## Blue 3-A: Week One

Character Focus: Orderliness

#### Vocabulary Box Words that describe God's Word (adjective) inspired reliable holy genuine complete constant truthful acute righteous life-giving convicting perfect authentic unerring accurate thought-provoking sharper resolute unchangeable God-breathed miraculous affirmative infallible bona fide impeccable incontestable incontrovertible

irrefutable

Vocabulary		
Words that de	scribe an orderly pei	rson (adjective)
tidy	neat	organized
adept	precise	habitual
optimal	effective	disciplined
systematic	methodical	efficient
adroit	dexterous	impeccable
inexorable	arduous	assiduous
expeditious punctilious	complaisant	autonomous

# 1. **Copying and Comprehension:** Passage and Vocabulary

This Week's Passage

A

authoritative

Before 132 A.D., people noticed that there were warnings in nature that an earthquake might occur. The Chinese are thought to have been the first to experience these phenomena. These signs were displayed by livestock, wells, and even the ground.

Yes, people in China could predict earthquakes by watching the behavior of their farm animals. Their livestock would often run around and stumble when a quake was about to start its groaning. Goats and sheep are especially sensitive to the earth's rumblings. They can actually sense an earthquake three or four minutes before its onset.

EXTENS

Additionally, the Chinese noticed that their wells had unusual characteristics before an earth-quake. A well would contain less water than it previously had if a tremor might be "visiting." When the water supply was dwindling, the people knew the land might soon do its dance.

FURTHER

Even the earth itself would warn the Chinese that the ground might be shaking before long. Sometimes the people would spot new hills in the land. Out of no where, fresh mounds would pop up. When this happened, the Orientals ascertained that a quake was on the horizon.

- <> 1a. Read this week's passage aloud.
- <> 1b. From the shaded Vocabulary Box, choose three words that describe God's Word, and write them on the lines provided.

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3.	
	1c. On the lines provided, use two of these words in sentences about the passage.
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2.	
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<> '	1d. In the first paragraph of the passage, highlight the word earthquakes.
<> <sup>'</sup>	<b>1e.</b> Look up this word in the dictionary, scientific source, or internet, and write the definition in your own words on the lines provided.
<> '	1f. On the lines provided, write one sentence using the word earthquake and Chinese.
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<> '	<b>1g.</b> In the passage, highlight the word <i>earth</i> one time.
1. 1	Did you notice that the word earth was not capitalized in the passage?
2. T	he word <i>earth</i> is not usually capitalized.
3. T	he exception to this is when it is found in a text with other planets.
	he other planets are capitalized; thus, when the word earth is listed with them all of hem are capitalized.
5. F	or example, it is interesting to study Earth, Mars, and Jupiter.
<> '	1h. List all of the planets on the lines provided. Be sure to capitalize each one at the beginning.
	1

**Teacher Tip:** Determine the appropriate amount of vocabulary work for your younger Level A students. You may want to look up the words in the dictionary together and discuss the meanings rather than completing written work. Regardless of how many of the vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either verbally or in written form.

Further Study: Learn the words to the hymn "The Bible Stands."

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

#### Writing Dates

Always write dates with these rules:

- 1. Abbreviations should not be used in formal writing.
- 2. Whether or not the words are three words or more, dates should be written in numerical form.

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<> 1i. Look this word up in the dictionary. Is your definition close to what it mean	ns?
<> 1j. In the passage, highlight one word that you are unfamiliar with, and comfollowing steps:	plete the
(1) Write the word you chose on the line below.	
(2) Choose a Definition Dissection (DD) technique from the DD box that you thin most help you unlock the meaning of the word you highlighted. (The DD box Vocabulary Packet located in the back of your entire CQLA book.)	
Note: If you are familiar with all of the words in the passage, use DD trick #6	this week.
(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line prov	ided.
(4) Complete the steps described in the DD box for the trick you chose.	
(5) With the information you gained from completing the DD trick, write what you word means or anything you can determine about the word.	u think the
(6) Look the word up in the dictionary to see if you were correct in your thinking	about the

word's meaning through your DD trick.

## Optional Penmanship Practice

Did not our heart burn within us, while he talked with us by the way, and while he opened to us the Scriptures?

Luke 24:32

Further Study: Read Matthew 5-7 and list each of the ten commandments that are referred to, along with the words of Christ as He further explained each one.

**Teacher Tip:** Try to encourage your Level A student to come up with creative openings for his reports. Have him read the body of his report and think of an opening that ties into the body and captures the reader's attention.

7) Write a shortened dictionary definition for your word on the lines provided.				
(9) Write a container using the word you studied on the lines provided				
(8) Write a sentence using the word you studied on the lines provided.				
<> 1k. In your notebook, copy this week's passage at the level directed by your teacher.				
<> 1I. (T) Review your copy with your teacher, and correct any errors.				
<> 1m. Optional: Make a minit-book containing this week's passage.				

**Teacher Tip:** Do not be concerned if your Level A student cannot remember all of the grammar terms yet. The most important thing is that he knows what to do in his essay with each type of word.

Character Focus: Some people say they can do things they have never done. It is easy for them to boast like this, but they cannot prove they can do something until they try.

## 2. Spelling/Structural Analysis: Numbers

Examples: two, twenty, one hundred

- **2a.** In the first paragraph of the passage, highlight the numbers and number words. The three general rules for properly writing and spelling numbers are as follows:
  - 1. When writing a number that requires two words or less to write in words, use words to express it:
    - a. ten
    - b. twenty
    - c. five hundred
  - 2. When writing a number that requires three words or more to write in words, use numbers to express it:
    - a. Write 125, not one hundred twenty-five.
    - b. Write 3,003, not three thousand and three.
  - 3. When writing numbers between twenty-one and ninety-nine that are spelled with two number words, put a hyphen (-) between the two words.
    - a. twenty-four
    - b. fifty-five
    - c. seventy-nine

**Teacher Tip:** The word *my* is also a personal pronoun in addition to being an interjection. Explain the two meanings for the word *my* to your student.

#### KWO Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):

- + can mean up, more, above, increase, better
- = can mean the result of, the same as, equal to, means, like, occurred
- # can mean number, pound, or numeral

Numbers can mean to (2), for (4), dates, and periods of time

Arrows can mean the result of, caused, said, showed, back, forward, front, to, like

- @ can mean at, to, from \$ can mean money, cost, expensive
- Λ can mean up, above, more

can mean more important, most important

- " " can mean spoken words or special words
- < > can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

- 4. Most number-words are sight words—they must be learned by sight because they often break phonics rules.
- > 2b. On the lines provided, copy the spelling words at the level directed by your teacher.

