal lives as its niche.
14. The word **niche** | **means** nest.

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

1. Highlight the verbs.
2. With another color, highlight the adverbs.
3. Draw an arrow from each adverb to the word it modifies.
4. Write above the adverb which question it answers:
 - a. How?
 - b. When?
 - c. Where?
 - d. To what extent?

Note: Some sentences contain more than one adverb.

1. Birds **also** → **cooperate** with one another by **staying** within their appointed territories.

when

2. Zoologists **commonly** → **refer** to the environment in which an animal **lives** as its niche.

how

3. By **carefully** → **staying** in its niche, each kind of bird has access to what God **to what extent?** has **provided** → **especially** for it.

4. Various kinds of shore birds **also** → **live** in different niches along the coast.

Teacher Tip:

The exact question answered by each adverb is not the crucial part of this assignment. Your student may feel that the adverb answers a different question than the one indicated in the Answer Keys. That is fine.

5. Widgeons **happily** → **graze** on golf courses near many west coast cities.
6. Canvasbacks **actually** → **feed** in nearby bays.
7. Brants **respectfully** → **stay** in beds of eelgrass so they do **not** → **disrupt** scoters that **dive** for mussels in the rougher waters along the beach.
8. Few, if any of these ducks **truly** → **compete** with their neighbors for God's provisions.
9. **Instead**, they **respectfully** → **divide** the environment among themselves so each species takes advantage of a different niche.
10. Even though more than one-fifth of the world's birds **actually** → **rely** on the provision of nectar from plants and flowers, they **still** → **do not** → **compete** with one another.
11. God **carefully** → **created** different kinds of flowers for the different species of nectar-consuming birds.
12. Each kind of bird **thoughtfully** → **goes** ← **about** its own business, collecting from one type of flower while its neighbors **carefully** → **collect** from another.

8d. In the sentences provided, complete the following steps:

1. Highlight the *-ly* openers.
 2. Add punctuation after the *-ly* openers, according to the rules learned this week.
1. **Sadly**, thousands of orioles began wintering near feeding stations in New England and Great Lakes areas in the early 1970s through the lure of the free provisions of well-meaning bird-watchers.
 2. **Ironically**, they found it easier to enjoy the provisions of a backyard feeder than to make the long and arduous flight to the tropics.
 3. **Normally**, orioles will fly south each winter to avoid freezing temperatures and to search for God's provisions.
 4. **Unfortunately**, those that refuse to migrate go hungry.
 5. **Eventually**, as parents passed on their habits to their young, the number of "welfare orioles" began to grow.
 6. **Sadly**, during the bitter winters of 1977 and 1978, almost all of these birds vanished.

7. **Unfortunately**, the weather was so extreme those years that most of the orioles froze.
8. **Simply put**, they died because they became attached to their summer homes.
9. **Eventually**, they began relying on the easy life offered.
10. **Reluctantly**, many birds search for food only when forced to.

42B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *the basis of self-worth*

redemption	identification	authenticity
transformation	glorification	likeness
justification	ransom	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The sun shone down onto the glimmering snow as the white flakes continued to fall. Thousands of them fell each minute, each one on its own so small it could barely be seen, but together they stacked up and resulted in huge mounds of beautiful white snow. The beauty of many snowflakes is incredible; however, it does not compare to the beauty of just one flake.

EXTENSION

Each snowflake is different than every other one, and each flake is extremely beautiful. Some flakes are big enough to be seen by the human eye, and some you need a microscope to see. Each one is different than the others. Each one is lovely. Sometimes, you just need to look hard to see the beauty.

FURTHER EXTENSION

People are the same way. Each of us is different than every other person. Some people just grab your attention because something they do, or wear, or say is so amazing. You have to look harder at some people to see the beauty, but it is there. We are all beautiful, made in His image, especially designed by Him. The Lord takes great care to make and design every one of the billions of snowflakes that falls each winter and melts in the spring, but even more importantly, He makes each of us the most special and beautiful part of His creation.

—*Creation Corner Coloring Book*

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

BASIC LEVEL

- | | | |
|----------|----------|----------|
| 1. to | 5. there | 8. hear |
| 2. too | 6. their | 9. where |
| 3. herd | 7. here | 10. wear |
| 4. heard | | |

EXTENSION

11. know
12. no
13. one
14. won
15. plain
16. plane

FURTHER EXTENSION

17. then*
18. than*
19. are*
20. our*
21. hour*

Optional Words

22. redemption
23. transformation

*Not true homophones—just confusing words that you should know.

TT: Sometimes words are not exactly homophones, but they are spelled similarly and are often confused with each other. These include words such as *our, are; then, than*.

TT: 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)

(Adverbs; Adverb Openers; Subject Part/Predicate Part)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
7 Sentences

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

5. Grammar: Conjunctive Adverbs

Day Three

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

7. Structural Analysis: Plural Nouns

Day Four

8. Study Skills/Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

9. Composition: Edit and Revise

10. Grammar: Positive, Comparative, and Superlative Degrees of Words

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

42B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *the basis of self-worth*

redemption	identification	authenticity
transformation	glorification	likeness
justification	ransom	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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—*Creation Corner Coloring Book*

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

BASIC LEVEL

- | | | |
|----------|----------|----------|
| 1. to | 5. there | 8. hear |
| 2. too | 6. their | 9. where |
| 3. herd | 7. here | 10. wear |
| 4. heard | | |

EXTENSION

11. know
12. no
13. one
14. won
15. plain
16. plane

FURTHER EXTENSION

17. then*
18. than*
19. are*
20. our*
21. hour*

Optional Words

22. redemption
23. transformation

*Not true homophones—just confusing words that you should know.

TT: Sometimes words are not exactly homophones, but they are spelled similarly and are often confused with each other. These include words such as *our, are; then, than*.

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Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Adverbs; Adverb Openers; Subject Part/Predicate Part)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
7 Sentences

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

Day Three

5. Grammar: Conjunctive Adverbs

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

7. Structural Analysis: Plural Nouns

8. Study Skills/Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

9. Composition: Edit and Revise

10. Grammar: Positive, Comparative, and Superlative Degrees of Words

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

42B Week 1 Answer Keys

❑ **2b.** On the lines provided, write a short definition (or a synonym for that word) beside each word at the level directed by your teacher. If there are any taht you are unsure of, look them up in the dictionary or thesaurus.

1. **to**— a preposition; toward, approaching, connecting
2. **too**— also; in excessive quantity or degree (e.g. too fast)
3. **herd**—a group of animals of like kind
4. **heard**— past tense of hear (to perceive by the ear)
5. **there**—not here; at that place
6. **their**—belonging to them
7. **here**—at this place, not there
8. **hear**—to perceive by the ear
9. **where**—word asking about or indicating location
10. **wear**—to put on the body as clothing
11. **know**—to be aware of; to have in the mind or memory; to be familiar with
12. **no**—negative word used to deny, refuse, or disagree; not any; none
13. **one**—a single thing or person; the whole number between 0 and 2.
14. **won**—past tense of win; to gain a victory or prize, to finish first
15. **plain**—not fancy or decorated; a flat area of grassland
16. **plane**—a flying vehicle
17. **then**—at that time; soon afterwards; next in time or place
18. **than**—in comparison with
19. **are**—plural and second person singular of the verb *to be* in the present indicative
20. **our**—belonging to us
21. **hour**—a unit for measuring time; 60 minutes

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

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the last two paragraphs, highlight the adverb openers, and place the correct punctuation following them if you have not already done so.
3. In all three of the paragraphs, place an adverb that you find in the thesaurus in the blanks provided. (**Answers will vary.**)
4. In the second paragraph, draw a line between the subject part and the predicate part of each sentence.

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

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

At the moment of conception, a **truly** marvelous multiplication begins. This multiplication eventually forms all of our physical members. Each member **is** composed of millions of individual cells. But how does one cell become part of a bone, another cell become a part of a follicle of hair, and another become part of a fingernail?

The answer | **lies** in the amazingly complex function of DNA. DNA | **actually** stands for deoxyribonucleic acid. **Incredibly** it | **controls** the life of every cell, and, therefore, the life of every organism.

This control functions **perfectly** in at least **two** ways. **First**, DNA controls all hereditary information from one generation of cells to the next. **Second**, DNA **precisely** determines the form and function of the cell by regulating the kinds of proteins it **produces**.

□ **5c. In the sentences provided, complete the following steps:**

1. Highlight the conjunctive adverbs (CA's).
2. With another color, highlight the punctuation surrounding the CA's.
3. **Moreover**, DNA "ladders" are large molecules that lie tightly coiled in the chromosomes of each cell.
4. **Thus**, when these DNA ladders divide, each new ladder is an exact duplicate of the first one.
5. **Therefore**, the cold continues to dictate cell growth from generation to generation.
6. **As a matter of fact**, the message contained within the DNA ladders determines stature and every other physical feature of our bodies.
7. **Hence**, it is like God's codebook that every cell obeys in forming our members.
8. **Therefore**, let us examine the words of Psalm 139: 15-16.
9. **Moreover**, great theologians have wondered at this verse.
10. **Furthermore**, Charles Spurgeon himself felt this verse was difficult to understand.
11. **However**, there was no understanding of DNA or of its wondrous structure and control of human growth.
12. **Therein**, the process of weaving is strikingly similar to the procedure God uses in creating our physical features with DNA.

□ **7c. Make the nouns provided plural according to the rules you learned this week.**

BASIC LEVEL

- | | | |
|----------------------|----------------------|----------------------|
| 1. <u>observers</u> | 6. <u>witnesses</u> | 11. <u>realities</u> |
| 2. <u>churches</u> | 7. <u>sopranos</u> | 12. <u>studies</u> |
| 3. <u>teeth</u> | 8. <u>eternities</u> | 13. <u>hyenas</u> |
| 4. <u>Christians</u> | 9. <u>messages</u> | 14. <u>motives</u> |
| 5. <u>gazelles</u> | 10. <u>halves</u> | 15. <u>deer</u> |

EXTENSIONS

- | | |
|------------------------|-------------------------|
| 16. <u>authorities</u> | 19. <u>themselves</u> |
| 17. <u>radios</u> | 20. <u>persecutions</u> |
| 18. <u>pianos</u> | |

□ **9e.** Write the words provided in the correct columns:

1. Positive: Not comparing anything—a describer
2. Comparative: Comparing two items—*er, more, lesser*
3. Superlative: Comparing three or more items—*est, most, least*

- | | | |
|-------------------|--------------------|--------------|
| 1. humble | 9. most prayerful | 17. oldest |
| 2. repentant | 10. prayerful | 18. younger |
| 3. humblest | 11. poorer | 19. young |
| 4. most repentant | 12. more prayerful | 20. older |
| 5. humbler | 13. most cramped | 21. angry |
| 6. poor | 14. more cramped | 22. angrier |
| 7. poorest | 15. old | 23. angriest |
| 8. more repentant | 16. youngest | 24. cramped |

Positive (describers only)

1. humble
2. repentant
3. poor
4. prayerful
5. cramped
6. old
7. young
8. angry

Comparative (two objects)

9. humbler
10. more repentant
11. poorer
12. more prayerful
13. more cramped
14. older
15. younger
16. angrier

Superlative (three or more)

17. humblest
18. most repentant
19. poorest
20. most prayerful
21. most cramped
22. oldest
23. youngest
24. angriest

42B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *the basis of our self-worth*

redemption	identification	authenticity
transformation	glorification	likeness
justification	ransom	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

His name was Joseph Merrick, but he was known as “the Elephant Man.” The long cloak hid a right arm and legs that were severely deformed. The swollen limbs and the rough, grayish skin that covered most of his body made him look more like an animal than a man. The face behind the veil was so severely contorted by masses of bone and huge tumors that women often shrieked in terror or even fainted when they first saw it.

EXTENSION

One writer described Mr. Merrick’s plight in the strongest terms: “Hideously deformed, malodorous, for the most part maltreated, constantly in pain, lame, fed the merest scraps, exhibited as a grotesque monster at circuses. . . the object of constant expressions of horror and disgust, it might have been expected that the ‘Elephant Man’ would have grown into a creature detesting all human beings, bitter, awkward, difficult in his relations with others, ungentle, unfeeling, aggressive, and unlovable.”

FURTHER EXTENSION

Yet, less than a year after that humiliating morning in the Liverpool Street Station, the Elephant Man was hosting the future king and queen of England. What can account for this remarkable change? The answer is in this little poem that the Elephant Man wrote:

‘Tis true my form is something odd,
But blaming me is blaming God;
Could I create myself anew
I would not fail in pleasing you.

