

WISDOM BOOKLET

Language Arts

**Teacher's Helps &
Answer Keys**

45A–48A

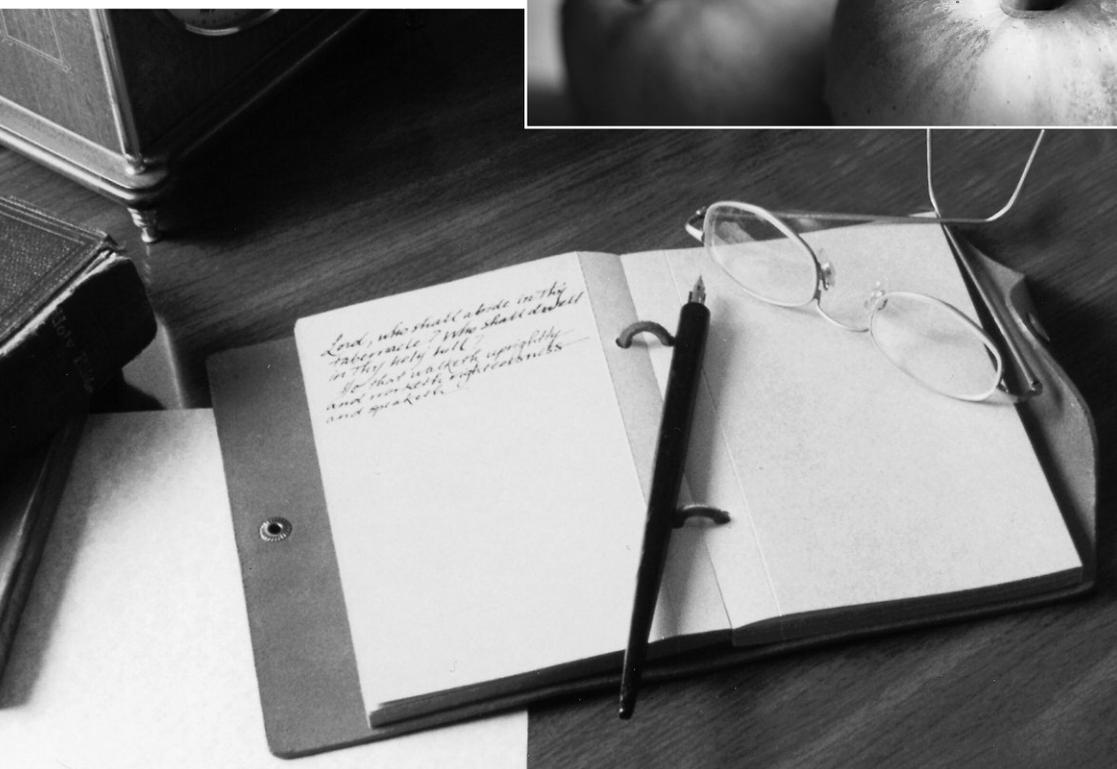


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The *Wisdom Booklet Language Arts* program is designed for families enrolled in the Advanced Training Institute International, which provides a variety of resources for training parents, young people, and children to be mighty in Spirit. For more information,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



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45A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *judging*

disapprobation	rationalization
imputation	condemnation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Some people always think that they are better than other people. John was that kind of boy. He thought that he was much better than everyone else. He looked at his friends and saw that they made mistakes. He saw that his friend Peter was small and not very good at sports. John judged him and thought he was better than Peter because John was a good athlete.

EXTENSION

One day, John and Peter were playing ball with some other boys. The boys were picking teams. One by one the other boys were picked, but John and Peter weren't picked. John was getting mad. He thought he should have been picked before the other boys. John finally asked, "Hey, why aren't you picking me? I'm a better player than they are!"

FURTHER EXTENSION

One of the other boys looked at John and said, "No, you aren't. Some of these boys are really good, and you have been striking out a lot when we play." That made John very mad, and he said he wouldn't play. Then he started thinking about it. He had spent so much time thinking about how bad Peter was that he had missed the fact that he himself was a bad player. People who judge others often miss their own faults.

—“Fair Play”

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

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

Day Three

5. Grammar: Adverbs

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

Day Four

7. Grammar/Sentence Structure: Quotations and Speech Tags

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

45A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *judging*

disapprobation
imputation

rationalization
condemnation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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EXTENSION

One day, John and Peter were playing ball with some other boys. The boys were picking teams. One by one the other boys were picked, but John and Peter weren't picked. John was getting mad. He thought he should have been picked before the other boys. John finally asked, "Hey, why aren't you picking me? I'm a better player than they are!"

FURTHER EXTENSION

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—“Fair Play”

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BASIC LEVEL

- her
- fur
- sir
- herd
- turn
- hurt
- firm
- term

EXTENSION

- during
- over
- curse

FURTHER EXTENSION

- leader
- matter
- torture

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

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences
(You may use up to seven words for sentence five.)

5. Grammar: Adverbs

Day Three

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

7. Grammar/Sentence Structure: Quotations and Speech Tags

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

45A Week 1 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

The point where lines converge is called the vanishing point. Although this point may or may not actually be in the picture, the artist must always draw the objects in respect to it. If you extend the top and bottom boards of the picket fence, you will find the vanishing point—the point where the **two** boards converge.

The vanishing point in a **picture** will **alwase** be located on the horizon line—the line **ware** the **skie** and land (or sky and sea) **mete**. It is **alwaiz** at the eye **leval** of **thee** observer, even **wen** it is not **actuly** in the **pictur**. (**picture, always, where, sky, meet, always, level, the, when, actually, picture**)

Understanding the concept of convergence will also help a person recognize what is seen and from what angle. If a person were to stand on a beach and look at the horizon, he would see an equal amount of ocean and sky. If this same person were to sit on the beach, he would see more sky than ocean. If, however, this person were standing on a hill overlooking the ocean, he would see more ocean than sky.

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

1. Some people **always** think they can judge others.
2. They **pridefully** think that they are good.
3. The Bible **clearly** says that no one is perfect.
4. It also **firmly** says that no one should judge another person.
5. We should **still completely** hate sin.
6. But we should **not** put down people.
7. We should **not** think we are better than others are either.
8. We must be **totally** loving.
9. We should try **very** hard to help people like Jesus would.
10. We must **never** think we can judge someone.

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



Lined writing area consisting of 25 horizontal red lines.

45A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *judging*

disapprobation	rationalization
imputation	condemnation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In 1839, China appointed a new Imperial Commissioner to oversee the port in Canton. They wanted to keep the British ships from importing illegal products. But China had worked so hard trying to keep England out that it had missed a problem in its own country.

EXTENSION

China had a lot of bad leaders in the government. Also, a lot of Chinese people were addicted to a drug called opium. England had been smuggling opium into China. Now, China was trying to stop the drug trade, but it was too late. The new Imperial Commissioner told the English, "You can't bring something into our country unless we say you can."

FURTHER EXTENSION

England didn't like that, so they attacked China. The war lasted for seven years. England won, and they became very powerful in China. The Chinese had been so busy focusing on the problems and weaknesses of England that they missed their own problems. China lost a war because of it.

—Adapted from *Wisdom Booklet 45*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Adverbs)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

5 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

5 Sentences

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

Day Three

5. Grammar: Adjectives

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

Day Four

7. Grammar/Structural Analysis: Contractions

8. Punctuation: Reading Quotations

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

45A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *judging*

disapprobation
imputation

rationalization
condemnation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In 1839, China appointed a new Imperial Commissioner to oversee the port in Canton. They wanted to keep the British ships from importing illegal products. But China had worked so hard trying to keep England out that it had missed a problem in its own country.

EXTENSION

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FURTHER EXTENSION

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—Adapted from *Wisdom Booklet 45*

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

BASIC LEVEL

1. ba/by
2. no/bod/y
3. Bi/ble
4. fi/nal
5. la/ter
6. sta/ble

EXTENSION

7. e/vil
8. ze/ro

FURTHER EXTENSION

9. be/hind
10. be/tween

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*.

3. Editor Duty: Correct Given Paragraph(s)

(Adverbs)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

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

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

Paragraph Three of Body

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

5. Grammar: Adjectives

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

Day Three

7. Grammar/Structural Analysis: Contractions

8. Punctuation: Reading Quotations

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

45A Week 2 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In all the paragraphs, highlight the adverbs.

BASIC LEVEL: Highlight four adverbs.

EXTENSIONS: Highlight six adverbs.

Scripture makes it **very** clear that when we judge another person for his wrongdoing, we **actually** condemn ourselves, because what we judge in the other person is **also** a problem in our own lives. **We** see our negative qualities in others. **This** is one reason we should not judge.

This is true because if we had solved the problem we are judging, we would be **really** eager to share the solution with the one who is having the problem, rather than **hastily** condemning **him**. **However**, if we have **not** been able to **overcome** a similar problem in ourselves, the **frustration** we experience will **often** be **readily** directed toward the other person in a condemning and judgmental **attitude**. In other words, we may punish the other person for our faults.