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1twenty-six	2thirteen
3 seven	4ninety
5 hundred	6eight
7. thirty-three	8sixty-nine
Extensions	
9 forty-eight	10eight thousand
Further Extension	
11 five hundred, sixty-three (as needed for check writing)	12forty million (not fourty)
Review Words	

- > 2c. Add this week's new words to page 94 of your Spelling Notebook.
- <> 2d. Every day this week, study these words and any others you have listed in your Review Words section.
- 2e. Optional: In your notebook, write six sentences using six of the spelling words.

Help Box for 2a.

You should have highlighted the following:

- 1. 132
- 2. three
- 3. four

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

#### **Pronouns**

#### <> 3. Complete the following steps:

(1) In the ED 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 pronouns.

**BASIC LEVEL**: Highlight six pronouns. **EXTENSION**: Highlight eight pronouns.

FURTHER EXTENSION: Highlight nine pronouns

Optional Penmanship Practice

I will . . . praise thy name . . . for thy truth: for thou hast magnified thy word above all thy name.

Psalm 138:2

god gave us the law. the law is god's way to tell us what we should and should not do. Many people try to make the law seem hard to follow, but god makes it simple. he said all the other laws is based on two crucial laws

the first one are the great commandment. It say to love god with all of your heart soul mind and strength. If we love god, we will follow His law. when you love someone, you want to make him happy. god is pleased when we do what He says

the other important law is to love you neighbor as yourself. god says everyone is our neighbor. When we love people, we will not do things to hurt them We will not steal from them or kill them. These are two laws that we will follow if we love our neighbor If we truly love our neighbor and truly love the Lord, we will keep the whole law

**Teacher Tip:** If your student asks for spelling help during dictation, consider doing one of the following three things:

- Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.\*
- 2. Remind him of the word family or a rhyming word that he already knows. ("Re-member, would is from the would, could, should family.")
- 3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which of his misspelled dictation words you will have him add to next week's Review Words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning as it is not a spelling he is familiar with or at his level. In that case, do not put it on his Review Words list for next week.)

\*Note: If your student misspelled a word in his dictation quiz that you think he should already know (either because he has had the word previously or it is at his spelling level), you may choose to add it to next week's Review Words section. Just be sure you do not add so many words from his spelling test, dictation guiz, and composition assignment that he is unable to learn them adequately. Also, if you must remove or omit some, keep words that have spelling commonalities so that your student can study these together (for instance, infectious and contagious).

# 4. **Optional Spelling Practice:** Choose the Correct Spelling

<> 4a. Or	ρτιοναι: Highlig	the correct	t spelling o	f each All	l word
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	1. twenty-six	twentee-six
	2. thirteen	thurteen
	3. sevan	seven
	4. ninety	ninetty
	5. hundrad	hundred
	6. eight	eaght
	7. thurty-three	thirty-three
	8. sixtty-nine	sixty-nine
> 4b.	OPTIONAL: Highlight the correct spelling	g of each <b>Extensions</b> word.
	9. forty-eight	foorty-eight
	10. eight thoosand	eight thousand
> 4c.	Ортіонаь: Highlight the correct spellin	g of each <b>Further Extension</b> word.
	11. five hundred, sixty-three	five hundrad, sixty-three
	12. forty-millium	forty-million
> 4d.	OPTIONAL: On the line provided, w	rite your two ( <b>Extensions</b> : Write four)
> 4d.	OPTIONAL: On the line provided, w most challenging spelling words.	rite your two ( <b>Extensions</b> : Write four)
> 4d.		

#### Alternative Writing for Blue 3-A: Week One

- Write one paragraph comparing the Bible and another religious book.
- Write one paragraph about the story of a modern translator.

Character Focus: Just because someone keeps most of the laws in the Old Testament, does not mean that he or she loves God. The Pharisees kept the law, but they did not love God, but if someone does love God, he will want to please Him and do what He said.

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

- 5. Follow these steps to write a Key Word Outline (KWO) for this week's passage:
  - (1) Read the first paragraph to yourself.
    - a. Determine the topic of the entire paragraph.
    - b. Write the topic of that paragraph on the Topic of Paragraph line.
  - (2) Read the first sentence of the first paragraph and think about what it means.
    - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
    - b. Write those **3–5 words** on the line provided for sentence one.
    - c. Repeat these steps for all of the sentences in the first paragraph.
  - (3) Repeat these steps for all of the paragraphs and sentences in the passage.
  - (4) **Optional**: Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

OPTIONAL: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA Teacher's Guide.

#### Paragraph One of Body

Topic of Paragraph 2

3	<b>,</b>			
Topic of Parag	raph 1	 	 	
Sentence 1 _		 	 	
_		 	 	
01				
Sentence 2 _		 	 	
_				
Sentence 3				
Octiterioe 5 _		 	 	
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Paragraph '	Two of Body			

Sentence 1	
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Sentence 2	
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Sentence 3	
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Sentence 4	
Paragraph	Three of Body
Tonic of Parac	graph 3
Topio or r drag	July 11 0
Sentence 1	
Sentence 2	
Sentence 3	
Paragraph	Four of Body
Topic of Parad	graph 4
Sentence 1	
Sentence 2	
0	
Sentence 3	
Sentence 4	
Jennence 4	
	(You may use up to seven words for sentence four.)
	( Tou may use up to seven words for sentence foul.)

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#### 6. Write On: Personification

<>6 a. In the passage, highlight the following phrases:

- (1) quake was about to start its groaning
- (2) tremor might be "visiting"
- (3) earth might soon do its dance

These phrases are unsual. They are unusual because groaning is not normally something a quake does; visiting is not usually something a tremor does; and dancing is generally not something the earth does. These phrases each contain a special writing technique known as personification.

Personification means that the writer is giving human qualities (or actions) to a non-human entity. It will be easy for you to remember what this means when you remember that the word personification has person in it--"person" qualities. It also has ification, like from the word "identification."

Basically, a non human is "identifying" with "person" qualities. Personfication--a non human entity taking on human characteristics.

For instance, the quake "groans"--something usually only people or animals do. Also, the tremor "visits"--something that is certainly only done by humans. And the earth "dances"---which it really doesn't do, of course.

Personfication is an extremely fun writing technique!!! You can give all kinds of non-animated (or non-human) things human personalitiy--such as

- 1. The tree waving goodbye with its branches.
- 2. The tornado singing through the neighborhood.
- 3. The ground spitting lava like a water fountain squirting water.
- <> 6b. On the lines provided, write three sets (Extensions: write four) of personification about earthquakes.

