

WISDOM BOOKLET

Language Arts

Teacher's Helps &
Answer Keys

9A–12A

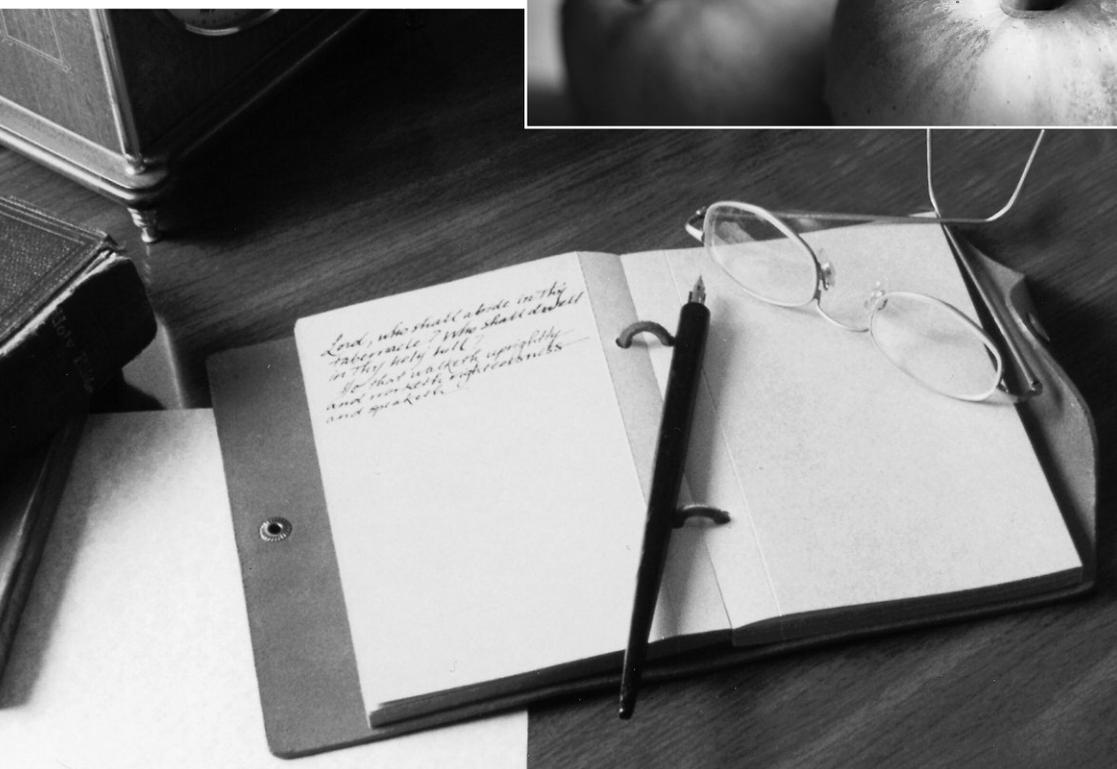


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The *Wisdom Booklet Language Arts* program is designed for families enrolled in the Advanced Training Institute International, which provides a variety of resources for training parents, young people, and children to be mighty in Spirit. For more information,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



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

Cover photos courtesy of Joy Jensen.

Printed in the United States of America

First Printing: 20070720

9A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *peacemaker*

ambassador reconciler
apostle soul-winner
missionary evangelist
witness mediator

Antonyms for *peacemaker*

whisperer traitor
divider deceiver
dissembler agitator
trucebreaker dissident

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Jesus got into Peter's boat and taught the people on the shore. Later, Jesus told Peter, "Put your nets in the deep water. You will catch fish."

EXTENSION

Peter said, "Master, we tried all night, and we didn't catch any fish." But Peter obeyed Jesus anyway. The other fishermen obeyed too.

FURTHER EXTENSION

They caught so many fish that their nets broke. The fishermen were amazed. Peter bowed before Jesus and said, "Lord, why bother with me? I am a sinner."

Jesus answered, "From now on, you will fish for men."

—A Bible Story, rewritten

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

BASIC LEVEL

1. caught
2. taught
3. fish
4. nets
5. naught
6. naughty

EXTENSION

7. geese
8. naughtily

FURTHER EXTENSION

9. haughty
10. fisherman

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

TT: Since there are so few *aught* words, some of the spelling words are from the Structural Analysis lesson about plural nouns.

3. Editor Duty: Correct Given Paragraph(s)

(Series of Three or More)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

5. Structural Analysis: Plural Nouns

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

Day Three

7. Structural Analysis: Contractions

8. FURTHER EXTENSION:

Study Skills/Prewriting:

Take Notes for an Original Closing Paragraph

Day Four

9. FURTHER EXTENSION:

Composition/Creative Writing: Write an Original Closing 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)

9A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *peacemaker*

ambassador
apostle
missionary
witness

reconciler
soul-winner
evangelist
mediator

Antonyms for *peacemaker*

whisperer
divider
dissembler
trucebreaker

traitor
deceiver
agitator
dissident

1. Copying, Vocabulary, and Comprehension

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—A Bible Story, rewritten

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BASIC LEVEL

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2. taught
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4. nets
5. naught
6. naughty

EXTENSION

7. geese
8. naughtily

FURTHER EXTENSION

9. haughty
10. fisherman

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

TT: Since there are so few *aught* words, some of the spelling words are from the Structural Analysis lesson about plural nouns.

3. Editor Duty: Correct Given Paragraph(s)

(Series of Three or More)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

Day Two

5. Structural Analysis: Plural Nouns

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

7. Structural Analysis: Contractions

Day Three

8. FURTHER EXTENSION:

Study Skills/Prewriting:

Take Notes for an Original Closing Paragraph

9. FURTHER EXTENSION:

Composition/Creative Writing: Write an Original Closing 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)

9A 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 the series of three or more items.

3. **EXTENSIONS:** Add punctuation to the series of three or more items in the last two paragraphs, if you have not already done so.

An ambassador is a representative of a nation. **H**e is empowered to communicate between his country and the country in which he **i**s stationed. The powers of **a**n ambassador are defined in **the credentials, documents of introduction, and authority** that are given to him.

An ambassador may **bring suit on behalf of his nation, defend suits that are brought against his nation, or work on treaties**. His chief duties **are** to work for the **goals, programs, and help** of the nation he represents.

As Christians, **w**e are God's ambassadors on earth. Our primary purpose is to do God's work and **H**is will. **W**e are the representation of what God can do in people. We are ambassadors for Christ because **H**e has given us the authority to speak for Him in this world. We **are** to **deliver the captives, proclaim true liberty, and share His light** .

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

- | | | |
|--------------------------|------------------------|----------------------|
| 1. <u>Christians</u> | 11. <u>deer</u> | 21. <u>altos</u> |
| 2. <u>ambassadors</u> | 12. <u>geese</u> | 22. <u>babies</u> |
| 3. <u>fish or fishes</u> | 13. <u>oxen</u> | 23. <u>flies</u> |
| 4. <u>apostles</u> | 14. <u>ashes</u> | 24. <u>sopranos</u> |
| 5. <u>children</u> | 15. <u>sandals</u> | 25. <u>fries</u> |
| 6. <u>kingdoms</u> | 16. <u>hills</u> | 26. <u>guys</u> |
| 7. <u>dividers</u> | 17. <u>peacemakers</u> | 27. <u>toes</u> |
| 8. <u>men</u> | 18. <u>halves</u> | 28. <u>stores</u> |
| 9. <u>churches</u> | 19. <u>hutches</u> | 29. <u>books</u> |
| 10. <u>disciples</u> | 20. <u>leaves</u> | 30. <u>tornadoes</u> |

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

□ **7b.** On the lines provided, write the words that make up the contractions.

1. don't—do not

6. they're—they are

2. I'm—I am

7. I'll—I will

3. he's—he is

8. they'll—they will

4. wasn't—was not

9. it's—it is

5. she'll—she will

10. weren't—were not

□ **7c. EXTENSIONS:** Combine the two words listed into contractions. Make sure that you squeeze out the right letters and put in the apostrophe.

1. could not—couldn't

4. are not—aren't

2. they are—they're

5. he had—he'd

3. it is—it's

6. she will—she'll

9A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *peacemaker*

ambassador reconciler
apostle soul-winner
missionary evangelist
witness mediator

Antonyms for *peacemaker*

whisperer traitor
divider deceiver
dissembler agitator
trucebreaker dissident

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Walter Wilson was good at starting conversations with people. He would talk to them about their souls. He said that if you want to help others, you should start talking about something they like first. Once someone is your friend, then you can tell them about Jesus.

EXTENSION

If he saw someone who had just bought a newspaper, he would ask him if he knew what the biggest story ever written was. Then he would tell how the story of Jesus' birthday is in newspapers, letters, calendars, and many other places.

FURTHER EXTENSION

He would tell the person that God "advertised" Jesus' birthday so that everyone would know about Him. God wants everyone to be born again. Then he would ask the person if he had ever sought for Jesus and been born again. —*Wisdom Booklet 9*

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

BASIC LEVEL

1. bought
2. fought
3. sought
4. someone
5. something

EXTENSION

6. brought
7. wrought

FURTHER EXTENSION

8. taught
9. slough

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*.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Plural Nouns; Contractions)

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 _____
2 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

Day Three

5. Grammar: Prepositions

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

Day Four

7. Grammar and Comprehension: Prepositional Phrases and Objects of the Preposition

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

9A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *peacemaker*

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apostle soul-winner
missionary evangelist
witness mediator

Antonyms for *peacemaker*

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divider deceiver
dissembler agitator
trucebreaker dissident

1. Copying, Vocabulary, and Comprehension

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He would tell the person that God "advertised" Jesus' birthday so that everyone would know about Him. God wants everyone to be born again. Then he would ask the person if he had ever sought for Jesus and been born again. —*Wisdom Booklet 9*

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

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2. fought
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4. someone
5. something

EXTENSION

6. brought
7. wrought

FURTHER EXTENSION

8. taught
9. slough

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3. Editor Duty: Correct Given Paragraph(s)

(Plural Nouns; Contractions)

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 _____
2 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

5. Grammar: Prepositions

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

Day Three

7. Grammar and Comprehension: Prepositional Phrases and Objects of the Preposition

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

9A 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 spelling errors, and correct them, if you have not already done so.
3. In all three paragraphs, highlight the plural nouns.