—*Wisdom Booklet 43*

2. Spelling: Suffixes That Do Not Change the Spellings of Root Words (Examples: paint, playing)

BASIC LEVEL

- | | | |
|-------------|---------------|---------------|
| 1. signal | 6. defended | 11. remain |
| 2. signaled | 7. threaten | 12. remaining |
| 3. suffer | 8. threatened | 13. enjoy |
| 4. suffered | 9. attack | 14. enjoying |
| 5. defend | 10. attacker | |

EXTENSION FURTHER EXTENSION Optional Words

- | | | |
|-----------------|----------------|-------------------|
| 15. immediate | 17. determine | 21. justification |
| 16. immediately | 18. determined | |

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

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

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
(You may divide this paragraph into two sentences.)
(You may use up to eight words for sentence one.)
(You may use up to nine words for sentence two.)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences (one stanza poem included)

5. Grammar: -Ly Openers

Day Three

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

7. Grammar: Noun Markers (Articles)

Day Four

8. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

42B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *the basis of self-worth*

redemption	identification	authenticity
transformation	glorification	likeness
justification	ransom	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

His name was Joseph Merrick, but he was known as “the Elephant Man.” The long cloak hid a right arm and legs that were severely deformed. The swollen limbs and the rough, grayish skin that covered most of his body made him look more like an animal than a man. The face behind the veil was so severely contorted by masses of bone and huge tumors that women often shrieked in terror or even fainted when they first saw it.

EXTENSION

One writer described Mr. Merrick’s plight in the strongest terms: “Hideously deformed, malodorous, for the most part maltreated, constantly in pain, lame, fed the merest scraps, exhibited as a grotesque monster at circuses. . . the object of constant expressions of horror and disgust, it might have been expected that the ‘Elephant Man’ would have grown into a creature detesting all human beings, bitter, awkward, difficult in his relations with others, ungentle, unfeeling, aggressive, and unlovable.”

FURTHER EXTENSION

Yet, less than a year after that humiliating morning in the Liverpool Street Station, the Elephant Man was hosting the future king and queen of England. What can account for this remarkable change? The answer is in this little poem that the Elephant Man wrote:

‘Tis true my form is something odd,
But blaming me is blaming God;
Could I create myself anew
I would not fail in pleasing you.

—*Wisdom Booklet 43*

2. Spelling: Suffixes That Do Not Change the Spellings of Root Words (Examples: paint, playing)

BASIC LEVEL

1. signal	6. defended	11. remain
2. signaled	7. threaten	12. remaining
3. suffer	8. threatened	13. enjoy
4. suffered	9. attack	14. enjoying
5. defend	10. attacker	

EXTENSION FURTHER EXTENSION Optional Words

15. immediate	17. determine	21. justification
16. immediately	18. determined	

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

3. Editor Duty: Correct Given Paragraph(s)

(Conjunctive Adverbs; Homophones)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
(You may divide this paragraph into two sentences.)
(You may use up to eight words for sentence one.)
(You may use up to nine words for sentence two.)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences (one stanza poem included)

5. Grammar: -Ly Openers

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

Day Three

7. Grammar: Noun Markers (Articles)

8. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

42B Week 2 Answer Keys

□ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the second and third paragraphs, highlight the conjunctive adverbs, and punctuate them correctly.
3. In all of the paragraphs, highlight at least four homophone errors, and write the correct homophones.

The name Rembrandt is recognized immediately by most people as **won** of the **most** famous painters of all time. He grew up in the Netherlands in the **seventeenth** century, and during his lifetime he produced about six hundred paintings, **three hundred** etchings, and fourteen hundred drawings. If any of his paintings or drawings **were** sold today, they would command a very large price. Yet, ironically, **inn** his later years, Rembrandt was forced **too** declare bankruptcy. (**one, in, to**)

During his early years Rembrandt **was** recognized as a great artist. **However**, the value of his work **was** not determined. **Thus**, in his later years he was **knot** as popular a painter as he had been when he was **younger**. Today Rembrandt's paintings are often valued as being worth **thousands** of dollars. (**not**)

Similarly, **God**, the great **Creator**, fashioned each of **hour** lives. **Yet**, our worth **was** not established until a **grate** price **was** offered. That is the story and meaning of redemption. (**our, great**)

□ 5d. In the sentences provided, add punctuation after the *-ly* openers according to the rules learned this week.

1. Actually, two paintings could look identical in every detail.
2. Truly, if one is not authentic, it will not have the value of the one that is.
3. Actually, authenticity is based on style and authorship.
4. Amazingly, works of an artist will bear similarity of style even though there will be variety in the actual creations.
5. Truly, the real mark of authenticity is the signature that is put on the work.
6. Fortunately, God created each of us in His own image.
7. Surprisingly, there is infinite variety in the way He made us.
8. Similarly, words related to authenticity are author, authority, and authorization.

9. Gratefully,² as children of God, we are able to enjoy great worth because Christ is in us, conforming us to His image.
10. Amazingly,² God has authenticated our relationship with Him and its accompanying worth by calling us His sons and giving us a name with Christ.
11. Truly,² there is no better name in all the universe than that of Jesus Christ.

42B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *the basis of self-worth*

redemption	identification	authenticity
transformation	glorification	likeness
justification	ransom	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Comparison with peers often leads to discontentment with unchangeables and brings self-rejection. Thus, the warning is given in II Corinthians 10:12, which says, "But they measuring themselves by themselves, and comparing themselves among themselves, are not wise." God designed ten unchangeable features in all of us. These are characteristics that are not able to be altered; thus, they must be accepted in order to accept ourselves.

EXTENSION

1. My physical features
2. My mental capabilities
3. My parents
4. My gender
5. My brothers and sisters
6. My birth order
7. My nationality
8. My race
9. My time in history
10. My aging and life span

FURTHER EXTENSION

God's ultimate purpose in each of these unchangeables is to conform us to the image of Christ. By rejecting His design in any unchangeable, we not only reject the Designer, but we also reject part of His purpose for us.

—Adapted from *Wisdom Booklet 42*

2. Spelling: Number Words

BASIC LEVEL

1. twenty-one
2. thirty
3. forty
4. fifty
5. sixty
6. seventy
7. eighty
8. ninety
9. thousand
10. hundred
11. five hundred two

EXTENSION

12. thirty-eight
13. seventy-nine

FURTHER EXTENSION

14. six thousand, four hundred eighty-five

Optional Words

15. identification

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)

(-Ly Openers; Noun Markers)

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

Paragraph One of Body

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

Paragraph Two of Body

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

Paragraph Three of Body

Topic of Paragraph 3 _____
5–7 Sentences (EXTENSIONS: 6–8)

Extensions: Paragraph Four of Body

Topic of Paragraph 4 _____
5–7 Sentences (EXTENSIONS: 6–8)

FURTHER EXTENSION: Paragraph Five of Body

Topic of Paragraph 5 _____
6–8 Sentences

Day Three

5. Punctuation: Punctuating Quotations

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

7. Punctuation: Punctuating Quotations

Day Four

8. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

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

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

42B Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *the basis of self-worth*

redemption	identification	authenticity
transformation	glorification	likeness
justification	ransom	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Comparison with peers often leads to discontentment with unchangeables and brings self-rejection. Thus, the warning is given in II Corinthians 10:12, which says, "But they measuring themselves by themselves, and comparing themselves among themselves, are not wise." God designed ten unchangeable features in all of us. These are characteristics that are not able to be altered; thus, they must be accepted in order to accept ourselves.

EXTENSION

1. My physical features
2. My mental capabilities
3. My parents
4. My gender
5. My brothers and sisters
6. My birth order
7. My nationality
8. My race
9. My time in history
10. My aging and life span

FURTHER EXTENSION

God's ultimate purpose in each of these unchangeables is to conform us to the image of Christ. By rejecting His design in any unchangeable, we not only reject the Designer, but we also reject part of His purpose for us.

—Adapted from *Wisdom Booklet 42*

2. Spelling: Number Words

BASIC LEVEL

1. twenty-one
2. thirty
3. forty
4. fifty
5. sixty
6. seventy
7. eighty
8. ninety
9. thousand
10. hundred
11. five hundred two

EXTENSION

12. thirty-eight
13. seventy-nine

FURTHER EXTENSION

14. six thousand, four hundred eighty-five

Optional Words

15. identification

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

3. Editor Duty: Correct Given Paragraph(s)

(-Ly Openers; Noun Markers)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____

5–7 Sentences (EXTENSIONS: 6–8)

Paragraph Two of Body

Topic of Paragraph 2 _____

5–7 Sentences (EXTENSIONS: 6–8)

Paragraph Three of Body

Topic of Paragraph 3 _____

5–7 Sentences (EXTENSIONS: 6–8)

EXTENSION: Paragraph Four of Body

Topic of Paragraph 4 _____

5–7 Sentences (EXTENSIONS: 6–8)

FURTHER EXTENSION: Paragraph Five of Body

Topic of Paragraph 5 _____

6–8 Sentences

5. Punctuation: Punctuating Quotations

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

Day Three

7. Punctuation: Punctuating Quotations

8. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

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

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

42B 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 all of the noun markers.
3. In the first and third paragraphs, highlight the adverb openers, and place commas following them if you have not already done so.

In 1884, **Dr. William P**ancoast, **a P**hiladelphia physician, was trying to help **a** wealthy businessman and his wife. **T**hey desperately wanted something their money could not provide—**a** child of **their** own. **The** doctor had discovered that **the** only apparent reason **the** wife had not been able to conceive was that **the** man **was** sterile. **Eventually,** **the** doctor decided **to** treat the problem by using **a** clinical procedure in which he placed another man's seed in **the** wife's womb.

The woman was under anesthesia at the time, and the doctor did not tell her what he had done. **Dr. P**ancoast told the woman's husband the truth, but he never told the woman. Nine months later she gave birth to a baby who resembled the medical student who had provided the seed.

Incidentally, the procedure itself was **not** nothing new. Near the end of the **eighteenth** century, a famous **E**nglish surgeon had used the same technique to impregnate a **L**ondon merchant's wife with her own husband's seed. **J**ust after the civil war, **Dr. M**arion **S**ims, **an A**merican gynecologist, used the technique to produce the first “test tube baby” in the **U**nited **S**tates.

□ 5b. In the sentences provided, place the correct punctuation at the end of each speech tag.

1. One afternoon after school when Joseph was about eight, he came limping into the house crying. “What’s the matter? Is your leg hurt again?” his mother asked.
2. When Mr. Merrick remarried, Joseph said of his step-mother, “. . .together with my deformity, she was the means of making my life a perfect misery.”
3. “It’s about time you got home!” she yelled at him.
4. “Now look what you’ve done!” she bellowed.
5. She remarked, “This is more than what you’ve earned.”
6. “Where is the money?” she yelled.
7. “Your worthless boy has been loafing again,” she remarked.
8. Uncle Charlie said, “Joseph, I’ve been looking for you for days.”

9. He continued, “I’ve heard what happened to you at home.”
10. “Where have you been staying?” he asked.
11. “You can’t stay there,” his uncle remarked.
12. “Come home with me,” he offered.
13. Mr. Torr said, “Come down to my office as soon as you can get yourself out of this place.”
14. The sign read, “The Elephant Man, Half-a-Man and Half-an-Elephant!”
15. Dr. Treves said, “The far end of the shop was cut off by a curtain or rather by a red tablecloth suspended from a cord by a few rings.”
16. He continued, “The room was cold and dank, for it was the month of November.”
17. “Stand up!” Mr. Norman commanded harshly.

7d. Based on the rules learned in this lesson, punctuate the sentences provided:

1. Dr. Treves described it, saying, “Over this the creature was huddled to warm itself.”
2. He continued, “It never moved when the curtain was drawn back.”
3. “Locked up in an empty shop and lit by the faint blue light of the gas jet, this hunched-up figure was the embodiment of loneliness,” finished Dr. Treves.
4. Mr. Norman commanded, “Stand up!”
5. Dr. Treves wrote, “There stood revealed the most disgusting specimen of humanity that I have ever seen.”
6. The fingers of his right hand were like “thick, tuberous roots.”
7. Dr. Treves told Joseph, “I am a surgeon at the London Hospital across the street.”
8. He continued, “I would like to examine your Elephant Man more closely.”
9. He asked, “Could you have him at my office at ten tomorrow morning?”
10. He said, “Here is my card.”
11. “Present it tomorrow morning at the gate so they will let you in,” commented the doctor.
12. Dr. Treves said, “He was shy, confused, not a little frightened and evidently much cowed.”
13. The man asked, “Do you need help?”
14. Mr. Carr Gomm appealed to the British public for Joseph, saying, “There is now, in a little room off one of our attic wards, a man named Joseph Merrick, aged about twenty-seven, a native of Leicester, so dreadful a sight that he is unable even to come out by daylight to the garden.”
15. He continued, “He has been called ‘The Elephant Man’ on account of his terrible deformity.”
16. Joseph asked him, “Where are you going to move me next?”
17. The doctor said, “He just needs a lady to smile at him—someone to look him in the face and not turn away in disgust.”
18. “Do you think you could do that?” he asked.