ALL				
1				
_ 2				

# **7. Grammar:** Dates, Numbers, and Places Within Text

- 7a. In the first paragraph of the passage, highlight the date.
- 1. Dates should always be written with these rules:
  - a. Abbreviations should not be used in formal writing.
  - b. Dates and years should generally be written in numerical form, or in numbers, not words.
    - 1) February 26, 2001
    - 2) January 9, 1890
- 2. Put a comma after a date found at the beginning of a sentence.
  - a. On August 26, 1832, Adam Clarke passed away.

b. In 2001, we went to Knoxville.

<> 7b. In the sentences provided, highlight the dates with one color and the punctuation around the dates with another color.

Note: A.D. and B.C. should be capitalized and followed by periods. B.C. is an abbreviation for a Latin word that tells us the time period was before Jesus. A.D. is an abbreviation for the Latin word that signifies the time was after the time of Christ.

Example: On July 3, 2004 the little boy turned six years old.

1. On February 23, 303 A.D., Rome released their full wrath on the Christians.

2. The Edict of Milan was signed in 313 A.D.

3. From 500 A.D. to 900 A.D., scholars copied Scripture.

4. The Rosetta Stone was found by the French Army in 1799.

5. In 1382, someone said that every other person on the road was a Lollard.

6. In the spring of 1382, people met to discredit John Wycliffe.

7. John Wycliffe died in 1384.

8. In 1415, the church leaders burned Wycliffe's body.

9. The printing press was invented in 1453.

10. In 1524, William Tyndale left England, never to return.

7c. Optional: In your notebook, write sentences containing dates.

**BASIC LEVEL**: Write six sentences. **EXTENSION**: Write eight sentences.

FURTHER EXTENSION: Write ten sentences.

Help Box for 7a.

You should have highlighted the following

date:

132 A.D.

# 8. Optional Spelling Practice: Six "S" Spelling Secret

- 8a. Optional: Take a spelling "pre-test" in your notebook.
- **8b. Optional**: Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- **8c.** Optional: If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided at the end of this weekly lesson. (Be sure to put one letter in each square to help you see how long each word is.)

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

- **9a.** Follow these steps for writing your rough draft report from your Key Word Outline:
  - (1) Re-read the entire passage to recall its content.
  - (2) Read your first line of notes and consider what you want your sentence to say.
  - (3) Practice saying your sentence aloud to get it just the way you want it.
  - (4) Write your first sentence in your notebook, or key your report on the computer.
  - (5) Be sure to double space your report to make inputting the Checklist Challenge revisions easier.
  - (6) Indent the beginning of each paragraph five spaces.
  - (7) Repeat these steps for each line of notes, writing on every other line.
    - Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA *Teacher's Guide*.

9b. Read your report aloud. Do you like the way it sounds?

# 10. **Vocabulary/Structural Analysis:** Wacky Words

Homophones: were, we're			
<> 10a. In the first paragraph highlight the word were.			
1. The word were is a Wacky Word!			
2. It is a homophone that has a Wacky Word partner.			
3. The word <b>were</b> is a BHL verb.			
4. It just shows that someone <b>is</b> or <b>was</b> .			
5. The word we're is the contraction for we are.			
6. When you come across a contraction in your reading (or you are about to write using one), say the words that comprise the contradiciton ( <i>we are</i> ) to see if they fit in the spot: The dogs we're/were running.			
<ul><li>i. Dogs we are (we're) running? No.</li><li>ii. Dogs were running? Yes.</li></ul>			
<> 10b. Fill in each blank provided with the correct Wacky Wordwere or we're.			
1 .We pleased with her response.			
2 going to her violin recital.			
<> 10c. On the lines provided, write three sentences using we're and were.			
2			
3			

## 11. Grammar: Interjection Sentence Openers

- <> 11a. In the first paragraph of the passage, highlight the word Yes.
- 11b. With a different color, highlight the comma following the word Yes.
- 1. The word yes can be used as an interjection.
- 2. An interjection is a word that is added to a sentence—or interjected.
- 3. When someone interjects something into a sentence, they just add it to what is already being said.
- 4. Interjections are easy to learn because there are not many of them.
- 5. You probably already know most of the interjections.

a. my b. well c. on d. wow e. yes f. no

6. It might help if you learn them in the following rhyme:

My, Well, Oh Wow, Yes, No!

#### Interjections

One-Word Sentence

It is okay to have a one-

word sentence if it is an

interjection or for special

emphasis, such as "You,

what?"

Interjections are interjected into a sentence! Interjections must have some kind of punctuation following them, such as:

Comma: **Yes**, I have been diligent.

Exclamation mark: **Wow!** He worked hard.

- 7. When writing with interjections at the beginning of sentences, you can write them one of two ways:
  - a. Follow the interjection with a comma since you hear a pause after the interjection.
    - 1) Well, it is up to us to be diligent.
    - 2) **Yes**, the Bible teaches us how to be diligent.
  - b. Follow the interjection with an exclamation mark (an excited mark!), and then use a capital letter for the next word, since you will be starting a new sentence.
    - 1) **Wow!** The Bible is so interesting.
    - 2) Yes! I am trying to be diligent.
- <> 11c. (T) Memorize the interjection rhyme, and recite it to your teacher.
- 11d. In your notebook, write sentences with interjections.

**BASIC LEVEL:** Write six sentences. **EXTENSION:** Write eight sentences.

FURTHER EXTENSION: Write eight sentences, with four of them containing information from

a character book.

# **12. Composition and Editing:** Edit and Revise Using the Checklist Challenge

- 12. Use the Checklist Challenge located after this week's lesson to edit your report.
  - (1) Complete each revision for each paragraph, as indicated.
  - (2) Insert revisions with pen or pencil into your rough draft paper.
  - (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
  - (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the CQLA *Teacher's Guide*.

## 13. Optional Spelling Practice: Write That Word!

<b>&gt;</b> 13a.	<b>Optional</b> : On the lines provided, write two spelling words that you have never used in writing.
1	2
> 13b.	Optional: Complete the following steps for one of the words you listed in 13a.
(1	) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.
(2	2) On the lines provided, write a sentence containing that word.

<> 13c. Optional: Write your two most challenging spelling words (Extensions: write four) on the lines provided.		
1	2	
3	4	

## 14. Spelling: Spelling Test

- <> 14a. (T) In your notebook, take a Spelling Test consisting of this week's words and any Review Words.
- <> 14b. (T) Have your teacher check your Spelling Test.
- <> 14c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

### 15. Dictation: Dictation Quiz

- <> 15a. (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- 15b. (T) Review your dictation with your teacher.
- <> 15c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

# **16. Composition:** Final Copy Informative Report From Given Material

- <> 16a. Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> 16b. Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?
- 16c. Optional: Make a minit-book containing your essay.