The young doctor and his wife **knew** that something had to be done. **T**hey had **come** to a **small town** in Missouri to establish a medical practice, but so far their income had not even been sufficient to pay the rent. The **residents** looked to more established **doctors** for their treatment, and most of the new doctor's **patients** **were** charity **cases**.

The **newly** married couple knelt beside the sofa in their little cottage and prayed that the **L**ord would do two **things**. **F**irst, they prayed that He would send a difficult case on whom the other **doctors** had given up. **S**econd, they prayed that the patient would have enough **resources** to pay for the **services** that were given.

No sooner had they finished, when the phone rang. They looked at each other with excitement until the caller simply asked, "**W**ould you be willing to take a charity case?" The doctor agreed but wondered how **God** would use this situation to answer his **prayers**. His wife reminded him of the **words** of a song: "God moves in mysterious ways, His wonders to perform."

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

Note: Some have more than one preposition!

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

1. No peace is possible until a person is brought **into** a right relationship **with** God.
2. Peacemaking **in** the world is achieved **by** accepting agreed **upon** goals.
3. We represent the nation **of** God, which is composed **of** all believers.
4. **In** 1817, Adoniram Judson sailed **from** America **to** Burma.
5. The amount **of** light that comes **from** stars is hard **for** our minds to comprehend.
6. Stars produce light **through** a process called nuclear fusion.
7. Thousands **of** Huguenots fled **from** France **to** Switzerland.
8. There are more than twenty species **of** fungi that lie **in** wait to infect the moist and sweaty parts **of** the body.

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!

9. A peacemaker leads others **to** salvation and spiritual growth.
10. A peacemaker must try to make peace **between** God and man.
11. Before a peacemaker “goes,” he must put **on** the whole armor **of** God.
12. A great missionary movement started **in** Antioch.
13. History confirms that God has placed **within** each culture stories that reveal Himself.
14. Don Richardson was a missionary **to** a tribe **in** New Guinea.
15. He led many **of** the tribesmen **to** Christ.
16. He explained salvation **to** them through one **of** their customs.
17. God raised **up** Walter Wilson. (*Up is really an adverb here, but your Level A student does not have to know that.*)
18. He began **by** conducting street meetings as a teenager.
19. He led others **to** Jesus.
20. He talked **to** them **about** things they thought were interesting.

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

Example: What was Dr. Wilson good at? At starting conversations

1. Walter Wilson was good at starting conversations with whom? with people
2. He would talk to whom? to them
3. He would talk about what? about their souls
4. You should start what? about something they like
5. Once someone is your friend, you can tell them about what? about Jesus
6. What story is advertised? of Jesus' birthday
7. Where was His birth advertised? in the newspapers, letters, calendars, and many other places
8. Everyone should know about what? about Him
9. We should search for what? for Jesus

9A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *peacemaker*

ambassador reconciler
apostle soul-winner
missionary evangelist
witness mediator

Antonyms for *peacemaker*

whisperer traitor
divider deceiver
dissembler agitator
trucebreaker dissident

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

A young boy in England named Hudson Taylor heard his dad pray every night at dinner for people in China who did not know Jesus. He knew that his parents had been praying that someday Hudson would be a missionary to China.

EXTENSION

As a young man, Hudson Taylor tried to be a good Christian, but he had problems. One day he saw that only God could help him stay away from sin. He told God that if God would help him, he would give up all of his own goals and do anything God wanted.

FURTHER EXTENSION

Hudson Taylor felt God's power. He knew that he was with God. He felt God was there. From that time on, he knew he was called to go to China. —*Wisdom Booklet 9*

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

BASIC LEVEL

1. pray
2. stay
3. today
4. hayride
5. may
6. say

EXTENSION

7. prayer
8. stray

FURTHER EXTENSION

9. yesterday
10. someday

TI: The spelling combinations *ay* can say the long *a* sound in two instances: (1) At the end of one-syllable words (e.g., *hay*, *bay*) (2) Occasionally at the end of longer words (e.g., *hurray*). Generally, *ey* says long *a* at the end of shorter words only (e.g., *hey*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions)

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

Paragraph One of Body

Topic of Paragraph 1 _____
2 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

Day Three

5. Grammar: Prepositional Openers

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

Day Four

7. EXTENSIONS:

Study Skills/Prewriting:

Take Notes for an Original Opening Paragraph

8. EXTENSIONS:

Composition/Creative Writing:

Write an Original Opening Paragraph

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

9A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *peacemaker*

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1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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EXTENSION

As a young man, Hudson Taylor tried to be a good Christian, but he had problems. One day he saw that only God could help him stay away from sin. He told God that if God would help him, he would give up all of his own goals and do anything God wanted.

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EXTENSION

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FURTHER EXTENSION

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(Prepositions)

Day Two

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Paragraph One of Body

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2 Sentences

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Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

5. Grammar: Prepositional Openers

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

Day Three

7. EXTENSIONS:

Study Skills/Prewriting:

Take Notes for an Original Opening Paragraph

8. EXTENSIONS:

Composition/Creative Writing:

Write an Original Opening Paragraph

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

9A Week 3 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. Highlight the prepositions in all three paragraphs.

BASIC LEVEL: Highlight six prepositions.

EXTENSION: Highlight ten prepositions.

FURTHER EXTENSION: Highlight twelve prepositions.

Teacher Tip: Your student could have highlighted any combination of the prepositions or prepositional phrases highlighted below.

The sun **is** our closest star. It gives us direct light, warms the earth **during** the day, and gives reflected light **off** the surface **of** the moon **at** night. If the sun were to suddenly disappear, it is estimated that it would take the world's population less than **three** days to burn **up** all the fuel **in** the world **in** an attempt to just stay warm.

Without the sun, the only light **in** our solar system would be the starlight **from** distant stars. Even the closest **of** those stars shines only as brightly as a candle seen **from** a distance **of** ten miles. **Without** the sun, **the** moon would merely be a black shadow moving **across** the sky. Venus, Mars, and Jupiter could be recognized only as tiny black specks silhouetted **against** the backdrop **of** the stars.

It's comforting to **know** that Scripture confirms that the sun will never fail. It will remain a constant source **of** warmth and light **until** **G**od's appointed time, when it will be darkened **at** the time **of** judgment described **in** **J**oel 2:31.

5b. In the sentences provided, highlight the PP openers. Add punctuation if needed.

1. **In each generation** , God has raised up outstanding soul-winners.
2. **In France** , a young believer named John Calvin wrote an appeal to the king.
3. **From France** , many believers went to Switzerland.
4. **Under Calvin's leadership** they formed a city based on Scripture.
5. **Between our feet and our witness** , there are many analogies.
6. **Above all** , a peacemaker leads others to salvation.
7. **Through God** , we can be true peacemakers.
8. **Within each culture** there are redemptive analogies.
9. **In our daily lives** , we have many opportunities to be peacemakers.

Teacher Tip: Do not consider any items incorrect if your student failed to place a comma after a short PP or chose not to place a comma in after a short PP.

10. **Beyond our sun** there are billions of stars.
11. **In the sixth century before Christ**, a devastating plague struck the city of Athens, Greece.
12. **From a priest** they learned the truth.
13. **In their city**, they worshiped many gods, yet they had failed to worship the one true God.
14. **On the island of Crete**, there lived a priest who could tell them what to do.
15. **In a short time**, they decided to send for him.
16. **In time**, this action led to a platform for Paul to speak about the true God.

9A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *peacemaker*

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apostle soul-winner
missionary evangelist
witness mediator

Antonyms for *peacemaker*

whisperer traitor
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1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

God put a special star in the sky when Jesus was born. Some Wise Men who lived in the east saw this star. They knew it was a sign. It meant that a baby king had been born. These Wise Men wanted to visit the baby. So they followed the star for a long way. One of Christ's names is the Bright and Morning Star. The Wise Men were led by a star to Christ.

EXTENSION

Many believe the Wise Men saw a conjunction of the planets Mars, Jupiter, and Saturn. Such a happening is very rare, but one is known to have occurred in the spring of 7 B.C. This is the same year that Jesus was thought to be born, and the shepherds "watch their sheep by night" only in the spring when the sheep are giving birth to their lambs.

FURTHER EXTENSION

The more that we witness, the greater our light and glory will be, and the further outreach our lives will have in both time and eternity.
—*Wisdom Booklet 9*

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

BASIC LEVEL

1. Christ
2. choke
3. cheer
4. chat
5. chin

EXTENSION

6. chief
7. chute

FURTHER EXTENSION

8. Christian
9. change

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Prepositional Phrase Openers)

Day Three

4. Composition: Edit and Revise

Day Four

5. Grammar/Punctuation: Simple Subject

6. Grammar: Adjectives

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Biographical Essay

Extra Practice (Optional)

9A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *peacemaker*

ambassador reconciler
apostle soul-winner
missionary evangelist
witness mediator

Antonyms for *peacemaker*

whisperer traitor
divider deceiver
dissembler agitator
trucebreaker dissident

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

God put a special star in the sky when Jesus was born. Some Wise Men who lived in the east saw this star. They knew it was a sign. It meant that a baby king had been born. These Wise Men wanted to visit the baby. So they followed the star for a long way. One of Christ's names is the Bright and Morning Star. The Wise Men were led by a star to Christ.

EXTENSION

Many believe the Wise Men saw a conjunction of the planets Mars, Jupiter, and Saturn. Such a happening is very rare, but one is known to have occurred in the spring of 7 B.C. This is the same year that Jesus was thought to be born, and the shepherds "watch their sheep by night" only in the spring when the sheep are giving birth to their lambs.