If we follow the **Bible's** admonition to love **our** enemies, we will judge less. **The Bible** says to love others. It also says to judge **not**.

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

1. The **small** nation of England ruled China.
2. China was a **larger** nation.
3. China was an **older** nation than England.
4. China focused on **smaller** problems.
5. They wanted to keep **foreign** clothes out.
6. The British brought in a more **dangerous** item.
7. Some people try to focus on **unimportant** things.
8. These people can miss the really **important** things.
9. Judging people can cause us to overlook our own **great** sin.
10. They do not know that they are doing **wrong** things.

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

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

Example: here's—here is

1. she's—she is (or has)
2. he'll—he will (or shall)
3. can't—can not
4. shouldn't—should not
5. it'll—it will (or shall)
6. I've—I have
7. she'll—she will (or shall)
8. wouldn't—would not
9. they'll—they will (or shall)
10. isn't—is not
11. don't—do not
12. I'll—I will (or shall)
13. hadn't—had not
14. you'll—you will (or shall)

45A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *judging*

disapprobation	rationalization
imputation	condemnation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The Pharisees were very powerful leaders of Jesus' day. They were the spiritual leaders. Were they good leaders? No! They were supposed to teach others God's law of love. Some of them did that, but many of them did not. The Pharisees focused on what people did wrong instead of on loving God.

EXTENSION

The Pharisees had many strict laws. Many of these laws had to do with working on the Sabbath. One of the laws said that no one could pick or hull grain on the Sabbath. One day the Pharisees saw the disciples doing this and tried to make them stop.

FURTHER EXTENSION

Jesus said that Pharisees were focusing on the wrong things. They spent so much time looking at other people's problems that they forgot that they had problems too. They focused on the sins of the people they were teaching and didn't see their own sin. They were very prideful and judgmental, but they couldn't see their own problems.

—Adapted from *Wisdom Booklet 45*

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

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

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

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

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

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Adjectives)

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

Paragraph One of Body

Topic of Paragraph 1 _____

5–6 Sentences (EXTENSIONS: 7–8)

Paragraph Two of Body

Topic of Paragraph 2 _____

5–6 Sentences (EXTENSIONS: 7–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

7–8 Sentences

5. Punctuation: Three Types of Sentences

Day Three

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

7. Grammar: Pronouns

Day Four

8. Study Skills/Prewriting:

Take Notes for an Original Opening Paragraph

9. Composition/Creative Writing:

Write an Original Opening Paragraph

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

45A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *judging*

disapprobation
imputation

rationalization
condemnation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The Pharisees were very powerful leaders of Jesus' day. They were the spiritual leaders. Were they good leaders? No! They were supposed to teach others God's law of love. Some of them did that, but many of them did not. The Pharisees focused on what people did wrong instead of on loving God.

EXTENSION

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FURTHER EXTENSION

Jesus said that Pharisees were focusing on the wrong things. They spent so much time looking at other people's problems that they forgot that they had problems too. They focused on the sins of the people they were teaching and didn't see their own sin. They were very prideful and judgmental, but they couldn't see their own problems.

—Adapted from *Wisdom Booklet 45*

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

BASIC LEVEL

1. need
2. read
3. fee
4. meet
5. keep
6. thee
7. street
8. mean

EXTENSION

9. leave
10. treaty
11. sheep

FURTHER EXTENSION

12. between
13. peaceful

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

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

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Adjectives)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____

5–6 Sentences (EXTENSIONS: 7–8)

Paragraph Two of Body

Topic of Paragraph 2 _____

5–6 Sentences (EXTENSIONS: 7–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

7–8 Sentences

5. Punctuation: Three Types of Sentences

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

Day Three

7. Grammar: Pronouns

8. Study Skills/Prewriting:

Take Notes for an Original Opening Paragraph

9. Composition/Creative Writing:

Write an Original Opening Paragraph

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

45A Week 3 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the adjectives.

It was a **beautiful** city, located on the **southern** seacoast of a **large** and **prosperous** nation. The city was an **important** **commercial** center because of the volume of **international** trade that flowed through it, but all was not **well**. In the **nation's** capital, hundreds of miles away to the north, **government** leaders were wrestling with **thorny** problems they seemed **powerless** to resolve.

Over the years **their** country had pioneered some amazing technological innovations and developed a fine educational system. **One** of the largest nations on earth, it possessed enough natural resources to be self-sufficient, but now a trade imbalance was creating economic problems. **The** government itself, which had functioned **efficiently** in the past, had become a self-serving bureaucracy that did little to help the ordinary citizen.

The nation had been founded on **high** moral principles, and its people, for the most part, had **been** responsible and industrious. **Now** even that was changing as the **original principles** lost their vitality in the minds of the citizens and came to be regarded as mere traditions. **An** attitude of self-indulgence became increasingly common.

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

1. David would not admit **his** sin.
2. David try to justify what **he** had done.
3. God sent **His** prophet to David.
4. Nathan told David a story that **he** was supposed to judge.
5. David was guilty because of **his** own sin.
6. David could not judge the story in the same way **he** would have been able to before.
7. Guilt made David's judgment harsher than **it** should have been.
8. Because David was guilty, **he** became judgmental.
9. David repented of **his** sin.



Lined writing area with horizontal red lines.

45A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *judging*

disapprobation	rationalization
imputation	condemnation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Researchers have discovered that spoken words can have a big effect on the mind. This effect starts at a very young age. It begins with parents teaching the child what things are. A parent will say the name of something and point to it. The child's mind will remember the word every time he sees the object.

EXTENSION

Words don't just affect little children's minds. If someone says, "Look at those flowers," your mind will suddenly start looking for flowers. The flowers might have been in the room all the time, but you never noticed them before. When someone used words to tell you they were there, your mind told your eyes to find them.

FURTHER EXTENSION

Researchers showed someone a picture. They then took the picture away and changed some things in it. If the person was told that there would be changes, he found what they were. If the person was not told that there would be changes, he didn't see anything different in the picture. What a person was told determined what he would recognize.

—Adapted from *Wisdom Booklet 45*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

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

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

Day Two

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

4. **Composition:** Edit and Revise

Day Three

5. **Grammar:** Subordinators

Day Four

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

Day Five

7. **Spelling:** Spelling Test

8. **Dictation:** Dictation Quiz

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

Extra Practice (Optional)

45A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *judging*

disapprobation

rationalization

imputation

condemnation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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BASIC LEVEL

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

EXTENSION

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

FURTHER EXTENSION

13. outlook
14. goodness
15. textbook

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Day Two

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

4. Composition: Edit and Revise

Day Three

5. Grammar: Subordinators

6. Grammar/Sentence Structure:
Subordinate Clauses

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original
Biographical Essay

Extra Practice (Optional)

45A Week 4 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

There is **therefore** a proper place for spiritual discernment. **H**owever, the purpose of it is not to condemn another person but to determine what **his** needs and problems are with the intent to help him.

The function of a judge is to listen to a case and give a sentence of punishment if the accused is guilty. **T**he function of a **doctor** is to listen to a case and give direction for healing.

Our calling as believers is not to condemn and punish, but to bring healing and life **to** others. **T**his was the calling of **J**esus during **H**is earthly ministry. “The Spirit of the Lord God is upon me; because the LORD hath anointed me to preach good tidings unto the meek; he hath sent me to bind up the brokenhearted, to proclaim liberty to the captives, and the **opening** of the prison to them that are bound” (Isaiah 61:1).

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

1. **When** Jesus talked to His disciples, He told them to help their neighbors.
2. **Although** sin breaks God’s heart, God loves people.
3. **When** we judge others, we blind ourselves to our own sin.
4. **If** we want to be clean, we must ask God to examine us.
5. **Because** the Pharisees judged others, they could not see their own sin.
6. **If** we judge, then we will be judged.
7. **Though** we do wrong, we should repent and not let sin control us.
8. **When** Jesus talked to the people, He knew about their sin, but He still loved them.
9. **Although** we might know that someone is doing wrong, we should still love them.
10. **When** we focus on other people’s sin, it might be a sign of guilt in our own lives.

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

1. **If you are trying to make someone else righteous** , you will fail.

2. **Though we can tell people the truth** , only the Holy Spirit can convince someone of sin.
3. **Because some people think they can change others on their own** , they will not have very effective ministries.
4. **If someone is told that he is always wrong** , he will start to believe it.
5. **When someone is judgmental** , he think that others are always wrong.
6. **Although someone might be doing something wrong** , telling him he is wrong without love is judging.
7. **If there is sin in someone's life** , he often can't see it.
8. **When we are in close friendships** , friends and authorities can point out sin.
9. **If the sin is pointed out in love and by the right person** , it is not judging.
10. **Because Jesus was the only perfect man** , He is the only one who has the right to judge.