## **Optional:** Extra Practice

- 1E. In your notebook, write ten number words.
- 2E. In your notebook, write seven sentences with interjections.
- 3E. In your notebook, copy ten sentences about earthquakes from a science book or encyclopedia.
- 4E. In your notebook, write four Scriptures about earthquakes.
- 5E. Make a minit-book containing your Scripture from the Extra Practice assignments.
- 6E. Read a nonfiction book or part of a nonfiction book about earthquakes.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

## Checklist Challenge Blue 3-A: Week One

Character Focus: Orderliness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

ALL LEVELS

E's EXTENSIONS

B BASIC LEVEL only

FURTHER EXTENSION only

EXTENSION only



Read each paragraph to your teacher or an older sibling. Together, listen for sentences that sound unclear. Focus on **content errors** at this time.

All

Check every sentence in one paragraph to make sure that each sentence is a complete sentence -- **CAVES**:

- · Capital at beginning
- All make sense
- Verb
- End mark
- Subject

All All All All

Circle each **verb** in each paragraph with a light colored highlighter. This will make it easier to add adverbs (*ly* words) and to change your verbs as further directed. Be sure to circle all of the following verbs:

- Action verbs--show what the subject does
- Be, a Helper, Link verbs--is, are, was, were, etc.
- Infinitives--to + verb

Teacher Tip: Be sure your student circles the verbs in his writings, as this step is crucial later in the Checklist Challenge. However, do not let him get discouraged if he misses one. He does not need to labor over each word, fearful of missing a verb. The more he looks for the verbs, the better he will get at finding them--and the better he will get at the verb-related CC items.

All All All All

Change one of the "boring" verbs in each paragraph to a "strong" verb. You may select one from the list below or choose one of your own.

Instead of	<u>Use</u>	Instead of	<u>Use</u>
found	discovered	looking	appearing
coming	visiting	sit	recline
go	hasten to	asked	interrogated
said	announced	write	pen
look	examine	answered	responded
walk	saunter	lie	stretch out
list	enumerate	become	develop
look	scan	see	determine
help	assist		

All All All All

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	happily	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

All All All All All Add one **adjective** to each paragraph. You may select one from the list below or choose one of your own.

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

All All All From the **Banned Words List** below, select one word (or form of that word) in each paragraph and substitute a similar word.

very	big	really	many	such	good
like	walk	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast

All Add a sentence to the very end of your paragraph or report that **restates the title** in some way. This is called the **closing sentence and should conclude your report**. If you have already done this, highlight the check box(es) as directed by your teacher.

Using a thesaurus if needed, change one word in each paragraph to a **more advanced word**.

This may be any type of word---noun, verb, describers, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, etc. Don't just randomly select a word. Your new word choice should be intentional.

Instead of:	<u>Use:</u>	Instead of:	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

Add one **coordinating conjunction** (cc) with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the cc. If you have already done this, highlight it as directed by your teacher.

Example:

All

All

FE

• We all benefit from God's grace, for He does not show partiality.

Create a **title** for your report, and put it at the top of the your paper.

Consider the following ideas:

- · Something catchy: Signs and Signals
- · Something comical: Shake, Rattle, and Roll
- · Something bold: Quake!
- · A song title or line: "Oh, Lord, Send the Power Just Now"
- A Scripture: The Earth Shouts His Glory
- · Something biblical: The Earth Groans
- · Other: Chinese Earthquakes

Add **personification** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

#### Examples:

- The Venus' flytrap licked its lips with hunger.
- The leaf opened its mouth for another meal.
- Personification is giving human qualities, feeling, action, or characteristics to an inanimate (non-living) object (or giving characteristics to an object that does not have the ability to do that thing---leaves of the trees clapping their hands).

FE

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

#### Examples:

- Joined by and: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The crafty, ingenious spider nearly always catches its prey.
- Remember, double adjectives need and or a comma between them if they can be placed in reverse order and still sound correct.

E's

Combine two complete, related sentences with a semicolon. If you have already done this, highlight the check box(es) as directed by your teacher.

#### Examples:

- Some predators do not catch their prey by assailing them directly; these sneaky ones use far more subtle methods.
- They act via traps and snares; they put their victims in challenging positions.

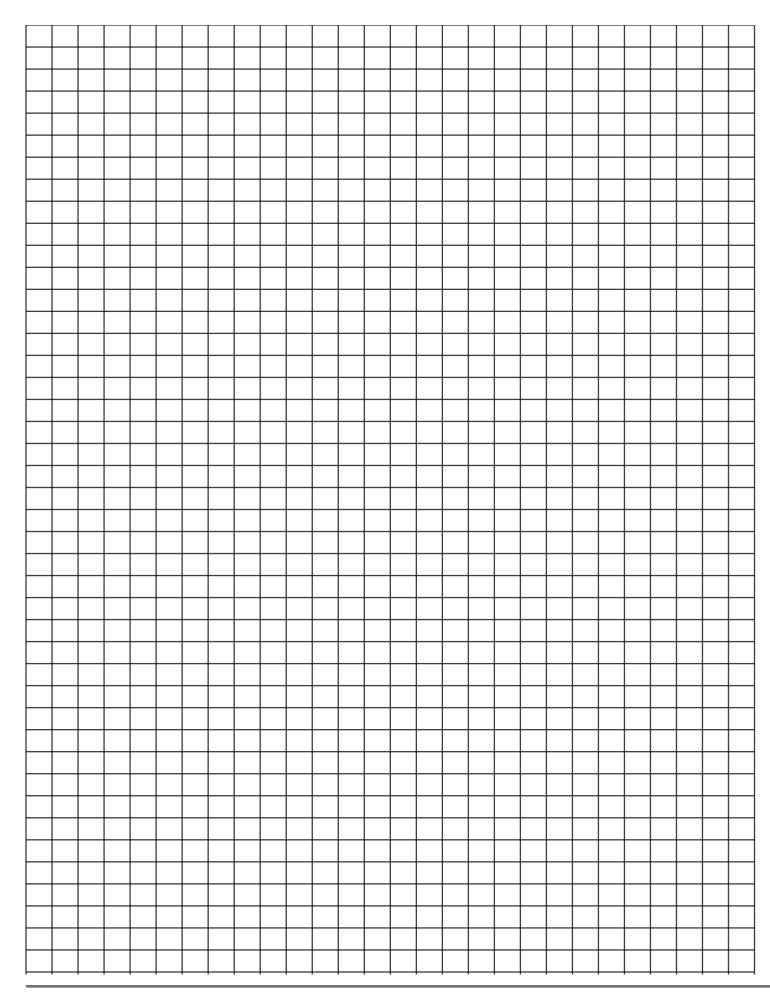


**Edit your sentences** with your teacher. Make sure you have done each of the following items to every sentence:

- 1. Did you put a capital letter at the beginning of the sentence?
- 2. Did you put an ending punctuation mark at the end of the sentence?
- 3. Does the sentence "sound" correct when you read it aloud?
- 4. Do you have proper nouns in your sentence that need to be capitalized?
- 5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

