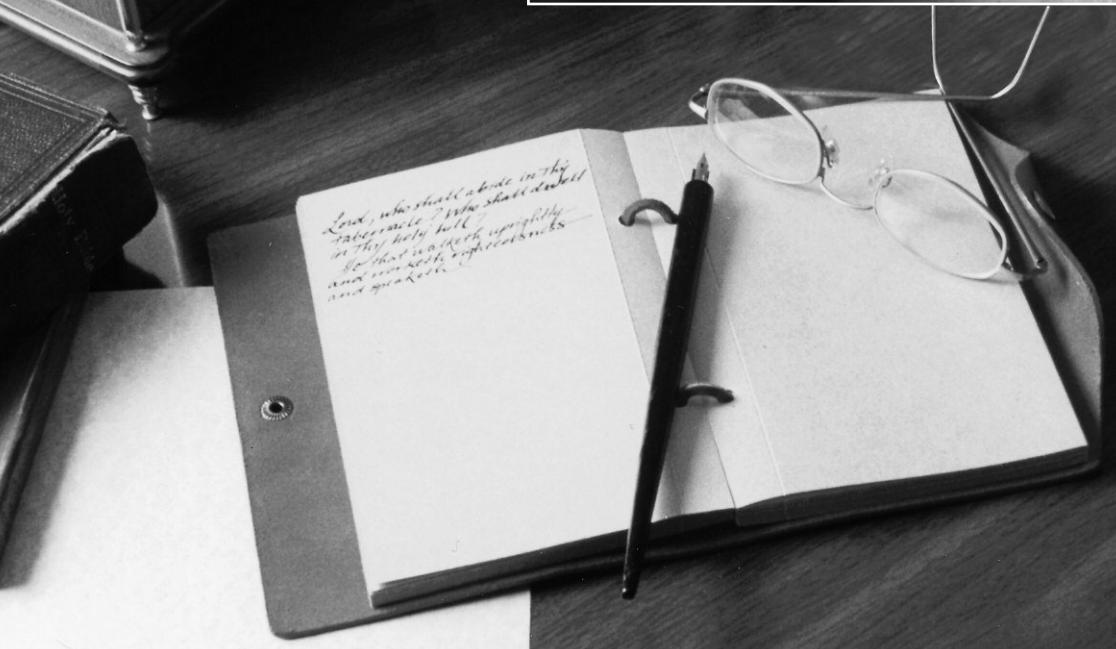


# WISDOM BOOKLET

# Language Arts

Teacher's Helps &  
Answer Keys

5A–8A



# WBLA Level A 5–8

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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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# 5A Week 1 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *meek*

gentle      gracious  
flexible      forbearing  
imperturbable      submissive  
amenable      respectful  
selfless      deferential  
patient      temperate

##### Antonyms for *meek*

angry      irate  
explosive      insistent  
exasperated      assertive  
contentious      demanding  
willful      irritable

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

Wheat is a valuable staple from which we make bread, the “staff of life.” When a grain of wheat falls into the ground and “dies,” it brings forth a harvest that can sustain physical life. In the same way, God praises the value of meekness.

#### EXTENSIONS

It is a quality of great value to Him. Meekness also brings great reward to those who have it, for the meek “shall inherit the earth.”

**The two copy boxes should be considered one paragraph throughout this week’s lesson.**

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

#### BASIC LEVEL

1. green
2. stand
3. self
4. sleek
5. from
6. brings

#### EXTENSION

7. praise
8. bread

#### FURTHER EXTENSION

9. clean
10. cream

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

### Day Two

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

(Common and Proper Nouns; Prepositions)

### 4. Study Skills/Prewriting: Key Word Outline

#### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
5 Sentences \_\_\_\_\_

### 5. Grammar: Five Parts of a Paragraph (OCCTI)

### Day Three

### 6. Composition/Creative Writing:

Write a Rough Draft From a Key Word Outline

### 7. Study Skills/Prewriting:

Write Notes for Original Opening Paragraph

### Day Four

### 8. Grammar: Subject Part and Predicate Part

### 9. Composition/Creative Writing:

Write an Original Opening Paragraph

### 10. Composition: Edit and Revise

### Day Five

### 11. Spelling: Spelling Test

### 12. Dictation: Dictation Quiz

### 13. Composition: Final Copy Informative Essay

### Extra Practice (Optional)

# 5A Week 1 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *meek*

gentle  
flexible  
imperturbable  
amenable  
selfless  
patient

##### Antonyms for *meek*

gracious  
forbearing  
submissive  
respectful  
deferential  
temperate

### Day Three

#### 7. Study Skills/Prewriting:

Write Notes for Original Opening Paragraph

#### 8. Grammar: Subject Part and Predicate Part

#### 9. Composition/Creative Writing:

Write an Original Opening Paragraph

#### 10. Composition: Edit and Revise

### Day Four

#### 11. Spelling: Spelling Test

#### 12. Dictation: Dictation Quiz

#### 13. Composition: Final Copy Informative Essay

#### Extra Practice (Optional)

## 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

Wheat is a valuable staple from which we make bread, the "staff of life." When a grain of wheat falls into the ground and "dies," it brings forth a harvest that can sustain physical life. In the same way, God praises the value of meekness.

#### EXTENSIONS

It is a quality of great value to Him. Meekness also brings great reward to those who have it, for the meek "shall inherit the earth."

**The two copy boxes should be considered one paragraph throughout this week's lesson.**

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

#### BASIC LEVEL

1. green
2. stand
3. self
4. sleek
5. from
6. brings

#### EXTENSION

7. praise
8. bread

#### FURTHER EXTENSION

9. clean
10. cream

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

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

(Common and Proper Nouns; Prepositions)

## 4. Study Skills/Prewriting: Key Word Outline

#### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
5 Sentences

### Day Two

## 5. Grammar: Five Parts of a Paragraph (OCCTI)

## 6. Composition/Creative Writing:

Write a Rough Draft From a Key Word Outline

# 5A 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 six nouns—both common and proper.
3. In the first paragraph, highlight four prepositions.

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

**Meekness** is a **quality** that **God** produces **in** the **life of** a **believer**. **The secret to** his **meekness** lies **in** his **relationship to** God. Most **believers** try to be like **Christ through** their own **strength**. When **things** happen to them, they try to respond correctly all **by** themselves.

**God** never planned for believers to change by themselves. **Scripture** tells us that it is impossible to change alone. **God** wants His children to look to **Him** for help.

**Meekness** is controlled strength. **It** is important that a believer recognize that **God** must be the **One** in control. **The** secret to becoming meek is allowing **God** to produce self-control in us. **The** meek person will leave everything in God's hand.

## □ 8c. Divide each of the sentences between the subject and predicate parts.

**Example:** The little boy | ran across the street.

1. Jesus | cleaned the temple.
2. He | was fulfilling Old Testament prophecy.
3. We | must yield our rights to God.
4. Then we | are able to enjoy His fullness.
5. A horse's will | is brought under the control of its rider.
6. It | then becomes useful.
7. Two people | want God's best for them.
8. They | must yield their rights in marriage.
9. Yielding rights | would solve some jaw problems.
10. We | should see how much other people are worth.

**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.



# 5A Week 2 Teacher's Helps For a Five-Day Week

## Day One

### Vocabulary Box

#### Synonyms for *meek*

gentle      gracious  
flexible     forbearing  
imperturbable  
amenable    respectful  
selfless     deferential  
patient     temperate

#### Antonyms for *meek*

angry      irate  
explosive    insistent  
exasperated   assertive  
contentious   demanding  
willful     irritable

## 1. Copying, Vocabulary, and Comprehension

### BASIC

The grasshopper leads a double life. It can change under certain conditions from a solitary insect to a devouring, rapidly multiplying, migratory locust. Wheat crops can be plagued by locusts. Thick clouds of these insects may invade a wheat field and devour the crop. Joel's prophecy of a locust invasion describes its ability to be destructive.

### EXTENSION

Locust plagues are identified in Scripture as judgments of God against those who resist His will. Resisting God's will is the opposite of meekness.

### FURTHER EXTENSION

God brought a plague of locusts to Pharaoh when He hardened Pharaoh's heart. —*Wisdom Booklet 5*

**The last two copy boxes should be considered one paragraph throughout this week's lesson.**

## 2. Spelling: Open Syllable Words With Long First Vowel (Examples: be/gan, Bi/ble, o/pen)

BASIC LEVEL	EXTENSION	FURTHER EXTENSION
1. ba/by	7. lo/cust	11. de/struct
2. be/fore	8. de/scribe	12. de/vour
3. re/sist	9. de/stroy	
4. Bi/ble	10. mi/grate	
5. o/pen		
6. ho/ly		

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

## Day Two

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

(Nouns; Prepositional Phrases; Proper 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 \_\_\_\_\_

3 Sentences

## Day Three

## 5. Grammar: Adjectives

## 6. Composition/Creative Writing:

Write a Rough Draft From a Key Word Outline

## Day Four

## 7. Punctuation: Possessive Nouns

## 8. Grammar: Action Verbs

## 9. Composition: Edit and Revise

## Day Five

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## 12. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 5A Week 2 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *meek*

gentle  
flexible  
imperturbable  
amenable  
selfless  
patient

##### Antonyms for *meek*

gracious  
forbearing  
submissive  
respectful  
deferential  
temperate

angry  
explosive  
exasperated  
contentious  
willful

irate  
insistent  
assertive  
demanding  
irritable

### 1. Copying, Vocabulary, and Comprehension

#### BASIC

The grasshopper leads a double life. It can change under certain conditions from a solitary insect to a devouring, rapidly multiplying, migratory locust. Wheat crops can be plagued by locusts. Thick clouds of these insects may invade a wheat field and devour the crop. Joel's prophecy of a locust invasion describes its ability to be destructive.

#### EXTENSION

Locust plagues are identified in Scripture as judgments of God against those who resist His will. Resisting God's will is the opposite of meekness.

#### FURTHER EXTENSION

God brought a plague of locusts to Pharaoh when He hardened Pharaoh heart.

—Wisdom Booklet 5

**The last two copy boxes should be considered one paragraph throughout this week's lesson.**

### 2. Spelling: Open Syllable Words With Long First Vowel (Examples: be/gan, Bi/ble, o/pen)

#### BASIC LEVEL

1. ba/by
2. be/fore
3. re/sist
4. Bi/ble
5. o/pen
6. ho/ly

#### EXTENSION

7. lo/cust
8. de/scribe
9. de/stroy
10. mi/grate

#### FURTHER EXTENSION

11. de/struct
12. de/vour

**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)

(Nouns; Prepositional Phrases; Proper 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 \_\_\_\_\_

3 Sentences

#### 5. Grammar: Adjectives

#### 6. Composition/Creative Writing:

Write a Rough Draft From a Key Word Outline

### Day Three

#### 7. Punctuation: Possessive Nouns

#### 8. Grammar: Action Verbs

#### 9. Composition: Edit and Revise

### Day Four

#### 10. Spelling: Spelling Test

#### 11. Dictation: Dictation Quiz

#### 12. Composition: Final Copy Informative Essay

#### Extra Practice (Optional)

# 5A 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 six common nouns.
3. In the first paragraph, isolate four prepositional phrases with parentheses.
4. **FURTHER EXTENSION:** Highlight the proper nouns in the final paragraph.

The young **missionary** walked quickly (to the **corner**) (of the large **e garden**.) **H**e stepped past **rows** (of odd-looking **plants**) bristling with sharp, pointy **leaves**. **H**is **destination** was a particular **plant** (in the far **corner**). Just a few **days** before, as he examined his **garden**, he had noticed that the **fruit** (on this one **plant**) was nearly ripe. **H**e had carefully covered up the prickly **fruit** (with **leaves**.) **H**e hoped to protect it (from other **eyes**.)

As he came to his treasure, he could almost taste the juicy fruit. **H**e could have guessed it! **T**he fruit was gone. **H**e knew who took it.

**T**his was not the first time his fruit had disappeared. **T**his missionary to **Indonesia**, **Otto Koning**, was determined to stop the thieves.