FURTHER EXTENSION

The more that we witness, the greater our light and glory will be, and the further outreach our lives will have in both time and eternity.
—*Wisdom Booklet 9*

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

BASIC LEVEL

1. Christ
2. choke
3. cheer
4. chat
5. chin

EXTENSION

6. chief
7. chute

FURTHER EXTENSION

8. Christian
9. change

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Prepositional Phrase Openers)

4. Composition: Edit and Revise

Day Three

5. Grammar/Punctuation: Simple Subject

6. Grammar: Adjectives

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Biographical Essay

Extra Practice (Optional)

9A Week 4 Answer Keys

3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the first two paragraphs, highlight the prepositional phrase openers.
3. **EXTENSIONS:** Highlight all of the prepositional phrases (not just the prepositional phrase openers).

Teacher Tip: Your student may highlight the noun only as the simple subject (Lord) or the article, descriptor, or pronouns preceding the simple subject and the noun (The Lord).

On that day, peace flooded the heart **of John Calvin**. God changed his heart toward obedience. **It** was like a bright light.

After John's conversion, **God** worked **through his father** to help him make a clean break **with the Catholic Church**. **John Calvin** studied law because his father wanted him to be a lawyer.

Friends who were upset **about religious questions** came **to John's house in Paris**. He comforted and challenged them **with words from Scripture**. **In a matter of time**, **John** began to proclaim the peace **of God throughout the French countryside**.

5b. In the sentences provided, highlight the simple subjects. (Hint: The subjects are usually one of the first few words!)

1. The **Lord** often uses unusual means to reach people.
2. The **Burmese** were set in their ways.
3. Today, **thousands** of Gedeo believers worship in over two hundred villages.
4. The **people** accepted his message.
5. These **men** will bring you a message.
6. **Some** will react to true peacemakers.
7. **He** returned successfully from his search.
8. **God** always prepares the hearts of those we are called to minister.
9. **God** directed Philip to the Ethiopian eunuch.
10. **He** will come.
11. **Stars** cannot be counted.
12. No two **stars** are exactly alike.
13. **People** are all different.
14. **We** are not exactly alike.
15. **Peacemakers** are sometimes like stars.

❑ **6b.** In the sentences provided, highlight all of the descriptive and nondescriptive adjectives.

1. We are commanded to go into all the **large** world.
2. Evangelizing the **entire** world dismays **most** believers.
3. One of the consequences of sin is **eternal** death.
4. **That Godly** man made a **deep** impact on Walter.
5. Walter was once invited to speak at a **public high** school.
6. **That young** doctor was Walter Wilson.
7. The **passing** crowds stopped.
8. Learn the **precise** definition of the word *peacemaker*.
9. A **terrible** plague struck Athens.
10. **Two white** men came to the village.

10A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms of *persecute*

afflict pursue
betray martyr
imprison harass
oppress torture

Antonyms of *persecute*

console shelter
protect strengthen
hearten solace
defend uphold

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In one town, these men put Paul and Silas in jail. But Paul and Silas did not worry. They knew God was with them everywhere, even in jail! They sang and prayed in jail!

EXTENSION

The other people in jail listened. About midnight, there was an earthquake. The chains fell off! All the jail doors flew open! The jailer woke up and ran into the jail. He was afraid everyone had run away.

FURTHER EXTENSION

But Paul and Silas called, "We are here." The jailer could hardly believe it. He asked Paul and Silas what to do. "Believe in Jesus," they told him. And he did believe. He let Paul and Silas out of jail. Then he and his family were baptized. And their hearts were full of joy and love. —Bible Story, rewritten

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

BASIC LEVEL

1. there
2. their
3. here
4. hear
5. to
6. too
7. two

EXTENSION

8. knew
9. new

FURTHER EXTENSION

10. hart
11. heart

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Spelling)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
8 Sentences

Day Three

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

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

Day Four

7. Grammar: Subject Part and Predicate Part

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

10A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms of *persecute*

afflict pursue
betray martyr
imprison harass
oppress torture

Antonyms of *persecute*

console shelter
protect strengthen
hearten solace
defend uphold

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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EXTENSION

The other people in jail listened. About midnight, there was an earthquake. The chains fell off! All the jail doors flew open! The jailer woke up and ran into the jail. He was afraid everyone had run away.

FURTHER EXTENSION

But Paul and Silas called, "We are here." The jailer could hardly believe it. He asked Paul and Silas what to do. "Believe in Jesus," they told him. And he did believe. He let Paul and Silas out of jail. Then he and his family were baptized. And their hearts were full of joy and love. —Bible Story, rewritten

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

BASIC LEVEL

1. there
2. their
3. here
4. hear
5. to
6. too
7. two

EXTENSION

8. knew
9. new

FURTHER EXTENSION

10. hart
11. heart

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

3. Editor Duty: Correct Given Paragraph(s)

(Spelling)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
8 Sentences

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

Day Three

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

7. Grammar: Subject Part and Predicate Part

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

10A 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 first paragraph.

EXTENSION: Correct first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. Highlight the spelling errors in the last paragraph.

The term *world* is used often in the **N**ew **T**estament. It normally does not mean the planet on which we live. **I**t means the people who do not know **C**hrist and how they see things. The “world” is the extent of Satan’s control. It can also mean things that draw us away from **C**hrist, like riches, pleasures, and power.

Scripture says very clearly that Satan is the one who rules the hearts and minds of those who have not **accepted** **C**hrist. The **B**ible calls Satan many things. It calls him the “god of the world” and “the prince of the power of the air.” Other fallen angels work with him. **T**hey are called “principalities,” “powers,” and other things.

When we **accept** **C**hrist as **L**ord, we are no longer under Satan’s control. The **devil** no longer has any **power** over us. **C**hrist defeated him at the cross. When we come into **God’s** family, we are no longer part of **Satan’s** kingdom. That makes us strangers to this world. **O**ur real home is in heaven. There we will live and reign with **C**hrist, the Lord. (**accept, devil, power**)

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

1. The fire was getting hotter. **S**
2. The stairs. **N**
3. The father knelt. **S**
4. He turned his son over to God. **S**
5. Stood up against the wall. **N**
6. a man stood on his shoulders. **N**
7. They reached for the boy. **S**
8. They got him just in time **N**
9. They brought him to his father. **S**
10. He gave thanks to God. **S**
11. the boy grew up to be a famous preacher. **N**
12. never forgot. **N**

7c. Divide the sentences provided between the subject part and the predicate part.

Example: Jesus our Lord | declared victory!

1. Jesus Christ | is the lion of Judah.
2. He | defeated Satan.
3. He | will return.
4. Then He | will establish His kingdom.
5. God | gives Satan limited power.
6. Satan | is angry at his defeat.
7. He | is trying to bring others down with him.
8. Satan | is on the offensive.
9. He | uses a roar to scare believers.
10. Believers | have no reason to be afraid.
11. God | is still in control.
12. God | uses all things for His glory.
13. Satan | tries to defeat us.
14. Our great God | will win.
15. Victorious believers | will be glad.

10A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms of *persecute*

afflict pursue
betray martyr
imprison harass
oppress torture

Antonyms of *persecute*

console shelter
protect strengthen
hearten solace
defend uphold

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The sun was rising over the isolated mission station, but the Eichers knew they could not expect any human help to come to them with daylight. No policemen or soldiers were close enough to rescue them. Their Congolese friend in the small village nearby were all hiding in their huts, trembling with fear of the Simbas.

EXTENSION

Nothing except the power of God could save these missionaries from the power of darkness! Yet the power of God was enough.

FURTHER EXTENSION

August Eicher's eyes sought his wife's face and saw only a mirror of his own faith in God. Mr. Eicher told his tormenters he was not afraid. He told them their lives were in God's hand. If these men killed the Eichers, he knew they would go home with Jesus. His wife also calmly said she was not afraid.

—*Missionary Stories with the Millers*

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

2. Spelling: When to Change or not to Change *y* to *i* in Verb Tenses (Examples: try, tried, enjoy, enjoys)

BASIC LEVEL

1. rise
2. rising
3. obey
4. obeying
5. try
6. tried

EXTENSION

7. relay
8. relayed

FURTHER EXTENSION

9. destroy
10. destroyed

3. Editor Duty: Correct Given Paragraph(s)

(Sentences vs. Clauses)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

5 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

5 Sentences

Day Three

5. Grammar: Action Verbs

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

Day Four

7. Grammar: Be, a Helper, Link Verbs

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

10A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms of *persecute*

afflict pursue
betray martyr
imprison harass
oppress torture

Antonyms of *persecute*

console shelter
protect strengthen
hearten solace
defend uphold

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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August Eicher's eyes sought his wife's face and saw only a mirror of his own faith in God. Mr. Eicher told his tormenters he was not afraid. He told them their lives were in God's hand. If these men killed the Eichers, he knew they would go home with Jesus. His wife also calmly said she was not afraid.

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BASIC LEVEL

1. rise
2. rising
3. obey
4. obeying
5. try
6. tried

EXTENSION

7. relay
8. relayed

FURTHER EXTENSION

9. destroy
10. destroyed

3. Editor Duty: Correct Given Paragraph(s)

(Sentences vs. Clauses)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

5 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

5 Sentences

Day Two

5. Grammar: Action Verbs

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

Day Three

7. Grammar: Be, a Helper, Link Verbs

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

10A 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 first paragraph.

EXTENSION: Correct first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, put an *S* above the sentence that are real sentences and an *N* above those that are not.

A bundle of thatch. (N) Woke up and began to yell. (N) She screamed, "Fire." (S) The hot wood burned her feet. (S) In the streets. (N) Everyone started to wake up. (S) The neighbor started to grab buckets. (S) They filled the buckets with water. (S)

The noise woke up the local pastor. He realized it was his house on fire. He got up quickly and woke up his wife. They woke up the children, and everyone left the house. That was at least what they thought. Samuel Wesley looked around at his children. One was missing!