# Six "S" Spelling Secret Sheet

6. STOP or START	6. To Stop/Start:  1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.  2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.
5. SPOT	5. To Spot:  1. Uncover the word in the 1. SEE column.  2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)
4. SPELL	4. To Spell:  1. With the word you are practicing still separated from you, write that word on the correlating line in the 4.  SPELL column.  2. If you get stuck, try to picture the word once more in your mind, and try again to write it.
3. SEPARATE	To Separate: Fold the 1. SEE column over or cover the word you are working on with a sticky note— separate yourself from the word. Try to picture the word in your mind. Close your eyes to picture the word, if needed.
2. SAY	2. To Say:  1. Say the word you wrote in column one aloud. 2. Try to spell the word aloud without looking in the 1. SEE column. 3. If you get stuck, look 2. at the word in the 1. SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.
1. SEE	<ol> <li>To See:</li> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>



# Blue 3-A: Week Two

Character Focus: Orderliness

Vocabulary Box				
Words that describe God's Word (adjective)				
holy	inspired	reliable		
genuine	complete	constant		
truthful	acute	righteous		
perfect	life-giving	convicting		
accurate	unerring	authentic		
resolute	thought-provoking	sharper		
miraculous	unchangeable	God-breathed		
affirmative	infallible	bona fide		
impeccable	incontestable	incontrovertible		
authoritative	irrefutable			

Vocabulary Box		
Words that destidy adept optimal systematic adroit	neat precise effective methodical dexterous	organized habitual disciplined efficient impeccable
inexorable expeditious punctilious	arduous complaisant	assiduous autonomous

# 1. **Copying and Comprehension:** Passage and Vocabulary

This Week's Passage

AL

When William Tyndale's Bibles were shipped to England, the Bishop of London tried to destroy them. The Bishop persuaded King Henry VIII to publicly declare that the Holy Books were not allowed in the country. This edict did not matter to the people who needed them, so Tyndale kept the Bibles coming.

**E**XTENS

Then the Bishop of London started burning all the Bibles he could locate. He confiscated all of them and torched them. The books continued being printed, and the people still purchased them. The Bishop couldn't stop God's Word!

FURTHER

The Bishop could not get rid of enough Bibles the way he was doing it, so he started having people purchase the Bibles for him. They bought them from William Tyndale's friends. Tyndale's friends gave the money back to the Bible replicating business. And more Scriptures were reproduced. The Bishop was giving Tyndale all the money he needed to print and ship God's Word!

<> 1a. Read this week's passage aloud.

The events in this passage took place in England in the early 1500s. William Tyndale is a Christian hero who printed and distributed God's Word during a time that people were hungry for God's Word but did not have it available to them.

Many church leaders (and kings who were appointed by church leaders) did not want people to read the Bible for themselves. They wanted people to just listen to them teach the parts of the Bible that they wanted people to hear.

<> 1b. In the second paragraph of the passage, highlight the word <i>confiscated</i> .				
<b>1c.</b> Look up this word in the dictionary, and write its definition in your own words on the lines provided.				
Definition of confiscated				
<> 1d. On the lines provided, use this word in a sentence.				
<> 1e. Look this word up in the dictionary. Is your definition close to what it means?				
<> 1f. In the passage, highlight one word that you are unfamiliar with, and complete the following steps:				
(1) Write the word you chose on the line below.				
(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted. (The DD box is in the Vocabulary Packet located in the back of your entire CQLA book.)				
Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.				
(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.				
(4) Complete the steps described in the DD box for the trick you chose.				
(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.				

**Teacher Tip:** The following groups are examples of unusual letter combinations that make the short *o* sound:

allaltalkmallhalttalktallmaltwalkhallsaltbalk

## Optional Penmanship Practice

But whoso looketh into the perfect law of liberty, and continueth therein, he being not a forgetful hearer, but of doer of the work, this man shall be blessed in his deed.

James 1:25

## Optional Penmanship Practice

Thou shalt love thy neighbor as thyself.

Matthew 22:39

Further Study: Study Emperor Constantine making Christianity the state religion. In what ways did this help Christianity, and in what ways did it hurt it?

(6) Look the word up in	n the dictionary to see	e if you were	correct in y	our thinking	about the
word's meaning thr	ough your DD trick.				


(7) Write a shortened dictionary definition for your word on the lines provided.

(8)	Write	а	sentence	using	the	word	you	studied	on	the	lines	provided	J.
-----	-------	---	----------	-------	-----	------	-----	---------	----	-----	-------	----------	----

- <> 1g. In your notebook, copy this week's passage at the level directed by your teacher.
- <> 1h. (T) Review your copy with your teacher, and correct any errors.
- 1i. Optional: Make a minit-book containing this week's passage.

# 2. **Spelling/Structural Analysis:** Letter *a* Says Short *o* Sound

- > 2a. In the second paragraph of the passage, highlight the word all one time.
- 1. This word has the letter a sounding somewhat like a short o.
- 2. There are various times when an a says o (like the o sound in not) as in the following:
  - a. When followed by an I or double I:
    - 1) almost
- 2) always
- 3) all
- 4) call
- b. When it ends a one-syllable word:
  - 1) ha
- 2) fa la la la la
- c. When the word it is in begins with a w:
  - 1) water
- 2) watch
- 3) what
- d. When it is part of the alk family:

1) talk	•		Further Study: Write out
_	of the aw family:		each phrase of the
1) dawn	2) pawn		hymn "The Bible
f. When it is part	of an <i>al_</i> family:		Stands," and see if you
1) salt	2) calm		can find Scripture
3) colbalt			passages that may have
g. Au familes (tai	ught with <i>au</i> and <i>augl</i>	h families).	been in the author's
_	2) naughty	,	mind as he wrote this
,	, 0,		song.
<> 2b. On the lines p	rovided, copy the spelling	ng words at the level directed by your teacher.	
			Further Study Protond
ALL			Further Study: Pretend
			that you are a scribe
1	· · · · · · · · · · · · · · · · · · ·	2awful	copying the Bible. Write
exalt		awful	out Matthew 5:18 in
			your best penmanship.
		4 malt	
yawn		mait	
5.		6	
salty		chalk	Further Study: Relate
•			sowing and reaping to the
7.		8	
smallest		naughty	names of the seasons and
٥		10	months that are typically included in each one.
author		although	
adiloi		annough	
EXTENSIONSah sou	nd unemphasized		
11		12.	
11 annu <b>al</b>		can <b>al</b>	<del></del>
<b></b>			
13		14	
loy <b>al</b>		her <b>al</b> d	
FURTHER EXTENSION	IMore ah sound unemp	hasized	
15		16 gener <b>a</b> l	
usu <b>al</b>		gener <b>a</b> l	
Daviou Marda			
Review Words			

1) talk

2) walk

- 2c. Add this week's new words to page 45 and 96 of your Spelling Notebook.
- <> 2d. Every day this week, study these words and any others you have listed in your Review Words section.
- 2e. Optional: In your notebook, write six sentences using six of the spelling words.

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

#### **Proper Noun**

- <> 3. Complete the following teps:
  - (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 paragraphs, highlight the proper nouns and capitalize them, if needed.

many people has tried to say that the Bible is not true. They say that people have changed it over the years The bible is one of the oldest books in the world. It has been translated into hundreds of languages. thousands of people have help to translate it. Doubters say that some must have changed it, but god said that not one part of His Word would ever pass away

there are some very old copies of the bible. one old copy is call the Dead Sea Scrolls. The dead sea scrolls were found in the Dead sea Valley. They have parts of all the books of the Old Testament except Esther. Many other old documents have proven that the Bible has not changed in thousands of years

some people have tried to say that things in the Bible are not true. for a long time, the only old book that talked about the Hittites or the Assyrians was the bible. People would say the writers made them up Since then people have found other writings that talk about the power of these two peoples. scientists have also found some of their cities. the cities are just like the Bible said they were. The Bible is right, no matter what people say

# 4. **Optional Spelling Practice:** Choose the Correct Spelling

<> 4a. Optional: Highlight the corr	ect spelling of each All word.	
1. exalt	exult	
2. awfull	awful	
3. yawn	yahn	
4. malt	mahlt	
5. sahlty	salty	
6. chalk	cholk	
7. smallast	smallest	
8. nawghty	naughty	
9. author	awthor	
10. all through	although	
<> 4b. OPTIONAL: Highlight the corr	rect spelling of each <b>Extensions</b> word.	
1. annual	annuel	
2. canel	canal	
3. loyal	loyul	
4. herald	heruld	
<> 4c. Optional: Highlight the corr word.	ect spelling of each Further Extension	
1. usuol	usual	
2. general	generel	Fundle an Ohashar Think of a
<> 4d. OPTIONAL: On the line provide most challenging spelling we	ded, write your two ( <b>Extensions</b> : Write four) ords.	Further Study: Think of a time that you thought you could get away with doing something wrong. Talk about why you could not
1	2	get away with it and what you learned from getting
3	4	caught.

## Optional Penmanship Practice

On these two commandments hang all the law and the prophets.

Matthew 22:40

#### Alternative Writing for Blue 3-A: Week Two

- Write two paragraphs about how Henry VIII finally allowed Bibles in England.
- Write three paragraphs about how you got your Bible.
- Write two paragraphs about how the Pharisees changed the law that God had given.

#### Topic of Paragraph Line

The "Topic of Paragraph Line" that is above each paragraph's outlining lines is provided as a comprehension *and* a composition exercise.

- (1) As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.
- (2) As a composition exercise, its merits are endless. It is one of the first keys that CQLA uses to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years become unusually adept at knowing when a paragraph should end and a new one started. It narrows the student's thinking to see that everything I write in this paragraph has to be about that topic.

Do not let your students skip this vital step! The "Topic of Paragraph Line" is different than many other outlining tools (like the KWO) that require a student to use no more than a certain number of words, write in phrases or sentences only, etc. On this line, a student may use as many words as he desires and may write phrases or complete sentences. Encourage your students to use this line to help them grow in their writing.

## Optional Penmanship Practice

The Bible stands tho' the hills may tumble, I will firmly stand when the earth shall crumble; I will plant my feet on Its firm foundation, for the Bible stands.

Further Study: Make a poster or chart showing things that entrap (such as Venus' flytrap, quicksand, spiderwebs, Super Glue, cages, etc.) and write sentences that explain how those who cast aside God's laws become caught in the trap of sin.

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

- **5a.** Follow these steps to write a Key Word Outline (KWO) for this week's passage:
  - (1) Read the first paragraph to yourself.
    - a. Determine the topic of the entire paragraph.
    - b. Write the topic of that paragraph on the Topic of Paragraph line.
  - (2) Read the first sentence of the first paragraph and think about what it means.
    - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
    - b. Write those **3–5 words** on the line provided for sentence one.
    - c. Repeat these steps for all of the sentences in the first paragraph.
  - (3) Repeat these steps for all of the paragraphs and sentences in the passage.
  - (4) **Optional**: Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

OPTIONAL: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA Teacher's Guide.

**Extensions--Paragraph One of Body** Topic of Paragraph 1 for True Success. Sentence 1 Character Focus: There are many Old Testament laws that Christians do not follow, like giving Sentence 2 \_\_\_\_\_ animal sacrifices, but we can still learn from them. Sentence 3 \_\_\_\_\_\_ KWO Tips Keep these things in mind as you make your outline: 1. Use only 3-5 words. 2. Use words that will be Paragraph Two of Body best for your essay; Topic of Paragraph 2 these may be verbs, adverbs, adjectives, Sentence 1 names, etc. 3. You may use symbols or numbers without including them in your 4–6 words (Example: +, =, #, 2). Sentence 2 Sentence 3 Further Study: Study

character quality of faithfulness in a character book, such as the Coriell's character books. Character Sketches, or The Power

Further Study: Study the

more about telling time, being sure you know the "minutes before" and the "minutes after." How does telling time relate to orderliness?

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Sentence 4

Paragraph Th	•
Topic of Paragrap	oh 3
Sentence 1	
Sentence 2	
Sentence 3	
6. Write	On: Avoiding Redundancy
<> 6a. In the pa	assage, highlight the following sets of words, using a different color of ter for each set:
Set One:	
1. Bibles	(one time)
2. Holy E	Books
3. them (	in phrase confiscated all of them)
4. The bo	ooks
5. them (	in phrase purchased them)
6. God's	
<ol><li>Script</li></ol>	ures

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8. God's Word

#### Set Two:

- 1. burning
- 2. torched

#### Set Three:

- 1. purchased
- 2. bought

#### Set Four:

- 1. printed
- 2. replicating
- 3. reproduced
- 4. print

Each of the sets of words that you highlighted in 6a. represents a certain word or thought. Each word in each set is a synonym (or substitute) for another word. A synonym is a word that means the same or almost the same as another word.