## □ 7b. Make the words provided possessive.

- |                            |                                 |
|----------------------------|---------------------------------|
| 1. Moses— <b>Moses'</b>    | 6. Believers— <b>Believers'</b> |
| 2. Bible— <b>Bible's</b>   | 7. sisters— <b>sisters'</b>     |
| 3. Egypt— <b>Egypt's</b>   | 8. James— <b>James'</b>         |
| 4. Israel— <b>Israel's</b> | 9. human— <b>human's</b>        |
| 5. Jesus— <b>Jesus'</b>    | 10. fruit— <b>fruit's</b>       |

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

## □ 7c. In the sentences provided, highlight the possessive nouns in one color and what each possessive noun “owns” in another color.

**Example:** We should show **God's** **mercy** to all.

1. Moses went to **God's** **school** of meekness.
2. Many people left Egypt under **Moses'** **leadership**.
3. **Sue's** **rights** had to be yielded in her marriage.
4. **Christ's** **meekness** was demonstrated by throwing out the money changers.

**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!

5. **Too-wan's pineapples** helped teach him meekness.
6. **Mike's rights** had to be yielded in his marriage.
7. **Christ's character** was always above reproach.
8. The needs of the natives had to come before **Too-wan's rights**.
9. **God's ways** are higher than the ways of man.
10. **Pharaoh's heart** was hardened toward God.
11. The **Greek's word** for *meek* would describe the shepherd.
12. **Moses' example** of meekness is described in the Old Testament.
13. The Old **Testament's example** of Moses is one of great strength and ability.
14. The **Israelite's mistreatment** caused Moses to react.
15. The **Egyptian's ruler** heard the message from Moses.
16. The ruler heard **Moses' message**.
17. **David's son** drove him from the throne.
18. One of **David's friends** wanted to kill Shimei.

**□ 8b. In the sentences provided, highlight the action verbs.**

**Example:** God has **promised** blessing to those who are meek.

1. The word *meekness* **sounds** like *weakness*.
2. The word *meek* **means** something very different than *weak*.
3. We should **yield** our rights.
4. God will **guide** meek believers.
5. God **spoke** to His people.
6. Anger **signals** that something is wrong.
7. A headache **shows** that something is wrong, too.
8. Sheep do not **demand** their own way.
9. Sheep **listen** to the shepherd's voice.
10. Sheep **trust** their shepherd.
11. We **enjoy** God's fullness.
12. Moses **inherited** rights of the royal family.
13. Jesus **cleaned** the Temple.
14. Jesus **fulfilled** prophecy.
15. We should **wait** for God's rewards.

# 5A Week 3 Teacher's Helps For a Five-Day Week

## Day One

### Vocabulary Box

#### Synonyms for *meek*

gentle      gracious  
flexible      forbearing  
imperturbable      submissive  
amenable      respectful  
selfless      deferential  
patient      temperate

#### Antonyms for *meek*

angry      irate  
explosive      insistent  
exasperated      assertive  
contentious      demanding  
willful      irritable

## 1. Copying, Vocabulary, and Comprehension

### BASIC

Then one day the natives came to me and said, "Too-wan, you have become a Christian, haven't you?" I was ready to react and say, "Look here, I have been a Christian for twenty years." But instead I said, "Why do you say that?"

### EXTENSION

They said, "Because you don't get angry anymore when we steal your pineapples." This was a real revelation.

### FURTHER EXTENSION

Now I was living what I had been preaching to them. I had been telling them to love one another, be kind to one another, and I had always been standing up for my rights, and they knew it.

—*The Pineapple Story*

**The two copy boxes should be considered one paragraph throughout this week's lesson.**

## 2. Spelling: R-Controlled Words That Say *er* or *or* (Examples: for, worm, horn)

### BASIC LEVEL

1. torn
2. dorm
3. north
4. forth
5. for
6. thorn

### EXTENSION

7. worth
8. story
9. word
10. cork

### FURTHER EXTENSION

11. world
12. port

**TT:** *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. These families are unusual spellings for the *er* sound: (1) *ar* (popular), (2) *ear* (earth), (3) *or* (word), (4) *yr* (myrrh).

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

## Day Two

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

(Adjectives; Possessive Nouns; Subject Part and Predicate Part)

## 4. Study Skills/Prewriting: Outline Original Paragraphs For a Personal Essay

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
8 Sentences

### EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
8 Sentences

## Day Three

## 5. Structural Analysis: Contractions

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

## Day Four

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

## 8. Composition: Write an Original Opening Paragraph

## 9. Grammar: Pronouns

## Day Five

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## Extra Practice (Optional)

# 5A Week 3 Teacher's Helps For a Four-Day Week

## Day One

### Vocabulary Box

#### Synonyms for *meek*

gentle      gracious  
flexible      forbearing  
imperturbable      submissive  
amenable      respectful  
selfless      deferential  
patient      temperate

#### Antonyms for *meek*

angry      irate  
explosive      insistent  
exasperated      assertive  
contentious      demanding  
willful      irritable

## 1. Copying, Vocabulary, and Comprehension

### BASIC

Then one day the natives came to me and said, "Too-wan, you have become a Christian, haven't you?" I was ready to react and say, "Look here, I have been a Christian for twenty years." But instead I said, "Why do you say that?"

### EXTENSION

They said, "Because you don't get angry anymore when we steal your pineapples." This was a real revelation.

### FURTHER EXTENSION

Now I was living what I had been preaching to them. I had been telling them to love one another, be kind to one another, and I had always been standing up for my rights, and they knew it.

—*The Pineapple Story*

**The two copy boxes should be considered one paragraph throughout this week's lesson.**

## 2. Spelling: R-Controlled Words That Say *er* or *or* (Examples: for, worm, horn)

### BASIC LEVEL

1. torn
2. dorm
3. north
4. forth
5. for
6. thorn

### EXTENSION

7. worth
8. story
9. word
10. cork

### FURTHER EXTENSION

11. world
12. port

**TT:** *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. These families are unusual spellings for the *er* sound: (1) *ar* (popular), (2) *ear* (earth), (3) *or* (word), (4) *yr* (myrrh).

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

## 3. Editor Duty: Correct Given Paragraph(s) (Adjectives; Possessive Nouns; Subject Part and Predicate Part)

## Day Two

### 4. Study Skills/Prewriting: Outline Original Paragraphs For a Personal Essay

#### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
8 Sentences

#### EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
8 Sentences

### 5. Structural Analysis: Contractions

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

## Day Three

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

### 9. Composition: Write an Original Opening Paragraph

### 10. Grammar: Pronouns

## Day Four

### 11. Spelling: Spelling Test

### 12. Dictation: Dictation Quiz

### Extra Practice (Optional)

# 5A 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 any of the paragraphs, highlight five adjectives.
3. In the first paragraph, highlight the possessive proper noun.
4. **EXTENSIONS:** In the second paragraph, draw lines between the subject part and the predicate part of each sentence.

Finally, Mr. Koning stopped begging God and began to listen to Him. The Lord reminded him of the **immense** joy and peace he had had after he yielded his pineapples to God. He surrendered to God and became God's junk fixer!

The next morning, Mr. Koning | greeted the natives with a **warm** smile and a **cheerful** readiness to help them. He | was ready to fix their **useless** junk. The **amazed** natives | decided that Too-wan must have become a Christian again.

Mr. Koning fixed the natives' junk, and they came to church. What appeared to just be a time-waster turned into a **great** tool for the Lord. The Missionary's **new** attitude toward the people won **many** souls for the Lord.

## □ 5b. On the lines provided, write the contractions that these words make.

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1. can + not = <u>can't</u>        | 6. should + not = <u>shouldn't</u> |
| 2. should + not = <u>shouldn't</u> | 7. she + is = <u>she's</u>         |
| 3. he + will = <u>he'll</u>        | 8. were + not = <u>weren't</u>     |
| 4. it + is = <u>it's</u>           | 9. would + not = <u>wouldn't</u>   |
| 5. they + are = <u>they're</u>     | 10. they + will = <u>they'll</u>   |

## □ 9c. Rewrite the sentences provided, replacing the underlined noun with a pronoun.

**Example:** When a couple enters into a marriage, the couple is entering God's classroom.  
When a couple enters into a marriage, they are entering God's classroom.

1. The wife should love the husband and he should love her.
2. The husband should give up his rights for his wife.
3. The husband and wife should yield their rights to each other.
4. God helped Moses and gave him power.

5. When a grain of wheat falls into the ground, **it** dies.
6. Since the grasshopper leads a double life, **it** can change quickly.
7. For wheat to grow, **it** must stay at 45 degrees.
8. Christians must yield **their** rights.
9. Jesus yielded **His** rights.
10. God used the civil authorities when **they** arrested Jesus.

# 5A Week 4 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *meekness*

gentle      gracious  
flexible      forbearing  
imperturbable      submissive  
amenable      respectful  
selfless      deferential  
patient      temperate

##### Antonyms for *meekness*

angry      irate  
explosive      insistent  
exasperated      assertive  
contentious      demanding  
willful      irritable

## 1. Copying, Vocabulary, and Comprehension

### BASIC

A Samaritan saw the hurt man. Unlike the arrogant religious leaders, this Gentile stranger stopped to help the injured traveler.

### EXTENSION

The Samaritan carefully tended his wounds, gently placed him on a donkey, and brought him to the nearest inn. The selfless Samaritan freely showed mercy; accordingly, he also paid for the wounded man's stay at the inn.

### FURTHER EXTENSION

Having finished His story, Jesus turned to the incredulous listener and asked who was a true neighbor to the hurt man. The listener had to admit that it was the good Samaritan. Jesus then told His followers to go and show love in the same way.

—Adapted from Luke 10:25–37

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

### Basic Level

- 1. burn
- 2. stir
- 3. her
- 4. turn
- 5. curl
- 6. over

### Extension

- 7. thirsty
- 8. burning
- 9. better
- 10. churn

### FURTHER EXTENSION

- 11. rather
- 12. stirring

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

### Day Two

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

(Pronouns; Action Verbs)

### Day Three

## 4. Grammar: Adverbs

## 5. Grammar: Semicolons

### Day Four

## 6. Composition: Edit and Revise

### Day Five

## 7. Spelling: Spelling Test

## 8. Dictation: Dictation Quiz

## 9. Composition: Final Copy Original Personal Essay

## Extra Practice (Optional)

# 5A Week 4 Teacher's Helps For a Four-Day Week

## Day One

### Vocabulary Box

#### Synonyms for *meekness*

gentle  
flexible  
imperturbable  
amenable  
selfless  
patient

#### Antonyms for *meekness*

gracious  
forbearing  
submissive  
respectful  
deferential  
temperate

angry  
explosive  
exasperated  
contentious  
willful

irate  
insistent  
assertive  
demanding  
irritable

## 1. Copying, Vocabulary, and Comprehension

### BASIC

A Samaritan saw the hurt man. Unlike the arrogant religious leaders, this Gentile stranger stopped to help the injured traveler.

### EXTENSION

The Samaritan carefully tended his wounds, gently placed him on a donkey, and brought him to the nearest inn. The selfless Samaritan freely showed mercy; accordingly, he also paid for the wounded man's stay at the inn.

### FURTHER EXTENSION

Having finished His story, Jesus turned to the incredulous listener and asked who was a true neighbor to the hurt man. The listener had to admit that it was the good Samaritan. Jesus then told His followers to go and show love in the same way.

—Adapted from Luke 10:25-37

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

### Basic Level

1. burn
2. stir
3. her
4. turn
5. curl
6. over

### Extension

7. thirsty
8. burning
9. better
10. churn

### FURTHER EXTENSION

11. rather
12. stirring

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

## Day Two

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

(Pronouns; Action Verbs)

## 4. Grammar: Adverbs

## Day Three

### 5. Grammar: Semicolons

### 6. Composition: Edit and Revise

## Day Four

### 7. Spelling: Spelling Test

### 8. Dictation: Dictation Quiz

### 9. Composition: Final Copy Original Personal Essay

### Extra Practice (Optional)

# 5A Week 4 Answer Keys

## 3. Complete the following steps:

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

**BASIC LEVEL:** Correct only the first paragraph.

**EXTENSION:** Correct the first and second paragraphs.

**FURTHER EXTENSION:** Correct all three paragraphs.

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

3. In the first two paragraphs, highlight all of the action verbs.

Forty years later God appeared to Moses in a burning bush. God called him to return to Egypt to free His people from their bondage. Moses showed a lack of meekness by giving many reasons why he couldn't obey.