Little Jacky had been sleeping so soundly that he didn't wake up at first. After the others were out of the house, he awoke. He was very scared. He went to the window and looked out. Down below, people saw him. His father, thinking his son was going to die, knelt and gave Jacky to God.

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

Example: We **studied** the Constitution.

1. The Founding Fathers **wrote** the Constitution.
2. Many people **believed** the principles of the Bible.
3. The states **took** responsibilities.
4. The federal government **took** other responsibilities.
5. The tenth Amendment **tells** those responsibilities.
6. Many state laws **came** from Blackstone's *Commentaries*.
7. Sir Blackstone **believed** in Christ.
8. He also **believed** in the Bible.
9. He **based** his beliefs on God.
10. God **governs** the affairs of man.
11. The Declaration of Independence **gave** freedom.
12. American law **stated** this as well.

Teacher Tip: The word *feel* is used as an action verb in these sentences.

13. We should **obey** the laws.
14. The laws were **written** to **protect** us.
15. God's laws **remain** the supreme laws.

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

Note: Some of them will be by themselves, and some of them will be helpers. The word *feel* is used as an action verb in these sentences.

Example: Sometimes we **will** suffer pain.

1. Pain **is** a gift.
2. Persecution **is** like pain.
3. God **is** our Healer.
4. When we **can** not feel pain we hurt ourselves.
5. Leprosy **can** numb the body.
6. We **must** know if something **is** too hot.
7. Doctors **have** found it **is** dangerous not to feel pain.
8. A person who **can** not feel pain **can** not do much.
9. He **would** face special hazards.
10. The nerve system **can** feel pain.
11. The nerve system **has** many jobs.
12. It **is** a very important part of the body.
13. Sense receptors **can feel** things.
14. The hand **has** a lot of sense receptors.
15. The hand **is** able to feel many things.

10A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms of *persecute*

afflict pursue
betray martyr
imprison harass
oppress torture

Antonyms of *persecute*

console shelter
protect strengthen
hearten solace
defend uphold

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When a hungry animal picks up the scent of its prey, it relentlessly pursues the victim. The predator does not let its presence be known and rarely attacks head-on.

EXTENSION

Instead, it uses concealment and stealth to approach its victim. It keeps in the shadows so no one can see it.

FURTHER EXTENSION

While stalking, it looks for signs of weakness among the members of a herd, or singles out stragglers. When all is ready, the predator attacks swiftly, disabling its victim before it can resist or flee.
—*Wisdom Booklet 10*

2. Spelling: Sight Words

BASIC LEVEL

1. know
2. before
3. who
4. was
5. one

EXTENSION

6. sign
7. light

FURTHER EXTENSION

8. weigh
9. egg

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Verbs)

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

Paragraph One of Body

Topic of Paragraph 1 _____
8 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
8 Sentences

Day Three

5. Grammar: OCCTI

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

Day Four

7. Grammar: Adverbs

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

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

10A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms of *persecute*

afflict pursue
betray martyr
imprison harass
oppress torture

Antonyms of *persecute*

console shelter
protect strengthen
hearten solace
defend uphold

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When a hungry animal picks up the scent of its prey, it relentlessly pursues the victim. The predator does not let its presence be known and rarely attacks head-on.

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2. Spelling: Sight Words

BASIC LEVEL

1. know
2. before
3. who
4. was
5. one

EXTENSION

6. sign
7. light

FURTHER EXTENSION

8. weigh
9. egg

3. Editor Duty: Correct Given Paragraph(s)

(Verbs)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____
8 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
8 Sentences

5. Grammar: OCCTI

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

Day Three

7. Grammar: Adverbs

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

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

10A 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 first paragraph.

EXTENSION: Correct first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. Highlight the action verbs.

BASIC LEVEL: Highlight six action verbs.

EXTENSION: Highlight eight action verbs.

FURTHER EXTENSION: Highlight ten action verbs.

People have **watched** African wildlife for a long time. They **used** to **think** that hyenas and jackals were cowards. During the day, hyenas and jackals would **stay** around the kill of other predators. **T**hey were **hoping** to **take** some of the kill for themselves. **T**hey even looked **too** small **to kill** big game. Recently though, scientists **have found** this is not true. At night, these animals **kill** boldly.

Hyenas and jackals **know** they cannot **defeat** a large animal who is healthy. **T**hus, they **stalk** animals. **T**hey are **looking** for weaknesses. **T**hey **keep an** eye open for prey that **are** sick or tired. First, they **find** a weak animal. **N**ext, they **separate** it from the rest of the herd. **F**inally, they **attack** and **eat everything** except the horns and teeth.

The devil **wants** to **work** the same way. **H**e is always **looking** for a weakness. He **tries** to **get** a believer away from the body of **C**hrist. **W**hen he has an opening, he **attacks** as quickly as he can.

5b. Find OCCTI in the paragraph below.

Opening sentence: Highlight the opening sentence.

Closing sentence: Highlight the closing sentence in another color.

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

Three or more sentences: Count the number of sentences.

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

I

While the tapeworm is often called a parasite, it could also be called a predator. It lives by preying on other living things. Unlike other predators, the tapeworm does not kill its victim. Instead, it finds a host and takes up residence in its digestive system. **There it exists**

Topic of Paragraph: tapeworms

Number of Sentences: 5

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

1. Highlight the adverbs.
2. Insert descriptive adverbs for the boring ones you highlighted.
 1. Predators **closely** study the weakness of their prey.
 2. Predators set **very** deadly traps.
 3. Predators **often** use attractive lures.
 4. A tiger's stripes help it **secretly** blend in.
 5. Cape hunting dog hunt **fiercely**.
 6. Predators **occasionally** hunt in groups.
 7. Predators attack **quickly**.
 8. Scorpions **effectively** paralyze their victims.
 9. The tapeworm is **primarily** called a parasite.
 10. Predators **usually** look for life.
 11. Satan **similarly** looks for believers with life.
 12. He wants to **completely** paralyze us with fear.
 13. He will **vigorously** try to conceal himself.

10A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms of *persecute*

afflict pursue
betray martyr
imprison harass
oppress torture

Antonyms of *persecute*

console shelter
protect strengthen
hearten solace
defend uphold

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When the Halloween season came, and the first grade teacher gave the boy a picture of a witch to color, he said, "I've given my life to Jesus, so I can not color this picture." The teacher excused him from coloring the picture.

EXTENSION

During the next hour the boy went to music class. The music teacher was going to teach the class a song about ghosts. Once again the boy went up to the teacher and explained, "I've given my life to Jesus, and I can not sing that song."

The teachers met together and called the boy's father. They said, "Your son is not cooperating in school."

FURTHER EXTENSION

When the boy got home, his father asked him why he did not cooperate by coloring a picture at school. The boy walked over to where his father was sitting, leaned forward, and explained, "Daddy, the Bible says that witches are wrong—you know that."

The boy's childlike faith, spontaneity, and courage thrilled and challenged the father. —*How to Stand Alone*

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

BASIC LEVEL

1. what
2. while
3. should
4. harsh
5. shot
6. finish

EXTENSION

7. there
8. ship
9. publish

FURTHER EXTENSION

10. establish
11. accomplish

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Adverbs)

Day Three

4. **Grammar:** Coordinating Conjunctions

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

Day Four

6. **Composition:** Edit and Revise

7. **Sentence Structure and Grammar:** Writing
with Nouns and Pronouns Interchangeably

Day Five

8. **Spelling:** Spelling Test

9. **Dictation:** Dictation Quiz

10. **Composition/Creative Writing:**
Final Copy Original Informative Paragraph

Extra Practice (Optional)

10A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms of *persecute*

afflict pursue
betray martyr
imprison harass
oppress torture

Antonyms of *persecute*

console shelter
protect strengthen
hearten solace
defend uphold

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When the Halloween season came, and the first grade teacher gave the boy a picture of a witch to color, he said, "I've given my life to Jesus, so I can not color this picture." The teacher excused him from coloring the picture.

EXTENSION

During the next hour the boy went to music class. The music teacher was going to teach the class a song about ghosts. Once again the boy went up to the teacher and explained, "I've given my life to Jesus, and I can not sing that song."

The teachers met together and called the boy's father. They said, "Your son is not cooperating in school."

FURTHER EXTENSION

When the boy got home, his father asked him why he did not cooperate by coloring a picture at school. The boy walked over to where his father was sitting, leaned forward, and explained, "Daddy, the Bible says that witches are wrong—you know that."

The boy's childlike faith, spontaneity, and courage thrilled and challenged the father. —*How to Stand Alone*

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

BASIC LEVEL

1. what
2. while
3. should
4. harsh
5. shot
6. finish

EXTENSION

7. there
8. ship
9. publish

FURTHER EXTENSION

10. establish
11. accomplish

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

3. Editor Duty: Correct Given Paragraph(s)

(Adverbs)

Day Two

4. **Grammar:** Coordinating Conjunctions

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

Day Three

6. **Composition:** Edit and Revise

7. **Sentence Structure and Grammar:** Writing
with Nouns and Pronouns Interchangeably

Day Four

8. **Spelling:** Spelling Test

9. **Dictation:** Dictation Quiz

10. **Composition/Creative Writing:**
Final Copy Original Informative Paragraph

Extra Practice (Optional)

10A 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 first paragraph.

EXTENSION: Correct first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. Highlight the adverbs.

BASIC LEVEL: Highlight four adverbs.

EXTENSION: Highlight five adverbs.

FURTHER EXTENSION: Highlight six adverbs.

When **two** objects are rubbed **together**, friction forces are produced. Place a ball on the ground. **Firmly** hold onto the ball and slide (do **not** roll) it across the ground. **You** will **probably** feel that the force of friction is opposing your motion of sliding the ball.