46A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing types of questions

rhetorical deceptive
argumentative insincere

Words describing types of fools

simple scornful
reactionary committed
unreasonable

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The Bible talks about five types of fools. One is the simple fool. The simple fool just needs to be taught and corrected. Young children are simple fools. They don't know how to make good decisions or do what is right. Their parents need to teach them how to make decisions and to do what is right.

EXTENSION

Another kind of fool talked about in the Bible is the reactionary fool. This kind of person purposely does what he knows is wrong. Older children and teenagers can be this kind of fool. Their parents might have taught them the difference between right and wrong, but the children still choose to do what is wrong. When a child directly disobeys his parents, he is being a reactionary fool.

FURTHER EXTENSION

A third kind of fool is the unreasonable fool. A person would be an unreasonable fool if he were to continually reject what he knew was right. Both the simple fool and the reactionary fool can be punished and corrected fairly easily. The unreasonable fool is harder to correct. He is often sneaky and gets his own way by tricking people.

—Adapted from *Wisdom Booklet 46*

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

BASIC LEVEL

1. new
2. dew
3. due
4. chew
5. blue
6. clue

EXTENSION

7. glue
8. grew

FURTHER EXTENSION

9. knew
10. pursue

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

Day Three

5. Structural Analysis: Plural Nouns

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

Day Four

7. Grammar: Noun Markers (Articles)

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

46A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing types of questions

rhetorical deceptive
argumentative insincere

Words describing types of fools

simple unreasonable
reactionary scorning
committed

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The Bible talks about five types of fools. One it is the simple fool. The simple fool just needs to be taught and corrected. Young children are simple fools. They don't know how to make good decisions or do what is right. Their parents need to teach them how to make decisions and to do what is right.

EXTENSION

Another kind of fool talked about in the Bible is the reactionary fool. This kind of person purposely does what he knows is wrong. Older children and teenagers can be this kind of fool. Their parents might have taught them the difference between right and wrong, but the children still choose to do what is wrong. When a child directly disobeys his parents, he is being a reactionary fool.

FURTHER EXTENSION

A third kind of fool is the unreasonable fool. A person would be an unreasonable fool if he were to continually reject what he knew was right. Both the simple fool and the reactionary fool can be punished and corrected fairly easily. The unreasonable fool is harder to correct. He is often sneaky and gets his own way by tricking people.

—Adapted from *Wisdom Booklet 46*

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

BASIC LEVEL

1. new
2. dew
3. due
4. chew
5. blue
6. clue

EXTENSION

7. glue
8. grew

FURTHER EXTENSION

9. knew
10. pursue

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

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

5. Structural Analysis: Plural Nouns

Day Three

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

7. Grammar: Noun Markers (Articles)

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

46A Week 1 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

Louis P~~asteur~~ had an ~~intrist~~ in the way ~~cristles~~ refracted light. ~~This~~ curiosity led to a close friendship with several chemists. ~~As~~ P~~asteur~~ worked under ~~ther~~ guidance and assistance, ~~hiz~~ work won such acceptance that he was honored with a ~~posishon~~ teaching chemistry at ~~S~~trasbourg ~~U~~niversity. (**interest, crystals, their, his, position**)

P~~asteur~~ continued to excel as a scholar, and he eventually found himself teaching in ~~P~~aris. ~~Because~~ of his work in chemistry, winemakers in the surrounding countryside sought his advice on the subject of fermentation.

P~~asteur~~ assisted them by researching their various questions and giving them straightforward and practical answers. In the process of his studies, he uncovered the role of microorganisms in nature and disproved the theory of spontaneous generation. ~~He~~ was such a devoted servant of the community that instead of ridicule and scorn, he received an Academy of Sciences Award in 1860 for his work on fermentation.

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

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

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



Lined writing area consisting of 25 horizontal red lines.

46A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing types of questions

rhetorical deceptive
argumentative insincere

Words describing types of fools

simple unreasonable
reactionary scorning
committed

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Hogs are some of the largest farm animals there are. They are also one of the hardest to control. Unlike chickens, cows, or sheep, a hog is only useful to a farmer after it is dead. While it is alive, a hog is a big problem to take care of. They are large and stubborn, and nothing they do helps the farmer.

EXTENSION

A shepherd's sheep follow him. A pig will not follow anyone. Swineherds are farmers who take care of pigs. They have to follow their pigs and hit them with a switch to make them go anywhere. Since it is so hard to move pigs, most of them stay in their pens the whole time. Keeping a pig in its pen can be very hard too.

FURTHER EXTENSION

Farmers have figured out that a pig cannot be made to do anything. They also know that it can be bribed. A farmer will offer a pig food if he wants it to go somewhere. If a hog is hungry, it will try to get out of its pig pen. Farmers have learned to keep a pig fed, so it won't try to get out.

—Adapted from *Wisdom Booklet 46*

2. Spelling: *Ng* Sounds (Examples: sing, song, sang, sung)

BASIC LEVEL

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

EXTENSION

7. strong
8. string

FURTHER EXTENSION

9. evening
10. lining

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

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

Day Three

5. Structural Analysis: Possessive Nouns

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

Day Four

7. Punctuation: Capitalization Rules

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

46A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing types of questions

rhetorical deceptive
argumentative insincere

Words describing types of fools

simple unreasonable
reactionary scoring
committed

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Hogs are some of the largest farm animals there are. They are also one of the hardest to control. Unlike chickens, cows, or sheep, a hog is only useful to a farmer after it is dead. While it is alive, a hog is a big problem to take care of. They are large and stubborn, and nothing they do helps the farmer.

EXTENSION

A shepherd's sheep follow him. A pig will not follow anyone. Swineherds are farmers who take care of pigs. They have to follow their pigs and hit them with a switch to make them go anywhere. Since it is so hard to move pigs, most of them stay in their pens the whole time. Keeping a pig in its pen can be very hard too.

FURTHER EXTENSION

Farmers have figured out that a pig cannot be made to do anything. They also know that it can be bribed. A farmer will offer a pig food if he wants it to go somewhere. If a hog is hungry, it will try to get out of its pig pen. Farmers have learned to keep a pig fed, so it won't try to get out.

—Adapted from *Wisdom Booklet 46*

2. Spelling: *Ng* Sounds

(Examples: sing, song, sang, sung)

BASIC LEVEL

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

EXTENSION

7. strong
8. string

FURTHER EXTENSION

9. evening
10. lining

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

3. Editor Duty: Correct Given Paragraph(s)

(Plural Nouns)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

5. Structural Analysis: Possessive Nouns

Day Three

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

7. Punctuation: Capitalization Rules

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

46A Week 2 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

BASIC LEVEL: Highlight three plural nouns.

EXTENSION: Highlight four plural nouns.

FURTHER EXTENSION: Highlight five plural nouns.

It was an unusual setting for a trial: the judge and court **officials** had all taken their **places** on a wooden platform on the courthouse lawn. The **spectators**, including **scores** of **reporters** and **photographers**, sat on wooden **benches** under the maple **trees** and on the grass.

The court had convened outdoors, not only to escape the stifling heat of the courtroom, but also because of the concern that the large crowds were weakening the floor of the upstairs courtroom to the point that it might collapse. The trial, which had already been in session for more than a week, had been called a circus by some. The open-air setting for this Monday afternoon meeting certainly added to the carnival-like atmosphere.

Dayton was a county seat in the hills of eastern Tennessee. Typical of thousands of communities scattered across rural America in the mid-1920s, it seemed an unlikely site for a trial that would draw national attention.

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

Example: seas—seas' waves

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

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

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

In the Bible there is the story of a man named Achan. He was part of the Israelite army. He was also an unreasonable fool. He thought that he could get what he wanted by sneaking around. He tried to steal what he wanted from what the Israelites had taken from Jericho, but God saw him. Joshua found out about Achan too. Achan was killed because of what he had done.

Extra Practice (Optional)

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

1. In Scripture, God identifies five types of fools.
2. There comes a point at which the simple fool must make a conscious choice to reject simple-mindedness.
3. The fear of the Lord is the beginning of knowledge.
4. Wisdom is seeing life from God's perspective.
5. Abraham Lincoln once remarked, "Tis better to be silent and be thought a fool, than to speak and remove all doubt."

46A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing types of questions

rhetorical deceptive
argumentative insincere

Words describing types of fools

simple unreasonable
reactionary scoring
committed

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The sailors were almost out of food. Soon there would be nothing to eat. The storm kept getting worse. Some of the sailors on board kept talking about the story of Jonah. They said they must have someone on the ship who was causing the storm. John knew that the captain would not throw him overboard, but he wasn't sure the crew wouldn't. John himself wondered if he might be the cause of the storm.

EXTENSION

While the ship was battling the storm, John was fighting his own battle. The Holy Spirit was moving in his life. John knew that many of the things he had done were wrong. He had not thought about it much before, but now he thought about it a lot. Overnight, he had stopped swearing. He found that he did not want to misuse God's name anymore.