It wasn't until God reassured Moses and gave him supernatural power that Moses finally agreed to go. God agreed to let Aaron be Moses' spokesman.

After Moses agreed to do what God told him to do, God said that Moses was meek. When Moses led the people out of Egypt, he learned to be gentle and selfless. Before this experience, he wasn't meek.

## 4b. In the sentences provided, highlight the adverbs.

**Example:** Christ deeply desired to follow His Father's will.

1. During His ministry, Christ absolutely did nothing of His own will.
2. Christ regularly denied Himself many of life's basic comforts.
3. Christ often went without a "place to lay His head."
4. With His words, Christ wisely cut to the heart of the issue.
5. God always brings rich rewards in His service.
6. Christians sometimes must leave their families.
7. An extremely wild horse is of little value to its owner.
8. It must firmly be brought under the will of its master.
9. Power must always be under control to be useful.
10. Christ continually followed His Father's will.

**Teacher Tip:** Your student may or may not have highlighted the infinitives for the action verbs. At this level, he may highlight: *to return* or just *return*.

**□ 5b.** Combine the sentence pairs provided by putting a semicolon between them. Do not forget to use a lowercase letter at the beginning of the second sentence joined by the semicolon.

1. Inside each grain of wheat is a wheat germ; it is a “mini plant” inside the wheat grain.
2. Wheat is a fruit; all seed-bearing plants are fruits.
3. Meekness is a fruit of the Spirit; Christ is the vine.
4. Jesus is the Creator of every person; He has the right to have others serve Him.
5. Christ yielded all of His rights; we should yield our rights too.
6. Two different kinds of animals should not be yoked together; when this happens, the yoke becomes uneven.

## Extra Practice (Optional)

1E. In the sentences provided, highlight the semicolons.

- a. While we were waiting, we took turns saying what we were grateful for; we should always be thankful.
- b. When you are meek, it pleases God; meekness is a fruit of the Spirit.
- c. Yielding rights is hard to do; we should practice it until we get it right!
- d. If we are meek, we will inherit the earth; meekness is valuable to God!
- e. I want to yield my rights to my siblings; I want to be a peacemaker.
- f. Two animals that are different should not be yoked together; they will become unbalanced.
- g. Jesus was meek; we should follow His example.

# 6A Week 1 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *hunger*

crave desire  
need relish  
require yearn

##### Antonyms for *hunger*

abounding gratified  
content satisfied  
fulfilled supplied

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

As the king's cupbearer, Nehemiah saw his chance to approach the king with his request. Nehemiah yearned to return to Jerusalem and rebuild the once beautiful city, but he was afraid of the king's reaction.

#### EXTENSION

Nehemiah wept, prayed and fasted for many days. He sought the Lord's forgiveness and protection. He reminded God of His promise to restore the nation of Israel if they turned to Him

#### FURTHER EXTENSION

"I desire that you would send me to Jerusalem to rebuild it," Nehemiah told the king. "I will need letters from you to grant me a safe journey and permission to use wood from the king's forest."

When the king responded, Nehemiah saw God's goodness. The king told Nehemiah that his request would be granted. The proper letters would be supplied.

—Wisdom Booklet 6

### 2. Spelling/Structural Analysis: *Ey* and *y* Say Long *e* at the End of Words (Example: sorry)

#### BASIC

1. copy
2. pony
3. body
4. baby
5. funny
6. carry

#### EXTENSION

7. study
8. merry

#### FURTHER EXTENSION

9. every
10. journey

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

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

### Day Two

### 4. Study Skills/Prewriting: Key Word Outline

#### Paragraph One of Body

Topic of Paragraph One \_\_\_\_\_  
2 Sentences

#### Paragraph Two of Body

Topic of Paragraph Two \_\_\_\_\_  
3 Sentences

#### EXTENSION: Paragraph Three of Body

Topic of Paragraph Three \_\_\_\_\_  
2 Sentences

#### FURTHER EXTENSION:

#### Paragraph Four of Body

Topic of Paragraph Four \_\_\_\_\_  
3 Sentences

### 5. Grammar: Subordinators

### Day Three

### 6. Composition/Creative Writing:

Write a Rough Draft from a Key Word Outline

### 7. Grammar: Subordinate Clauses

### Day Four

### 8. Study Skills/Prewriting:

Write an Outline for an Original Continuing Paragraph

### 9. Composition/Creative Writing:

Write an Original Continuing 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)

# 6A Week 1 Teacher's Helps For a Four-Day Week

## Day One

### Vocabulary Box

#### Synonyms for *hunger*

crave desire  
need relish  
require yearn

#### Antonyms for *hunger*

abounding gratified  
content satisfied  
fulfilled supplied

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

As the king's cupbearer, Nehemiah saw his chance to approach the king with his request. Nehemiah yearned to return to Jerusalem and rebuild the once beautiful city, but he was afraid of the king's reaction.

### EXTENSION

Nehemiah wept, prayed and fasted for many days. He sought the Lord's forgiveness and protection. He reminded God of His promise to restore the nation of Israel if they turned to Him

### FURTHER EXTENSION

"I desire that you would send me to Jerusalem to rebuild it," Nehemiah told the king. "I will need letters from you to grant me a safe journey and permission to use wood from the king's forest."

When the king responded, Nehemiah saw God's goodness. The king told Nehemiah that his request would be granted. The proper letters would be supplied.

—*Wisdom Booklet 6*

## 2. Spelling/Structural Analysis: *Ey* and *y* Say Long *e* at the End of Words (Example: sorry)

### BASIC

1. copy
2. pony
3. body
4. baby
5. funny
6. carry

### EXTENSION

7. study
8. merry

### FURTHER EXTENSION

9. every
10. journey

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

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

## 4. Study Skills/Prewriting: Key Word Outline

### Paragraph One of Body

Topic of Paragraph One \_\_\_\_\_  
2 Sentences

### Paragraph Two of Body

Topic of Paragraph Two \_\_\_\_\_  
3 Sentences

### EXTENSION: Paragraph Three of Body

Topic of Paragraph Three \_\_\_\_\_  
2 Sentences

### FURTHER EXTENSION

### Paragraph Four of Body

Topic of Paragraph Four \_\_\_\_\_  
3 Sentences

## Day Two

## 5. Grammar: Subordinators

## 6. Composition/Creative Writing:

Write a Rough Draft from a Key Word Outline

## 7. Grammar: Subordinate Clauses

## Day Three

## 8. Study Skills/Prewriting:

Write an Outline for an Original Continuing Paragraph

## 9. Composition/Creative Writing:

Write an Original Continuing 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)

# 6A 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 any of the paragraphs, highlight four adverbs that are *-ly* words.
3. In the first paragraph, highlight the semicolon and underline the complete sentences it punctuates.
4. **EXTENSIONS:** In the last paragraph, highlight one adverb that is not an *-ly* word.

The righteousness of God is beyond our ability to gain; it requires complete and constant perfection. If we break God's Law in one point, we are guilty of breaking the whole Law.

To truly save us, God willingly sent His own Son into the world. He was completely righteous. He perfectly fulfilled every demand of God's Law.

When we sometimes try to achieve righteousness on our own, we do not please God. When we do this, we are trying to take the place of Jesus. We are trying to match Jesus Christ's character and work on the cross.

## 5d. Highlight the subordinators at the beginning of each sentence provided.

1. When we follow the Lord, we please Him.
2. We will please Him, if we diligently seek Him.
3. Although it can be hard, we should be diligent.
4. Since our parents want us to be diligent, we should try our best.
5. We should obey, because it shows others God's love.
6. Though Noah was teased, he was still diligent.
7. God honored Noah, because he was diligent.
8. We please our parents, when we are diligent.
9. If we want to follow God, we will be diligent.
10. Since God is so kind, we want to please Him.

## 7b. In your notebook, write 6–10 sentences that begin with subordinate clauses followed by commas.

Answers will vary.

## Extra Practice (Optional)

1E. In the sentences provided, highlight the subordinators and commas.

- a. **When** you are born, your parents help you learn to like foods that are good for you.
- b. **If** we hunger, we will be filled.
- c. **Since** water was scarce, the disciples knew about thirst.
- d. **Though** it was hard, the pilgrims came to the New World in 1619.
- e. **Because** the main need of baby birds is to eat, they open their mouths wide.
- f. **When** we are diligent, God is pleased.
- g. **If** we are diligent, our parents will be pleased.

# 6A Week 2 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *hunger*

crave desire  
need relish  
require yearn

##### Antonyms for *hunger*

abounding gratified  
content satisfied  
fulfilled supplied

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

As Adam grew up, he and his family faced constant poverty. Because there was not much money, Adam's father and mother had to work hard. Their children worked hard too. From early childhood, Adam was taught to be diligent in carrying out his chores.

#### EXTENSION

Adam's mother taught her children to fear God. She taught them to respect the Bible. She prayed with them each day. When any child misbehaved, she showed him from Scripture why what he had done was wrong.

#### FURTHER EXTENSION

This early training gave Adam a sense of the justice of a holy and all-powerful God. Adam knew that God was watching his every move and would punish sin severely.

—Wisdom Booklet 6

### 2. Spelling: Long and Short Double *o*

(Examples: took, boot)

#### BASIC

1. bloom
2. roof
3. foot
4. shook
5. spoon
6. took

#### EXTENSION

7. school
8. groove

#### FURTHER EXTENSION

9. schoolroom
10. roommate

**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)

(Adverbs; Subject Part/Predicate Part)

### 4. Study Skills/Prewriting: Key Word Outline

#### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
4 Sentences

#### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
4 Sentences

#### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
2 Sentences  
(You may use up to ten words for sentence one)

### Day Three

### 5. Grammar/Structural Analysis:

Clause vs. Sentence/Subordinators

### 6. Composition/Creative Writing:

Write a Rough Draft From a Key Word Outline

### Day Four

### 7. Grammar: Subordinate Clauses

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

### 9. Composition: Edit and Revise

### Day Five

### 10. Spelling: Spelling Test

### 11. Dictation: Dictation Quiz

### 12. Composition: Final Copy Informative Essay

### Extra Practice (Optional)

# 6A Week 2 Teacher's Helps For a Four-Day Week

## Day One

### Vocabulary Box

#### Synonyms for *hunger*

crave desire  
need relish  
require yearn

#### Antonyms for *hunger*

abounding gratified  
content satisfied  
fulfilled supplied

## 1. Copying, Vocabulary, and Comprehension

As Adam grew up, he and his family faced constant poverty. Because there was not much money, Adam's father and mother had to work hard. Their children worked hard too. From early childhood, Adam was taught to be diligent in carrying out his chores.

#### EXTENSION

Adam's mother taught her children to fear God. She taught them to respect the Bible. She prayed with them each day. When any child misbehaved, she showed him from Scripture why what he had done was wrong.

#### FURTHER EXTENSION

This early training gave Adam a sense of the justice of a holy and all-powerful God. Adam knew that God was watching his every move and would punish sin severely.

—Wisdom Booklet 6

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

#### BASIC

1. bloom
2. roof
3. foot
4. shook
5. spoon
6. took

#### EXTENSION

7. school
8. groove

#### FURTHER EXTENSION

9. schoolroom
10. roommate

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

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

(Adverbs; Subject Part/Predicate Part)

## Day Two

## 4. Study Skills/Prewriting: Key Word Outline

#### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
4 Sentences

#### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
4 Sentences

#### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
2 Sentences  
(You may use up to ten words for sentence one)

## 5. Grammar/Structural Analysis:

Clause vs. Sentence/Subordinators

## 6. Composition/Creative Writing:

Write a Rough Draft From a Key Word Outline

## Day Three

## 7. Grammar: Subordinate Clauses

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

## 9. Composition: Edit and Revise

## Day Four

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## 12. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 6A 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 any of the paragraphs, highlight four adverbs.
3. In the first paragraph, divide each sentence between the subject and predicate part.
4. **EXTENSIONS:** In the first paragraph, underline the adverb that is not an *-ly* word.
5. In the last paragraph, underline the subordinate clause opener.