19. "If you're all ready for your visitor, I'll bring her down," he continued.

20. "I think so," Joseph answered.

9d. In the sentences provided, highlight all of the following:

1. Dates

2. Places

3. Numbers

1. After a time, he even began striking up conversations with the workmen outside his window in **Bedstead Square**.
2. **One** of the wealthy ladies who sometimes visited him offered to let him stay in a cottage on her rural estate outside **Northampton**.
3. For **six** wonderful weeks, Joseph had the freedom to wander through the woods and meadows.
4. He always returned from his holiday refreshed but glad to be back home at **The London**.
5. **One** day in **May** of **1887**, Joseph was feeling more excited than usual about the visitors he was to receive that afternoon.
6. His visitors that day were to be the Prince and Princess of **Wales**!
7. Princess Alexandra officially opened the new **Nurses' Home** at the **London Hospital**.
8. It opened on **May 21, 1887**.
9. Every **December** she sent Joseph not **one**, but **three** or **four** beautiful Christmas cards.
10. The princess visited Joseph several times in the next **three** years.
11. By **1890**, Joseph's condition was rapidly deteriorating.
12. A nurse brought his lunch tray at **one-thirty** in the afternoon.
13. When **one** of the doctors came back to check on him at **three o'clock**, he saw the food was untouched, and Joseph was dead.

42B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *the basis of self-worth*

redemption	identification	authenticity
transformation	glorification	likeness
justification	ransom	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In spite of the turkey vulture's weaknesses, limitations, and repulsive outward appearance, God has probably used the turkey vulture to save more human lives than any other creature on the face of the earth, including the eagle. Without turkey vultures to clean up the rotting remains of diseased animals, epidemics would spread at incredible rates. Yes, by taking into itself these vile and diseased organisms, the turkey vulture eliminates the potential of their spread.

EXTENSION

Anthrax, for example, is a contagious disease caused by the bacteria *Bacillus anthracis*, which affects both animals and humans. Animals with anthrax have chills, fever, dysentery, and convulsions, and they often die suddenly. Some researchers believe that anthrax was the fifth plague of Egypt recorded in Exodus 9:1-7. A person can become infected by touching a diseased animal or by simply inhaling contaminated dust particles.

FURTHER EXTENSION

However, the remains of a carcass that has been cleansed by turkey vultures are free from infectious bacteria— as clean of it as if the remains were burned. This is why one of the most effective means of cleansing the land of infected animals is to allow turkey vultures to remove the dead carcasses.

—*Wisdom Booklet 42*

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

BASIC LEVEL

- | | | |
|-----------|------------|------------|
| 1. money | 4. gladly | 7. history |
| 2. enemy | 5. reality | 8. valley |
| 3. simply | 6. poetry | |

EXTENSION

9. quality
10. hungry
11. trolley

FURTHER EXTENSION

12. strategy
13. authority
14. eternity
15. adversary
16. Christianity

Optional Words

17. glorification
18. authenticity

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

Day Two

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

4. Composition: Edit and Revise

Day Three

5. Grammar: Helping Verbs and Verb Phrases

Day Four

6. Grammar: Interjections

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Informative Essay

Extra Practice (Optional)

42B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *the basis of self-worth*

redemption	identification	authenticity
transformation	glorification	likeness
justification	ransom	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In spite of the turkey vulture's weaknesses, limitations, and repulsive outward appearance, God has probably used the turkey vulture to save more human lives than any other creature on the face of the earth, including the eagle. Without turkey vultures to clean up the rotting remains of diseased animals, epidemics would spread at incredible rates. Yes, by taking into itself these vile and diseased organisms, the turkey vulture eliminates the potential of their spread.

EXTENSION

Anthrax, for example, is a contagious disease caused by the bacteria *Bacillus anthracis*, which affects both animals and humans. Animals with anthrax have chills, fever, dysentery, and convulsions, and they often die suddenly. Some researchers believe that anthrax was the fifth plague of Egypt recorded in Exodus 9:1-7. A person can become infected by touching a diseased animal or by simply inhaling contaminated dust particles.

FURTHER EXTENSION

However, the remains of a carcass that has been cleansed by turkey vultures are free from infectious bacteria— as clean as if the remains were burned. This is why one of the most effective means of cleansing the land of infected animals is to allow turkey vultures to remove the dead carcasses.

—*Wisdom Booklet 42*

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

BASIC LEVEL

- | | | |
|-----------|------------|------------|
| 1. money | 4. gladly | 7. history |
| 2. enemy | 5. reality | 8. valley |
| 3. simply | 6. poetry | |

EXTENSION

9. quality
10. hungry
11. trolley

FURTHER EXTENSION

12. strategy
13. authority
14. eternity
15. adversary
16. Christianity

Optional Words

17. glorification
18. authority

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

Day Two

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

4. Composition: Edit and Revise

Day Three

5. Grammar: Helping Verbs and Verb Phrases

6. Grammar: Interjections

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Informative Essay

Extra Practice (Optional)

42B 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 number words.

The very word vulture **is** usually **spoken** in tones of disgust. The perceived ugliness of the bird, combined with the loathsome work it does, makes the turkey vulture repulsive **to** people. A turkey vulture **enters** the world ugly and becomes even uglier in appearance as it grows up. A hatchling is gangly and hooded with soft gray feathers **too**. **Its** beak **appears** to be about **three** sizes too big for **its** head. Its stubby legs **look** as if they **are** **three** sizes too small for its body.

At first the hatchlings have dark black heads and white down. As the birds **prepare** to leave the nest, **their** head color gradually **fades** to gray and **their** white down is replaced with dark brown feathers. The wings of a turkey vulture **grow** to **three** times as long as **its** body. This length **makes** the body look even more out of proportion. By the time a **turkey** vulture reaches adulthood, it has a big nose, large feet, short legs, oversized wings, and beady red eyes ringed with bright yellow circles.

In addition, the turkey vulture's head **continues** to change colors. It **becomes** pink at about **one** year of age and **then** gradually darkens into a deep red color at maturity. The turkey vulture's head is completely bald **except** for a few straggly hairs that seem to sprout from between **its** many wrinkles. While other birds can make bright cheerful sounds and songs, the turkey vulture is completely voiceless **except** for a few hisses and grunts.

❑ 5f. In each of the sentences provided, complete the following steps:

1. Highlight the action verbs in one color.

2. Highlight the BHL verbs in a second color.

3. Highlight the infinitives in a third color.

Note: Do not highlight adverbs in the middle of the verb phrase.

Note: Remember, sentences can have multiple verbs.

Example: We **should** **keep** our hearts on God.

1. Turkey vultures, at one time, **were** **slaughtered** by the thousands.

2. Finally, scientists who **study** birds **began** **to discover** the truth about the turkey vulture.

3. This unpopular bird **has** many beneficial characteristics which God **has** **given** it for a special purpose.

4. High in the air, the turkey vulture **can detect** the faintest odor of a decaying carcass hundreds or thousands of feet below.
5. Ornithologists (those who **study** birds) **have debated** for years whether turkey vultures **hunt** by sight or by smell.
6. They **are** first **drawn** to a meal by its foul smell.
7. Then they **can find** its actual location with their sharp, beady eyes.
8. The turkey vulture **can fly** for hours without a single wingbeat due to the broadness of its wings.
9. The thermals upon which the turkey vulture **relies are** actually **able to lift** it higher than an eagle **can fly** or **soar**.
10. How **could** it possibly **be said** that a turkey vulture **could be** more sanitary than an eagle?
11. A turkey vulture **will cover** itself with decayed and diseased remains.
12. The turkey vulture **does** not **use** water for “**bathing**” as other birds **do**.
13. It **will clean** its head by **exposing** it to the ultraviolet rays of the sun.
14. Ultraviolet rays **are known to kill** bacteria and **are** actually **used** in surgery **to sterilize** equipment.
15. God **designed** the feet of the turkey vulture **to be** sanitized in an entirely different manner.
16. They **are built** in such a way that the turkey vulture **cannot reach** them by **bending** over.
17. If it **tried**, it **would fall** on its face.
18. Instead, the legs and talons of the turkey vulture **are** “**bathed**” with the disinfectant from its digestive tract.
19. In spite of the turkey vulture’s weaknesses, limitations, and repulsive outward appearance, God **has** probably **used** the turkey vulture **to save** more human lives than any other creature on the face of the earth, including the eagle.
20. Without turkey vultures **to clean** up the rotting remains of diseased animals, epidemics **would spread** at incredible rates.

43B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing covering

glory praise
covering purpose

Words describing nakedness

shame abomination
defilement rebellion

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Early in his life, P.P. Bliss penned secular music, but he ultimately chose to “take no thought” for the glamorous and lucrative career he could have cultivated as a singer and composer of popular music. Today, very few people sing or even remember those songs. Yet, the great Gospel hymns he wrote are sung every week by thousands of believers all over the world. Many of Mr. Bliss’ hymns were written after he saw a spiritual truth in some particularly dramatic incident.

EXTENSION

Other songs he wrote were based on sermons. For example, around the year 1870, a British preacher named Henry Moorehouse came to Chicago and preached in D.L. Moody’s meetings for a week. In every service, he used the very same Bible verse as his text—seven sermons in a row on John 3:16! One of these sermons inspired Mr. Bliss to write “Whosoever Will.”

FURTHER EXTENSION

Sometimes a phrase from Scripture would serve as the basis for a song. For instance, Mr. Bliss once heard a message about King Agrippa’s response to Paul’s testimony, “...almost thou persuadest me to be a Christian.” The preacher closed by saying, “To be almost persuaded is to be almost saved; to be almost saved is to be eternally lost.” As Mr. Bliss meditated on the implications of that verse, the Lord gave him the song “Almost Persuaded.”

—Adapted from *Wisdom Booklet 43*

2. Spelling: Confusing Endings (Examples: rampant, different, chance, difference)

BASIC LEVEL

- | | | |
|---------------|-------------|-------------|
| 1. government | 4. accent | 7. repent |
| 2. comment | 5. document | 8. commence |
| 3. president | 6. variance | 9. blatant |

EXTENSION

10. repentance
11. commentary

FURTHER EXTENSION Optional

12. presidential
13. dependency
14. minced
15. oath
16. presume

TT: Knowing when to use *ant* or *ent* and *ance* or *ence* is confusing. Students must memorize these words.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Verb Phrases)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
4 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

Day Three

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

6. Grammar: Action Verbs

Day Four

7. EXTENSIONS: Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

8. Grammar: Adverbs

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

43B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *covering*

glory praise
covering purpose

Words describing *nakedness*

shame abomination
defilement rebellion

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Early in his life, P.P. Bliss penned secular music, but he ultimately chose to “take no thought” for the glamorous and lucrative career he could have cultivated as a singer and composer of popular music. Today, very few people sing or even remember those songs. Yet, the great Gospel hymns he wrote are sung every week by thousands of believers all over the world. Many of Mr. Bliss’ hymns were written after he saw a spiritual truth in some particularly dramatic incident.

EXTENSION

Other songs he wrote were based on sermons. For example, around the year 1870, a British preacher named Henry Moorehouse came to Chicago and preached in D.L. Moody’s meetings for a week. In every service, he used the very same Bible verse as his text—seven sermons in a row on John 3:16! One of these sermons inspired Mr. Bliss to write “Whosoever Will.”

FURTHER EXTENSION

Sometimes a phrase from Scripture would serve as the basis for a song. For instance, Mr. Bliss once heard a message about King Agrippa’s response to Paul’s testimony, “...almost thou persuadest me to be a Christian.” The preacher closed by saying, “To be almost persuaded is to be almost saved; to be almost saved is to be eternally lost.” As Mr. Bliss meditated on the implications of that verse, the Lord gave him the song “Almost Persuaded.”

—*Wisdom Booklet 43*

2. Spelling: Confusing Endings (Examples: rampant, different, chance, difference)

BASIC LEVEL

- | | | |
|---------------|-------------|-------------|
| 1. government | 4. accent | 7. repent |
| 2. comment | 5. document | 8. commence |
| 3. president | 6. variance | 9. blatant |

EXTENSION

10. repentance
11. commentary

FURTHER EXTENSION

12. presidential
13. dependency

Optional

14. minced
15. oath
16. presume

TT: Knowing when to use *ant* or *ent* and *ance* or *ence* is confusing. Students must memorize these words.

3. Editor Duty: Correct Given Paragraph(s)

(Verb Phrases)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
4 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

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

6. Grammar: Action Verbs

Day Three

7. EXTENSIONS:

Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

8. Grammar: Adverbs

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

43B Week 1 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the verb phrases.

Philip Paul Bliss **was born** on **July 9**, 1838, in a log cabin nestled between the **forested** mountains of **Clearfield** county in north-central Pennsylvania. **He** was the third of **five** children. As the oldest son, he enjoyed a special relationship with his father. **I**saac **B**liss was, in **P**hilip's words, "the best man I ever knew...he lived in continual communion with his Savior; always happy, always trusting, always singing."