The reason the passage has synonyms (or substitutes) used for some of the words is to avoid redundancy. **Redundancy is repeating**. It is a term that means that a writer (or speaker) **uses the same word or phrase over and over again.** 

Redundancy is boring! For instance, in the passage, if the writer never used the words *Holy Books, them, God's Word, Scriptures*, etc., the paragraphs would say the word *Bible* over and over again (more than a dozen times in all!). This would be redundant--and it would be boring.

In the second set of words, you highlighted *burning* and *torched*. The author chose to use the word *torched* instead of *burned* the second time the word *burned* would have been used. This gives more variety to the passage--and keeps the reader from becoming bored with the same vocabulary over and over again.

The third set of words is similar to the second. Rather than use the word *bought* both times, the author used the word *purchased*.

Finally, the fourth set of words you highlighted needed a lot of variety (like the first set of words replacing the word *Bible*). If the writer had not used synonyms for *print*, the passage would have said the following:

- 1. The books continued being printed...
- 2. Tyndale's friends gave the money back to the Bible printing business.
- 3. And more Scriptures were printed.
- The Bishop was giving Tyndale all the money he needed to print and ship God's Word.

Replicating and reproducing are two interesting synonyms for *print*. First of all, they are both words that are considered to be higher in vocabulary usage. Thus, the author sounds more authoritative and educated. Secondly, they are strong substitutes for *printed*, giving the passage variety and interest.

You probably already learned a lot about synonyms and substituting words through CQLA. You are asked to do this type of activity in the Checklist Challenge--when you choose a stronger verb, when you choose a different word using a thesaurus, when you take out a word you have used more than once and replace it with something else, when you use a vocabulary word in your report or essay, and when you use a word you have never used in writing before. CQLA gives you a lot of practice in using synonyms and substititions!

Variety in vocabulary adds interest to your writing--and helps you avoid redundance. Do not skip these vital aspects of the Checklist Challenge as they will make you a stronger writer--and will help your readers enjoy your writing much more.

<> 6b. For the sentences provided, choose a different word than the one that is highlighted that could be substituted in that sentence and still make sense. Be sure you change any other words that need changed to help the added word make sense.

#### Example:

The Bishop <u>talked</u> King Henry VIII into <u>declaring</u> that the Bibles were not allowed in the country.

The Bishop <u>persuaded</u> King Henry VIII <u>to declare</u> that the Bible were not allowed in the country.

- 1. The Bishop of London tried to destroy them.
- 2. William Tyndale's Bibles were shipped to England.
- 3. The Bishop persuaded King Henry VIII to publicly say that the Bibles were not allowed in the country.
- 4. Tyndale kept the Bibles coming.
- 5. The Bishop of London started burning all the Bibles he could find.
- 6. The Bishop couldn't stop God's Word.
- 7. He had the people buy the books for him.
- 8. They bought the books from William Tyndale's friends.

- 9. Tyndale's friends gave the money back to the Bible printing business.
- 10. The Bishop was giving Tyndale all the money he needed to print and ship God's Word.

## 7. Grammar: Capitalization Rules

7a. In the first two paragraphs of the passage, highlight the words that are capitalized.

Learn the following five capitalization rules:

- Rule #1: Always capitalize the **first word in a sentence**—regardless of what the word is. For example: **Digging** into God's Word is very helpful.
- Rule #2: Always capitalize the word I. Capitalize any form of the word I, as in I'm and I'II.

For example: If I focus on myself, I'll become proud.

Rule #3: Always capitalize proper nouns—remember, proper nouns are **specific names of people**, **places**, **or things**.

For example: **God** called **David** a man who was after His own heart.

- Rule #4: Always capitalize references to God.
  - a. Normally, you do not capitalize pronouns like *he* and *his*, but when you are talking about God, always capitalize them.
  - b. Capitalizing these pronouns shows respect and reverence for God. For example: **God** also wants us to trust **Him.**
- Rule #5: Always capitalize the **beginning of quotations**.

For example: He said, "Go to the priest."

**7b.** In the paragraph provided, highlight any words that should be capitalize. **OPTIONAL:** In your notebook, rewrite the paragraph provided, correcting all capitalization errors. Highlight the words that you capitalized.

william tyndale was later caught. he was sentenced to die at the stake. the bishop of london thought he had won. tyndale was burned at the stake. his last words were, "lord, open the eyes of the king of england." only a few years later, god did just that.

- <> 7c. In the sentences provided, highlight the words that should be capitalized.
  - 1. On february 23, 303 A.D., rome released their full wrath on the Christians.
  - 2. from 500 A.D. to 900 A.D. scholars copied scripture.
  - 3. the Rosetta Stone was found by the french army in 1799.

#### Capitalization

## Always capitalize the following:

- 1. The first word in a sentence
- 2. The word I
- 3. Proper nouns
- 4. References to God
- 5. The beginning of quotations

- 4. in 1382, someone said that every other person on the road was a lollard.
- 5. in the spring of 1382, people met to discredit john wycliffe.
- 6. john wdied in 1384.
- 7. in 1415, the church leaders burned wycliffe's body.
- 8. the printing press was invented in 1453.
- 9. In 1524, william tyndale left england, never to return.
- 10. before 132 a.d., people noticed that there were warnings in nature that an earthquake might occur.
- 11. the chinese are thought to have been the first to experience these phenomena.
- 12. these signs were displayed by livestock, wells, and even the ground.
- people in china could predict earthquakes by watching what their farm animals did.
- 14. their livestock would often run around and stumble when a quake was about to start its groaning.
- 15. Goats and sheep are especially sensitive to the earth's rumblings.
- they can actually sense an earthquake three or four minutes before its onset.
- <> 7d. Further Extension: On the lines provided, Write five sentences using any of the proper nouns listed below.
- 1. William Tyndale 2. Earth, Saturn, Jupiter
- 3. Chinese 4. King Henry VIII
- 5. Bishop of London 6. England
- 7. Bibles 8. God's Word

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1			
1.			
5			

<> 7e. Optional: In your notebook, write sentences containing capitalized words.