Just as a citizen must **diligently** obey the laws of his country, | we must obey the laws of our **God**. **God's** laws are absolutely right. No one | could **ever** keep all of them. Jesus | is the only One who **truly** kept all of **God's** laws with no mistakes or sin.

**God** knows that by ourselves we cannot keep all of His laws. **One** day, each person will stand in front of **God** as He judges everything we have done. **No** matter how hard we try to do only good things, we could **never** tell God we are righteous enough to be able to live with Him in heaven.

**God** will **happily** let us into heaven to live with Him, if we **fully** trust in **Jesus'** righteousness to save us. **Even though** God wants us to do good works because we love Him, our good works could **never** be good enough to earn our way into **God's** family. **We** can **never** be righteous without **Jesus**.

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

Answers will vary.

## 7b. Complete the following steps:

**BASIC LEVEL:** Highlight the subordinate clause openers in the first ten sentences provided. (Highlight the whole clause.)

**EXTENSIONS:** In all of the sentences provided, highlight the subordinate clause openers with one color and the subordinator itself with a different color.

**Example:** When **we seek after God**, we are being diligent.

1. When **a person learns Bible facts without living them**, he becomes spiritually obese.
2. As **babies look to their parents to feed them**, they grow up to be like their parents.
3. As **we get spiritual food**, God will satisfy our needs.
4. While **the Pilgrims were still aboard ship**, forty-one of the men signed a paper.
5. Since **a baby's stomach is small**, he must eat often.

6. When he heard that Jerusalem's walls had been destroyed, his heart broke.
7. Although some people mocked him, Nehemiah said, "God's plan will be fulfilled."
8. Because David knew that only God could fulfill him, he watched for God's response.
9. Because we love God, we seek after Him.
10. When we listen to music, we should listen to good music.
11. As Adam grew up, his family faced a constant struggle with poverty.
12. Because Adam's father could not earn enough money as a teacher, he also rented fields to farm.
13. While other boys spent their pennies on candy, Adam used every coin he received to buy books.

# 6A Week 3 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *hunger*

crave desire  
need relish  
require yearn

##### Antonyms for *hunger*

abounding gratified  
content satisfied  
fulfilled supplied

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

There is one book that everybody should read. That book is the Bible. The Bible is the most important of all the thousands and thousands of books.

### EXTENSION

Why is the Bible such an important book? Well, it is God's book. It is the only book that God has written for us.

### FURTHER EXTENSION

It is the only book that tells us who we are, and what we are here on earth for. Without the Bible, we really would not understand anything at all!

—*Leading Little Ones to God*

All three copy boxes should be considered one paragraph throughout this week's lesson.

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

### BASIC LEVEL

1. could
2. should
3. would
4. cough
5. though
6. rouge

### EXTENSION

7. through
8. bought

### FURTHER EXTENSION

9. rough
10. thought

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

### Day Two

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

(Subordinate Clauses; SSS5)

## 4. Study Skills/Prewriting: Key Word Outline

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
8 Sentences

### EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
8 Sentences

### Day Three

## 5. Grammar: Interjection Sentence Openers

## 6. Composition/Creative Writing: Write Rough Draft for an Original Biblical Essay

### Day Four

## 7. Study Skills and Composition:

Write Original Notes for Opening Paragraph

## 8. Composition/Creative Writing:

Writing an Original Opening Paragraph

## 9. Grammar / Punctuation: Capitalization Rules

### Day Five

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

### Extra Practice (Optional)

# 6A Week 3 Teacher's Helps For a Four-Day Week

## Day One

### Vocabulary Box

#### Synonyms for *hunger*

crave desire  
need relish  
require yearn

#### Antonyms for *hunger*

abounding gratified  
content satisfied  
fulfilled supplied

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

There is one book that everybody should read. That book is the Bible. The Bible is the most important of all the thousands and thousands of books.

### EXTENSION

Why is the Bible such an important book? Well, it is God's book. It is the only book that God has written for us.

### FURTHER EXTENSION

It is the only book that tells us who we are, and what we are here on earth for. Without the Bible, we really would not understand anything at all!

—*Leading Little Ones to God*

All three copy boxes should be considered one paragraph throughout this week's lesson.

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

### BASIC LEVEL

1. could
2. should
3. would
4. cough
5. though
6. rouge

### EXTENSION

7. through
8. bought

### FURTHER EXTENSION

9. rough
10. thought

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

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

(Subordinate Clauses; SSS5)

## Day Two

## 4. Study Skills/Prewriting: Key Word Outline

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

8 Sentences

### EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

8 Sentences

## 5. Grammar: Interjection Sentence Openers

## 6. Composition/Creative Writing: Write Rough Draft for an Original Biblical Essay

## Day Three

### 7. Study Skills and Composition:

Write Original Notes for Opening Paragraph

### 8. Composition/Creative Writing:

Writing an Original Opening Paragraph

### 9. Grammar/ Punctuation: Capitalization Rules

## Day Four

### 10. Spelling: Spelling Test

### 11. Dictation: Dictation Quiz

### Extra Practice (Optional)

# 6A 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. At the end of the paragraphs, finish the subordinate clauses by adding a comma and complete sentences to them.  
**Completed sentences will vary.**
3. In the third paragraph, highlight the SSS5.

**S**heep that become independent soon stray away from their kind shepherd. **T**hey end up away from their secure flock, too. **T**hey are actually drawn away by their uncontrolled appetites. When they wander away, they expose themselves to many dangers, \_\_\_\_\_.

**I**f a sheep's coat becomes caught in a deep thicket, it may stay there until it dies. **W**ithout the help of the gentle shepherd, it may face attack from a wolf, lion, or bear. **A** lone sheep can also fall into deep cracks, pick up diseases, or become poisoned. Because sheep are prone to stray, \_\_\_\_\_.

**A** wise shepherd is aware of all of nature's dangers. **Sheep can be stubborn.** If a shepherd sees that a stubborn sheep is persistent in going its own way, he will lovingly break one of its legs. **H**e will then nurse it back to health. When believers are away from their Shepherd, \_\_\_\_\_.

## 9b. Complete the following:

1. Cross out the words in the sentences below that should be capitalized.
2. Write the capitalized word above it.
3. **EXTENSIONS:** On the lines provided, recopy the sentences using the correct punctuation.
  1. I am so glad that Jesus is my Savior.
  2. Mom is reading Uncle Tom's Cabin to us.
  3. We are reading Wisdom Booklet 6.
  4. Jesus is the Prince of Peace.
  5. The Bible teaches us to be diligent.
  6. Has your family read What Would Jesus Do?
  7. We looked up the definition in the Bible Handbook.
  8. Your heavenly Father cares for you.
  9. The Bible Atlas is very interesting.
  10. God is our Lord.



# 6A Week 4 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *hunger*

crave desire  
need relish  
require yearn

##### Antonyms for *hunger*

abounding gratified  
content satisfied  
fulfilled supplied

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The lookout spied a faint, dark line on the horizon. His eyes strained and focused through the early morning mist. "Could it be?" said the sailor. "After two months at sea, could it be land?"

### EXTENSION

The tiny ship had "stuck it out" and battled the waves of the treacherous ocean. The wind had driven them hundreds miles north along the coast of New England. Finally, God had brought the *Mayflower* safely to Cape Cod Bay.

### FURTHER EXTENSION

As the winter breeze gently rocked their vessel, some bowed in prayer to thank God for safe passage. Others embraced and shared their dreams for the future.

—Wisdom Booklet 6

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

### BASIC LEVEL

1. song
2. thing
3. swing
4. rung
5. wrong
6. bang
7. slang
8. swung

### EXTENSION

9. hunger
10. jungle
11. anger
12. finger

### FURTHER EXTENSION

13. belong
14. longing
15. stronger

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

### Day Two

## 3. Editor Duty: Correct Given Paragraph(s) (Proper Nouns; Interjections)

### Day Three

## 4. Composition: Edit and Revise

## 5. Grammar Punctuation: Quotation Rules

### Day Four

## 6. Punctuation: Writing Dialogue

## 7. Sentence Structure: Three Types of Sentences

### Day Five

## 8. Spelling: Spelling Test

## 9. Dictation: Dictation Quiz

## 10. Composition: Final Copy Original Biblical Essay

## Extra Practice (Optional)

# 6A Week 4 Teacher's Helps For a Four-Day Week

## Day One

### Vocabulary Box

#### Synonyms for *hunger*

crave desire  
need relish  
require yearn

#### Antonyms for *hunger*

abounding gratified  
content satisfied  
fulfilled supplied

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The lookout spied a faint, dark line on the horizon. His eyes strained and focused through the early morning mist. "Could it be?" said the sailor. "After two months at sea, could it be land?"

### EXTENSION

The tiny ship had "stuck it out" and battled the waves of the treacherous ocean. The wind had driven them hundreds miles north along the coast of New England. Finally, God had brought the *Mayflower* safely to Cape Cod Bay.

### FURTHER EXTENSION

As the winter breeze gently rocked their vessel, some bowed in prayer to thank God for safe passage. Others embraced and shared their dreams for the future.

—Wisdom Booklet 6

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

### Basic Level

### Extension

### Further Extension

- |          |            |              |
|----------|------------|--------------|
| 1. song  | 9. hunger  | 13. belong   |
| 2. thing | 10. jungle | 14. longing  |
| 3. swing | 11. anger  | 15. stronger |
| 4. rung  | 12. finger |              |
| 5. wrong |            |              |
| 6. bang  |            |              |
| 7. slang |            |              |
| 8. swung |            |              |

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

## Day Two

## 3. Editor Duty: Correct Given Paragraph(s) (*Proper Nouns; Interjections*)

## 4. Composition: Edit and Revise

## 5. Grammar Punctuation: Quotation Rules

## Day Three

## 7. Punctuation: Writing Dialogue

## 8. Sentence Structure: Three Types of Sentences

## Day Four

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## 11. Composition: Final Copy Original Biblical Essay

### Extra Practice (Optional)

# 6A Week 4 Answer Keys

## 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.  
**BASIC LEVEL:** Correct only the first paragraph.  
**EXTENSION:** Correct the first and second paragraphs.  
**FURTHER EXTENSION:** Correct all three paragraphs.
2. In any of the paragraphs, highlight six proper nouns—the proper names of people, places, etc., that need to be capitalized.
3. In the first and third paragraphs, highlight two interjections and place commas after them (if you have not already done so).

Winter finally broke **its** hold on the small settlement called **Plymouth**. A strange man with an even stranger story joined the **Pilgrims**. Yes, his name was **Squanto**.

**Squanto** had been sold into slavery in his youth. In 1605, he had been captured by a sea captain and taken to **England** to be trained as an **English**-speaking guide. During the **nine** years that **Squanto** spent in **England**, he earned the respect of **Captain John Smith**.

Well, after many years of slavery and mistreatment by the **English**, **Squanto** found himself back in his village. All of his people had died from smallpox. **God** had prepared **Squanto**, throughout the years, to help the **Pilgrims**.

## 5c. Punctuate the quotations below by adding commas as follows:

1. After the speech tag if the speech tag is before the quote: **Jesus said, “Seek me early.”**
2. Before the speech tag if the speech tag is after the quote (remember—this comma goes inside the ending quotation mark): **“Seek me early,” said Jesus.**

1. John said, “And I saw heaven opened.”
2. “Righteousness comes by faith in Christ,” said the teacher.
3. Adam’s mother said, “Children, respect the Bible.”
4. Adam Clarke remarked, “For my mother’s teachings, I have many reasons to praise my Maker.”
5. “Dancing was to me a bad influence,” wrote Adam Clarke.
6. Adam prayed, “O God hear, and have mercy on me.”
7. “I learned more in one day than I normally could do in a whole month,” testified Adam Clarke.
8. God has said, “I love them that love me, and they that seek me early shall find me.”
9. Adam wrote, “Be humble and mild.”