A diligent reader of the **S**criptures, his father **faithfully led** the family in a daily prayer time. Often, in the evenings after a hard day of work, he would **sit** on the porch and sing hymns. Little **P**hilip delighted in listening to him and soon learned to sing along. The family moved three times during **P**hilip's boyhood years, finally settling in **P**ennsylvania's **T**ioga county—not far from the **N**ew **Y**ork state line.

As Philip grew, so did his love of music. **O**ne day when he was about **ten years old**, he went into town. As he was walking barefooted along the dusty street, he heard music coming from the open door of a house. Irresistibly drawn by the beautiful sounds, he went up to the house and stood just inside the parlor doorway, listening to a young lady playing a piano. It was the first time he had ever seen or heard such an outstanding instrument.

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

1. Highlight the adverbs.

2. Above each highlighted adverb, write a more descriptive adverb in its place.

Note: Adverbs are easier to find if you find the verbs first. You might want to go through and mark all of the verbs in the sentence before highlighting the adverbs.

Note: Some sentences may have more than one adverb; highlight and replace all of the adverbs you find.

1. When Philip was eleven, he had to **actually** leave home to start working.

2. During the time that he was attending school near Elk run, revival **miraculously** exploded among the students.

3. It was there at the age of twelve that Philip first made a public profession of his faith in Christ and was **joyfully** baptized near his home.

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.

4. **Apparently**, Philip did **very** well in his studies because the next year he was asked to teach school in Allagany County, New York.
5. Another kind of love **joyfully** entered his life around this time too.
6. One lovely June morning in the spring of 1859, Mr. Bliss and Lucy were **contentedly** married.
7. Even though the Blisses were poor, the Lord **dramatically** blessed their marriage with much happiness and love.
8. Bliss **secretly** desired to study music; however, they did not have the money for him to do so.
9. Lucy's grandmother **willingly** paid for Philip to attend an intensive music training.
10. He returned to Rome with enough confidence and enthusiasm to **suddenly** launch a new career as a music teacher.
11. Philip **eagerly** taught music schools in nearby towns throughout the winter.
12. **Graciously**, the Blisses invited Philip's father and mother to live with them in their new home.
13. In 1864, Mr. Bliss' first musical composition was **finally** published.
14. His song did **not** contain **deeply** spiritual value, however.
15. The song did **ultimately** open some doors that would bless his ministry later.
16. Bliss' quartet, "The Yankee Boys," was **actually** invited to come to Chicago and sing with a guaranteed salary and all expenses paid.
17. In addition to holding conventions, Mr. Bliss **privately** gave concerts and provided private music instruction.
18. Upon hearing a speaker at an open air evangelistic meeting, Mr. Bliss **gladly** decided to begin singing for the Lord.
19. **Surprisingly**, the evangelist was D.L. Moody.
20. Mr. Moody **shockingly** asked Mr. Bliss to help with the singing at his meetings.

43B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *covering*

glory praise
covering purpose

Words describing *nakedness*

shame abomination
defilement rebellion

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Lilies comprise one of the largest and most important plant families. There are more than two hundred genera of lilies with about four thousand species, varying widely from the fragrant hyacinth to the nutritious asparagus and the medicinal aloe plant. Lilies are herbaceous perennials. They have scaly bulbs and firm, leafy stems. Lilies can grow in open fields, in poor soil, and in full sun. Lilies have a strong root system and require deep planting. Factors such as a large and deep root system, the light of the sun, tracheid cells, and pollinating insects combine to bring about the glory of the lily.

EXTENSION

Within the lily family is the aloe plant. Its thick, pulpy leaves contain a juice that has potent healing qualities. Aloe juice is the most common domestic medicine, and it is used primarily for the treatment of burns. As suggested in Scripture, aloe is most effective when combined with other herbs. The bark of the aloe tree also has a rich fragrance.

FURTHER EXTENSION

In addition to the healing qualities of aloe juices, the aloe plant is hardy, and its flower may bloom for the greater part of the year. If the leaf of an aloe plant is separated from the parent plant, it can lie in the sun for several weeks without becoming thoroughly shriveled. —*Wisdom Booklet 43*

2. Spelling: Silent *gh* (Examples: through, neighbor, blight)

BASIC LEVEL

- | | | |
|-------------|---------------|------------|
| 1. neighbor | 5. thoughtful | 8. ought |
| 2. through | 6. taught | 9. sought |
| 3. thought | 7. haughty | 10. blight |
| 4. thorough | | |

EXTENSION

11. haughtily
12. furlough
13. drought

FURTHER EXTENSION Optional

14. thoroughfare 16. plans
15. neighborhood 17. defraud
18. suggestion

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 *bought*, *through*, *bough*, and *though*.

TT: The *igh* family is another instance in which *gh* does not say *ff*, but is silent instead. Sometimes *igh* says the long *i* sound (e.g., *height*) and other times *igh* says the long *a* sound (e.g., *weight*).

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) (Action Verbs; Adverbs)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
7 Sentences

Paragraph Two of Body

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

Paragraph Three of Body

Topic of Paragraph 3 _____
2 Sentences

Day Three

5. Grammar: Subordinators

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

7. Sentence Structure: Subordinate Clause Openers

Day Four

8. EXTENSIONS:

Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

9. Sentence Structure: Introductory Material

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

43B Week 2 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words describing *covering*

glory praise
covering purpose

Words describing *nakedness*

shame abomination
defilement rebellion

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Lilies comprise one of the largest and most important plant families. There are more than two hundred genera of lilies with about four thousand species, varying widely from the fragrant hyacinth to the nutritious asparagus and the medicinal aloe plant. Lilies are herbaceous perennials. They have scaly bulbs and firm, leafy stems. Lilies can grow in open fields, in poor soil, and in full sun. Lilies have a strong root system and require deep planting. Factors such as a large and deep root system, the light of the sun, tracheid cells, and pollinating insects combine to bring about the glory of the lily.

EXTENSION

Within the lily family is the aloe plant. Its thick, pulpy leaves contain a juice that has potent healing qualities. Aloe juice is the most common domestic medicine, and it is used primarily for the treatment of burns. As suggested in Scripture, aloe is most effective when combined with other herbs. The bark of the aloe tree also has a rich fragrance.

FURTHER EXTENSION

In addition to the healing qualities of aloe juices, the aloe plant is hardy, and its flower may bloom for the greater part of the year. If the leaf of an aloe plant is separated from the parent plant, it can lie in the sun for several weeks without becoming thoroughly shriveled. —*Wisdom Booklet 43*

2. Spelling: Silent *gh* (Examples: through, neighbor, blight)

BASIC LEVEL

- | | | |
|-------------|---------------|------------|
| 1. neighbor | 5. thoughtful | 8. ought |
| 2. through | 6. taught | 9. sought |
| 3. thought | 7. haughty | 10. blight |
| 4. thorough | | |

EXTENSION

11. haughtily
12. furlough
13. drought

FURTHER EXTENSION Optional

14. thoroughfare 16. plans
15. neighborhood 17. defraud
18. suggestion

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 *bought*, *through*, *bough*, and *though*.

TT: The *igh* family is another instance in which *gh* does not say *ff*, but is silent instead. Sometimes *igh* says the long *i* sound (e.g., *height*) and other times *igh* says the long *a* sound (e.g., *weight*).

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

3. Editor Duty: Correct Given Paragraph(s)

(Action Verbs; Adverbs)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
7 Sentences

Paragraph Two of Body

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

Paragraph Three of Body

Topic of Paragraph 3 _____
2 Sentences

5. Grammar: Subordinators

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

Day Three

7. Sentence Structure:

Subordinate Clause Openers

8. EXTENSIONS:

Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

9. Sentence Structure: Introductory Material

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

43B Week 2 Answer Keys

3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the second paragraph, highlight all of the action verbs.
3. In one of the paragraphs, insert two descriptive adverbs. (**Answers will vary.**)

There **are three** different types of forests: coniferous, deciduous, and tropical. The coniferous forests of the world **begin** at the southern edge of the tundra in northern Canada. **H**ere it is still bitterly cold, but the growing season **is** long enough for these trees to **grow**. **T**his belt of forests **crosses** Norway, Sweden, **F**inland, Russia, Alaska and much of Canada.

Coniferous trees **are** cone-bearing; that is they **reproduce** from seeds that **grow** inside cones. Most conifers are evergreens which means they **lose** and **replace their** leaves gradually throughout the entire year, not just at one season. The **largest** trees in the world **are** conifers—including the redwood and the **D**ouglas fir.

Farther south, the forests of evergreens **turn** into the **great** temperate forests of deciduous trees. These trees **lose their** leaves in the fall and **lie** dormant during the winter when water and nutrients are generally unavailable from the soil.

5f. In the sentences provided, highlight all of the subordinators (not just those at the beginning of the sentences).

1. **When** a Christian worker named Edward Eggleston had gone to Illinois to hold a convention, few people went to the event.
2. **Because there** was such a heaviness in the group, they wanted to do something else.
3. **Since** they were looking for help, someone suggested Philip Bliss.
4. **When** they asked Mr. Bliss to sing, he said he would.
5. **Once** the crowd got a taste of the rich singing of Mr. Bliss, they realized what a gem they had found.
6. **After** he sang for a short while, many were in tears **because** the Spirit had so touched their hearts **through** Mr. Bliss' singing.
7. **As** the year of 1869 came to a close, the Lord led Mr. Bliss to resign his salaried position with Root and Cady **in order that** he could set his own schedule and sing more in evangelistic work.

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!

8. **When** this happened, Bliss met Daniel Webster Whittle, whom he would work closely with in the years to come.
9. **Soon after** the two of them met, God opened up a preaching ministry for Major Whittle.
10. **Before** they knew it, the two of them boarded a train to to an evangelistic crusade.
11. **Because** Major Whittle's house was only a block from the church and Mr. Bliss wanted to be near his work, the Blisses moved in with the Whittles for about six months.
12. **While** Bliss traveled and sang with Whittle, he also led the choir and the Sunday school program in his local church.
13. **During** the time that Mr. Bliss was leading the choir of the church, the church caught fire.
14. **Although** Mr. Bliss was able to transform this tragedy into a springboard for faith, he was soon to be tested again in a more painful way.
15. **While** the Blisses were enjoying their work for the Lord, they lost their first baby.

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

1. Underline the subordinator at the beginning of each sentence.
 2. Highlight the subordinate clause openers.
 3. With another color, highlight the comma following each of the clauses.
1. While Mr. Bliss traveled and held conventions, his heart was not in his work.
 2. When Mr. Moody saw Bliss' discouragement, he urged him to go into evangelistic work full time—without the secular conventions and music teaching.
 3. While other believed in his work, Bliss himself did not feel that there would be enough work for him in the evangelical circles.
 4. While Moody was preaching in Great Britain, he wrote letters encouraging both Bliss and Whittle to leave their secular work behind and serve the Lord full time.
 5. When Bliss was unsure what to do, he became convicted after watching his neighbor and close friend lose his daughters in a ship wreck.
 6. As Mr. Spafford lost his daughters, he turned to God more than ever.
 7. When Bliss saw this faith, he desired that in his life as well.
 8. While Mr. Spafford was in England, he spend some time with Moody.
 9. When some in Bliss' congregation did not agree with his worship leading, he found himself in a tough situation.
 10. Though it must have been difficult for him emotionally, he decided there was only one thing to do.
 11. Because he did not want to lead worship with the style of music some of the parishioners desired, Bliss resigned.

12. **When all this occurred** , Bliss and Whittle decided to put a fleece out to the Lord.
13. **If God was calling them into full time evangelism** , God would give them many converts at their meeting.
14. **When they went to the church where the meetings were held** , the attendance was low the first night.
15. **Since it was raining and nasty the next day** , they expected even a smaller crowd.
16. **Even though the weather was not good** , they had twice as many people the second night than they had the first night.
17. **Because they were anticipating God's move** , He did.
18. **After they were done preaching and singing** , many, many people stood to receive Christ.
19. **When the next afternoon came** , Whittle and Bliss spent a lot of time in prayer.

9d. In the sentences provided, highlight the nonessential information at the beginning of each sentence. Be sure to highlight any opener set off with a comma that you have learned in this lesson or a previous lesson.