However, there are ways to **significantly** reduce friction. There is a principle that two surfaces rolling along each other produce a lot less friction than two surfaces sliding against **one** another. Now roll the ball on the ground. Notice how much less friction is produced.

Paul **rightly** spoke of the forces of opposition when he **boldly** said, “**For** we wrestle **not** against flesh and blood, but against principalities, against powers, against the rulers of the darkness of this world, against spiritual wickedness in high places” (Ephesians 6:12).

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

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

1. John **and** Charles were the founders of Methodism.
2. John believed in God **and** felt his heart strangely warmed.
3. He preached, **for** England was full of sin.
4. Neither men **nor** women were safe.
5. He preached the gospel, **but** the minister became angry.
6. He was not allowed to preach in the churches, **so** he preached outdoors.
7. The people mocked him, **yet** he preached fearlessly.
8. He preached fifteen times a day **and** wrote many books.
9. They were persecuted, **but** they were not stopped.
10. God poured out His grace on John **and** his followers.

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

1. Many believers suffer needlessly because of the *believer's* wrong attitudes. **(their/our)**
2. *God's people's* inward motives will tell God's people when *God's people* are being persecuted. **(Our/Their) (we/they)**
3. When believers are being persecuted, *believers* know they have angered God's enemy. **(they/we)**
4. Believers are to witness, and *believers* are to shine brightly. **(they/we)**
5. The reward believers receive in heaven will far surpass the *believer's* current suffering. **(their/our)**
6. Believers are never separated from God; even when *believers* suffer. **(they/we)**
7. We come to know God better when we suffer for *God's* sake. **(His)**
8. If Christians suffer for righteousness, *Christians* will be rewarded. **(they/we)**
9. God honors those who love *God*. **(Him)**
10. Suffering makes us stronger, and we learn more through *suffering*. **(it)**

11A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *revile*

ridicule scorn
defame mock
vilify rail

Character needed to *withstand reviling*

innocent irreproachable
guiltless blameless
faultless unimpeachable

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

John Bunyan lived from 1628 to 1688. During that time he wrote sixty books! In 1678, he wrote a great story that showed the Christian's need for spiritual endurance and God's might. It is called *Pilgrim's Progress*. When he named it this, he wanted to stress the importance of certain things.

EXTENSION

John Bunyan wanted to show a Christian as a pilgrim. A pilgrim is someone passing through a hard world to get to a better one. The hard world is not his home.

FURTHER EXTENSION

He is there for only a little time. This is just like a Christian passing through this world to get to heaven!

—*Wisdom Booklet 11*

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

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

BASIC LEVEL

1. night
2. fight
3. light
4. nigh
5. tight
6. high

EXTENSION

7. might
8. bright
9. sigh

FURTHER EXTENSION

10. insightful
11. frightful

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Spelling Errors)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

Day Three

5. **Grammar:** Dates, Numbers, and Places

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

Day Four

7. **Grammar:** Proper Nouns

8. **Composition:** Edit and Revise

Day Five

9. **Spelling:** Spelling Test

10. **Dictation:** Dictation Quiz

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

Extra Practice (Optional)

11A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *revile*

ridicule scorn
defame mock
vilify rail

Character needed to *withstand reviling*

innocent irreproachable
guiltless blameless
faultless unimpeachable

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

John Bunyan lived from 1628 to 1688. During that time he wrote sixty books! In 1678, he wrote a great story that showed the Christian's need for spiritual endurance and God's might. It is called *Pilgrim's Progress*. When he named it this, he wanted to stress the importance of certain things.

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John Bunyan wanted to show a Christian as a pilgrim. A pilgrim is someone passing through a hard world to get to a better one. The hard world is not his home.

FURTHER EXTENSION

He is there for only a little time. This is just like a Christian passing through this world to get to heaven!

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BASIC LEVEL

1. night
2. fight
3. light
4. nigh
5. tight
6. high

EXTENSION

7. might
8. bright
9. sigh

FURTHER EXTENSION

10. insightful
11. frightful

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

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

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

5. Grammar: Dates, Numbers, and Places

Day Three

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

7. Grammar: Proper Nouns

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

11A 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 last paragraph, highlight the spelling errors, and write the correct spelling above each one, if you have not already done so.

God and Satan are in a battle all the time. It is a fight for the world and everybody in it. It can be pictured as a “verbal combat.” God sent Jesus. In the Book of John, Jesus is called the Word. The Word was sent to defeat Satan once and for all. Satan also uses words. He sends his words against believers.

We have to understand how Satan’s words work. He sends his words often by using others to mock or revile believers. The people of the world will make fun of Christians because they follow Christ. We are called to rejoice when this happens because it means we are following Christ. We can only rejoice if we understand this.

We must make sure we are being reviled for Christ’s sake. Sometimes Christians are reviled for their own sake. That **means** they are in trouble for doing something wrong. This can be a bad **attitude** or an unkind word. The people who are being mean to them are not really reviling them. They are just reacting to their ungodliness. We must be **sure** we are not being reviled for those reasons. **(means, attitude, sure)**

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

1. John Bunyan was born in **1628**.
2. In **1648**, he received two books.
3. *The Plain Man’s Pathway to Heaven* was published in **1601**.
4. The other book had been published in **1612**.
5. On **November 12, 1660**, John Bunyan was imprisoned.
6. In **1672**, the king ended the persecution of believers.
7. On **May 9, 1672**, John Bunyan was released.
8. John Bunyan died in **1688** after a life of ministry.

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

- **7b.** In the paragraph provided, highlight the proper nouns that should be capitalized.
- **7c. EXTENSIONS:** In your notebook, rewrite the paragraph in which you highlighted the proper nouns, and capitalize the proper nouns.

When someone says, “I am suffering for **God**,” he must be very sure he is truly suffering for **Christ’s** sake. Often **Christians** suffer because of their own character flaws. When a person is persecuted, he must make sure he is not suffering because of his wrong attitudes or actions. **John Bunyan**, who wrote ***Pilgrim’s Progress***, was an example of someone who suffered for the right reason. The **Bible** tells us that we should give no reason for the enemy to mock, so we must be sure we are suffering for the **Lord’s** sake.

11A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *revile*

ridicule
defame
vilify

scorn
mock
rail

Character needed to *withstand reviling*

innocent
guiltless
faultless

irreproachable
blameless
unimpeachable

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

There are more than 2,600 kinds of palm trees—more than any other tree. Some are short and wide. Some are tall and thin. Some are as big around at the top as they are at the bottom.

EXTENSION

Palm trees do not have branches. Their leaves grow at the tips of their trunks.

FURTHER EXTENSION

Unlike other trees, palm trees can withstand strong winds without breaking. They can also endure times without water. Some kinds even live in deserts. Fires do not stop palm trees from bearing fruit. Palm trees are fruitful even during trials.

—*Wisdom Booklet 11*

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

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

BASIC LEVEL

1. come
2. from
3. son
4. done
5. some
6. won
7. front
8. ton

EXTENSION

9. mother
10. other

FURTHER EXTENSION

11. another
12. someday

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Proper Nouns)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

5. Grammar: Prepositions

Day Three

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

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

Day Four

8. Grammar: Prepositional Phrases

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

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

11A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *revile*

ridicule
defame
vilify

scorn
mock
rail

Character needed to *withstand reviling*

innocent
guiltless
faultless

irreproachable
blameless
unimpeachable

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

There are more than 2,600 kinds of palm trees—more than any other tree. Some are short and wide. Some are tall and thin. Some are as big around at the top as they are at the bottom.

EXTENSION

Palm trees do not have branches. Their leaves grow at the tips of their trunks.

FURTHER EXTENSION

Unlike other trees, palm trees can withstand strong winds without breaking. They can also endure times without water. Some kinds even live in deserts. Fires do not stop palm trees from bearing fruit. Palm trees are fruitful even during trials.

—*Wisdom Booklet 11*

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

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

BASIC LEVEL

1. come
2. from
3. son
4. done
5. some
6. won
7. front
8. ton

EXTENSION

9. mother
10. other

FURTHER EXTENSION

11. another
12. someday

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

3. Editor Duty: Correct Given Paragraph(s)

(Proper Nouns)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

EXTENSIONS: Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

5. Grammar: Prepositions

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

Day Three

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

8. Grammar: Prepositional Phrases

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

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

11A Week 2 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

We often shrink from experiencing reproach for **C**hrist's sake. Yet reproach can strengthen our faith. **W**e have to view it from **G**od's perspective. Then we can see things clearly. **T**he **G**reek word for *revile* means "to be put to shame." It often means "open shame." That means to be shamed or embarrassed in front of others.

The phrase *for my sake* is the key to getting spiritual blessings from persecution. It means "on account of me" or "because of me." **T**his is when someone is not angry at us. **T**hey are angry at the **G**od in us. They are not attacking us because they do not like us, but because they have rejected God. If it is **G**od being attacked, then **H**e will give the strength to deal with **H**is enemies.

In the **B**ible there is an example of this. **G**oliath was an enemy of **I**srael. In the same way, there are enemies of believers today. **G**oliath mocked the men of **I**srael. **T**he children of **I**srael assumed they were the ones at whom he was angry. They went and hid in their tents. **D**avid understood that **G**oliath was not reviling **I**srael, but **G**od. **D**avid was able to use the power, authority, and resources of **G**od to defeat **G**oliath.

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

Note: Some have more than one preposition.

1. **I**n the little town **o**f Elstow, a baby was born.
2. He would become one **o**f the greatest preachers **i**n history.
3. He would also be a great writer **o**f Christian books.
4. **I**n fact, his name was John Bunyan.
5. He was the son **o**f a tinsmith.
6. He did not plan **o**n a career as a preacher or writer.
7. He planned **o**n following **i**n his father's footprints.
8. He trained **i**n those early years as a tinsmith.
9. A turning point **i**n his life came **i**n 1648.
10. He married a young girl **o**f common lineage.