FURTHER EXTENSION

When the wind finally changed and started blowing them toward the land, John was grateful. It was the first time in years that he had been grateful for something. The storm turned into a gentle breeze that blew them back to port. They landed safely. It was during that storm that John Newton said he knew for the first time that there is a God. He also knew that God answers prayers.

—Adapted from *Wisdom Booklet 46*

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

BASIC LEVEL

1. chin
2. cheer
3. child
4. chart
5. cheat
6. check
7. change
8. teach

EXTENSION

9. church
10. chief

FURTHER EXTENSION

11. chalet
12. Christmas

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

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

Day Two

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

Paragraph One of Body

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

Paragraph Two of Body

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

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6–8 Sentences

5. Grammar: Subordinators

Day Three

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

7. Grammar/Sentence Structure: Subordinate Clauses

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

Day Four

9. Sentence Structure: Subordinate Clauses

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

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

Extra Practice (Optional)

46A Week 3 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words describing types of questions

rhetorical deceptive
argumentative insincere

Words describing types of fools

simple unreasonable
reactionary scolding
committed

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The sailors were almost out of food. Soon there would be nothing to eat. The storm kept getting worse. Some of the sailors on board kept talking about the story of Jonah. They said they must have someone on the ship who was causing the storm. John knew that the captain would not throw him overboard, but he wasn't sure the crew wouldn't. John himself wondered if he might be the cause of the storm.

EXTENSION

While the ship was battling the storm, John was fighting his own battle. The Holy Spirit was moving in his life. John knew that many of the things he had done were wrong. He had not thought about it much before, but now he thought about it a lot. Overnight, he had stopped swearing. He found that he did not want to misuse God's name anymore.

FURTHER EXTENSION

When the wind finally changed and started blowing them toward the land, John was grateful. It was the first time in years that he had been grateful for something. The storm turned into a gentle breeze that blew them back to port. They landed safely. It was during that storm that John Newton said he knew for the first time that there is a God. He also knew that God answers prayers.

—Adapted from *Wisdom Booklet 46*

2. Spelling: Sounds of *ch*

(Examples: chum, Christ, chivalry)

BASIC LEVEL

1. chin
2. cheer
3. child
4. chart
5. cheat
6. check
7. change
8. teach

EXTENSION

9. church
10. chief

FURTHER EXTENSION

11. chalet
12. Christmas

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

3. Editor Duty: Correct Given Paragraph(s)

(Capitalization)

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

Paragraph One of Body

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

Paragraph Two of Body

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

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6–8 Sentences

Day Two

5. Grammar: Subordinators

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

7. Grammar/Sentence Structure: Subordinate Clauses

Day Three

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

9. Sentence Structure: Subordinate Clauses

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

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

Extra Practice (Optional)

46A Week 3 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight and correct any capitalization errors.

John awoke with a start to find his cabin knee-deep in water. **T**he violent motion of the ship had almost thrown him out of his bunk. **H**aving spent a good portion of his twenty-two years at sea, the young sailor realized that the clipper was in trouble.

Heading toward the companionway, **J**ohn heard someone above shout, “She’s going down!” **M**ore icy seawater came pouring through the hatch. **J**ohn had started up the ladder when the captain shouted down to him to bring a knife. **A**s he turned around to get one, another sailor climbed up the ladder and reached the deck just ahead of him.

John could only watch as another huge wave broke across the deck and swept the man overboard. **T**he storm had already ripped away some boards from the side of the ship, which was quickly filling with water. **S**everal sailors were manning the pumps, and the captain ordered **J**ohn and some others to start bailing with buckets.

❑ 5c. In the sentences and phrases provided, highlight the subordinators.

1. The fools in the Bible
2. **Though** there are many wise people in the Bible,
3. There are many fools in the Bible.
4. Fools think they will get away with what they do.
5. **Although** no one else might see it,
6. **Because** God sees everything,
7. **As** God, Jesus could see fools.
8. **When** John Newton was a young man,
9. **Because** John did whatever he wanted, he did not care about hurting others,
10. **If** John cared about what God thought,

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

1. Although John had a Christian mother, his father didn't care about God. **S**
2. When John was four, he could already read Latin and Greek. **S**
3. If John had paid attention to what he had learned, he might have avoided trouble. **S**
4. Though John's mother loved him, **C**
5. While he was still a boy, John nearly died several times. **S**
6. If John had realized it, **C**
7. Though there were times John wanted to change, he wanted to serve himself more. **S**
8. Although John loved a Christian girl, **C**
9. Because John was not a Christian, Mary wouldn't marry him. **S**
10. After John became a Christian, he and Mary were married. **S**

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

1. **When** dogs are young , they must be taught.
2. **If** someone waits to train a dog until it is older , the dog won't learn.
3. **If** a hog is hot , it will get dirty to try to cool off.
4. **Although** a warthog has long teeth , it cannot use them for eating.
5. **Though** hogs look lazy , they can be very dangerous.
6. **While** pigs usually want to keep clean , the hog will roll in mud to cool itself if water is not available.
7. **After** it runs for a short time , a hog is very tired.
8. **When** a pig is young , it learns by watching its parents.
9. **Since** pigs are very smart , they can quickly learn a variety of "dog tricks."
10. **Because** a pig likes to turn over soil with its snout , it must be kept in a pen to keep it from uprooting crops.

46A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing types of questions

rhetorical deceptive
argumentative insincere

Words describing types of fools

simple unreasonable
reactionary scoring
committed

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Galen was a doctor who lived and wrote in the first century A.D. He was a very smart man and, in many ways, a very good doctor, but he made a few very big mistakes. Galen wanted to explain how every part of the human body worked. Not all of his theories made sense though. He did not study the human body or know enough to explain everything accurately. Other doctors thought he sounded so convincing, so he had to be right

EXTENSION

For hundreds of years, no one questioned what Galen had taught. Doctors made many mistakes while treating people because they based what they did on what Galen had thought. It wasn't until New Year's Day in 1515 that someone was born who could explain how Galen was wrong. His name was Andreas Vesalius.

FURTHER EXTENSION

When Andreas was a small child, he would cut up dead animals to see what they were like. As he got older, Andreas started to examine human beings. He told the other doctors, "Well, I found that many things that Galen had taught were wrong." Even though Andreas had proof that Galen had been wrong, the other doctors would not listen to him.

—Adapted from *Wisdom Booklet 46*

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

BASIC LEVEL

1. what
2. talk
3. caught
4. fall
5. walk
6. raw
7. all
8. saw

EXTENSION

9. small
10. befall
11. always
12. taught

FURTHER EXTENSION

13. almost
14. already

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

Day Two

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

Day Three

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

Day Four

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

Day Five

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

Extra Practice (Optional)

46A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing types of questions

rhetorical deceptive
argumentative insincere

Words describing types of fools

simple unreasonable
reactionary scoring
committed

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Galen was a doctor who lived and wrote in the first century A.D. He was a very smart man and, in many ways, a very good doctor, but he made a few very big mistakes. Galen wanted to explain how every part of the human body worked. Not all of his theories made sense though. He did not study the human body or know enough to explain everything accurately. Other doctors thought he sounded so convincing, so he had to be right

EXTENSION

For hundreds of years, no one questioned what Galen had taught. Doctors made many mistakes while treating people because they based what they did on what Galen had thought. It wasn't until New Year's Day in 1515 that someone was born who could explain how Galen was wrong. His name was Andreas Vesalius.

FURTHER EXTENSION

When Andreas was a small child, he would cut up dead animals to see what they were like. As he got older, Andreas started to examine human beings. He told the other doctors, "Well, I found that many things that Galen had taught were wrong." Even though Andreas had proof that Galen had been wrong, the other doctors would not listen to him.

—Adapted from *Wisdom Booklet 46*

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

BASIC LEVEL

1. what
2. talk
3. caught
4. fall
5. walk
6. raw
7. all
8. saw

EXTENSION

9. small
10. befall
11. always
12. taught

FURTHER EXTENSION

13. almost
14. already

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

3. Editor Duty: Correct Given Paragraph(s)

(Subordinators)

Day Two

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

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

6. **Grammar:** Interjections

Day Three

7. **Composition:** Edit and Revise

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

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

Day Four

10. **Spelling:** Spelling Test

11. **Dictation:** Dictation Quiz

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

Extra Practice (Optional)

46A Week 4 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the second paragraph, highlight the subordinator.

Jesus interacted with the “wicked dogs” and “evil swine” of His day. He spoke to them in parables and did not **reveal** the pearls of wisdom **hidden** in the parables, but then He gave those pearls of wisdom to His disciples.

The treasures of God’s truth are precious to a believer, but they are not understood by those who have rejected Christ. **If** these truths are not understood, they are likely to be misrepresented and reviled.

Therefore, we need to also be eager to listen to the needs of our hearers, rather than trying to teach them truths that they are not ready to hear.