1. **From that time on** , the Lord kept Mr. Bliss very busy in his new work.
2. **In less than three years' time** , he and Major Whittle would hold evangelistic crusades in twenty-five towns and cities in ten different states.
3. **By the time Mr. Bliss left his church position** , he had already published three books of Sunday school songs and Gospel songs.
4. **During his first year in evangelistic work** , he completed and produced Gospel Songs.
5. **Although Mr. Bliss was a diligent and methodical worker** , his songs were not planned, nor were they produced by deliberately setting out to write a hymn.
6. **Sometimes** , a melody would come to him and he would work it out and put it on paper, and then he would wait for the words to come.
7. **At other times** , a line or two of the chorus or a verse of a hymn would serve as the foundation for the rest of the piece.
8. **Most of the time** , God would give him both the tune and the text at the same time.
9. **During all their time in Chicago** , the Blisses had either rented or boarded their living accommodations, but as their family grew, they began to want a house of their own.
10. Even though Mr. Moody urged Philip to take a small amount of Bliss' royalties to buy a house, he refused.
11. **When Mr. Bliss went into full time evangelism** , he gave up a very comfortable income, trusting God to supply his needs.
12. **In all of Mr. Bliss' letters to family and friends** , there is no mention of his ever being short of funds for any need.

13. **On the other hand**, there are several references to special ways the Lord provided.
14. **On one occasion**, an unexpected \$500 in royalties was gratefully received by the Bliss family.
15. **A few days before a meeting**, Major Whittle decided he could not go because of illness in his family.
16. **Trying to find someone to accompany Mr. Bliss**, they telegraphed and wrote letters to several different preachers, trying to find someone who could accompany Mr. Bliss.
17. **When Mr. Bliss left for the meeting the next day**, he was not concerned, for he knew God would send somebody to go with him.
18. **When Mr. Bliss boarded his connecting train in St. Louis**, he was surprised to see Dr. Brookes sitting in the car.
19. **After greeting him joyfully**, Mr. Bliss told him that he was an answer to prayer.
20. **At first**, it seemed impossible for Brookes to travel to Nashville to speak that night and be back in the morning for a graduation speech he was to give.
21. **When the train reached Brooke's destination** Mr. Brookes discovered that he had made a mistake about the date of the graduation as it was really one week from then!
22. **Though thrilled with the large crowds**, Mr. Bliss got his greatest joy from being part of some of the small miracles that took place as individuals found salvation.
23. **When a woman who was a friend of the Bliss family was saved**, he rejoiced over and over.
24. **Even when he was busy with evangelistic work**, Mr. Bliss took time each day to go visiting in the neighborhood to witness to any unsaved person he could find.
25. **As a result of his efforts and sacrifices he made during those days**, around twenty people came to know the Lord.

43B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing covering

glory praise
covering purpose

Words describing nakedness

shame abomination
defilement rebellion

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Roots are often thought of as massive, tawny, twisted structures, but these more visible ones are older roots that are composed mostly of non-functioning woody tissue. The vital parts of roots are the tips that pry through the soil, reaching as deep as they can into its rich resources. These roots are less than an inch long and are thinner than a piece of string. The roots attach themselves so tenaciously to grains of soil that they break before they yield their grip.

EXTENSION

Each root tip is covered with a thimble-like protective cap and coated with a solution that lubricates it as this tip penetrates the earth with a corkscrew motion. Roots serve initially to anchor a plant firmly in place, then to store energy for future growth, and eventually to reproduce new plants in some species.

FURTHER EXTENSION

The most important function of a root is to gather water and minerals. Roots are responsible for gather at least seventeen nutrients from the soil. Without these nutrients, plants would wither and die. Only three of these essential nutrients enter through the leaves; the remaining fourteen enter through the root system.

—Adapted from *Wisdom Booklet 43*

2. Spelling: *Le* Grabs the Consonant Before It (Examples: Bi/ble, ta/ble)

BASIC LEVEL

- | | | |
|--------------|--------------|----------------|
| 1. ca/pa/ble | 5. lit/tle | 8. peo/ple |
| 2. bat/tle | 6. hum/ble | 9. strug/gle |
| 3. crum/ble | 7. ex/am/ple | 10. pos/si/ble |
| 4. tem/ple | | |

EXTENSION

11. por/ta/ble
12. cred/i/ble
13. mul/ti/ple
14. mir/a/cle
15. dis/ci/ple

FURTHER EXTENSION

16. be/lit/tle
17. sen/si/ble
18. sub/tle

Optional

19. careless
20. calculated
21. promise

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

Day Two

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

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

Paragraph One of Body

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

Paragraph Two of Body

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

Paragraph Three of Body

Topic of Paragraph 3 _____
4–6 Sentences (FURTHER EXTENSION: 6–8)

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
4–6 Sentences (FURTHER EXTENSION: 6–8)

Day Three

5. Grammar: Hyphenated Words

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

Day Four

7. Grammar: Understood Subject

8. Grammar/Sentence Structure: Sequencing and Enumerating

9. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

43B Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing covering

glory praise
covering purpose

Words describing nakedness

shame abomination
defilement rebellion

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Roots are often thought of as massive, tawny, twisted structures, but these more visible ones are older roots that are composed mostly of non-functioning woody tissue. The vital parts of roots are the tips that pry through the soil, reaching as deep as they can into its rich resources. These roots are less than an inch long and are thinner than a piece of string. The roots attach themselves so tenaciously to grains of soil that they break before they yield their grip.

EXTENSION

Each root tip is covered with a thimble-like protective cap and coated with a solution that lubricates it as this tip penetrates the earth with a corkscrew motion. Roots serve initially to anchor a plant firmly in place, then to store energy for future growth, and eventually to reproduce new plants in some species.

FURTHER EXTENSION

The most important function of a root is to gather water and minerals. Roots are responsible for gather at least seventeen nutrients from the soil. Without these nutrients, plants would wither and die. Only three of these essential nutrients enter through the leaves; the remaining fourteen enter through the root system.

—Adapted from *Wisdom Booklet 43*

2. Spelling: *Le* Grabs the Consonant Before It (Examples: Bi/ble, ta/ble)

BASIC LEVEL

- | | | |
|--------------|--------------|----------------|
| 1. ca/pa/ble | 5. lit/tle | 8. peo/ple |
| 2. bat/tle | 6. hum/ble | 9. strug/gle |
| 3. crum/ble | 7. ex/am/ple | 10. pos/si/ble |
| 4. tem/ple | | |

EXTENSION

- | | | |
|----------------|----------------|----------------|
| 11. por/ta/ble | 16. be/lit/tle | 19. careless |
| 12. cred/i/ble | 17. sen/si/ble | 20. calculated |
| 13. mul/ti/ple | 18. sub/tle | 21. promise |
| 14. mir/a/cle | | |
| 15. dis/ci/ple | | |

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

3. Editor Duty: Correct Given Paragraph(s)

(Subordinators)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____

4–6 Sentences (FURTHER EXTENSION: 6–8)

Paragraph Two of Body

Topic of Paragraph 2 _____

4–6 Sentences (FURTHER EXTENSION: 6–8)

Paragraph Three of Body

Topic of Paragraph 3 _____

4–6 Sentences (FURTHER EXTENSION: 6–8)

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____

4–6 Sentences (FURTHER EXTENSION: 6–8)

5. Grammar: Hyphenated Words

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

Day Three

7. Grammar: Understood Subject

8. Grammar/Sentence Structure: Sequencing and Enumerating

9. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

43B Week 3 Answer Keys

□ 2b. Complete the following steps:

1. On the lines provided, write the words that follow this pattern.
2. Syllabicate them as was done in the examples provided.

BASIC LEVEL

- | | |
|--------------|----------------|
| 1. ca/pa/ble | 6. hum/ble |
| 2. bat/tle | 7. ex/am/ple |
| 3. crum/ble | 8. peo/ple |
| 4. tem/ple | 9. strug/gle |
| 5. lit/tle | 10. pos/si/ble |

EXTENSION

11. por/ta/ble
12. cred/i/ble
13. mul/ti/ple
14. mir/a/cle
15. dis/ci/ple

FURTHER EXTENSION

16. be/lit/tle
17. sen/si/ble
18. sub/tle

□ 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 subordinators.

When settlers first came to North America, they saw the extensive forests as an enemy to be conquered and as an inexhaustible supply of fuel and lumber. For centuries, Americans continued to chop down and burn up the nations covering of trees. In the 1800s, the removal of the forests accelerated as the logging industry gained political power. As development of the pulpwood process for making paper added to the demand for wood, invention of the circular saw and steam sawmill made the forests even most vulnerable to loggers. By 1870, the lumberjacks had chopped and sawed their way across the New England states and then headed west.

The timber lobbyists pushed loose homestead laws through congress; for example, the Homestead Act of 1862 offered 270 million acres of public land at \$1.25 a acre to any head of a household who would erect a dwelling on the sight and make improvements to the land. However, there were many abuses of the offer. Less than twenty percent of the land was settled—the rest was acquired by speculators.

The timber culture act of 1873, which modified the Homestead Act through providing larger tracts of land, had the opposite **effect** of what was intended. They offered 160 acres to anyone who would cultivate trees on 40 acres. Loggers would down all trees on 120 acres and “cultivate” the rest. The timber industry acquired vast areas of virgin forest for **pennies** per acre, only to leave the cut-over lands barren and susceptible. Finally, in 1891, congress heeded the warning and gave the president statutory power to establish forest preserves, later called national forests, where no logging **was** allowed. The next four presidents **set** aside **a** total of 196 acres.

43B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing covering

glory praise
covering purpose

Words describing nakedness

shame abomination
defilement rebellion

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Grasslands cover about one-third of the land surface of the earth. They tend to be located in the interiors of continents rather than on the coasts, have large swings in daily temperatures, experience extremes of weather such as droughts and tornadoes, and receive from ten to forty inches of rainfall annually. Grasslands that receive more than forty inches of rainfall become forests. Those that receive less than ten inches become deserts.

One kind of tropical grassland is known as the savanna. Savannas cover approximately six million square miles of the earth's surface, and are found, for the most part, in a wide belt around the equator where the weather is always warm. The savannas have distinct wet and dry seasons. Although grasses grow everywhere on the savanna, the parts that have longer wet seasons tend to grow more trees than the parts that have shorter wet seasons.

EXTENSION

One well known savanna is the Serengeti Plain of Tanzania, East Africa. Here the land is dry and brown for approximately half the year until the rains come. For the five or six months that the rain lasts, the Serengeti is filled with tall, wild grasses and herds of animals that feed on them. When the ground dries out, the grasses stiffen and go into a dormant condition, waiting until the next rains come. As the grasses dry out, the animals go elsewhere in search of food.

FURTHER EXTENSION

The savanna of the Serengeti Plain supports a greater abundance of wildlife than any other grassland in the world, while at the same time, it can be difficult to raise crops there. Farmers in that area are known as subsistence farmers—that is, they are able only to raise enough to feed themselves. While the animals are free to move to places where the rains have provided enough moisture for food to grow, the crops farmers have planted are not. When the rains come, there is abundance. When the rains do not come, there is little. —Adapted from *Wisdom Booklet 43*

2. Spelling: Spellings for the *shun* Sound at the End of Words (Examples: salvation, question)

BASIC LEVEL

- | | | |
|------------|--------------|--------------|
| 1. emotion | 5. infection | 8. relation |
| 2. motion | 6. fraction | 9. condition |
| 3. ration | 7. function | 10. section |
| 4. action | | |

EXTENSION

11. protection
12. deception
13. distortion

FURTHER EXTENSION Optional

14. motivation 17. misinformation
15. communication 18. hasty
16. supplication 19. vows

TT: The sound *shun* can be spelled various ways. Students will need to memorize the words that include this sound.

Day Two

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

4. FURTHER EXTENSION:

Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

Day Three

5. Grammar: Be, a Helper, Link Verbs

6. Grammar: Helping Verbs and Verb Phrases

Day Four

7. Composition: Edit and Revise

8. Grammar: Negative Words/Double Negatives

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition:

Final Copy Original Instructional Essay

Extra Practice (Optional)

43B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *covering*

glory praise
covering purpose

Words describing *nakedness*

shame abomination
defilement rebellion

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Grasslands cover about one-third of the land surface of the earth. They tend to be located in the interiors of continents rather than on the coasts, have large swings in daily temperatures, experience extremes of weather such as droughts and tornadoes, and receive from ten to forty inches of rainfall annually. Grasslands that receive more than forty inches of rainfall become forests. Those that receive less than ten inches become deserts.

One kind of tropical grassland is known as the savanna. Savannas cover approximately six million square miles of the earth's surface, and are found, for the most part, in a wide belt around the equator where the weather is always warm. The savannas have distinct wet and dry seasons. Although grasses grow everywhere on the savanna, the parts that have longer wet seasons tend to grow more trees than the parts that have shorter wet seasons.

EXTENSION

One well known savanna is the Serengeti Plain of Tanzania, East Africa. Here the land is dry and brown for approximately half the year until the rains come. For the five or six months that the rain lasts, the Serengeti is filled with tall, wild grasses and herds of animals that feed on them. When the ground dries out, the grasses stiffen and go into a dormant condition, waiting until the next rains come. As the grasses dry out, the animals go elsewhere in search of food.