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

11. Her dowry consisted **of** two books.
12. These books planted the seeds **of** his conversion.

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

Example: There are more than 2,600 kinds of what? **of palm trees**

1. Some are as big around where? **at the top**
2. Some are as big around at the top as they are where? **at the bottom**
3. Where do their leaves grow? **at the tips**
4. They grow at the tips of what? **of their trunks**
5. They can withstand bad winds without what? **without breaking**
6. They can also endure times without what? **without water**
7. Where do some kinds live? **in deserts**
8. Fires do not keep palm trees from what? **from bearing fruit**
9. Palm trees are fruitful even during what? **during trials**

11A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *revile*

ridicule scorn
defame mock
vilify rail

Character needed to *withstand reviling*

innocent irreproachable
guiltless blameless
faultless unimpeachable

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Stephen was a fine young man. He heard the disciples tell the story of Jesus, and he believed. He loved Jesus. The Holy Spirit filled Stephen's heart so that he loved Jesus very much. Then Stephen began to tell others about Jesus. He wanted everyone to know the wonderful story. He became a "fisher of men"!

EXTENSION

The wicked men who had killed Jesus heard Stephen preach about Jesus. They did not want more people to believe. So they hired some men to tell lies about Stephen.

Stephen was not afraid. He went right on telling people that Jesus was the only Savior and that they must believe in Him.

FURTHER EXTENSION

But the wicked men took hold of Stephen and dragged him out of the city. They threw him down in the road. Then they began to throw stones at him. They kept on throwing stones until they had killed Stephen.

—*Leading Little Ones to God*

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

BASIC LEVEL

1. lies
2. plans
3. has
4. songs
5. dogs
6. verbs

EXTENSION

7. hymns
8. Bibles

FURTHER EXTENSION

9. fusion
10. desire

TT: The letter *s* often says *z*. There are few definite spelling patterns that indicate this; thus, students should memorize these words and know when the *z* sound calls for an *s* and not a *z*. Generally speaking, when a short vowel word ends in *s* making the *z* sound, it is not doubled as it is when it says *s* (e.g., *has*, *as*).

Day Two

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

4. Study Skills/Prewriting: Take Notes for an Original Biographical Essay

Paragraph One of Body

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

Paragraph Two of Body

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

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6–8 Sentences

Day Three

5. Grammar: Action Verbs

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

Day Four

7. Structural Analysis: Past Tense

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

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

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

11A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *revile*

ridicule scorn
defame mock
vilify rail

Character needed to *withstand reviling*

innocent irreproachable
guiltless blameless
faultless unimpeachable

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Stephen was a fine young man. He heard the disciples tell the story of Jesus, and he believed. He loved Jesus. The Holy Spirit filled Stephen's heart so that he loved Jesus very much. Then Stephen began to tell others about Jesus. He wanted everyone to know the wonderful story. He became a "fisher of men"!

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Stephen was not afraid. He went right on telling people that Jesus was the only Savior and that they must believe in Him.

FURTHER EXTENSION

But the wicked men took hold of Stephen and dragged him out of the city. They threw him down in the road. Then they began to throw stones at him. They kept on throwing stones until they had killed Stephen.

—*Leading Little Ones to God*

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

BASIC LEVEL

1. lies
2. plans
3. has
4. songs
5. dogs
6. verbs

EXTENSION

7. hymns
8. Bibles

FURTHER EXTENSION

9. fusion
10. desire

TT: The letter *s* often says *z*. There are few definite spelling patterns that indicate this; thus, students should memorize these words and know when the *z* sound calls for an *s* and not a *z*. Generally speaking, when a short vowel word ends in *s* making the *z* sound, it is not doubled as it is when it says *s* (e.g., *has*, *as*).

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions)

Day Two

4. Study Skills/Prewriting: Take Notes for an Original Biographical Essay

Paragraph One of Body

Topic of Paragraph 1 _____

5–7 Sentences (EXTENSIONS: 6–8)

Paragraph Two of Body

Topic of Paragraph 2 _____

5–7 Sentences (EXTENSIONS: 6–8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

6–8 Sentences

5. Grammar: Action Verbs

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

Day Three

7. Structural Analysis: Past Tense

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

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

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

11A Week 3 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the last paragraph, highlight the prepositions.

BASIC LEVEL: Highlight six prepositions.

EXTENSION: Highlight eight prepositions.

FURTHER EXTENSION: Highlight nine prepositions.

Palm trees grow differently than other trees. Most trees grow “out”. **T**hat means as they get older, they get wider. As a tree gets taller, it also gets wider. **Y**ou can cut a normal tree open to see how old it is. Each year it will grow another ring around **its** trunk. **Y**ou can count the rings to see how old the tree is. This also gives wood its grain. **T**he number of rings indicate the tree’s age.

A palm tree does not grow that way. **I**t does not grow out. It always grows up. **N**o matter how old it gets, it will stay the same width. **Y**ou can tell the age of a palm tree, though. **E**ach year the palm tree grows taller. The trunk is made of round disks stacked on top of one another. **E**ach year it grows a new disk. **T**he older a palm tree is, the taller it will be. **A** good year will produce a long disk. A bad year will produce a short disk. **T**he number of disks tells the palm tree’s age.

A hardwood tree **in** a warm climate is very strong. By growing outward, it is made **of** many different layers. These layers **of** the tree are its strength. **T**hey wrap tightly **around** each other. **T**hey make the tree very strong and rigid, but still a strong wind may snap the tree **in** two because it cannot bend **at** all. **A** palm tree is different. It can bend **to** the ground **in** a strong wind. **During** the storm it stays that way. Once the storm is past, it pops back up.

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

Note: Some sentences have more than one action verb!

Example: Christian **followed** God’s ways.

1. Christian and Faithful **set** out for the Celestial City.
2. They **went** through Vanity Fair.
3. Vanity Fair **abounded** with evil.
4. The people **served** Beelzebub.
5. You could **buy** anything you **wanted** .

6. The people **made** fun of Christian and Faithful.
7. Yet, Christian and Faithful **served** their King.
8. They would not **buy** anything.
9. The people at the fair **got** angry.
10. They **mocked** Christian and Faithful.
11. But they **stayed** true to God.
12. The leaders of the fair **arrested** them.
13. They **held** a trial.
14. False witnesses **told** lies about Christian and Faithful.
15. They **condemned** Faithful to die.
16. They **beat** and **whipped** him.
17. They then **killed** him.
18. Faithful **stayed** true even unto death.
19. Others **believed** in God.
20. Christian was **released** .

11A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *revile*

ridicule scorn
defame mock
vilify rail

Character needed to *withstand reviling*

innocent irreproachable
guiltless blameless
faultless unimpeachable

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

God gave us skin to protect our bodies and keep out germs. Germs are unwelcome enemies of the body. Our skin is a little like the walls of a castle. Defenders take refuge behind the walls as they defend the castle. Even though there are many enemies attacking, the people inside the castle walls are safe.

EXTENSION

The outer layer of your skin is mostly made of dead skin cells. Cells are very, very tiny. They are like building blocks that God uses to make each part of our bodies. God made these tiny cells do many wonderful things.

FURTHER EXTENSION

When your body is strong, there may be many germs around, but they will not make you sick. Your body is being protected because of the ways God made it to fight disease and germs. We should take care of our bodies to help keep our bodies' defenses strong.
—*Parent Guide Planner 11*

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

BASIC LEVEL

1. well
2. buzz
3. mass
4. off
5. fuss
6. will
7. stiff
8. ill
9. stuff
10. hiss

EXTENSION

11. hissing
12. stiffly
13. stiffen

FURTHER EXTENSION

14. ballot
15. suppress
16. massive

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

Day Two

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

4. **FURTHER EXTENSION:**

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

Day Three

5. **Grammar:** Clauses vs. Sentences

6. **FURTHER EXTENSION:**

Composition/Creative Writing: Write an Original Closing Paragraph

Day Four

7. **Structural Analysis:** Prefix *un-*

8. **Composition:** Edit and Revise

Day Five

9. **Spelling:** Spelling Test

10. **Dictation:** Dictation Quiz

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

Extra Practice (Optional)

11A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *revile*

ridicule scorn
defame mock
vilify rail

Character needed to *withstand reviling*

innocent irreproachable
guiltless blameless
faultless unimpeachable

1. Copying, Vocabulary, and Comprehension

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God gave us skin to protect our bodies and keep out germs. Germs are unwelcome enemies of the body. Our skin is a little like the walls of a castle. Defenders take refuge behind the walls as they defend the castle. Even though there are many enemies attacking, the people inside the castle walls are safe.

EXTENSION

The outer layer of your skin is mostly made of dead skin cells. Cells are very, very tiny. They are like building blocks that God uses to make each part of our bodies. God made these tiny cells do many wonderful things.

FURTHER EXTENSION

When your body is strong, there may be many germs around, but they will not make you sick. Your body is being protected because of the ways God made it to fight disease and germs. We should take care of our bodies to help keep our bodies' defenses strong.
—*Parent Guide Planner 11*

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

BASIC LEVEL

1. well
2. buzz
3. mass
4. off
5. fuss
6. will
7. stiff
8. ill
9. stuff
10. hiss

EXTENSION

11. hissing
12. stiffly
13. stiffen

FURTHER EXTENSION

14. ballot
15. suppress
16. massive

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

3. Editor Duty: Correct Given Paragraph(s)

Day Two

4. FURTHER EXTENSION:

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

5. Grammar: Clauses vs. Sentences

Day Three

6. FURTHER EXTENSION:

Composition/Creative Writing: Write an Original Closing Paragraph

7. Structural Analysis: Prefix *un-*

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Original Biographical Essay

Extra Practice (Optional)

11A 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.

Slander occurs when someone says something that is not true about another person. This could be saying that an honest businessman is a liar or saying a congressman will take a bribe. When this happens, the person who has been accused can take the accuser to court. If someone can prove that what someone else said was untrue and hurt his reputation, it is slander.