10. "Speak to those in charge at once," Adam declared.
11. Adam remarked, "Speak to equals alone."
12. "Appeal to authorities by means of a respectful letter," declared Adam.
13. They announced, "We submit."
14. He said, "I can speak Latin and Greek."
15. "I am reading about Adam Clarke," said the boy.

# 7A Week 1 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms of *mercy*

forgiveness      release  
pardon      leniency  
compassion      pity  
reprieve      acquittal

##### Words that describe *failure to show mercy*

harsh      severe  
hard      stern  
unrelenting      callous  
oppressive      unsympathetic

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

Once a traveler was attacked by robbers. They beat him and left him to die in a ditch. Then a priest passed by. But when he saw the hurt man, he walked by on the other side of the road.

#### EXTENSION

Next, a Temple worker went by. He didn't stop to help, either. Finally, a man from another country saw the poor man. He bandaged the man's wounds. Then he lifted the man out of the ditch and took him to a safe place.

#### FURTHER EXTENSION

Which man was a good neighbor to the hurting stranger?

—*The Beginner's Bible*

### 2. Spelling: *Ei*Says *ay*

(Examples: weigh, vein, feign)

#### BASIC LEVEL

1. vein
2. weigh
3. freight
4. reign
5. veil

#### EXTENSION

6. neigh
7. neighing

#### FURTHER EXTENSION

8. neighbor
9. neighborly
10. unveil
11. weight

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

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

#### (Quotation Rules)

### Day Two

### 4. Study Skills/Prewriting: Key Word Outline

#### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

4 Sentences

#### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

5 Sentences

#### EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

1 Sentence

### 5. Grammar: Verbs

### Day Three

### 6. Composition/Creative Writing:

Write a Rough Draft From a Key Word Outline

### 7. Structural Analysis/Grammar: Passed vs. Past

### Day Four

### 8. Sentence Structure: Strong Verbs

### 9. Composition: Edit and Revise

### Day Five

### 10. Spelling: Spelling Test

### 11. Dictation: Dictation Quiz

### 12. Composition: Final Copy Biblical Story

#### Extra Practice (Optional)

# 7A Week 1 Teacher's Helps For a Four-Day Week

## Day One

### Vocabulary Box

Synonyms of <i>mercy</i>		Words that describe <i>failure to show mercy</i>	
forgiveness	release	harsh	severe
pardon	leniency	hard	stern
compassion	pity	unrelenting	callous
reprieve	acquittal	oppressive	unsympathetic

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Once a traveler was attacked by robbers. They beat him and left him to die in a ditch. Then a priest passed by. But when he saw the hurt man, he walked by on the other side of the road.

### EXTENSION

Next, a Temple worker went by. He didn't stop to help, either. Finally, a man from another country saw the poor man. He bandaged the man's wounds. Then he lifted the man out of the ditch and took him to a safe place.

### FURTHER EXTENSION

Which man was a good neighbor to the hurting stranger?  
—*The Beginner's Bible*

## 2. Spelling: *Ei*Says *ay*

(Examples: weigh, vein, feign)

### BASIC LEVEL

1. vein
2. weigh
3. freight
4. reign
5. veil

### EXTENSION

6. neigh
7. neighing

### FURTHER EXTENSION

8. neighbor
9. neighborly
10. unveil
11. weight

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

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

### (Quotation Rules)

## Day Two

## 4. Study Skills/Prewriting: Key Word Outline

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

4 Sentences

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

5 Sentences

### EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

1 Sentence

## 5. Grammar: Verbs

## 6. Composition/Creative Writing:

Write a Rough Draft From a Key Word Outline

## Day Three

## 7. Structural Analysis/Grammar: Passed vs. Past

## 8. Sentence Structure: Strong Verbs

## 9. Composition: Edit and Revise

## Day Four

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## 12. Composition: Final Copy Biblical Story

## Extra Practice (Optional)

# 7A Week 1 Answer Keys

## □ 3. Complete the following steps:

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

**BASIC LEVEL:** Correct only the first paragraph.

**EXTENSION:** Correct the first and second paragraphs.

**FURTHER EXTENSION:** Correct all three paragraphs.

2. In the first two paragraphs, highlight the quotation marks and all of the punctuation marks that are within the quotation marks.

The Christian lady asked, “Did you know that the basic word from which your name comes is myrrh, like the myrrh that the wise men brought to Christ as one of the three precious gifts? The myrrh bush is a bitter plant.”

“Yes, my husband always tells me that I’m bitter,” said Maria.

“Maria, when the myrrh bush is cut, it produces ‘tears.’ These are gathered and made into fragrant perfumes. The tears from the myrrh plants can also heal. Your name really means a *sweet fragrance that heals*,” said the Christian lady.

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

1. A merciful person **forgives**.
2. A merciful person **releases**.
3. A merciful person **pardons**.
4. A merciful person **shows** pity.
5. A merciful person **displays** compassion.
6. An unmerciful person **appears** harsh.
7. An unmerciful person **treats** others with hardness.
8. An unmerciful person **displays** a callous attitude.
9. An unmerciful person **acts** stern.
10. Jesus **showed** mercy.
11. Mercy **involves** the nature of God.
12. The priest **passed** by.
13. The second man **did** not **show** mercy either.
14. The third man **showed** mercy.

**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.

**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!

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

1. Highlight the forms of the verb *pass* in one color and the desirer *past* in another
2. On the lines following each sentence, write **V** if the word you highlighted is a verb and write **D** if the word you highlighted is a desirer.

1. The house is located just **past** the pond. **D**
2. The girl **passed** her exam. **V**
3. She will **pass** the interview. **V**
4. The lady has **passed** the test before. **V**
5. We hope to **pass** our exams. **V**
6. We will **pass** the church on the way home. **V**
7. The man has **passed** the ocean. **V**
8. He **passes** all of his exams. **V**
9. The girl **passed** the beggar. **V**
10. She ran **past** the finish line. **D**
11. He is trying to forget **past** days. **D**

# 7A Week 2 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms of *mercy*

forgiveness      release  
pardon      leniency  
compassion      pity  
reprieve      acquittal

##### Words that describe *failure to show mercy*

harsh      severe  
hard      stern  
unrelenting      callous  
oppressive      unsympathetic

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

A country doctor blinded baby Fanny Crosby when he treated her eyes with the wrong medicine. Rather than becoming bitter over the doctor's error, Fanny decided to focus on Christ by memorizing large portions of Scripture.

#### EXTENSION

As a result, she learned to be content with God's plan for her life and to be compassionate, as Christ was compassionate.

#### FURTHER EXTENSION

Fanny often ministered to ruined lives through volunteering at rescue missions. She was the first woman to speak before Congress. She wrote more than eight thousand hymns which have blessed thousands of lives.

—Adapted from *Wisdom Booklet 7*

The first two copy boxes should be considered one paragraph throughout this week's lesson.

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

#### BASIC LEVEL

1. bead
2. rain
3. heap
4. foam
5. weak
6. sue
7. oak
8. loaf

#### EXTENSION

9. speak
10. vain
11. blue
12. main

#### FURTHER EXTENSION

13. treated
14. truer
15. maim

**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 or 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., *die*), the first vowel makes its long sound and the second vowel is silent. In the case of *ay*, (e.g. *play*) the *y* is acting like a vowel.

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

(Verbs; Verb Phrases)

### Day Two

### 4. Study Skills/Prewriting: Key Word Outline

#### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

3 Sentences

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

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

#### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

4 Sentences

### 5. Grammar: Proper Nouns

### Day Three

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

### 7. Structural Analysis: Possessive Nouns

#### 8. EXTENSIONS:

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

### Day Four

#### 9. EXTENSIONS:

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

### 10. Punctuation: Capitalization Rules

### 11. Composition: Edit and Revise

### Day Five

### 12. Spelling: Spelling Test

### 13. Dictation: Dictation Quiz

### 14. Composition: Final Copy Biographical Essay

#### Extra Practice (Optional)

# 7A Week 2 Teacher's Helps For a Four-Day Week

## Day One

### Vocabulary Box

Synonyms of <i>mercy</i>		Words that describe <i>failure to show mercy</i>	
forgiveness	release	harsh	severe
pardon	leniency	hard	stern
compassion	pity	unrelenting	callous
reprieve	acquittal	oppressive	unsympathetic

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

A country doctor blinded baby Fanny Crosby when he treated her eyes with the wrong medicine. Rather than becoming bitter over the doctor's error, Fanny decided to focus on Christ by memorizing large portions of Scripture.

### EXTENSION

As a result, she learned to be content with God's plan for her life and to be compassionate, as Christ was compassionate.

### FURTHER EXTENSION

Fanny often ministered to ruined lives through volunteering at rescue missions. She was the first woman to speak before Congress. She wrote more than eight thousand hymns which have blessed thousands of lives.

—Adapted from *Wisdom Booklet 7*

The first two copy boxes should be considered one paragraph throughout this week's lesson.

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

BASIC LEVEL	EXTENSION	FURTHER EXTENSION
1. bead	9. speak	13. treated
2. rain	10. vain	14. truer
3. heap	11. blue	15. maim
4. foam	12. main	
5. weak		
6. sue		
7. oak		
8. loaf		

**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* or *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., *die*), the first vowel makes its long sound and the second vowel is silent. In the case of *ay*, (e.g. *play*) the *y* is acting like a vowel.

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

## 4. Study Skills/Prewriting: Key Word Outline

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

3 Sentences

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

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

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

4 Sentences

## Day Two

## 5. Grammar: Proper Nouns

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

## 7. Structural Analysis: Possessive Nouns

### 8. EXTENSIONS:

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

## Day Three

### 9. EXTENSIONS:

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

## 10. Punctuation: Capitalization Rules

## 11. Composition: Edit and Revise

## Day Four

## 12. Spelling: Spelling Test

## 13. Dictation: Dictation Quiz

## 14. Composition: Final Copy Biographical Essay

## Extra Practice (Optional)

# 7A 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 of the paragraphs, highlight three Being Helping Linking verbs.
3. In the second paragraph, highlight four action verbs.
4. **EXTENSIONS:** In the last paragraph, underline the two verb phrases—including the adverb in between two verbs (e.g., *not*).

It was Grandma who brought the Bible to me and me to the Bible. The stories of the Holy Book came from her lips and entered my heart and took deep root there. Grandma gave me a love for God's Word.

When the evening shadows fell, Grandma would take me alone and tell me of a kind Savior. She told me that the Father sent His only Son, Jesus Christ, down into this world to be a Savior and Friend to all.

The Holy Book gave me life. When I was a girl, I could repeat from memory the five books of Moses, most of the New Testament, and many of the Psalms and Proverbs. Even though I knew so much of the Bible, I did not accept Christ as my Savior until the age of thirty-one.

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

1. Frances Crosby was born in Putnam County, New York.
2. As Fanny cried out in pain from her swollen eyes, the Crosbys tried to find an answer.
3. The treatment the doctor gave Fanny made her blind.
4. The Crosby family found out that the doctor that treated Fanny was not a real doctor.
5. Homer and Milton were two blind poets.
6. Fanny's grandma described a rainbow reaching over the Croton River.
7. Her grandma also told her of the truths of the Bible.
8. Fanny could recite many Psalms and Proverbs.
9. Fanny was born again during a revival at the old John Street Methodist Church.
10. This revival was in New York City.
11. Fanny lived at the Institution for the Blind in New York City.
12. She visited Congress in the fall of 1843.

### Teacher Tip:

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

**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!

13. **Fanny** knew famous men like **John Quincy Adams**, **John Tyler**, and **James Polk**.
14. **Grover Cleveland** was one of the heads of the **Institution** for the **Blind**.
15. A famous writer named **William Cullen Bryant** came to **Fanny's** school.
16. **Fanny** married a musician named **Alexander Van Alstyne**.
17. They married on **March** 4, 1858.
18. **Fanny** wrote the words to “**Safe in the Arms of Jesus**” for **William Doane**.
19. During **World War I** soldiers that were about to be killed sang “**Safe in the Arms of Jesus**.”
20. People learned **Fanny's** songs at the revival meetings of **D. L. Moody**.