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

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

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

1. **Wow!** Fools can be stubborn.
2. **Yes,** pigs can be stubborn too.
3. **My!** How many people don’t listen when God wants to tell them something.
4. **Well,** some people choose to be foolish.
5. **No,** we should not be foolish.
6. **Well,** we should try to be like Jesus.
7. **Oh,** Jesus said things about fools.
8. **Yes,** He said not to cast our pearls to swine.
9. **Well,** Jesus was comparing fools to swine.
10. **My!** It is important to follow God.

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

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

1. "Give praise to God," Joshua said.
2. "Did you take what was God's?" he asked.
3. Achan replied, "Yes I did."
4. Achan went on, "I saw a nice outfit and some gold, and I wanted them."
5. Achan admitted, "I hid them in my tent."
6. "Go to Achan's tent and bring his things here," Joshua commanded.
7. "Here are the things Achan stole," the Israelites said.
8. "You have brought God's anger on all of Israel," Joshua told Achan.
9. Joshua gave his judgement, "Because of what you have done, you must die."
10. Joshua told the Israelites, "Take him and his possessions and stone him."

47A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing negative types of hearts

double perverse
hard deceitful
froward backsliding
proud foolish
fearful

Words describing positive types of hearts

pure perfect
broken understanding
upright wise
clean sound
contrite

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The Bible promises that if we ask for something from God, He will answer. Some people use that to say that anything we ask for, we will get. They do not understand what this verse means. God does not promise to give us everything we want; He promises to give every good thing.

EXTENSION

Some people had said that if they want something, it has to be good. That is not true. The Bible says God is our Father; we are His children. Children often want what is not good for them; parents must tell them “no.” God has to do the same thing to us sometimes.

FURTHER EXTENSION

God is the only one who knows what is truly good. We should know what He wants when we pray. We should pray for the good things that He wants to give us and be thankful to Him. We need to learn His will. The better we know God; the more we will understand what “good things” are.

—Adapted from *Wisdom Booklet 47*

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

BASIC LEVEL

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

EXTENSION

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

FURTHER EXTENSION

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

Note: Test students on root words and newly formed words.

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

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences
(You may divide sentence four into two sentences at the semicolon.)

Paragraph Two of Body

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

EXTENSIONS: Paragraph Three of Body

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

Day Three

5. Grammar: Be, a Helper, Link Verbs

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

Day Four

7. Punctuation: Semicolon Usage

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

47A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing negative types of hearts

double perverse
hard deceitful
froward backsliding
proud foolish
fearful

Words describing positive types of hearts

pure perfect
broken understanding
upright wise
clean sound
contrite

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The Bible promises that if we ask for something from God, He will answer. Some people use that to say that anything we ask for, we will get. They do not understand what this verse means. God does not promise to give us everything we want; He promises to give every good thing.

EXTENSION

Some people had said that if they want something, it has to be good. That is not true. The Bible says God is our Father; we are His children. Children often want what is not good for them; parents must tell them “no.” God has to do the same thing to us sometimes.

FURTHER EXTENSION

God is the only one who knows what is truly good. We should know what He wants when we pray. We should pray for the good things that He wants to give us and be thankful to Him. We need to learn His will. The better we know God; the more we will understand what “good things” are.

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

BASIC LEVEL

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

EXTENSION

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

FURTHER EXTENSION

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

Note: Test students on root words and newly formed words.

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences
(You may divide sentence four into two sentences at the semicolon.)

Paragraph Two of Body

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

EXTENSIONS: Paragraph Three of Body

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

5. Grammar: Be, a Helper, Link Verbs

Day Three

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

7. Punctuation: Semicolon Usage

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

47A Week 1 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

“Not **agan**,” **thot** the **juge** as he entered **hiz** **cortroom** one morning to begin **hearin** cases. “This woman just keeps coming **bac.**” (**again, thought, judge, his, courtroom, hearing, back**)

The woman was a widow who **claimd** that a local businessman had **cheeted** her out of some property **shortely** after her husband’s death. **T**he amount of money involved was quite small, but **becuse** of her **limeted** income it was **extremely** important to her. (**claimed, cheated, shortly, because, limited, extremely**)

She had presented her petition to the court several times already, but each time it had been dismissed on some legal technicality. The judge was not concerned that justice had not been done, nor was he intimidated by the merchant’s threats. **H**e simply did not care about the widow and was very irritated at having to deal with her case again.

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

Note: Some sentences will contain helpers with base verbs.

1. Believers **should** pray.
2. Prayer **is** talking to God.
3. Prayer **is** not telling God what to do.
4. We **should** seek God.
5. God **will** answer us.
6. God **will** not always answer us the way we like.
7. He **will** do what **is** best for us.
8. We **should** know God better.
9. The better we know God, the more we **will** know what **is** good.
10. God wants to show us what **is** good.

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

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

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

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

1. Saul wanted something from God; **h**e did not want to serve God.
2. Saul thought that God should be happy with what Saul did; **S**aul did not give God everything.
3. David sought God's heart; **h**e wanted to know what God wanted.
4. David wrote many songs; **t**hey are in the Book of Psalms.
5. David did not do everything right; **h**e did seek God though.
6. David had a pure heart; **h**e wanted God.
7. Saul had a double heart; **h**e wanted the world and God.
8. God wants to bless us; **h**e wants us to love Him.
9. God will give us what is good; **G**od will not give us everything we want.
10. David was willing to wait on God; **S**aul wanted things right away.

47A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing negative types of hearts

double
hard
froward
proud
fearful

Words describing positive types of hearts

pure
broken
upright
clean
contrite

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In the late part of the 1700s, most Christians didn't care about telling people in distant nations about Jesus. There weren't any mission organizations like we have today. In fact, there were almost no missionaries. Most people were not worried about this. They did not care about the people in other countries. But one young man did.

EXTENSION

William Carey was a shoemaker and preacher in England. He wanted to go to other nations and tell people about Jesus. He told others about what he wanted. They thought it would never happen. William started praying. He prayed for years. He knew he had to trust God to provide a way for him to spread the Gospel in other countries.

FURTHER EXTENSION

William kept praying and asking God for a way to tell others about Jesus. Even though it was hard, William did not stop praying. He believed God wanted people in other nations to know about Him too. William wanted to do what pleased God. Finally, God created a way for William to go. William Carey was the first modern missionary.

—Adapted from *Wisdom Booklet 47*

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

BASIC LEVEL

1. bless/ing
2. hap/pen
3. hap/py
4. miss/ing
5. got/ten
6. sug/gest

EXTENSION

7. add/ed
8. pat/tern
9. bud/ding
10. can/not

FURTHER EXTENSION

11. be/gin/ning
12. spar/row
13. af/fairs
14. gos/sip

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)

(Be, a Helper, Link Verbs; Semicolons)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
7 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

Day Three

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

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

7. Grammar: Subject Part and Predicate Part

Day Four

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

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

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

47A Week 2 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words describing negative types of hearts

double
hard
froward
proud
fearful

perverse
decietful
backsliding
foolish

Words describing positive types of hearts

pure
broken
upright
clean
contrite

perfect
understanding
wise
sound

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In the late part of the 1700s, most Christians didn't care about telling people in far off nations about Jesus. There weren't any mission organizations like we have today. In fact, there were almost no missionaries. Most people were not worried about this. They did not care about the people in other countries. But one young man did.

EXTENSION

William Carey was a shoemaker and preacher in England. He wanted to go to other nations and tell people about Jesus. He told others about what he wanted. They thought it would never happen. William started praying. He prayed for years. He knew he had to trust God to provide a way for him to spread the Gospel in other countries.

FURTHER EXTENSION

William kept praying and asking God for a way to tell others about Jesus. Even though it was hard, William did not stop praying. He believed God wanted people in other nations to know about Him too. William wanted to do what pleased God. Finally, God created a way for William to go. William Carey was the first modern missionary.

—Adapted from *Wisdom Booklet 47*

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

BASIC LEVEL

1. bless/ing
2. hap/pen
3. hap/py
4. miss/ing
5. got/ten
6. sug/gest

EXTENSION

7. add/ed
8. pat/tern
9. bud/ding
10. can/not

FURTHER EXTENSION

11. be/gin/ning
12. spar/row
13. af/fairs
14. gos/sip

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

3. Editor Duty: Correct Given Paragraph(s)

(Be, a Helper, Link Verbs; Semicolons)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
7 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

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

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

Day Three

7. Grammar: Subject Part and Predicate Part

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

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

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

47A Week 2 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

BASIC LEVEL: Highlight four verbs.

EXTENSION: Highlight five verbs.

FURTHER EXTENSION: Highlight six verbs.

3. In the third paragraph, highlight the semicolon.

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

Far below the restless surface of the sea, an instrument measures the changing pressure of the waves. **W**ithout making a sound, it converts those measurements into electrical impulses. Then it relays them to a station on shore where scientists analyze the data.