Something similar to slander is called *libel*. If something untrue is written, it is libel. Libel is more serious than slander. Sometimes what is spoken can be forgotten. What is written will not go away. Written insults also can be more damaging for other reasons. When something is written, more people can read it. There is still a need to prove that it is untrue, though. If something is true, it is not libel or slander.

In God's court it is different. For everything we say, we will be called upon to give an account to God. He is concerned with what we say. One of the Ten Commandments is to not lie. He is also concerned with the attitude we have when we say things. If what we say is true, say it in a hateful way, we are guilty in His court. God does not need proof that something is hurtful. He knows. He will judge each person.

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

BASIC LEVEL: Complete eight sentences.

EXTENSIONS: Complete fifteen sentences.

Answers will vary

□ 7b. Add the prefix *un-* (meaning “not”) to the words given to make them the opposite of what they now mean. Then write the new definitions of the words on the lines provided.

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

12A Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *rejoice*

delight glory
praise sing
bless exult

Antonyms for *rejoice*

despair regret
complain brood
retaliate bewail

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

A baby chick's life depends upon the way it struggles to get out of its shell. A chick needs to struggle for up to forty-eight hours to break out of its shell. The tired chick pants for breath.

EXTENSION

In its panting, the chick's lungs inflate. This helps to clean the lungs.

FURTHER EXTENSION

If someone helps a baby chick to get out of its shell, it will be hurt. The chick needs to pant and clean its lungs. After it has been helped out of its shell, the little chick may die within a few days.

—*Wisdom Booklet 12*

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

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

BASIC LEVEL

1. breakfast
2. someone
3. anyone
4. doghouse
5. someday
6. anything

EXTENSION

7. countdown
8. baseball

FURTHER EXTENSION

9. houseboat
10. forego

TI: Compound words are two words joined together. Compound words must meet two criteria in order to be true compound words: (1) Each word must maintain its original meaning. (2) Each word must maintain its original spelling.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

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: Prepositions

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

Day Four

7. Grammar and Comprehension: Prepositional Phrases

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

12A Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *rejoice*

delight glory
praise sing
bless exult

Antonyms for *rejoice*

despair regret
complain brood
retaliate bewail

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3. Editor Duty: Correct Given Paragraph(s)

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: Prepositions

Day Three

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

7. Grammar and Comprehension: Prepositional Phrases

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

12A Week 1 Answer Keys

❑ 3. Complete the following step:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

James, a disciple, went everywhere with Jesus. He saw things even some of the other disciples did not see. James, his brother John, and Peter saw Jairus' daughter raised from the dead. They also saw Jesus on the Mount of Transfiguration. No one else saw these things. James was a very special disciple.

He was also a special apostle. After Jesus' resurrection, James and the other disciples became known as apostles. They told others about the Lord. Every one of the apostles suffered for his faith. James was the first apostle to be put to death. King Herod was jealous of the early Church. He arrested James. The book of Acts tells us Herod's guards killed James.

Other books tell us more about how James died. They tell about how impressed the guards were at his witness. One of them fell at James' feet and asked for forgiveness. The guard believed in Christ. He was killed with the same sword that had been used to kill James. James was a faithful witness for God.

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

Note: Some have more than one preposition.

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

1. Every animal struggles **at** birth.
2. They struggle **in** many different ways.
3. Each struggle is necessary **for** the animal.
4. **For** example, the opossum weighs less than 1/200 **of** an ounce.
5. Opossums are blind, hairless, and only partially developed **at** birth.
6. They must struggle **to** their mother's pouch.
7. It is a very hard journey **for** an opossum.
8. **Inside** the pouch the baby opossum drinks its mother's milk.
9. It keeps the baby opossum alive **for** months.
10. They stay there until they can live **on** their own.
11. Baby wood ducks also have a struggle **in** their lives.
12. They must jump **from** their nest **at** a very young age.
13. They have the reward staying alive.
14. Each **of** these struggles is necessary **to** the survival **of** the animals.

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

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

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

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

Example: What does a baby chick's life depend upon? Upon the way it struggles

1. The chick needs to struggle to get out of where? of its shell
2. How long might the struggle to get out of the shell last? for up to forty-eight hours
3. What must the chick break out of? of its shell
4. What does the chick pant for? for breath
5. In what does it clean its lungs? in its panting
6. The chick will get hurt if someone helps it out of what? of its shell
7. The chick may die within a few days after someone helps it out what? of its shell
8. When might it die? within a few days

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

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

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

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

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

1. It takes twenty-one days (**for** a chick) to hatch.
2. (**On** the fifteenth day), things start to happen.
3. The chick starts to twist around (**in** the shell).
4. Its head finally faces the big end (**of** the shell).
5. This end contains the air sac (**in** the egg).
6. The chick will take its first breath (**from** this sac).
7. (**On** the nineteenth day), the chick stretches its head forward.
8. It breaks the inner membrane (**of** the shell).
9. Air (**from** the sac) fills the lungs.
10. They are being prepared (**for** regular air).

12A Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *rejoice*

delight glory
praise sing
bless exult

Antonyms for *rejoice*

despair regret
complain brood
retaliate bewail

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The third law of the harvest is that the number of seeds planted tells how much will be reaped. You sow a lot to reap a lot. If you plant only a little, you will reap only a little.

EXTENSION

For example, corn farmers who plant many acres of corn seed will get much corn. A farmer who plants five hundred acres will reap more than a farmer who plants only one hundred acres.

FURTHER EXTENSION

Also, the farmer will reap more if other laws are followed. A good harvest depends on the soil, water, fertility, planting date, and type of crop. However, for the most part, the more seeds that are sown, the more fruit that will be reaped.

—*Wisdom Booklet 12*

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

BASIC LEVEL

1. car
2. arm
3. park
4. mark
5. harp
6. hard
7. arc
8. art

EXTENSION

9. part
10. arch

FURTHER EXTENSION

11. farmer
12. harvest

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

3. Editor Duty: Correct Given Paragraph(s)

(Prepositional Phrases)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
2 Sentences

EXTENSIONS: Paragraph Three of Body

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

5. Grammar/Punctuation: Main Subjects

Day Three

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

7. FURTHER EXTENSION:

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

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

Day Four

9. FURTHER EXTENSION:

Composition/Creative Writing: Write an Original Opening Paragraph

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

12A Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *rejoice*

delight glory
praise sing
bless exult

Antonyms for *rejoice*

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1. Copying, Vocabulary, and Comprehension

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FURTHER EXTENSION

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—*Wisdom Booklet 12*

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

BASIC LEVEL

1. car
2. arm
3. park
4. mark
5. harp
6. hard
7. arc
8. art

EXTENSION

9. part
10. arch

FURTHER EXTENSION

11. farmer
12. harvest

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

3. Editor Duty: Correct Given Paragraph(s)

(Prepositional Phrases)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
2 Sentences

EXTENSIONS: Paragraph Three of Body

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

5. Grammar/Punctuation: Main Subjects

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

Day Three

7. FURTHER EXTENSION:

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

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

9. FURTHER EXTENSION:

Composition/Creative Writing: Write an Original Opening Paragraph

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

12A 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 the prepositions as follows:

BASIC LEVEL: Highlight three prepositions.

EXTENSION: Highlight five prepositions.

FURTHER EXTENSION: Highlight six prepositions.

Uncounted numbers of believers have been killed for their faith. Thousands of them have been burned at the stake because they would not deny the Lord Jesus Christ. Being burned at the stake is a very painful thing. Many people used to come to watch the burnings. Many believers used this opportunity to share the Gospel with those watching. Some believers could not say anything. They just shared Jesus by their joy. Thousands of people came to Christ because of their witness.

Once a government officer watched a believer being burned at the stake. He looked at the crowd. They were being convicted by the believer's faith. He went and told the ruler that they had to stop burning Christians at the stake. He said the smoke was making people come to Christ. Their witness a powerful testimony for Christ.

John Huss was called the Morningstar of the Reformation. When he was a boy, he read about the early believers who were persecuted. He was deeply moved by their witness. He wanted to know if he could stand being burned. He put his finger over a lit candle. He wanted to know if he could take the pain. John Huss was burned at the stake in 1415. His witness deeply affected others like Martin Luther. They went on to touch millions of lives for Christ.

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

Hint: The subjects are usually one of the first few words.

1. Clear analogies are in nature.
2. They represent spiritual truths.
3. These are reminders.
4. They tell us of God's power.
5. God established laws.
6. God's laws govern our lives.

Teacher Tip:

Consider the main subject answers correct whether your student highlighted the one word only (*analogies*) or any descriptors or articles with the subject (*clear analogies*).

7. **They** also govern the harvest.
8. A **law** from the Lord does not change.
9. **It** always applies.
10. Seven **laws** rule the harvest.
11. The first **law** is very simple.
12. **We** reap what we sow.
13. **We** do not reap if nothing is sown.
14. **We** can reap what others sow.
15. **Someone** must do the sowing.

□ 8b. In the sentences provided, add punctuation (commas) between the items in a series.

1. Farmers use tractors₂, combines₂, and threshing machines to help them.
2. Seeds are spread by birds₂, man₂, or the wind.
3. The seeds must be planted₂, nourished₂, and rooted in the soil.
4. Cows never give birth to colts₂, lambs₂, or ducks.
5. You cannot grow beans₂, pumpkins₂, or flowers on corn stalks.
6. If we sow one seed, we will reap ten₂, fifty₂, or one hundred times more.
7. Even when the days are wet₂, warm₂, and humid, it can take several weeks for plants to sprout.
8. Some plants like radishes₂, parsley₂, and leaf lettuce are ready very early.
9. Beans₂, watermelon₂, and corn take longer.
10. Most grains like wheat₂, oats₂, barley₂, and rye are not ready to be harvested until they are dried out.