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

1. Highlight the possessive nouns in one color.
2. Highlight the object that the proper nouns “own” in another color.

1. The **Crosbys'** **house** was in New York.
2. The doctor hurt their **daughter's** **eyes**.
3. It destroyed **Fanny's** **eyesight**.
4. **Fanny's** **grandma** taught her the Bible.
5. Two of the **world's** **greatest poets** were blind.
6. Fanny couldn't see **God's** **creation**.
7. The rainbow is a sign of **God's** **covenant** with us.
8. **Fanny's** **handicap** helped her have spiritual insights.
9. She learned of **God's** **Word**.
10. **Fanny's** **school** was the Institution for the Blind.
11. William Cullen Bryant was **America's** **first great poet**.
12. Grover Cleveland was **America's** **president**.
13. Fanny became **Alexander's** **wife**.

**□ 10. In the paragraph provided, complete the following steps:**

1. Mark through any letters that should be capitalized with your highlighter.
2. **EXTENSIONS:** In your notebook, copy the paragraph, inserting the proper capital letters.

“**R**escue the **P**erishing” was written in the year 1869, when **F**anny **C**rosby was forty-nine years old. **M**any of her hymns were written after working in missions in **N**ew **Y**ork. **S**he was addressing a large company of working men one hot summer evening, when the thought kept forcing itself on **F**anny's mind that some mother's boy must be rescued that night or not at all.

# 7A Week 3 Teacher's Helps For a Five-Day Week

## Day One

### Vocabulary Box

#### Synonyms of *mercy*

forgiveness      release  
pardon      leniency  
compassion      pity  
reprieve      acquittal

#### Words that describe *failure to show mercy*

harsh      severe  
hard      stern  
unrelenting      callous  
oppressive      unsympathetic

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

David spared the life of Saul on two occasions while Saul was seeking to kill him. David also showed mercy to Nabal after he had deeply offended David.

### EXTENSIONS

Years later, David sinned and was deserving of death. But God rewarded David's merciful and repentant heart by sparing his life and inspiring him to write rich Psalms that praise the great mercy of God.

—Adapted from *Wisdom Booklet 7*

**Both copy boxes should be considered one paragraph throughout this week's lesson.**

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

### BASIC LEVEL    EXTENSION

- |          |            |
|----------|------------|
| 1. great | 7. earth   |
| 2. death | 8. wealth  |
| 3. meat  | 9. clearly |
| 4. tear  | 10. health |
| 5. clear |            |
| 6. meal  |            |

### FURTHER EXTENSION

- |             |
|-------------|
| 11. reveal  |
| 12. fearful |

**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; or 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.

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

(**Possessive Nouns**)

## Day Two

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

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

8 Sentences

### Extensions: Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

8 Sentences

## 5. Structural Analysis:

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

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

## Day Three

## 7. Sentence Structure: Prepositions

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

## Day Four

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

## 10. Sentence Structure: Prepositional Phrases

## Day Five

## 11. Spelling: Spelling Test

## 12. Dictation: Dictation Quiz

## Extra Practice (Optional)

# 7A Week 3 Teacher's Helps For a Four-Day Week

## Day One

### Vocabulary Box

Synonyms of <i>mercy</i>		Words that describe <i>failure to show mercy</i>	
forgiveness	release	harsh	severe
pardon	leniency	hard	stern
compassion	pity	unrelenting	callous
reprieve	acquittal	oppressive	unsympathetic

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

David spared the life of Saul on two occasions while Saul was seeking to kill him. David also showed mercy to Nabal after he had deeply offended David.

### EXTENSIONS

Years later, David sinned and was deserving of death. But God rewarded David's merciful and repentant heart by sparing his life and inspiring him to write rich Psalms that praise the great mercy of God.

—Adapted from *Wisdom Booklet 7*

**Both copy boxes should be considered one paragraph throughout this week's lesson.**

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

BASIC LEVEL	EXTENSION	FURTHER EXTENSION
1. great	7. earth	11. reveal
2. death	8. wealth	12. fearful
3. meat	9. clearly	
4. tear	10. health	
5. clear		
6. meal		

**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;* or *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.

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

(**Possessive Nouns**)

## Day Two

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

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
8 Sentences

### Extensions: Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
8 Sentences

## 5. Structural Analysis:

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

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

## Day Three

## 7. Sentence Structure: Prepositions

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

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

## 10. Sentence Structure: Prepositional Phrases

## Day Four

## 11. Spelling: Spelling Test

## 12. Dictation: Dictation Quiz

## Extra Practice (Optional)

# 7A Week 3 Answer Keys

## □ 3. Complete the following steps:

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

**BASIC LEVEL:** Correct only the first paragraph.

**EXTENSION:** Correct the first and second paragraphs.

**FURTHER EXTENSION:** Correct all three paragraphs.

2. In the second paragraph, highlight the two possessive nouns, and correct them if you have not already done so.

The Hebrew word for *herb* refers to the 250,000 seed-bearing green plants that are named in science books. The Bible speaks of herbs as any green plant apart from those plants that reproduce by spores. The Greek word for *herb* comes from the word meaning *to dig*. This term means all crops that men plant, cultivate, and harvest.

God created herbs to supply us with all the nutrients we need. God's herbs contain all the things we need for each body's function. Herbs nourish the body.

Everything man consumes, except for salt and water, is a product of herbs. Milk, eggs, and meat all come from herbs. They are as much a part of the soil as are potatoes, lettuce, and wheat.

## □ 10a. Listed below are some of the prepositions in the passage. Look through the passage to find the object (one or more words long) of the prepositions and highlight them, then write them on the lines beside each preposition.

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 1. share— <u>sharing</u>       | 9. hope— <u>hoping</u>            |
| 2. follow— <u>following</u>    | 10. combine— <u>combining</u>     |
| 3. mount— <u>mounting</u>      | 11. address— <u>addressing</u>    |
| 4. release— <u>releasing</u>   | 12. believe— <u>believing</u>     |
| 5. perish— <u>perishing</u>    | 13. forward— <u>forwarding</u>    |
| 6. complete— <u>completing</u> | 14. view— <u>viewing</u>          |
| 7. greet— <u>greeting</u>      | 15. aggravate— <u>aggravating</u> |
| 8. reveal— <u>revealing</u>    |                                   |

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

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

Note: Do not highlight *to* + verb.

1. Mercy involves the nature **of** God.
2. Jesus told the story **of** the unforgiving servant.

3. It showed a picture **of** the Father's pardon **for** us.
4. A king summoned each **of** his servants.
5. When one servant came **before** the king **with** no money, he was ordered to be sold.
6. The servant fell **on** his knees.
7. He pleaded **for** a reprieve.
8. The king gave it **to** him.
9. Later, that servant met someone who owed money **to** him.
10. He pursued his fellow servant **with** an unsympathetic spirit.
11. The callous man demanded that the fellow servant repay him **with** money.
12. The fellow servant fell down **at** the borrower's feet.
13. The man threw the debtor **into** prison.
14. The king called the cruel servant **to** him.
15. Didn't I release you **from** your debt?

**□ 10e. In the sentences provided, complete the following steps:**

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

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

1. It was written (**in** 1869).
2. Many hymns were written (**after** interesting experiences).
3. I was addressing a large company (**of** working men).
4. There was a boy present who had wandered (**from** his mother's home).
5. A young man (**of** eighteen years) came forward.
6. I promised my mother I would meet her (**in** heaven).
7. I could think (**of** nothing else).
8. I started working (**on** the hymn) (**at** once).
9. It was ready (**for** the melody).
10. Fanny composed songs (**of** love).
11. She told the Lord (**about** her need).
12. Many learned Fanny's songs when they went (**to** the revival meetings).
13. Ira Sankey lost his eyesight several years (**before** his death).
14. God will take care (**of** you).
15. He is your safeguard (**through** sunshine).
16. He is your safeguard (**through** shade).
17. She comforted others (**with** heartwarming words).
18. When I go (**to** heaven), the first face I will see shall be Jesus.
19. Fanny went home (**to** her Savior).
20. She lived a life (**of** mercy).

# 7A Week 4 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms of *mercy*

forgiveness release  
pardon leniency  
compassion pity  
reprieve acquittal

##### Words that describe *failure to show mercy*

harsh severe  
hard stern  
unrelenting callous  
oppressive unsympathetic

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

O what a happy soul am I!  
Although I cannot see,  
I am resolved that in this world,  
Contented I will be.

#### EXTENSIONS

How many blessings I enjoy,  
That other people don't.  
To weep and sigh because I'm blind,  
I cannot and I won't.

—Fanny Crosby

### 2. Spelling: Double Consonants in Middle of Two-Syllable Words (Examples: hap/py, fun/ny)

BASIC LEVEL	EXTENSION	FURTHER EXTENSION
1. happy	7. blessing	11. nodded
2. mommy	8. dotted	
3. buddy	9. floppy	
4. batted	10. cannot	
5. happen		
6. gotten		

**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 syllablicating words, be sure each syllable contains a vowel sound. This sound may be made up 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 two-consonants-in-the-middle, one consonant goes with the first syllable and the second consonant goes with the second syllable (e.g., *hap/py*).

### Day Two

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

(Prepositions; Spelling Errors)

### Day Three

#### 4. Composition: Edit and Revise

#### 5. Structural Analysis: Contractions

### Day Four

#### 6. Poetry: Rhyme Scheme

### Day Five

#### 7. Spelling: Spelling Test

#### 8. Dictation: Dictation Quiz

#### 9. Composition: Final Copy Informative Essay

#### Extra Practice (Optional)

# 7A Week 4 Teacher's Helps For a Four-Day Week

## Day One

### Vocabulary Box

Synonyms of <i>mercy</i>		Words that describe <i>failure to show mercy</i>	
forgiveness	release	harsh	severe
pardon	leniency	hard	stern
compassion	pity	unrelenting	callous
reprieve	acquittal	oppressive	unsympathetic

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

O what a happy soul am I!  
Although I cannot see,  
I am resolved that in this world,  
Contented I will be.

### EXTENSIONS

How many blessings I enjoy,  
That other people don't.  
To weep and sigh because I'm blind,  
I cannot and I won't.

—Fanny Crosby

## 2. Spelling: Double Consonants in Middle of Two-Syllable Words (Examples: hap/py, fun/ny)

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2. mommy	8. dotted	
3. buddy	9. floppy	
4. batted	10. cannot	
5. happen		
6. gotten		

**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 syllablicating words, be sure each syllable contains a vowel sound. This sound may be made up 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 two-consonants-in-the-middle, one consonant goes with the first syllable and the second consonant goes with the second syllable (e.g., *hap/py*).

## Day Two

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

(Prepositions; Spelling Errors)

## 4. Composition: Edit and Revise

## Day Three

### 5. Structural Analysis: Contractions

### 6. Poetry: Rhyme Scheme

## Day Four

### 7. Spelling: Spelling Test

### 8. Dictation: Dictation Quiz

### 9. Composition: Final Copy Informative Essay

### Extra Practice (Optional)

# 7A 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 six prepositions.

3. **FURTHER EXTENSION:** In the last paragraph, highlight the spelling errors, and write their correct spellings above them.

If all our bones were fused together **into** one solid mass **of** bone, we could not move. **We** would be frozen **in** one position. **God** made us **with** many bones that are attached **at** movable joints. **Joints** are grouped according **to** the degree **of** movement that they allow and the way they are held together.

**S**ome bones are held together by dense fibers that “sew” the bones together. **Other** bones are held together by cartilage. Cartilage is made up of a material similar to that of bone.

**T**he most movable **joints** are those that are held **together** by a **socket**. Both ends of these bones are covered with a smooth layer of cartilage to **reduce** friction. **The** bones themselves never **touch** one another. **They** ride on a cushion of oil.