The data reveals something of the life history of the waves that are washing ashore. **S**ome of the waves have journeyed more than six thousand miles. They bear the marks of distant storms that will never touch the shore. Others are the forerunners of storms that are building just beyond the horizon.

Even before a storm can be seen, the waves it produces may reveal the strength and direction of its winds. **T**hose who understand these waves are able to predict weather conditions. Thus, they can issue warnings hours before any danger threatens.

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

Opening sentence: Highlight the opening sentence.

Closing sentence: Highlight the closing sentence in another color.

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

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

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

I In the late part of the 1700s, most Christians didn't care about telling people in distant nations about Jesus. There weren't any mission organizations like we have today. In fact, there were very few missionaries. Most people were not worried about this. They did not care about the people in other countries. **But one young man did.**

Topic of Paragraph: Lack of interest in foreign missions during this time in history.

Number of Sentences: 6

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

Example: The little boy | ran across the street.

1. William Carey | was a missionary.
2. He | went to India.
3. His wife | did not want to go.
4. She | finally went.
5. There | were problems.
6. William | wanted to serve God.
7. William | preached.
8. No one | seemed to listen.
9. Finally, William | led someone to Christ.
10. Other people | were surprised.

47A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing negative types of hearts

double perverse
hard deceitful
froward backsliding
proud foolish
fearful

Words describing positive types of hearts

pure perfect
broken understanding
upright wise
clean sound
contrite

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Living for Jesus a life that is true,
Striving to please Him in all that I do;
Yielding allegiance, glad-hearted and free,
This is the pathway of blessing for me.

EXTENSION

Living for Jesus who died in my place,
Bearing on Calv'ry my sin and disgrace;
Such love constrains me to answer His call,
Follow His leading and give Him my all.

FURTHER EXTENSION

Living for Jesus though earth's little while,
My dearest treasure, the light of His smile;
Seeking the lost ones He died to redeem,
Bringing the weary to find rest in Him.

—“Living for Jesus”

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

BASIC LEVEL

1. deed
2. sweet
3. teach
4. wait
5. sheet
6. lie
7. foam
8. tried

EXTENSION

9. season
10. speak
11. easily
12. meet

FURTHER EXTENSION

13. replied
14. receive
15. leisure
16. acclaim

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

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

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

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

Day Two

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

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

Day Three

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

Day Four

6. Grammar: Action Verbs

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

Extra Practice (Optional)

47A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing negative types of hearts

double
hard
froward
proud
fearful

Words describing positive types of hearts

perverse
decietful
backsliding
foolish
pure
perfect
broken
understanding
upright
wise
clean
sound
contrite

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Living for Jesus a life that is true,
Striving to please Him in all that I do;
Yielding allegiance, glad-hearted and free,
This is the pathway of blessing for me.

EXTENSION

Living for Jesus who died in my place,
Bearing on Calv'ry my sin and disgrace;
Such love constrains me to answer His call,
Follow His leading and give Him my all.

FURTHER EXTENSION

Living for Jesus though earth's little while,
My dearest treasure, the light of His smile;
Seeking the lost ones He died to redeem,
Bringing the weary to find rest in Him.

—“Living for Jesus”

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

BASIC LEVEL

1. deed
2. sweet
3. teach
4. wait
5. sheet
6. lie
7. foam
8. tried

EXTENSION

9. season
10. speak
11. easily
12. meet

FURTHER EXTENSION

13. replied
14. receive
15. leisure
16. acclaim

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

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

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Subject Part; Predicate Part)

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

Day Three

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

6. Grammar: Action Verbs

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

Extra Practice (Optional)

47A Week 3 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

Gazing at the handmade map of the world that hung above his cobbler's bench, tears filled the young man's eyes. Millions of men, women, and children had not even heard the name of the One who alone could rescue them from lives tormented by fear and tortured by evil spirits.

Who would tell them? Who would love them enough to give their lives in a far-off, heathen land? Would any dare to relinquish the comforts of family, friends, and homeland to share the light of the Gospel with the hopeless refuse of humanity?

Turning his tears into fervent prayer, the young man | pled with God for the souls of the heathen. At every opportunity he | urged believers to fulfill the command of the Great Commission to go and teach all nations.

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

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

1. People can **disagree** with laws.
2. They can **say** a ruling is wrong.
3. Then they can **appeal** a decision.
4. An appeal must be **based** in law.
5. A person should not **appeal** just to **complain**.
6. Sometimes judges **make** mistakes.
7. God never **makes** a mistake.
8. Prayer is not **asking** God **to change** His mind.
9. He always **knows** what He is **doing**.
10. People should **seek** God.

47A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing negative types of hearts

double
hard
froward
proud
fearful

perverse
decietful
backsliding
foolish

Words describing positive types of hearts

pure
broken
upright
clean
contrite

perfect
understanding
wise
sound

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The gallbladder is a vital organ, but it is really just a pouch. It does not make anything itself. It is a vessel that receives and gives a liquid. That liquid is called bile. Gallbladders can stretch to hold more or become smaller to hold less.

EXTENSION

After bile is made in the liver, the gallbladder holds it. It will then pass the bile along to the small intestine and other parts of the body. Bile does some important things. It helps digest fats. It also contains old, dead red blood cells that eventually are carried away and eliminated from the body. If the flow of bile is blocked and cannot go into the intestines, then a person will turn yellow from the impurities.

FURTHER EXTENSION

In the same way that a gallbladder receives and passes along bile, we should ask for and pass along “good gifts” from God. We should not ask for things to be selfish and keep them ourselves. Like the gallbladder, we need to pass good things on to others who need them.

—Adapted from *Wisdom Booklet 47*

2. Spelling: Sounds of *ea*

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

BASIC LEVEL

1. lead
2. ready
3. meat
4. death
5. east
6. wear
7. greatly
8. clear

EXTENSION

9. teacher
10. heart

FURTHER EXTENSION

11. fearful
12. learn
13. disappear
14. ideally

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

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Action Verbs)

4. Composition: Write Original Poetry

Day Three

5. Grammar/Sentence Structure: Comma Usage

Day Four

6. Edit and Revise: Poetry Punctuation

7. Grammar: Verb Phrases

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Poetry

Extra Practice (Optional)

47A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing

negative types of hearts

double
hard
froward
proud
fearful

perverse

decietful

backsliding

foolish

Words describing

positive types of hearts

pure

broken

upright

clean

contrite

perfect

understanding

wise

sound

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The gallbladder is a vital organ, but it is really just a pouch. It does not make anything itself. It is a vessel that receives and gives a liquid. That liquid is called bile. Gallbladders can stretch to hold more or become smaller to hold less.

EXTENSION

After bile is made in the liver, the gallbladder holds it. It will then pass the bile along to the small intestine and other parts of the body. Bile does some important things. It helps digest fats. It also contains old, dead red blood cells that eventually are carried away and eliminated from the body. If the flow of bile is blocked and cannot go into the intestines, then a person will turn yellow from the impurities.

FURTHER EXTENSION

In the same way that a gallbladder receives and passes along bile, we should ask for and pass along “good gifts” from God. We should not ask for things to be selfish and keep them ourselves. Like the gallbladder, we need to pass good things on to others who need them.

—Adapted from *Wisdom Booklet 47*

2. Spelling: Sounds of *ea*

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

BASIC LEVEL

1. lead
2. ready
3. meat
4. death
5. east
6. wear
7. greatly
8. clear

EXTENSION

9. teacher
10. heart

FURTHER EXTENSION

11. fearful
12. learn
13. disappear
14. ideally

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

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Action Verbs)

Day Two

4. Composition: Write Original Poetry

5. Grammar/Sentence Structure: Comma Usage

Day Three

6. Edit and Revise: Poetry Punctuation

7. Grammar: Verb Phrases

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Poetry

Extra Practice (Optional)

47A 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 action verbs.

BASIC LEVEL: Highlight six action verbs.

EXTENSIONS: Highlight seven action verbs.

The newly **formed** Society began **looking** for the man to **send** out as their first missionary. **When** William **received** a letter from John **Thomas**, a medical doctor who had already been a missionary in **Bengal** and who **wanted** to **return**, he **put** aside his personal desires to be the one **sent** and **recommended** to the Society that John be **considered**.

John **Thomas** was an enthusiastic man who **loved** **God** and mission work. **Although** the members of the **Society** had never **seen** John **Thomas** or **talked** with him, they **decided** that he was to be their representative.

The Society was so **enthralled** with this man's vision and previous experience on the mission field that they **failed** to **investigate** him any further.

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

1. Wow, prayer is powerful.

2. Daily, we should meet with God.

3. Well, the gallbladder can have problems.

4. If the gallbladder tries to keep things for itself, the rest of the body would have problems.

5. No, prayer is more than simply asking for what you want.

6. Instead, it is talking to the King of Kings.

7b. In the sentences provided, highlight the verb phrases.