FURTHER EXTENSION

The savanna of the Serengeti Plain supports a greater abundance of wildlife than any other grassland in the world, while at the same time, it can be difficult to raise crops there. Farmers in that area are known as subsistence farmers—that is, they are able only to raise enough to feed themselves. While the animals are free to move to places where the rains have provided enough moisture for food to grow, the crops farmers have planted are not. When the rains come, there is abundance. When the rains do not come, there is little. —Adapted from *Wisdom Booklet 43*

2. Spelling: Spellings for the *shun* Sound at the End of Words (Examples: salvation, question)

BASIC LEVEL

- | | | |
|------------|--------------|--------------|
| 1. emotion | 5. infection | 8. relation |
| 2. motion | 6. fraction | 9. condition |
| 3. ration | 7. function | 10. section |
| 4. action | | |

EXTENSION

11. protection
12. deception
13. distortion

FURTHER EXTENSION

14. motivation
15. communication
16. supplication

Optional

17. misinformation
18. hasty
19. vows

TT: The sound *shun* can be spelled various ways. Students will need to memorize the words that include this sound.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Hyphenated Words; Spelling Errors)

4. FURTHER EXTENSION:

Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

5. Grammar: Be, a Helper, Link Verbs

Day Three

6. Grammar: Helping Verbs and Verb Phrases

7. Composition: Edit and Revise

8. Grammar: Negative Words/Double Negatives

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition:

Final Copy Original Instructional Essay

Extra Practice (Optional)

43B Week 4 Answer Keys

3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the third paragraph, highlight the hyphenated two-word adjective.
3. **EXTENSIONS:** In the first paragraph, highlight the spelling errors, and write their correct spellings above them if you have not already done so.

Hypothermia **is** a progressive condition with many stages. Under **sever** conditions, it may go through all **its** stages **quikly**, or a **singl** stage may linger for **severel** days under milder conditions. For the most part, however, the **symptoms** remain the same and appear in this general order. As the temperature of internal organs **begins** to drop, heat regulating mechanisms **attempt to** increase heat production to offset excessive heat loss. Heart rate **increases**. Blood pressure **rises**. Metabolic rate **picks** up, and a person begins to shiver **involuntarily**. Shivering is the first obvious warning sign of impending hypothermia. **M**uscles **quiver** in an attempt to generate heat. (**severe, quickly, single, several**)

While the symptoms of this first stage **are** quite minor, it is much better at this point **to** put on extra clothing or find shelter from the cold **than** to continue **to** shiver. **By** being alert to the symptoms of this first stage, a victim can seek help before it is **too** late. If body temperature continues to drop, a victim may be unable to save himself later on.

At this stage, speech **becomes** slurred; and a victim often **forgets** things. These symptoms **reveal** actual changes in the chemistry of the brain. As the brain cells' chemical reactions **slow** down, nerve impulses **travel** slower. This **retards** a **person's** reflexes and **makes** coordinated movements, such as walking difficult. Victims of this stage stumble and lurch unexpectedly as they try to **maintain** balance. A person may also **lose** so much manual dexterity that he cannot tie a knot or even **light** a match.

5e. In the sentences provided, complete the following steps:

BASIC LEVEL: Highlight all of the verbs.

EXTENSIONS: Highlight all of the verbs, and write above each verb which type of verb it is.

1. ACT for action verbs
2. INF for infinitives
3. BHL for Be, a Helper, Link verbs

INF

ACT

1. In order **to conserve** as much heat as possible, blood vessels **shrink**.

2. This process **ACT** **redirects** the blood to the lungs, heart, kidneys, and liver.
3. The toes, fingers, nose, and ears **ACT** **INF** **continue to grow** colder.
4. A lack of glucose in the body **ACT** **starves** brain cells and **ACT** **leads** to irrational behavior.
5. The victim **BHL** **BHL** **can** also **BHL** **become** so apathetic that he no longer **ACT** **cares** what **ACT** **happens** to him.
6. This stage **ACT** **begins** a vicious cycle.
7. As one system after another **ACT** **fails**, the body **BHL** **is** less capable of **ACT** **protecting** itself against the cold.
8. It **BHL** **ACT** **can** not **ACT** **replenish** its supply of energy, **BHL** **ACT** **can** not **ACT** **use** the energy it **BHL** **has**, **BHL** **can** not **ACT** **purify** itself from toxic wastes, and **BHL** **ACT** **is** **exposed** to greater dangers as the mind **BHL** **becomes** more irrational.
9. If treatment **BHL** **ACT** **is** not **ACT** **begun** immediately, the core temperature **BHL** **INF** **begins to spiral** downward at an ever-increasing rate.
10. As body temperature **BHL** **INF** **continues to drop**, muscles **ACT** **ACT** **stop shivering** and **BHL** **become** rigid.
11. Muscles **BHL** **feel** hard and tight, and the neck **BHL** **is** even hard **INF** **to turn**.
12. Pupils **ACT** **dilate** and fail **INF** **to respond** to light.
13. The heart rate **ACT** **slows** to a snail's pace.
14. Breathing **BHL** **grows** erratic, and the skin **ACT** **takes** on a puffy, blue appearance.
15. Muscles **BHL** **ACT** **may shudder** or **ACT** **twitch** uncontrollably.
16. At some point during these last stages, a victim of hypothermia **ACT** **loses** consciousness.
17. Many times he simply **ACT** **lies** down, and **BHL** **goes** to sleep, never **INF** **to wake** again.
18. Victims at this stage of hypothermia **ACT** **give** the appearance of death.
19. The blood **BHL** **becomes** viscous and there **BHL** **are** no longer any observable muscle reflexes.
20. The core temperature **BHL** **BHL** **will continue to drop** even if the victim **INF** **is rescued** and **ACT** **removed** from the cold.

21. The heart **BHL comes** to a complete standstill.

22. Doctors **ACT call** this condition asystole.

23. Asystole **BHL means** "contracting."

24. At such cold temperatures, heart tissue **BHL is** very susceptible to any mechanical vibrations.

25. During this stage, electrical activity of the brain **ACT comes** to a complete standstill,

even though the victim **BHL may** still **BHL be** alive.

6C. In the sentences provided, highlight the action verbs in one color and any helpers that go with them in another color. (You may highlight all BHL verbs with your second color.)

Note: Do not highlight adverbs in the middle of the verb phrase.

Example: We **should keep** our hearts on God.

1. Because most victims of hypothermia **are** very close to death, they **require** extraordinary efforts to revive them.
2. Proper rewarming **requires** careful attention to at least five major factors.
3. Of foremost importance **is removing** the victim from further exposure and **beginning** the rewarming process as soon as possible.
4. In mild cases a warm blanket or dry clothes **may be** sufficient.
5. Other victims **may be** unable **to warm** themselves and **may need** a warm bath or an electric blanket **to provide** the heat they **can not generate** on their own.
6. Normally rewarming **must be** slow, because rapid **rewarming can be** fatal.
7. In cases of deep hypothermia, a victim **may require rewarming** from the inside out.
8. This **is considered** a medical emergency and **requires** attention from skilled personnel.
9. A simple thing such as **choking** on the contents of the stomach **may be prevented** by **aspirating** any fluids from the victim's mouth.
10. Failing **to ensure** that the airway **is** clear **is** a mistake that **has caused** many deaths.
11. Never **give** liquids by mouth until the victim **has regained** consciousness.
12. Care **should be taken** when **rewarming** as the victim's core temperature **may** suddenly **plunge**.
13. As normal circulation **returns**, cold, stagnant blood from the extremities **returns** to the core, **reexposing** the victim's internal organs to more cold.
14. Doctors **refer** to this as "after drop."
15. Hypothermia victims **must be handled** gently and **should not be allowed to walk**.

16. Any stress, even the bumps and jolts of **being** carried, **may cause** heart irregularities that **could lead** to death.
17. Frozen extremities **should** not **be rubbed** or **worked** back and forth to **restore** circulation.
18. Such movements **may tear** or **break** delicate muscle tissue or skin that **has been frostbitten**.
19. One of the keys **to treating** hypothermia successfully **is** persistence.
20. To **give** up on a victim on the basis of outward appearance **may be to give** up on a person who desperately **needs** help.

44B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *bringing forth fruit*

fruitful abundantly subdue
replenish multiply

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Since the Wesleys now had no home, their few friends in the area and some relatives took in various members of the family until the rectory could be rebuilt. Mrs. Wesley had taught her children proper behavior and to stand alone for what is right. Yet, several months of fellowship with other believers who did not regard the same high standards minus the support of their mother's reinforcements began to wear away at their Godly disciplines

EXTENSION

In less than one year, the rectory was rebuilt, and the family reassembled. Mrs. Wesley also brought home with her Kezia, who was born a month after the fire had destroyed their home. Upon their return to the rectory, Mrs. Wesley immediately discovered that the children had developed lapses in character and discipline while they had been away. Thus, she began "a strict reform" as soon as they were all under the same roof again.

FURTHER EXTENSION

Most mothers in Susanna's day rather than reforming their children, may have been trying to hire them out. During that era, children like six-year-old John were potential employees as chimney sweeps or coal miners. Focusing on restoring the material goods that had been lost in the fire, the parents might have sent their children out to work to relieve the family's financial situation. Susanna's attitude was different. "There is nothing I now desire to live for, but to do some small service to my children..." Susanna may not have realized it in the beginning, but every little bit she invested in her children would ultimately be multiplied back to her in later life.

—*Wisdom Booklet 44*

2. Spelling: R-Controlled Words That Say Long *a* (Examples: bare, hair, bear)

BASIC LEVEL

- | | |
|------------|--------------|
| 1. prepare | 4. carried |
| 2. fairly | 5. charity |
| 3. baring | 6. carefully |

EXTENSION

7. preparing
8. barely

FURTHER EXTENSION

9. warily
10. various
11. comparing
12. charitable

Optional

13. fruitful
14. replenish
15. abundantly

TT: *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. There are several spellings for the r-controlled long *a* sound such as: *air* (fair), *ar* (caring), *are* (care), *ear* (bear).

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Verb Phrases; BHL Verbs)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

4 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____

6 Sentences

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

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

Day Three

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

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

Day Four

7. Sentence Structure: *-ing* Openers

8. Composition: Edit and Revise

9. Sentence Structure: Words That Show Order or Sequence

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

44B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *bringing forth fruit*

fruitful abundantly subdue
replenish multiply

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Since the Wesleys now had no home, their few friends in the area and some relatives took in various members of the family until the rectory could be rebuilt. Mrs. Wesley had taught her children proper behavior and to stand alone for what is right. Yet, several months of fellowship with other believers who did not regard the same high standards minus the support of their mother's reinforcements began to wear away at their Godly disciplines

EXTENSION

In less than one year, the rectory was rebuilt, and the family reassembled. Mrs. Wesley also brought home with her Kezia, who was born a month after the fire had destroyed their home. Upon their return to the rectory, Mrs. Wesley immediately discovered that the children had developed lapses in character and discipline while they had been away. Thus, she began "a strict reform" as soon as they were all under the same roof again.

FURTHER EXTENSION

Most mothers in Susanna's day rather than reforming their children, may have been trying to hire them out. During that era, children like six-year-old John were potential employees as chimney sweeps or coal miners. Focusing on restoring the material goods that had been lost in the fire, the parents might have sent their children out to work to relieve the family's financial situation. Susanna's attitude was different. "There is nothing I now desire to live for, but to do some small service to my children..." Susanna may not have realized it in the beginning, but every little bit she invested in her children would ultimately be multiplied back to her in later life.

—*Wisdom Booklet 44*

2. Spelling: R-Controlled Words That Say Long *a* (Examples: bare, hair, bear)

BASIC LEVEL

- | | |
|------------|--------------|
| 1. prepare | 4. carried |
| 2. fairly | 5. charity |
| 3. baring | 6. carefully |

EXTENSION

7. preparing
8. barely

FURTHER EXTENSION

9. warily
10. various
11. comparing
12. charitable

Optional

13. fruitful
14. replenish
15. abundantly

TT: *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. There are several spellings for the r-controlled long *a* sound such as: *air* (fair), *ar* (caring), *are* (care), *ear* (bear).

3. Editor Duty: Correct Given Paragraph(s)

(Verb Phrases; BHL Verbs)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences
(You may use up to ten words for sentence three.)

Paragraph Two of Body

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

Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences
(You may use up to ten words for sentence three.)
(You may use up to eight words for sentence six.)

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

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

Day Three

7. Sentence Structure: *-ing* Openers

8. Composition: Edit and Revise

9. Sentence Structure: Words That Show Order or Sequence

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

44B Week 1 Answer Keys

3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the first paragraph, highlight all of the verb phrases. (A verb phrase consists of two or more verbs.)
3. In the third paragraph, highlight all of the BHL verbs.