## 5b. On the lines provided, write the two words used to make these contractions.

### **BASIC LEVEL**

- |  |   |
|--|---|
| 1. that's— <u>that is</u>                    | 6. I'd— <u>I would</u> (or <u>I had</u> )               |
| 2. can't— <u>can not</u>                     | 7. it's— <u>it is</u> (or <u>it has</u> )               |
| 3. I'll— <u>I will</u> (or <u>I shall</u> )  | 8. you'd— <u>you would</u> (or <u>you had</u> )         |
| 4. he's— <u>he is</u> (or <u>he was</u> )    | 9. you're— <u>you are</u>                               |
| 5. she's— <u>she is</u> (or <u>she has</u> ) | 10. they'll— <u>they will</u> , (or <u>they shall</u> ) |

### **EXTENSIONS**

- |  |  |
|--|--|
| 11. they've— <u>they have</u>                      | 14. she'd— <u>she would</u> (or <u>she had</u> ) |
| 12. you'll— <u>you will</u> (or <u>you shall</u> ) | 15. you've— <u>you have</u>                      |
| 13. I'm— <u>I am</u>                               |  |



# 8A Week 1 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *pure*

holy      chaste  
purged    faultless  
cathartic    undefiled  
clean      uncorrupted

##### Antonyms for *pure*

defiled    corrupt  
vulgar    adulterated  
polluted    tainted  
impure    double-minded

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Daniel was a blessed man. God made Daniel wise. The king decided to make Daniel ruler of all the land. Now the other wise men were jealous. They tried to discover something bad about Daniel. Daniel was a Godly man. He always prayed to the true God. He always obeyed his God. The men could not find anything wrong with Daniel. So they made a plan.

### EXTENSION

These men went to the king and asked him to make a new law. They wanted the law to say that if anyone prayed to someone other than the king, he would be thrown into a den full of hungry lions.

### FURTHER

The king made the law. When Daniel heard about the new law he went to his room. Daniel prayed anyway. The men saw Daniel praying and took him to the king.

### READ ONLY

The king was sorry. He liked Daniel, but he could not change his law. The men's plan to get Daniel had worked. Daniel was thrown into the lions' den. The next morning, the king ran to the den of lions. He called to Daniel to see if God had saved him. Daniel answered him! He told the king that God had sent an angel to close the lions' mouths. The king took Daniel out of the lions' den. Daniel was saved by his God!

—*The Beginner's Bible*

## 2. Spelling Lesson: Hard *c* Sounds

### BASIC LEVEL

1. can
2. cube
3. come
4. cake
5. peck
6. cup

### EXTENSION

7. click
8. cookie

### FURTHER EXTENSION

9. canopy
10. camera

**TT:** The letter *c* often makes two sounds: (1) Soft *c* in the case of *cent* (2) Hard *c* in the case of *candy*. The sound that *c* makes in individual words is usually determined by the letter directly following the *c*. When the letter *c* is followed by an *e*, *i*, or *y*, it makes its soft sound (*s*). When the letter *c* is followed by any consonant (other than *h* as in *ch*), *a*, *o*, or *u*, it makes its hard sound (*k*).

### Day Two

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

## 4. Study Skills/Prewriting: Key Word Outline

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
10 Sentences

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
3 Sentences  
(Sentence 2 may be divided into two sentences.)

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
4 Sentences

### EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_  
10 Sentences

### Day Three

## 5. Grammar: Possessive Pronouns

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

### Day Four

## 7. Punctuation: Capitalization Rules

## 8. Composition: Edit and Revise

### Day Five

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## 11. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 8A Week 1 Teacher's Helps For a Four-Day Week

## Day One

### Vocabulary Box

#### Synonyms for *pure*

holy      chaste  
purged    faultless  
cathartic    undefiled  
clean      uncorrupted

#### Antonyms for *pure*

defiled    corrupt  
vulgar    adulterated  
polluted    tainted  
impure    double-minded

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Daniel was a blessed man. God made Daniel wise. The king decided to make Daniel ruler of all the land. Now the other wise men were jealous. They tried to discover something bad about Daniel. Daniel was a Godly man. He always prayed to the true God. He always obeyed his God. The men could not find anything wrong with Daniel. So they made a plan.

### EXTENSION

These men went to the king and asked him to make a new law. They wanted the law to say that if anyone prayed to someone other than the king, he would be thrown into a den full of hungry lions.

### FURTHER

The king made the law. When Daniel heard about the new law he went to his room. Daniel prayed anyway. The men saw Daniel praying and took him to the king.

### READ ONLY

The king was sorry. He liked Daniel, but he could not change his law. The men's plan to get Daniel had worked. Daniel was thrown into the lions' den. The next morning, the king ran to the den of lions. He called to Daniel to see if God had saved him. Daniel answered him! He told the king that God had sent an angel to close the lions' mouths. The king took Daniel out of the lions' den. Daniel was saved by his God!

—*The Beginner's Bible*

## 2. Spelling Lesson: Hard *c* Sounds

### BASIC LEVEL

1. can
2. cube
3. come
4. cake
5. peck
6. cup

### EXTENSION

7. click
8. cookie

### FURTHER EXTENSION

9. canopy
10. camera

**TT:** The letter *c* often makes two sounds: (1) Soft *c* in the case of *cent* (2) Hard *c* in the case of *candy*. The sound that *c* makes in individual words is usually determined by the letter directly following the *c*. When the letter *c* is followed by an *e*, *i*, or *y*, it makes its soft sound (*s*). When the letter *c* is followed by any consonant (other than *h* as in *ch*), *a*, *o*, or *u*, it makes its hard sound (*k*).

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

(Contractions; Prepositions)

## Day Two

## 4. Study Skills/Prewriting: Key Word Outline

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

10 Sentences

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

3 Sentences

(Sentence 2 may be divided into two sentences.)

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

4 Sentences

### EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_

10 Sentences

## 5. Grammar: Possessive Pronouns

## Day Three

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

## 7. Punctuation: Capitalization Rules

## 8. Composition: Edit and Revise

## Day Four

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## 11. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 8A Week 1 Answer Keys

## □ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.  
**BASIC LEVEL:** Correct only the first paragraph.  
**EXTENSION:** Correct the first and second paragraphs.  
**FURTHER EXTENSION:** Correct all three paragraphs.
2. In all of the paragraphs, highlight all of the contractions and correct them.
3. In the first and second paragraphs, highlight the following prepositions: *of, for, in,* and *with.*
4. **EXTENSIONS:** In the last paragraph, highlight the misspelled words, and write their correct spellings above them.
5. **FURTHER EXTENSION:** In the first paragraph, underline the infinitives (*to + verb*): *to ask* and *to worship.*

**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.

The real meaning **of** the word prayer opens up a whole new world **of** talking and listening to the Lord. We often think that prayer means **to ask God for** things. It **doesn't** mean that at all! The Greek word also means **to worship.**

The Greek word that is used **in** the Bible **for** prayer most often refers to communication that only a pure heart has **with** God. It is made up **of** two words that mean *toward* and *vow* or *prayer*. It **doesn't** just mean asking God **for** things. It expresses the worshipful attitude **of** one who has surrendered himself to God.

Prayer is an attitude of worship that is expressed in reverence **praise** and commitment. It **doesn't** just **mean** talking to God. It is the attitude of a worshiper who has turned toward God with all of his **heart** and soul. (**praise, mean, heart**)

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

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

1. **Our** purity of heart comes through trials.
2. It is an honor to be called **His** followers.
3. We should not despise **our** trials and the problems we go through.
4. John Newton ran away to become the captain of **his** slave ship.
5. Then John Newton was made **her** slave.
6. God heard **his** cries.
7. As a young Christian, George Mueller read **his** story.
8. Iron ore is purified by melting it in **its** pot.

**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!

**7b.** In the paragraphs below, complete the following instructions:

**BASIC LEVEL:** Highlight any words that should be capitalized.

**EXTENSIONS:** Rewrite the paragraphs in your notebook capitalizing the words that should be capitalized.

The king was sorry. He liked Daniel, but he could not change his law. The men's plan to get Daniel had worked. Daniel was thrown into the lions' den. The next morning, the king ran to the den of lions. He asked, "Has your God saved you, Daniel?"

Daniel answered him! Daniel said, "God has saved me. I have not been harmed." The king took Daniel out of the lions' den. Daniel was saved by his God!

# 8A Week 2 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *pure*

holy      chaste  
purged    faultless  
cathartic    undefiled  
clean      uncorrupted

##### Antonyms for *pure*

defiled    corrupt  
vulgar    adulterated  
polluted    tainted  
impure    double-minded

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Silver and gold ore are refined by heating the ore until it melts. Melting breaks the bonds, turning the ore into a free flowing liquid. Since most impurities are less heavy than silver or gold, they float to the top and the metal drops to the bottom.

### EXTENSION

The impurities, called dross, are skimmed off the top. The metal is now about 90% pure.

### FURTHER EXTENSION

Not all of the dross can be taken out at one time. As the gold or silver cools, the bonds form again and trap the leftover dirt inside the solid metal. To be fully pure, the gold or silver must be "re-fired" several times.

—Wisdom Booklet 8

**The first two copy boxes should be considered one paragraph throughout this week's lesson.**

## 2. Spelling Lesson: Soft *c* Sounds

### BASIC LEVEL

1. city      4. race      7. force      9. cycle  
2. mice      5. since      8. cease      10. policy  
3. once      6. cent

### EXTENSIONS

### FURTHER EXTENSIONS

**TT:** The letter *c* often makes two sounds: (1) Soft *c* in the case of *cent* (2) Hard *c* in the case of *candy*. The sound that *c* makes in individual words is usually determined by the letter directly following the *c*. When the letter *c* is followed by an *e*, *i*, or *y*, it makes its soft sound (*s*). When the letter *c* is followed by any consonant (other than *h* as in *ch*), *a*, *o*, or *u*, it makes its hard sound (*k*).

### Day Two

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

## 4. Study Skills/Prewriting: Key Word Outline

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

5 Sentences

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

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

3 Sentences

### Day Three

## 5. Grammar: Homophones

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

### Day Four

## 7. Grammar: Coordinating Conjunctions

## 8. Composition: Edit and Revise

### Day Five

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## 11. Composition: Final Copy Informative Essay

### Extra Practice (Optional)

# 8A Week 2 Teacher's Helps For a Four-Day Week

## Day One

### Vocabulary Box

#### Synonyms for *pure*

holy      chaste  
purged    faultless  
cathartic    undefiled  
clean      uncorrupted

#### Antonyms for *pure*

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vulgar    adulterated  
polluted    tainted  
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### BASIC LEVEL

1. city      4. race  
2. mice      5. since  
3. once      6. cent

### EXTENSIONS

7. force      9. cycle  
8. cease      10. policy

### FURTHER EXTENSIONS

**TT:** The letter *c* often makes two sounds: (1) Soft *c* in the case of *cent* (2) Hard *c* in the case of *candy*. The sound that *c* makes in individual words is usually determined by the letter directly following the *c*. When the letter *c* is followed by an *e*, *i*, or *y*, it makes its soft sound (*s*). When the letter *c* is followed by any consonant (other than *h* as in *ch*), *a*, *o*, or *u*, it makes its hard sound (*k*).

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

(Possessive Pronouns)

## 4. Study Skills/Prewriting: Key Word Outline

## Day Two

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

5 Sentences

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

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

3 Sentences

## 5. Grammar: Homophones

## Day Three

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

**7. Grammar:** Coordinating Conjunctions

**8. Composition:** Edit and Revise

## Day Four

**9. Spelling:** Spelling Test

**10. Dictation:** Dictation Quiz

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

**Extra Practice (Optional)**

# 8A 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 possessive pronoun.

3. **FURTHER EXTENSION:** In the last paragraph, highlight the misspelled words, and write their correct spellings above them.

On December 7, 1835, the first donation for the orphanage came. It was one shilling. Several days later, a cabinet came. George Muller had never told people about his needs for the orphanage. It didn't matter. Donations still came.