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

1. We **should** not **ask** just once.
2. We **should pray** always.
3. God **is** always **listening**.
4. But He **wants** us **to spend** time with Him.
5. He **wants to have** our hearts.
6. He **does** not **want** us to not love Him.
7. He **does listen** to prayers, though.
8. He loves and cares for us.
9. He **will give** us good things.

48A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *attitudes about the law*

expectations	obligations
presumption	disillusionment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When Jesus was preaching to the people, He told them that they should love each other the same as they love themselves. He said that loving other people and loving God is the fulfillment of the law. If we truly love people, we will keep the law. If we love someone, we will not lie to him. If we love someone, we will not be mean to him.

EXTENSION

The law also serves to direct people to God. We cannot simply know the law. We must truly understand it. At times, God sent prophets to remind His people of the law. When His people were reminded of the law, they were reminded of God's love.

FURTHER EXTENSION

Ezra was one of these prophets. He read the law to the Israelites when they did not finish building the temple. People had started to build their own homes. They had forgotten about building God's house. When Ezra read the law, the Israelites were convicted of God's love. They wanted to thank Him and serve Him again.

—Adapted from *Wisdom Booklet 48*

2. Spelling: *Nk* Sounds (Examples: tank, pink, honk, dunk)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|----------|------------|
| 1. pink | 7. plank | 9. sunken |
| 2. link | 8. think | 10. bunker |
| 3. thank | | |
| 4. sank | | |
| 5. dunk | | |
| 6. junk | | |

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

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

Day Three

5. Grammar: Subject-Verb Agreement

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

Day Four

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

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

48A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing attitudes about the law

expectations obligations
presumption disillusionment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When Jesus was preaching to the people, He told them that they should love each other the same as they love themselves. He said that loving other people and loving God is the fulfillment of the law. If we truly love people, we will keep the law. If we love someone, we will not lie to him. If we love someone, we will not be mean to him.

EXTENSION

The law also serves to direct people to God. We cannot simply know the law. We must truly understand it. At times, God sent prophets to remind His people of the law. When His people were reminded of the law, they were reminded of God's love.

FURTHER EXTENSION

Ezra was one of these prophets. He read the law to the Israelites when they did not finish building the temple. People had started to build their own homes. They had forgotten about building God's house. When Ezra read the law, the Israelites were convicted of God's love. They wanted to thank Him and serve Him again.

—Adapted from *Wisdom Booklet 48*

2. Spelling: *Nk* Sounds

(Examples: tank, pink, honk, dunk)

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|----------|----------|------------|
| 1. pink | 7. plank | 9. sunken |
| 2. link | 8. think | 10. bunker |
| 3. thank | | |
| 4. sank | | |
| 5. dunk | | |
| 6. junk | | |

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

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

5. Grammar: Subject-Verb Agreement

Day Three

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

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

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

48A Week 1 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

The Lord **G**od of Hosts is the King of **heven** and earth. **H**e is duty-bound to **kil** **oll** those **hoo** have broken the Laws of **H**is kingdom. **H**e can not let law-breakers get by with **their** lawlessness. (heaven, kill, all, who)

However, if we make a covenant with **H**is Son **J**esus **C**hrist, **C**hrist will protect us from the wrath of **H**is **F**ather, just as **J**onathan protected **D**avid. Jesus does not demand perfection, just faith. **We** must have faith in **C**hrist **to** be saved from our law-breaking. (to)

Based on our love and relationship with **C**hrist, we have the motivation to show kindness to all those who belong to **H**is family. **We** will desire to help others in **H**is kingdom. **We** will desire to bring others law-breakers into **H**is kingdom.

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

1. Our **God** is/are the one true God.
2. **He** have/has given us His law.
3. The **Israelites** was/were supposed to obey God's law.
4. **God** had/have wanted them to follow it.
5. **They** was/were supposed to love each other.
6. **Josiah** heard the law and have/had made changes to Judah.
7. **He** wanted his people to follow the Law **God** have/had given them.
8. What **we** do/does should be based on God's love.
9. God's **law** is/are based on His love.
10. **We** should want to follow God's law, so **we** will has/have God's love.

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

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

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

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

1. medal—an award
2. metal—such as gold, copper, tin or silver
3. meddle—to interfere
4. higher—above; at a great height
5. hire—to employ or rent
6. balm—a soothing smell or sound
7. bomb—explosive weapon
8. wail—to cry aloud
9. whale—a fish of great size
10. bear—to carry; a large animal
11. bare—not covered or clothed
12. profit—benefit or gain
13. prophet—a person who predicts the future
14. night—period of darkness between sunset and sunrise
15. knight—a man pledged to bravery and chivalrous conduct

48A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *attitudes about the law*

expectations	obligations
presumption	disillusionment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In 1933, J.C. Penney became ill and had to check into the hospital. He was sick in his spirit, too. He had done many good things that people should do. Still, he was not a believer. He thought he would die during the night. The next morning, he woke up feeling much better. He dressed quickly and went down to the cafeteria to eat breakfast.

EXTENSION

The cafeteria was not yet open, so Mr. Penney went to the chapel. There was singing and preaching. Someone read a Bible verse. Sitting there in the back pew, he turned his life over to God. Then he knew that he needed to rely only on God's power.

FURTHER EXTENSION

After that, J.C. Penney was a different man. He had always been a nice man, but now he was a believer. He loved God and wanted to truly love those around him. He wanted to give to others because it would please God, not because he would receive something in return. He went to the people who had hurt him and told them he forgave them. He went to those he had hurt and asked them to forgive him.

—Adapted from *Wisdom Booklet 48*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

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

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

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
7 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

Day Three

5. Structural Analysis: Confusing Words

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

Day Four

7. Grammar/Sentence Structure: Introductory Material

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

48A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing attitudes about the law

expectations obligations
presumption disillusionment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In 1933, J.C. Penney became ill and had to check into the hospital. He was sick in his spirit, too. He had done many good things that people should do. Still, he was not a believer. He thought he would die during the night. The next morning, he woke up feeling much better. He dressed quickly and went down to the cafeteria to eat breakfast.

EXTENSION

The cafeteria was not yet open, so Mr. Penney went to the chapel. There was singing and preaching. Someone read a Bible verse. Sitting there in the back pew, he turned his life over to God. Then he knew that he needed to rely only on God's power.

FURTHER EXTENSION

After that, J.C. Penney was a different man. He had always been a nice man, but now he was a believer. He loved God and wanted to truly love those around him. He wanted to give to others because it would please God, not because he would receive something in return. He went to the people who had hurt him and told them he forgave them. He went to those he had hurt and asked them to forgive him.

—Adapted from *Wisdom Booklet 48*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Homophones)

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

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

5. Structural Analysis: Confusing Words

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

Day Three

7. Grammar/Sentence Structure: Introductory Material

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

48A Week 2 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In all the paragraphs, highlight the five misused homophones.

One **night** after **Mr. Penney** had **spoken** to a group of men about using Christian **principles** in business, a pastor challenged him with the idea that his message was something the **whole** country needed to hear. **Mr. Penney** did not feel worthy as a public speaker before large audiences. **He** said, “No, I couldn’t do that.”

“Oh, yes, you can,” replied the pastor. “If you will only give yourself now, as wholeheartedly as you’ve given your money in the **past**.” As **Mr. Penney** thought about these words he gained new insight. **Believing** that genuine love is giving to the **needs** of others without **expecting** anything in return, he decided that he could indeed give of himself.

In the years that followed **Mr. Penney** **traveled** all over the **United States** and **Canada**. He spoke to various groups about how **God** had **changed** his life. Truly **God** is a life-changing God.

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

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

1. We are to love are/**our** neighbor.
2. Believers should not expect to receive more then/**than** Christ did.
3. Christ died for the world, and **then** /than we did nothing for Him.
4. Believers **are** /our supposed to give without expecting something in return.
5. We should **lay** /lie down everything for God.
6. We should praise God when the sun **rises** /raises and when it sets.
7. We should not set/**sit** around and do nothing.
8. We our/**are** God’s servants.
9. We should give Him **our** /are all.

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

1. **In most cities** , there are J.C. Penney stores.

2. **At one time**, J.C. Penney owned all of these.
3. **Unhappily**, he was filled with bitterness.
4. **Slowly**, it began to take over his life.
5. **Seeking more money**, Mr. Penney was traveling a lot.
6. **Yes**, he did many good things.
7. **Well**, he treated his employees nice.
8. **Every week** he went to church.
9. **Inside** he was not happy.
10. **Painfully**, he would not give his life to Christ.

48A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *attitudes about the law*

expectations	obligations
presumption	disillusionment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Miles below the ocean's surface, there are thousands of animals and plants. They live there without light. Before scientists found them, they thought that all animals and plants needed warm, nourishing sunlight. Then the scientists wanted to know how these animals lived without light.