Though the children **were** home and reform was under way, Mr. Wesley was still as busy as ever. The winter months of 1711-1712 found him in London again, attending another convocation. While Samuel **was gone**, Emilia came across a story about some Danish **missionaries** in his study. Susanna read the report and **felt both convicted, humbled, and inspired** Mr. Inman, the curator substituting for the traveling Mr. Wesley, dutifully held morning services each Sunday, but never an evening service. He had enough trouble **trying to keep** the pews filled on Sunday mornings.

With the inspiration **received** from the story of the Danish **missionaries**, Susanna **began** to **hold** her own Sunday evening service at home with the children. They **began** meeting in the kitchen, and Susanna **led** them in a time of song, prayer, and reading of some of her **husband's** short sermons.

As others **found** out about the little service, they **asked** permission to attend. Susanna never sought this ministry to her **neighbors**; she only **took** advantage of the **opportunity**. Soon, **word-of-mouth** advertising brought more than two hundred people to these services, and many more **had to be** turned away because **of a** lack of **room**! In 1664, **forty-seven** years earlier the British Parliament **had passed** the Conventicle Act, which forbade any such meetings with more than five guests in attendance, unless certain requirements **were** met. Therefore Mr. Wesley **was** understandably terrified to learn of the “conventicles,” as such home services **were** called. **However**, **Mrs.** Wesley carefully **ensured** that the laws **were** kept, and she ministered within the requirements of the unscriptural Conventicle Act.

5c. In the sentences provided, write an appropriate pronoun above the italicized noun.

1. Thus Rachel could have easily decided not to have another child, especially if **she** knew the birth of that child would cost Rachel **her** life.
2. Yet by faith Rachel gave **her** husband a son.

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.

3. God blessed that son and **his** descendants.
4. Years later it was said of one of his descendants, “**he** is turning the world upside down.
5. The world owes Rachel a debt of gratitude for **her** descendent, the Apostle Paul.
6. Because seven is the perfect number, this couple could have decided to complete their family with **their** seventh son.
7. However, **she** had the faith to have one more child.
8. That child became a great king, and from **his** line came a King who will one day rule the world.
9. God’s people have also been blessed by the beautiful, majestic Psalms that this eighth son of Jesse, David, gave to **them**.

44B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *bringing forth fruit*

fruitful abundantly subdue
replenish multiply

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The young couple could hardly wait. They had excitedly planned and prepared for the arrival of their first child. The doctor had told them it was going to be a boy. The couple had his room appropriately decorated and furnished, and they had even purchased some little outfits. The husband imagined what it was going to be like to be a father and accountable for the life of his own son. The wife was overjoyed at the prospect of starting her own family.

EXTENSION

Then, suddenly, tragedy struck. The mother sensed something was wrong; the once active baby within her was no longer moving. Days later, her fears were confirmed as the dead baby was delivered. It was only then that the husband learned something he had never known about his wife, something that had caused the miscarriage. She had been with child as a teenager and had been told by an abortion clinic that it would be a simple procedure to terminate the pregnancy. The staff at the clinic had assured her that there would be no detrimental side-effects.

FURTHER EXTENSION

Nothing could have been further from the truth! There were not only devastating psychological side effects, but they were also compounded by serious physical consequences, one of which led to the death of the couple's eagerly awaited child. This tragic choice is evidence of the way our legal system has begun to treat the most defenseless of all human beings—children, especially those yet unborn. —Adapted from *Wisdom Booklet 44*

2. Spelling: Pinched Diphthongs (Examples: foul, fowl)

BASIC LEVEL

- | | | |
|--------------|-------------|-------------------|
| 1. plowshare | 5. coward | 9. groundbreaking |
| 2. bowed | 6. downward | 10. counter |
| 3. frowning | 7. however | 11. outcast |
| 4. crown | 8. ground | |

EXTENSION

- | | | |
|--------------|-----------------|--------------|
| 12. powerful | 15. countenance | 17. multiply |
| 13. crowded | 16. counterfeit | 18. subdue |
| 14. cowardly | | |

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

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

6 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

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

5. Grammar: Coordinating Conjunctions

Day Three

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

7. Structural Analysis: Change *y* to *i*/When Adding *es* to Words

Day Four

8. FURTHER EXTENSION:

Prewriting/Composition: Take Notes
and Write an Original Closing Paragraph

9. Grammar: Past Participles

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

44B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *bringing forth fruit*

fruitful abundantly subdue
replenish multiply

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The young couple could hardly wait. They had excitedly planned and prepared for the arrival of their first child. The doctor had told them it was going to be a boy. The couple had his room appropriately decorated and furnished, and they had even purchased some little outfits. The husband imagined what it was going to be like to be a father and accountable for the life of his own son. The wife was overjoyed at the prospect of starting her own family.

EXTENSION

Then, suddenly, tragedy struck. The mother sensed something was wrong; the once active baby within her was no longer moving. Days later, her fears were confirmed as the dead baby was delivered. It was only then that the husband learned something he had never known about his wife, something that had caused the miscarriage. She had been with child as a teenager and had been told by an abortion clinic that it would be a simple procedure to terminate the pregnancy. The staff at the clinic had assured her that there would be no detrimental side-effects.

FURTHER EXTENSION

Nothing could have been further from the truth! There were not only devastating psychological side effects, but they were also compounded by serious physical consequences, one of which led to the death of the couple's eagerly awaited child. This tragic choice is evidence of the way our legal system has begun to treat the most defenseless of all human beings—children, especially those yet unborn. —Adapted from *Wisdom Booklet 44*

2. Spelling: Pinched Diphthongs (Examples: foul, fowl)

BASIC LEVEL

- | | | |
|--------------|-------------|-------------------|
| 1. plowshare | 5. coward | 9. groundbreaking |
| 2. bowed | 6. downward | 10. counter |
| 3. frowning | 7. however | 11. outcast |
| 4. crown | 8. ground | |

EXTENSION

- | | | |
|--------------|-----------------|--------------|
| 12. powerful | 15. countenance | 17. multiply |
| 13. crowded | 16. counterfeit | 18. subdue |
| 14. cowardly | | |

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

3. Editor Duty: Correct Given Paragraph(s)

(Pronouns)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

6 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

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

5. Grammar: Coordinating Conjunctions

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

7. Structural Analysis: Change *y* to *i*/When Adding *es* to Words

Day Three

8. FURTHER EXTENSION:

Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

9. Grammar: Past Participles

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

44B 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 all of the pronouns.

On January 22, 1973, the Supreme Court handed down a ruling that, in effect, legalized abortion in every state of the Union. Even though the trend during the decade preceding this ruling had been toward **less** restrictive anti-abortion statutes, Roe v. Wade (and **its** companion case Doe v. Bolton) **abruptly** invalidated all or part of the abortion laws in **every** state, both the restrictive ones **passed** in the nineteenth century and the liberalized statutes of more recent vintage. In light of Scripture, abortion is murder and is clearly prohibited by the Sixth Commandment: “**Thou** shalt not kill.”

The chapter following the **Ten** **C**ommandments **gives** further insight into how God views this practice. “If men strive, and **hurt** a woman with child, so that **her** fruit depart from **her**, ... **he** shall be surely punished...” **this** instruction is case law, which **means** it is a specific **example** used to articulate general principles. One principle is seen in the fact that **this** was **an** accidental abortion. **Anyone** who injured a pregnant woman or **her** unborn child, even accidentally, was to be punished severely. **Thus**, intentional abortion **was** implicitly prohibited.

The requirement that the offender pay a fine even when the woman and the baby survived without injury indicates how **strongly** the law protected the woman with child. Most significantly, the imposition of the death penalty if the baby died shows that abortion is no less a crime in **God’s** eyes than murder. **Rejecting** this **Biblical** truth in **their** Roe ruling, seven of the nine **Supreme** **C**ourt **J**ustices declared the **T**exas anti-abortion statute to be unconstitutional. This landmark decision **has** been widely criticized even by those commentators who favor legalized abortion. **Riddled** with factual inaccuracies, the ruling **was** based on a mistaken perception of constitutionality. **Ironically**, the ruling **itself** violated the constitution in at least **five** important ways.

5d. In the sentences provided, complete the following steps:

1. Combine each set of sentences into one sentence by putting a comma and a coordinating conjunction between them.

2. Highlight the coordinating conjunction (CC) that you placed in each sentence.

3. Underline the complete sentence on each side of the CC.

Note: Be sure that the second part is not capitalized since it is now part of a new sentence, rather than a sentence on its own.

Teacher Tip: Do not consider your student's answers wrong if he uses a FANBOYS that is different from the Answer Key but still appropriate.

Example: We should mourn over sin, and we should be truly repentant.

1. In God's Kingdom, Jesus Christ is the King of Kings, and He is the Lord of Lords.
2. In the multitude of people is the king's honor, but in the want of people is the destruction of the prince.
3. The exciting potential of believers is to multiply a Godly seed, and thereby we strengthen the Kingdom of God.
4. But Jesus called them unto him, and He said, "Suffer the little children to come unto me."
5. Suffer the little children to come unto me, and forbid them not.
6. The context of this verse reveals that the disciples in Jesus' day had the same attitude about children that is prevalent today, for children are a bother.
7. Education is defined by modern society as simply a program of instruction that is usually imparted through formal classroom instruction, and anyone who completes a course is prepared for life.
8. We can be sure of this because Paul instructed Timothy to train others in the way he had been trained, and Paul had trained him with an apprenticeship experience.
9. Thomas Edison is acclaimed as one of the greatest inventors in history, yet he had only three months of formal schooling.
10. For riches certainly make themselves wings, and they fly away as an eagle towards heaven.

7b. Make the following words plural by applying the rules learned in this lesson.

- | | |
|---|-------------------------------------|
| 1. authority— authorities | 14. display— displays |
| 2. reply— replies | 15. stingray— stingrays |
| 3. factory— factories | 16. convoy— convoys |
| 4. replay— replays | 17. difficulty— difficulties |
| 5. industry— industries | 18. family— families |
| 6. tray— trays | 19. Sunday— Sundays |
| 7. penny— pennies | 20. bay— bays |
| 8. key— keys | 21. story— stories |
| 9. ability— abilities | 22. library— libraries |
| 10. ferry— ferries | 23. ply— plies |
| 11. cruelty— cruelties | 24. theory— theories |
| 12. impossibility— impossibilities | 25. testimony— testimonies |
| 13. necessity— necessities | 26. country— countries |

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

1. Highlight all of the verb phrases. You may highlight any adverbs that are in the middle of a verb phrase. (Remember: We will consider a verb phrase to be any two or more verbs, including infinitives—*to* + verb.)
2. Correct any verbs that are formed incorrectly.
 1. Abortion **is clearly prohibited** by the Sixth Commandment, “Thou shalt not kill.”
 2. Anyone who injured a pregnant woman or her unborn child, even accidentally, **was to be punished** severely.
 3. Thus intentional abortion **was implicitly prohibited**.
 4. In common law, abortion **was not only prohibited** but considered a criminal act.
 5. Because social and religious sanctions against abortion were strong, few women **were inclined to break** the law.
 6. Two famous legal commentators **had something to say** about the common-law approach to to abortion.
 7. Sir Edward Coke said, “So horrible an offence **should not go unpunished** .”
 8. Sir William Blackstone wrote, “ Life. . . begins in contemplation of the law as soon as an infant **is able to stir** in the mother’s womb.
 9. The common law **was formally adopted** by every state that entered the Union (except Louisiana).
 10. Evidence of the fact that abortion was not a common-law liberty **can be found** in early statutes regarding midwifery.
 11. In 1973, the Supreme Court handed down a ruling that legalized abortion on demand, even though the trend during the previous decade **had been** toward less restrictive anti-abortion statutes.
 12. In order **to reach** its foregone conclusion, the High Court **had to define** that the word *person* **does not include** the unborn.
 13. During the mid 1800’s doctors **began to realize** that a human being is actually alive from the moment of conception.
 14. If there were any doubt that an unborn child is a person, the court **should have ruled** in favor of life.
 15. Under U. S. law eaglets **were more protected** while in their eggs than a child in his mother’s womb.
 16. One who destroys an eagle egg **can be fined** five thousand dollars
 17. Yet, abortionists who **have murdered** thousands of unborn infants **are not prosecuted**.
 18. In the Roe v. Wade ruling the Supreme Court **has overstepped** its boundaries.
 19. The function of the court **is to interpret** the laws, not **to formulate** the law.
 20. The ruling created a “right” that **is neither stated nor implied** in the Constitution.

44B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *bringing forth fruit*

fruitful abundantly subdue
replenish multiply

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

God instructs parents to teach their children His ways from before birth to the time when they reach adulthood. The most effective way for parents to carry out this responsibility is to become learners with their children. As children see their parents' excitement about new insights from God's Word, the children become more enthusiastic about learning themselves.

EXTENSION

The education God wants parents to give their children involves training them how to be successful believers, marriage partners, parents, business managers, and spiritual leaders. This kind of training will bring both parents and children to true wisdom and maturity.