George Muller kept on praying. The supplies kept on coming, sometimes in a trickle and sometimes in a downpour. By April 21, 1836, enough money and supplies had come to open the first Orphan House at Number 6 Wilson Street, which housed thirty orphan girls.

Only a year and a half later, the work had expanded to a total of three orphan houses with ninety-six orphans. The three orphanages were financed solely by faith, on a day-by-day, week-by-week basis. Constantly, George faced bills to pay or a need to buy his orphans food or clothing. He spent many hours in prayer everyday. (expanded, total, solely, spent, everyday)

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

1. Your body is made of tiny sells/ cells .
2. They each half/ have a job to do.
3. If the cell is strong, it will not /knot let a virus in.
4. If the cell is week/ weak , it lets the virus inside.
5. Once /Ones inside, the virus can make you sick.
6. Tempered glass is four /for times stronger than regular glass.
7. A piece /peace of glass is heated and then cooled quickly.
8. The outside of the glass is cool.
9. The glass in /inn the center stays hot.
10. This is how the glass is made /maid strong.

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

1. Highlight all of the coordinating conjunctions.

2. Place commas in the sentences where needed.

**Example:** Silver **or** gold ore is refined by heating it until it melts.

1. Melting breaks the physical bonds holding the gold together **and** turns it into a flowing liquid.

2. Most impurities are less dense than metal, **so** they float to the top.

3. The metal settles to the bottom, **yet** the impurities stay on top.

4. The impurities are also called dross, **and** they can be skimmed off the top.

5. The dross is not easy to remove, **nor** can it all be removed at one time.

6. The dross becomes trapped **for** the metal is cooling.

7. The first firing ends as the metal cools, **but** the gold or silver is now about ninety percent pure.

8. The gold is then refined a second time **and** then it is about ninety-nine percent pure.  
9. In Scripture, silver had to be refined seven times to be considered pure, **yet** the heat needed is increased each time.

10. Pure copper is mixed with zinc, **so** its melting point is lower.

11. Pure silver remains solid until its melting point, **and** then it melts into a silver liquid.

# 8A Week 3 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *pure*

holy      chaste  
purged    faultless  
cathartic    undefined  
clean      uncorrupted

##### Antonyms for *pure*

defiled    corrupt  
vulgar    adulterated  
polluted    tainted  
impure    double-minded

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Probably the best-known story of how God miraculously provided for the orphans took place early one morning as the orphans were getting ready for school. There was absolutely no food for breakfast. Reminding the orphans that they must not be late for school, George bowed his head and gave thanks for the food that God was going to provide.

### EXTENSIONS

A moment later, someone knocked on the front door. It was a local baker who sheepishly explained that he had been unable to sleep the night before. He could not understand why, but for some reason he had been compelled to get up at two o'clock in the morning, bake some extra bread and bring it to the orphans as soon as possible.

### BASIC LEVEL

Just as the children had thanked the baker and were about to eat the fresh bread, there was another rap on the door. George saw a distressed-looking milkman. He was having trouble with his cart, and he could not fix it with the heavy weight of the milk on it. He asked George if he would be so kind as to take the milk so he could be on his way. Thus, by the loving, providing hand of God, the orphans were able to eat a good breakfast and arrive at school—ontime.

—*Wisdom Booklet 8*

## 2. Spelling Lesson: Sight Words

### BASIC LEVEL

1. was
2. they
3. were
4. have
5. eyes
6. why

### EXTENSION

7. could
8. pearl
9. some
10. night

### FURTHER EXTENSION

11. should
12. known

### Day Two

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

## 4. Composition/Creative Writing: Write Body of Essay from a Given Key Word Outline

### Day Three

## 5. Grammar: Be, a Helper, Link Verbs

## 6. Study Skills and Composition: Take Notes for Original Opening Paragraph

### Day Four

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

## 8. Sentence Structure: The Five Things a Sentence Must Have (CAVES)

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

### Day Five

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## Extra Practice (Optional)

# 8A Week 3 Teacher's Helps For a Four-Day Week

## Day One

### Vocabulary Box

#### Synonyms for *pure*

holy      chaste  
purged    faultless  
cathartic    undefiled  
clean      uncorrupted

#### Antonyms for *pure*

defiled    corrupt  
vulgar    adulterated  
polluted    tainted  
impure    double-minded

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Probably the best-known story of how God miraculously provided for the orphans took place early one morning as the orphans were getting ready for school. There was absolutely no food for breakfast. Reminding the orphans that they must not be late for school, George bowed his head and gave thanks for the food that God was going to provide.

### EXTENSIONS

A moment later, someone knocked on the front door. It was a local baker who sheepishly explained that he had been unable to sleep the night before. He could not understand why, but for some reason he had been compelled to get up at two o'clock in the morning, bake some extra bread and bring it to the orphans as soon as possible.

### BASIC LEVEL

Just as the children had thanked the baker and were about to eat the fresh bread, there was another rap on the door. George saw a distressed-looking milkman. He was having trouble with his cart, and he could not fix it with the heavy weight of the milk on it. He asked George if he would be so kind as to take the milk so he could be on his way. Thus, by the loving, providing hand of God, the orphans were able to eat a good breakfast and arrive at school—ontime.

—*Wisdom Booklet 8*

## 2. Spelling Lesson: Sight Words

### BASIC LEVEL

- |         |           |
|---------|-----------|
| 1. was  | 7. could  |
| 2. they | 8. pearl  |
| 3. were | 9. some   |
| 4. have | 10. night |
| 5. eyes |           |
| 6. why  |           |

### EXTENSION

- |            |
|------------|
| 11. should |
| 12. known  |

### FURTHER EXTENSION

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

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

### (Homophones)

## Day Two

**4. Composition/Creative Writing:** Write Body of Essay from a Given Key Word Outline

**5. Grammar:** Be, a Helper, Link Verbs

**6. Study Skills and Composition:** Take Notes for Original Opening Paragraph

## Day Three

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

**8. Sentence Structure:** The Five Things a Sentence Must Have (CAVES)

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

## Day Four

**10. Spelling:** Spelling Test

**11. Dictation:** Dictation Quiz

**Extra Practice (Optional)**

# 8A 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 and second paragraphs, highlight the misspelled homophones, and write the correct word above each one.
3. **FURTHER EXTENSION:** In the last paragraph, highlight the misspelled words, and write their correct spellings above them.

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

Silver or gold **or** is refined by heating the ore until it melts. **M**elting **brakes** the physical bonds. This turns the ore into a flowing liquid. **(ore, breaks)**

Because most impurities are less dense than silver or gold, they float **two** the top as the **medal** settles **too** the bottom. The impurities, called dross, are skimmed off the top. **T**he metal is now ninety percent pure. **(to, to, metal)**

Not all of the dross can be removed at one time **sense** many of the bonds reform and **trapp** the remaining impurities inside during the cooling process. To be completely **refinned**, the gold or silver must be refired several times. **I**n **S**cripture, **sillver** had to be refined **sevan** times before it was considered pure. **(since, trap, refined, ore silver, seven)**

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

1. George prayed every day. **S**
2. Because fire is so hot. **N**
3. In the Bible. **N**
4. Silver must be heated seven times before it is pure. **S**
5. Paper burns at 450 degrees Fahrenheit. **S**
6. When something is 100%. **N**
7. Viruses kill cells. **S**
8. The first donation for the orphans came on December 7, 1834. **S**
9. The important thing. **N**
10. Once he closed the door. **N**



# 8A Week 4 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *pure*

holy      chaste  
purged    faultless  
cathartic    undefiled  
clean      uncorrupted

##### Antonyms for *pure*

defiled    corrupt  
vulgar    adulterated  
polluted    tainted  
impure    double-minded

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

Dear God,

You know I need a thousand pounds and a building large enough to house thirty active children. I need food, clothes, and bedding for them and Christian workers who will love them and teach them to live in Your ways.

#### EXTENSION

I have done all I can do for myself and for the children and it is nothing.

#### FURTHER EXTENSION

Because I know that this burden in my heart was placed here by You, I now leave my petition in Your sovereign and loving hands, confident that You will answer my prayer, Amen.

—Wisdom Booklet 8

### 2. Spelling Lesson: Sounds of *ou*

#### BASIC LEVEL

1. you
2. would
3. mouse
4. about
5. couch
6. pounds

#### EXTENSION

7. trouble
8. ground

#### FURTHER EXTENSION

9. through
10. thousand

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

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

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

### Day Two

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

(Five Parts of a Sentence—CAVES)

### 4. Grammar: Adjectives

### Day Three

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

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

### Day Four

### 7. Composition: Edit and Revise

### Day Five

### 8. Spelling: Spelling Test

### 9. Dictation: Dictation Quiz

### 10. Composition: Final Copy Informative Essay

### Extra Practice (Optional)

# 8A Week 4 Teacher's Helps For a Four-Day Week

## Day One

### Vocabulary Box

#### Synonyms for *pure*

holy      chaste  
purged    faultless  
cathartic    undefiled  
clean      uncorrupted

#### Antonyms for *pure*

defiled    corrupt  
vulgar    adulterated  
polluted    tainted  
impure    double-minded

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Dear God,

You know I need a thousand pounds and a building large enough to house thirty active children. I need food, clothes, and bedding for them and Christian workers who will love them and teach them to live in Your ways.

### EXTENSION

I have done all I can do for myself and for the children and it is nothing.

### FURTHER EXTENSION

Because I know that this burden in my heart was placed here by You, I now leave my petition in Your sovereign and loving hands, confident that You will answer my prayer, Amen.

—Wisdom Booklet 8

## 2. Spelling Lesson: Sounds of *ou*

### BASIC LEVEL

1. you
2. would
3. mouse
4. about
5. couch
6. pounds

### EXTENSION

7. trouble
8. ground

### FURTHER EXTENSION

9. through
10. thousand

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

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

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

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

(Five Parts of a Sentence—CAVES)

## Day Two

## 4. Grammar: Adjectives

## 5. Composition/Creative Writing:

Write an Original Closing Paragraph

## Day Three

## 6. Sentence Structure:

Series of Three or More Items

## 7. Composition: Edit and Revise

## Day Four

## 8. Spelling: Spelling Test

## 9. Dictation: Dictation Quiz

## 10. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 8A 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.

3. In the first paragraph, mark each part of each sentence with the acronym CAVES.

4. **FURTHER EXTENSION:** In the last paragraph, highlight all of the misused homophones, and write the correct word above each one.

Viruses are the smallest, simplest contagious little organisms. They are smaller than fungi, bacteria, or parasites. A virus reproduces when it goes into a living cell and takes over its life-keeping processes.

C S V

E All makes sense

**Sentence one:** Viruses are the smallest, simplest contagious little organisms.

C S V

E All makes sense

**Sentence two:** They are smaller than fungi, bacteria, or parasites.

C S V

E All makes sense

**Sentence three:** A virus reproduces when it goes into a living cell and takes over its life-keeping processes.

Each of the **body's** cells must be kept strong so that they can resist viruses. **Weak** cells expose the entire body to infection. **The** body must remain strong against viruses.

Proper nourishment, fresh water, exercise, personal hygiene, and rest all strengthen the **body's** **sells**.

**Win** a virus infects **won** sell of a healthy body, other moving body cells fight against it. **If** the body is healthy, it can fight against viruses better. (**cells, When, one, cell**)

## □ 4b. Highlight the adjectives in the sentences provided.

1. **Historical** evidence tell us that a government cannot last without God.
2. A **fervent** request is a supplication.
3. The **precise** definition of the word *prayer* tells us a lot.
4. George Muller was a **young** minister at **Gideon** Chapel. (**Your child may or may not have highlighted this adjective.**)
5. George Muller went in to his study, away from the **playful** chatter of his children.
6. George attended the **cathedral** school at Halberstadt.
7. On **Sunday** night, George attended the **interesting** meetings.

8. Humans can contract hookworms by drinking **contaminated** water.

9. John Newton rejected his **Godly** upbringing.

10. The pruning process begins with **year-old** trees.

**6b.** Finish the sentences provided by adding words and commas to make a series of three or more.

Answers will vary.



WBLA 5-8A AK



P 6 2 7 8