EXTENSION

First, they knew that all animals and plants depend on other animals and plants to exist. Then, they started to look at what the ocean's animals and plants depend on. Finally, they found a gas coming out of the cracks on the edge of the ocean floor. To most animals this gas is poisonous, but the animals and plants in the ocean live by it. They are dependent on tiny, unnoticed animals that use these gases to make food.

FURTHER EXTENSION

This is an example of symbiosis. Symbiosis is a relationship between two animals or plants in which they depend on each other. In the some of these relationships, one animal does all the giving, and the other receives everything. This is like following the "golden rule." You have to be willing to give even if the other person is not willing to give back.

—Adapted from *Wisdom Booklet 48*

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Confusing Words)

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

Paragraph One of Body

Topic of Paragraph 1 _____

5 Sentences (EXTENSIONS: 7)

Paragraph Two of Body

Topic of Paragraph 2 _____

5 Sentences (EXTENSIONS: 7)

Day Three

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

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

Day Four

7. Grammar: Double and Triple Adjectives

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

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

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

48A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing attitudes about the law

expectations	obligations
presumption	disillusionment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Miles below the ocean's surface, there are thousands of animals and plants. They live there without light. Before scientists found them, they thought that all animals and plants needed warm, nourishing sunlight. Then the scientists wanted to know how these animals lived without light.

EXTENSION

First, they knew that all animals and plants depend on other animals and plants to exist. Then, they started to look at what the ocean's animals and plants depend on. Finally, they found a gas coming out of the cracks on the edge of the ocean floor. To most animals this gas is poisonous, but the animals and plants in the ocean live by it. They are dependent on tiny, unnoticed animals that use these gases to make food.

FURTHER EXTENSION

This is an example of symbiosis. Symbiosis is a relationship between two animals or plants in which they depend on each other. In some of these relationships, one animal does all the giving, and the other receives everything. This is like following the "golden rule." You have to be willing to give even if the other person is not willing to give back.

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BASIC LEVEL EXTENSION FURTHER EXTENSION

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Confusing Words)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____

5 Sentences (EXTENSIONS: 7)

Paragraph Two of Body

Topic of Paragraph 2 _____

5 Sentences (EXTENSIONS: 7)

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

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

Day Three

7. Grammar: Double and Triple Adjectives

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

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

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

48A Week 3 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

a. are/our

b. than/then

c. set/sit

Oxpeckers have such long toes and sharp claws that they **are** able to **sit** on the backs of large mammals such as the rhinoceros and water buffalo. Their stout bills enable them to search for insects and ticks hidden in the folds of skin or under the fur of their hosts. **T**hese winged passengers are welcome guests because they not only rid their hosts of troublesome pests, they also warn of approaching danger. **F**rom their vantage point above the tall grass, they can spot a predator while it is still **too** far away **to** be threatening.

Moving from animal to animal, oxpeckers feed on a wide assortment of ticks and other parasites. **S**ometimes they are so bold as to probe deeply into an ear, nostril, or even a mouth and **then** find the annoying pests. Any other birds attempting the same intrusions are simply not tolerated. **O**nly when there is mutual benefit do rhinos and water buffalos endure such indignities.

Some birds even ride on the backs of other birds. The large kori bustard, for example, indulges the presence of the tiny carmine bee eater. **T**he carmine bee eater gets a free ride!

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

Example: **Initially**, the Goforths were told some people in China did not like foreigners.

1. **Initially**, some people want to give.
2. **Then**, they learn that it will cost something.
3. **Finally**, they decide not to.
4. **First**, we must be willing to give.
5. **Second**, we cannot expect something in return.
6. **Third**, we have to do what is right.
7. **Next**, we must trust God.

8. **In the end**, God will reward those who serve Him.
9. **At first**, people thought that God would reward them in this earth.
10. **Finally**, they learned that God is focuses on His kingdom, not earthly treasure.

□ 7b. In the sentences provided, fill in the blanks with double and triple adjectives.

Note: Be sure to put commas between the adjectives, with the last comma before *and* if your series of adjectives contains the word *and*.

Answers will vary.

48A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *attitudes about the law*

expectations obligations
presumption disillusionment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The golden rule requires that someone be willing to give to others. Some people only want to give if they receive something for it. Sarah was that kind of person. She enjoyed doing things to help others, but she wanted others to do things for her in return. One day Sarah was sent to the store for her mother. She was supposed to pick up some groceries for the family.

EXTENSIONS

Sarah did not mind going to the store, yet she did want to be able to get something for herself when she went. Normally, her mother would let her buy something, but today, she had told Sarah that she could not buy herself anything. Sarah simply was not happy about going to the store now. Her mother made her go anyway.

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

BASIC LEVEL	EXTENSION	FURTHER EXTENSION
1. lamb	7. climb	9. build
2. hymn	8. knelt	10. shelter
3. camp		
4. held		
5. melt		
6. limp		

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Triple Adjectives)

4. EXTENSIONS:

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

Day Three

5. Grammar: Noun Markers (Articles)

6. EXTENSIONS:

Composition/Creative Writing: Write an Original Closing Paragraph

Day Four

7. **Composition:** Edit and Revise

8. **Grammar:** Coordinating Conjunctions

Day Five

9. **Spelling:** Spelling Test

10. **Dictation:** Dictation Quiz

11. **Composition:** Final Copy Original Comparing/Contrasting Essay

Extra Practice (Optional)

48A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing attitudes about the law

expectations	obligations
presumption	disillusionment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The golden rule requires that someone be willing to give to others. Some people only want to give if they receive something for it. Sarah was that kind of person. She enjoyed doing things to help others, but she wanted others to do things for her in return. One day Sarah was sent to the store for her mother. She was supposed to pick up some groceries for the family.

EXTENSIONS

Sarah did not mind going to the store, yet she did want to be able to get something for herself when she went. Normally, her mother would let her buy something, but today, she had told Sarah that she could not buy herself anything. Sarah simply was not happy about going to the store now. Her mother made her go anyway.

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

BASIC LEVEL EXTENSION FURTHER EXTENSION

- | | | |
|---------|----------|-------------|
| 1. lamb | 7. climb | 9. build |
| 2. hymn | 8. knelt | 10. shelter |
| 3. camp | | |
| 4. held | | |
| 5. melt | | |
| 6. limp | | |

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Triple Adjectives)

4. EXTENSIONS:

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

5. Grammar: Noun Markers (Articles)

Day Three

6. EXTENSIONS:

Composition/Creative Writing:

Write an Original Closing Paragraph

7. Composition: Edit and Revise

8. Grammar: Coordinating Conjunctions

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Original Comparing/Contrasting Essay

Extra Practice (Optional)

48A Week 4 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

For a king to reign, he must have the loyalty of his people. **H**e must also **have** ample resources and funds to carry out his programs. **W**ith these two needs in mind, a **faithful, reliable, and trusted** prince approached his king and brought to his attention a band of people who he claimed were disloyal to the king.

The prince suggested a plan whereby he would remove this disloyal group and at the same time would increase the king's treasury with a gift. **T**he king was delighted with this plan. He gave the prince the authority to carry it out.

The king was aware of the obligations that the plan would entail. **F**irst, he was forced to carry out the plan even if he later changed his mind about it. **O**nce the orders were sealed with his signet ring, they could not be taken back. **T**he king also knew that he would have to reward and honor the prince after he carried out his "good deeds." **T**he king did not know that there would be great harm to himself and to thousands of innocent people because of the gift of this scheming prince. **T**his is the account of wicked haman and his "good works" to king ahasuerus.

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

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

1. There are thousands of plants and animals in **the** ocean.
2. **The** scientists thought all animals and plants need **the** light from **the** sun.
3. "How do **the** animals live without **the** sun?" **the** scientists wondered.
4. They tried to find what **the** animals depend on.
5. They found **a** gas coming from **the** cracks on **the** edge of **the** ocean floor.
6. It is **a** poison to most animals.
7. Tiny animals use **the** gas to make food.
8. All animals depend on other animals and plants for **the** food they eat.
9. **The** plants and **the** bigger animals depend on **the** tiny animals for food.
10. **The** relationship between **the** big animals and **the** small animals is called *symbiosis*.

❑ **8c.** In the sentences provided, highlight the CC's, and punctuate them as needed.

Example: God sees this world as a courtroom, **and** all Christians are witnesses.

1. Jesus said to love other people, **for** it is the fulfillment of the law.
2. If we love someone, we will not lie to him **nor** try to hurt him.
3. The law directs people to God, **so** we must understand the law.
4. Once the Israelites forgot about God's love, **so** He sent someone to remind them.
5. God sent Ezra to remind the Israelites of God's love, **and** he read them the law.
6. The people had forgotten all about God's house, **yet** they started to build their own homes.
7. Ezra read the law, **and** the Israelites were convicted of God's love.
8. They wanted to thank God, **so** they started to serve Him again.

Lined writing area with horizontal red lines.

WBLA 45-48A AK



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