12A Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *rejoice*

delight glory
praise sing
bless exult

Antonyms for *rejoice*

despair regret
complain brood
retaliate bewail

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

George A. Young, a skilled carpenter and preacher, spent his life ministering to small churches in rural areas. Often Pastor Young and his family labored among congregations that were too poor to supply even their basic needs. Still, they served faithfully and trusted God.

EXTENSION

Finally the day came when, through many sacrifices, the Youngs were able to build a small home of their own. However, there were people who were not happy about God's provision for Pastor Young. While the Youngs were away holding special meetings, someone who did not like Pastor Young's ministry set fire to the special home.

FURTHER EXTENSION

Everything was lost! As George Young looked at the burned house, he reflected upon the many priceless treasures he possessed in the Lord. The words for a new song came to his heart, "Some through the fire, but all through the blood . . . God leads His dear children along."

—Adapted from *Wisdom Booklet 12*

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

BASIC LEVEL

1. gun 5. began
2. gem 6. goat
3. game 7. gum
4. gain 8. guy

EXTENSION

9. giant
10. sing

FURTHER EXTENSION

11. golf
12. gypsy

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

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Simple Subjects)

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

Paragraph One of Body

Topic of Paragraph 1—Who, What, When, Where, Why—biographical information about birth, parents, etc., of your character
8 Sentences

Paragraph Two of Body

Topic of Paragraph 2—Who, What, When, Where, Why about an instance of persecution in your character's life
8 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3—Why and How of the instance of persecution of your character
8 Sentences

Day Three

5. Punctuation: Three Types of Sentences

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

Day Four

7. Structural Analysis: Possessive Nouns

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

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

12A Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for rejoice

delight glory
praise sing
bless exult

Antonyms for rejoice

despair regret
complain brood
retaliate bewail

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

George A. Young, a skilled carpenter and preacher, spent his life ministering to small churches in rural areas. Often Pastor Young and his family labored among congregations that were too poor to supply even their basic needs. Still, they served faithfully and trusted God.

EXTENSION

Finally the day came when, through many sacrifices, the Youngs were able to build a small home of their own. However, there were people who were not happy about God's provision for Pastor Young. While the Youngs were away holding special meetings, someone who did not like Pastor Young's ministry set fire to the special home.

FURTHER EXTENSION

Everything was lost! As George Young looked at the burned house, he reflected upon the many priceless treasures he possessed in the Lord. The words for a new song came to his heart, "Some through the fire, but all through the blood . . . God leads His dear children along."

—Adapted from *Wisdom Booklet 12*

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

BASIC LEVEL

1. gun 5. began
2. gem 6. goat
3. game 7. gum
4. gain 8. guy

EXTENSION

9. giant
10. sing

FURTHER EXTENSION

11. golf
12. gypsy

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

3. Editor Duty: Correct Given Paragraph(s)

(Simple Subjects)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1—Who, What, When, Where, Why—biographical information about birth, parents, etc., of your character
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Topic of Paragraph 2—Who, What, When, Where, Why about an instance of persecution in your character's life
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EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3—Why and How of the instance of persecution of your character
8 Sentences

5. Punctuation: Three Types of Sentences

Day Three

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

7. Structural Analysis: Possessive Nouns

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

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

12A Week 3 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the simple subjects.

Farmers have planted seed for a long time. **They** have learned to do many different things to help seeds grow. **They** know how to plant, water, weed, and harvest. **There** is one thing that farmers have never learned to do. **They** cannot make the seed grow. Only **God** knows how to do that. **He** decides how the plant grows.

People have studied how plants grow for a long time. **T**hey do not understand many things about it. People learn more and more about plants. They learned there is far more to learn about it. **T**hey became very puzzled about it.

Many things happen that man cannot control. **R**ain does not happen when man wants it to happen. It happens when **G**od causes it to rain. **H**ailstorms can happen without warning. They can destroy crops in just hours. **T**hey can destroy the flowers easily. If the flowers are destroyed, the plant cannot bear fruit. **G**od is the only **O**ne **W**ho can control any of these things.

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

1. Were the people persecuted for righteousness' sake?
2. We would not be persecuted for doing our own thing.
3. That is not true persecution.
4. Watch out!
5. Have you suffered for righteousness' sake?
6. The five missionaries had guns with them in their camp, but they did not use them to fight the Indians.
7. They knew that if they were to shoot the Indians, they could probably save their own lives.
8. They chose to let themselves be killed and let the Aucas have another chance to become believers.
9. Did Jim Elliot die in vain?

10. I should think not!
11. I have killed twelve people with my spear.
12. God's love had changed his life. (or !)
13. Has God's love changed your life?
14. We should be changed by God's love.
15. Have you told others about God's love?

□ 7b. On the lines provided, make the nouns possessive, and give them something to own. **Answers will vary.**

Example: Peter—**Peter's boat**

- | | |
|------------------------------------|------------------------------------|
| 1. men— men's | 11. Auca— Auca's |
| 2. missionary— missionary's | 12. Christians— Christians' |
| 3. heart— heart's | 13. doors— doors' |
| 4. mother— mother's | 14. prison— prison's |
| 5. police— police's | 15. Jim— Jim's |
| 6. wife— wife's | 16. sons— sons' |
| 7. witness— witness' | 17. women— women's |
| 8. children— children's | 18. person— person's |
| 9. widows— widows' | 19. courts— courts' |
| 10. landlord— landlord's | 20. members— members' |

12A Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *rejoice*

delight glory
praise sing
bless exult

Antonyms for *rejoice*

despair regret
complain brood
retaliate bewail

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

It takes at least two muscles to make any part of the body move. To make the arm move, one muscle stretches out, and the other brings the arm back to its position. Muscles pull against each other to make motion. It's carefully controlled by the brain.

EXTENSION

One kind of muscle bends the joint. This is like the biceps in the arm. A different kind of muscle straightens it. When the arm straightens, it uses the triceps. To move, the muscles have to contract.

FURTHER EXTENSION

The muscles can't do the same thing at the same time. When one muscle contracts, the other loosens. If both contract at the same time, nothing happens. When both are relaxed, the arm just hangs. For the arm to make all the motion it can, fifteen muscles have to work together.

—Adapted from *Wisdom Booklet 12*

2. Spelling: Other Spellings for the Long *o* Sound (Examples: thorough, low, thou, how)

BASIC LEVEL

1. own
2. show
3. bowl
4. bow
5. shoulder
6. tow

EXTENSION

7. row
8. known

FURTHER EXTENSION

9. swallow
10. follow

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Possessive Nouns)

4. Grammar/Punctuation: Contractions

Day Three

5. FURTHER EXTENSION:

Composition/Creative Writing:

Write an Original Opening Paragraph

6. Grammar: Nouns

Day Four

7. Composition: Edit and Revise

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition:

Final Copy Original Biographical Essay

Extra Practice (Optional)

12A Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *rejoice*

delight glory
praise sing
bless exult

Antonyms for *rejoice*

despair regret
complain brood
retaliate bewail

1. Copying, Vocabulary, and Comprehension

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Possessive Nouns)

4. Grammar/Punctuation: Contractions

Day Three

5. FURTHER EXTENSION:

Composition/Creative Writing:

Write an Original Opening Paragraph

6. Grammar: Nouns

7. Composition: Edit and Revise

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition:

Final Copy Original Biographical Essay

Extra Practice (Optional)

12A Week 4 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In all three paragraphs, highlight the possessive nouns.

The monarch butterfly is not always a butterfly. It starts its life as a caterpillar. It will later become a butterfly. **W**hen it is ready to become a butterfly, it starts a long struggle. **F**irst, it makes a mat on the bottom of a leaf. **N**ext, it hangs upside down on the mat. It begins to lose its last layer of caterpillar skin. The skin starts to split down the **caterpillar's** back. **T**he caterpillar wiggles to get the skin free. **N**ow it is ready to make a cocoon.

This is a new battle. **T**he caterpillar must not knock itself off the leaf. It wraps itself in a thin covering. It does not have any spare space. **I**t stays in its cocoon for a very long time and becomes a butterfly. **T**he monarch learns to be patient through this new struggle. **W**hen it is finally ready to come out, a third struggle begins.

The butterfly is packed very tightly in the cocoon. Its wings are folded more than one hundred times. It slowly begins to fight its way out. **I**ts wings slowly begin to unfold. **T**his is a very painful process. **T**he butterfly must not have help getting out. It needs this struggle to get its wings working right. If the **butterfly's** wings do not work, it cannot fly. **A** butterfly that cannot fly dies. These struggles are given by **G**od to help the caterpillar become a butterfly.

□ 4b. On the lines provided, write the two words that make up each contraction.

1. it's—**it is**

8. she'll—**she will** (or **shall**)

2. I'll—**I will** (or **shall**)

9. couldn't—**could not**

3. you'll—**you will** (or **shall**)

10. I'm—**I am**

4. don't—**do not**

11. hasn't—**has not**

5. he'll—**he will** (or **shall**)

12. haven't—**have not**

6. can't—**can not**

13. you're—**you are** (or **were**)

7. wouldn't—**would not**

14. they're—**they are** (or **were**)

- ❑ **6b.** In the sentences provided, highlight the nouns (both proper and common ones). Do not highlight the pronouns—words that take the place of a noun, such as: him, her, they, their, etc.

Note: Most sentences have more than one noun!

1. **Martyrs** are **people** who have given their **lives** for **Christ**.
2. The **word** *martyr* is very important.
3. It means **witness**.
4. **Christ** has had many faithful **witnesses**.
5. These **witnesses** have had some **similarities**.
6. **Martyrs** place their **focus** on heavenly **things**.
7. They do not worry about **gold** and **silver**.
8. They do not care about their **reputations** or their **lives**.
9. **Martyrs** understand that **God** is able to use their **suffering** for His **glory**.
10. **God's** **glory** is more important to them than their own **lives**. (*God's* is a possessive proper noun; some consider it to be an adjective.)

Lined writing area with horizontal red lines.

WBLA 9-12A AK



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