FURTHER EXTENSION

Teachers should have credentials before others will listen to them. The rarest and most admired credentials today are those held by parents who have reared Godly and successful children. At each stage of growth, other parents will observe your success in rearing children and will value any instruction you give to them. This type of education will not only bring success in the lives of the children, it will also motivate parents to consistency in Christian disciplines, thereby opening other opportunities for vocational advancement and spiritual ministry.

—Adapted from *Wisdom Booklet 44*

2. Spelling: Other Spellings for the Long Double *o* Sound (Examples: rouge, group)

BASIC LEVEL

- | | | |
|----------|------------|-----------|
| 1. group | 3. through | 5. troupe |
| 2. croup | 4. rouge | 6. coup |

EXTENSION

7. grouper
8. throughout

FURTHER EXTENSION

9. trouper
10. trousseau
11. coupe

Optional

13. fruitful
14. abundantly

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

Day Two

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

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

Day Three

5. Grammar: Noun Markers (Articles)

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

Day Four

7. Grammar: Adjectives

8. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

44B Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *bringing forth fruit*

fruitful abundantly subdue
replenish multiply

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

God instructs parents to teach their children His ways from before birth to the time when they reach adulthood. The most effective way for parents to carry out this responsibility is to become learners with their children. As children see their parents' excitement about new insights from God's Word, the children become more enthusiastic about learning themselves.

EXTENSION

The education God wants parents to give their children involves training them how to be successful believers, marriage partners, parents, business managers, and spiritual leaders. This kind of training will bring both parents and children to true wisdom and maturity.

FURTHER EXTENSION

Teachers should have credentials before others will listen to them. The rarest and most admired credentials today are those held by parents who have reared Godly and successful children. At each stage of growth, other parents will observe your success in rearing children and will value any instruction you give to them. This type of education will not only bring success in the lives of the children, it will also motivate parents to consistency in Christian disciplines, thereby opening other opportunities for vocational advancement and spiritual ministry.

—Adapted from *Wisdom Booklet 44*

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

BASIC LEVEL

1. group 3. through 5. troupe
2. croup 4. rouge 6. coup

EXTENSION

7. grouper 9. trouper 13. fruitful
8. throughout 10. trousseau 14. abundantly
11. coupe

FURTHER EXTENSION

Optional

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

3. Editor Duty: Correct Given Paragraph(s)

(Coordinating Conjunctions)

Day Two

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

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

Day Three

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

7. **Grammar:** Adjectives

8. **Study Skills/Prewriting/Composition:** Take Notes and Write an Original Opening Paragraph

Day Four

9. **Spelling:** Spelling Test

10. **Dictation:** Dictation Quiz

Extra Practice (Optional)

44B 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. Combine the last two sentences of the first paragraph by inserting a comma and a coordinating conjunction.

Many people realize that, although they have a degree in a particular field, they have never applied what they learned to everyday life. Thus, we have the distinction between an educated person and a wise person. The word educate in its Latin origin means “to lead out” or “to draw out.” for the *e-* in education means “out” and *-ducate* means to lead.

A course of education is designed to lead a student to conclusions that the teacher has already formed in his mind. Ironically, a person can be “well educated” and at the same time be “not very intelligent.” The word intelligent means “to choose between.” It is from the Latin root word *intelligere*. *Intelligere* is made up of two words; *inter-* meaning “between” and *-leger* meaning “to choose.”

The myth of modern education implies to a student that he is beginning to learn all the knowledge on any given subject. Even the vast array of knowledge contained in just the books of the Library of Congress could not be studied in many lifespans. Who is to say, then, that the little bit of knowledge that teachers arbitrarily choose for a course of study is adequate for a successful life? The need then is not for knowledge, but for wisdom. Wisdom is the ability to see life and the practical decisions of life from God’s perspective.

□ 7d. In the sentences provided, fill in the blanks with descriptive adjectives.

Answers will vary.

□ 7e. Use your thesaurus or your Wisdom Booklet to find synonyms for the underlined words in the sentences provided, and write the new “descriptive adjectives” on the lines provided.

Note: A synonym is a word with the same or similar meaning.

Answers will vary.

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!

44B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *bringing forth fruit*

fruitful abundantly subdue
replenish multiply

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Overpopulationists envision a world teeming with people stepping on one another's toes, jostling one another as they walk down busy streets, or living in gigantic high-rises surrounded by crowded slums. While these situations do exist, they simply do not characterize the face of the earth. On the average, the world has only 92 people per square mile of usable land surface. That is approximately six acres for each man, woman, and child.

EXTENSION

The myth of overcrowding arises from our experience with congested cities where the population density may be tens of thousands of people per square mile. However, with over 14,000 people per square mile, Hong Kong is an exception rather than the rule. The Netherlands, one of the most crowded countries in the world, has a population density of only about 1,031 people per square mile. The population density of India is substantially lower (842 per square mile). By contrast, the U.S. has a population density of about 80 people per square mile.

FURTHER EXTENSION

While some countries are indeed crowded, they represent only a fraction of a percent of the total land use of the earth. The vast majority of the world's surface remains unoccupied. A view from the air reveals that most of the surface of the earth is devoid of people. Between cities, houses appear only as scattered dots separated by miles of fields, forests, lakes, mountains, and pastures. Even the urban sprawl near cities is primarily empty space.

—*Wisdom Booklet 44*

2. Spelling: Words With *s* Saying *z* (Examples: *as*, *wise*)

BASIC LEVEL

- | | | |
|--------------|-------------|-------------|
| 1. examines | 4. despairs | 7. meanings |
| 2. partakers | 5. returns | 8. reverses |
| 3. praises | 6. wiser | |

EXTENSION

- | | | |
|--------------|----------------|---------------|
| 9. glories | 11. liaison | 13. replenish |
| 10. feasible | 12. multiplies | 14. subdue |

FURTHER EXTENSION

Optional

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)
(Adjectives; Noun Markers)
- 4. Composition:** Edit and Revise

Day Three

- 5. Grammar:** Prepositions

Day Four

- 6. Sentence Structure:**
Prepositional Phrase Openers

Day Five

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

Extra Practice (Optional)

44B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *bringing forth fruit*

fruitful abundantly subdue
replenish multiply

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Overpopulationists envision a world teeming with people stepping on one another's toes, jostling one another as they walk down busy streets, or living in gigantic high-rises surrounded by crowded slums. While these situations do exist, they simply do not characterize the face of the earth. On the average, the world has only 92 people per square mile of usable land surface. That is approximately six acres for each man, woman, and child.

EXTENSION

The myth of overcrowding arises from our experience with congested cities where the population density may be tens of thousands of people per square mile. However, with over 14,000 people per square mile, Hong Kong is an exception rather than the rule. The Netherlands, one of the most crowded countries in the world, has a population density of only about 1,031 people per square mile. The population density of India is substantially lower (842 per square mile). By contrast, the U.S. has a population density of about 80 people per square mile.

FURTHER EXTENSION

While some countries are indeed crowded, they represent only a fraction of a percent of the total land use of the earth. The vast majority of the world's surface remains unoccupied. A view from the air reveals that most of the surface of the earth is devoid of people. Between cities, houses appear only as scattered dots separated by miles of fields, forests, lakes, mountains, and pastures. Even the urban sprawl near cities is primarily empty space.

—*Wisdom Booklet 44*

2. Spelling: Words With *s* Saying *z* (Examples: as, wise)

BASIC LEVEL

- | | | |
|--------------|-------------|-------------|
| 1. examines | 4. despairs | 7. meanings |
| 2. partakers | 5. returns | 8. reveres |
| 3. praises | 6. wiser | |

EXTENSION

- | | | |
|--------------|----------------|---------------|
| 9. glories | 11. liaison | 13. replenish |
| 10. feasible | 12. multiplies | 14. subdue |

FURTHER EXTENSION

Optional

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)
(Adjectives; Noun Markers)
- 4. Composition:** Edit and Revise

Day Three

- 5. Grammar:** Prepositions
- 6. Sentence Structure:**
Prepositional Phrase Openers

Day Four

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

Extra Practice (Optional)

44B 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 any of the paragraphs, highlight the descriptive adjectives.

BASIC LEVEL: Highlight four adjectives.

EXTENSION: Highlight six adjectives.

FURTHER EXTENSION: Highlight eight adjectives.

3. In the first paragraph, highlight all of the noun markers (articles).

It is only when people are funneled into bottlenecks on poorly **designed** freeways during rush hour, jostled on **busy city** sidewalks at closing time, crowded into elevators at lunch hour, or jammed into the exits of **a sports** arena just after a game that population **densities** reach levels of several million per square mile. If the **entire** world population was crowded **as close** together as possible and **your** children two years or younger were held on their **parents'** shoulders for protection, they could all fit within **the** boundaries of Washington D.C..

Consider an example of crowding the entire world's population into **high-rise** apartments, similar to the population **density** of New York City. New York City has a density of 26,403 people **per square mile**. If the 6,500,000,000 people in the world were to live that way, they would require the combined land mass **area** of the states of West Virginia, Ohio, Kentucky, Illinois and Missouri. The rest of the **world's** land **would** be available for **farming**, recreation, and **wilderness sanctuaries**.

If a family with **five** children occupies a **five-bedroom** home on a third of an acre of land, they would be less crowded than **most** suburban areas today. Such **a** housing arrangement would require 2,074 square feet-per person. If we were to invite all the people of the world to live in suburbia, we could put them all within a few U.S. states. This would be an area **equivalent** to the combined areas of Arizona, Colorado, New Mexico, Montana, and Utah (566,247 square miles). Figuring the world population outside the United States at 6,200,000,000, that is approximately 10,949 people per square mile, or 2,546 square feet per person.

□ 5g. Highlight all of the prepositional phrases that are at the beginning of the sentences in the list from 5f.

1. Practical areas of life will become the topics of research and discussion.
2. **Through the questions children ask**, practical areas of life will become the topics of research and discussion.

3. A child may ask, “Why does salt melt ice?”
4. **For example**, a child may ask, “Why does salt melt ice?”
5. Five college graduates realized they could not give the child a precise answer.
6. **After a lengthy discussion among themselves**, five college graduates realized they could not give the child a precise answer.
7. These adults would receive an education they never obtained in class and which they would not soon forget.
8. **By looking up the answers on their own**, these adults would receive an education they never obtained in class and which they would not soon forget.
9. Parents will receive a true education in the vital areas of living.
10. **By accepting the responsibility of training their own children**, parents will receive a true education in the vital areas of living.
11. Children are to be instructed in God’s ways
12. **From before birth until they reach adulthood**, children are to be instructed in God’s ways.

□ **5h. In the sentences provided, complete the following steps:**

1. Highlight the prepositions at the beginning of the sentences.
2. **EXTENSIONS:** Cross out the highlighted prepositions, and write a different preposition in place of each one. **Answers will vary.**

Throughout

Example: **During** our life, we should be hungry for God.

1. **After** dealing with the routine procedural questions, the opinion launched into a lengthy examination of historical precedents.
2. **In** addition, he ignored the Hippocratic Oath.
3. **In** other words, if the common law proscribed abortion, then laws prohibiting it could not be ruled unconstitutional.
4. **Within** the realm of common law, no legislation is passed by legislating bodies.
6. **Throughout** the common law era, abortion was considered illegal.
7. **Because of** strong social and religious sanctions against abortions, few women were inclined to break the law.
8. **Throughout** the nation, common law was formally adopted in all states except Louisiana.
9. **Because of** the fact that midwives, rather than physicians, aided women in child-birth before the nineteenth century, additional evidence of the fact that abortion was not a common-law liberty can be found in early statutes regulating midwifery.
10. **After** finding that none of them could logically include a child in the womb, he drew the conclusion that “person” in the fourteenth amendment must also include unborn children.
11. **By** assuming this, a person can be led to some untenable conclusions.
12. **For** example, the phrase “no person” is used several times in Articles 1 and 2 to set forth the requirement for holding national offices of Representatives, Senator, and President.

13. **In** fact, the Court totally ignored its own prior ruling in this point.
14. **Around** the country, state legislatures were in agreement on this matter.
15. **Through** an expansion of biological knowledge, doctors became aware that life is present from the moment of conception.
16. **In** a book generated in 1868 the AMA reported, “Physicians have now arrived at the unanimous opinion, that the fetus in utero is alive from the very moment of conception.
17. **By** establishing this status of non-personhood as one of the keystones of its abortion ruling, the Court made two mistakes.
18. **Apart from** the Biblical perspective, there is an abundance of scientific evidence and judicial precedent that leads to the opposite conclusion.
19. **Without** the legal status of person-hood, the unborn child lost all legal rights.
20. **Within** the federal level, the various constitutional checks and balances were designed to allow the executive, legislative, and judicial branches to operate effectively without any one branch controlling the others.

6C. In your notebook, write five sentences using any of the prepositional phrase openers provided. (EXTENSIONS: Write eight.)

Answers will vary.

WBLA 41-44B AK



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