**BASIC LEVEL:** Write six sentences. **EXTENSION:** Write eight sentences.

**FURTHER EXTENSION**: Write eight sentences containing information from a character book.

Help Box for 7a		
'		
You snould have nig	ghlighted the following:	
1. When	2. William Tyndale's	3. Bibles
4. England	5. Bishop of London	6. The
7. Bishop	8. King Henry VIII	9. Holy Books
10. This	11. Tyndale	12. Bibles
13. Then	14. Bishop of London	15. Bibles
16. He	17. The	18. The
19. Bishop	20. God's Word	

# 8. Optional Spelling Practice: Six "S" Spelling Secret

- 8a. Optional: Take a spelling "pre-test" in your notebook.
- **8b. Optional**: Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- **8c.** Optional: If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided at the end of this weekly lesson. (Be sure to put one letter in each square to help you see how long each word is.)

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

- > 9a. Follow these steps for writing your rough draft report from your Key Word Outline:
  - (1) Re-read the entire passage to recall its content.
  - (2) Read your first line of notes and consider what you want your sentence to say.
  - (3) Practice saying your sentence aloud to get it just the way you want it.
  - (4) Write your first sentence in your notebook, or key your report on the computer.
  - (5) Be sure to double space your report to make inputting the Checklist Challenge revisions easier.
  - (6) Indent the beginning of each paragraph five spaces.
  - (7) Repeat these steps for each line of notes, writing on every other line.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA *Teacher's Guide*.

**9b.** Read your report aloud. Do you like the way it sounds?

# 10. **Vocabulary/Structural Analysis:** Wacky Words

Homo	phones:	to.	too.	two
	P::0::00:	. •,	,	

<> 10a. In the first paragraph of the passage highlight the word to.
1. The word to is a Wacky Word!
2. It is a homophone that has two Wacky Word partners.
3. The word <i>too</i> means also.
4. The word <i>two</i> is the number.
5. The word <i>to</i> is the word you use in all other situations, like walking <i>to</i> some where or going <i>to</i> work.
<> 10b. Fill in each blank provided with the correct Wacky Word to, too, or two.
1. We will all go the church service.
2. You may each choose pieces of candy.
3. He would like to play
<> 10c. On the lines provided, write three sentences using the Wacky Words to, too, and two.
1
2
3.

# **11. Composition and Editing:** Edit and Revise Using the Checklist Challenge

- <> 11. Use the Checklist Challenge that follows this week's lesson to edit your essay.
  - (1) Check off each item as it is completed.
  - (2) Complete each revision for each paragraph, as indicated.
  - (3) Insert revisions into your rough draft paragraphs that are in your notebook.
  - (4) Highlight each revision in your rough draft as suggested in the *Teacher's Guide* or as directed by your teacher.

## 12. Optional Spelling Practice: Write That Word!

12. Optional opolinig i i	delies ind mac mora.
<> 12a. Optional: On the lines provided, vulnerable used in writing.	write two spelling words that you have never
1	2
<> 12b. Optional: Complete the following	steps for one of the words you listed in 12a.
(1) Look up the word's meaning in th rectly in a sentence.	ne dictionary if you are not able to use it cor-
(2) On the lines provided, write a ser	ntence containing that word.
<> 12c. Optional: Write your two most chefour) on the lines provided.	nallenging spelling words (Extensions: write
1	2
3	4

## 13. Spelling: Spelling Test

- <> 13a. (T) In your notebook, take a Spelling Test consisting of this week's words and any Review Words.
- 13b. (T) Have your teacher check your Spelling Test.
- <> 13c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

#### 14. Dictation: Dictation Quiz

- <> 14a. (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> 14b. (T) Review your dictation with your teacher.
- <> 14c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

# **15. Composition:** Final Copy Informative Report From Given Material

- <> 15a. Write the final copy of your report in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> 15b. Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?
- 15c. Optional: Make a minit-book containing your essay.

### **Optional:** Extra Practice

- 1E. In your notebook, write ten a says short o words.
- 2E. In your notebook, write seven sentences with capitalized words.
- 3E. In your notebook, copy ten sentences about William Tyndale from a character

book.

- 4E. In your notebook, write four Scriptures about the Bible.
- 5E. Make a minit-book containing your Scriptures from the Extra Practice assignments.
- 6E. Read a nonfiction book or part of a nonfiction book about William Tyndale.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

## Checklist Challenge Blue 3-A: Week Two

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

ALL LEVELS

E's EXTENSIONS

B BASIC LEVEL only

FE FURTHER EXTENSION only

E EXTENSION only

All All All

Read each paragraph to your teacher or an older sibling. Together, listen for sentences that sound unclear. Focus on **content errors** at this time.

AII AII AII

Circle each **verb** in each paragraph with a light colored highlighter. This will make it easier to add adverbs (*ly* words) and to change your verbs as further directed. Be sure to circle all of the following verbs:

- Action verbs--show what the subject does
- Be, a Helper, Link verbs--is, are, was, were, etc.
- Infinitives--to + verb

Teacher Tip: Be sure your student circles the verbs in his writings, as this step is crucial later in the Checklist Challenge. However, do not let him get discouraged if he misses one. He does not need to labor over each word, fearful of missing a verb. The more he looks for the verbs, the better he will get at finding them--and the better he will get at the verb-related CC items.

All All All

Change one of the "boring" verbs in each paragraph to a "strong" verb. You may select one from the list below or choose one of your own.

Instead of	<u>Use</u>	Instead of	<u>Use</u>
found	discovered	looking	appearing
coming	visiting	sit	recline
go	hasten to	asked	interrogated
said	announced	write	pen
look	examine	answered	responded
walk	saunter	lie	stretch out
list	enumerate	become	develop
look	scan	see	determine
help	assist		

All | All | All

Add an **adverb** (ly word or other) to each paragraph. You may select one from the list below or choose one of your own.

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	happily	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

Ali | Ali | Ali |

Add one adjective to each paragraph. You may select one from the list below or choose

one of your own.

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

All All All

From the **Banned Words List** below, select one word (or form of that word) in each paragraph and substitute a similar word.

very	big	really	many	such	good
like	walk	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast

All

Create a **title** for your report, and put it at the top of the your paper.

Consider the following ideas:

- Something catchy: The Bishop and the Bibles
- Something comical: Destroying or Distributing?
- Something bold: Burning Bibles!
- A song title or line: The B-I-B-L-E
- A Scripture: My Word Shall Not Return Void
- · Something biblical: Standing Strong
- Something about character: Faithfulness of God's Word
- · Other: The Bible Burning Bishop

All

Add a sentence to the beginning of your report that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

#### Tips:

- Write a sentence that describes your report without telling the reader exactly what it is about.
- Do not say: In this report you will learn about . . .
- Be sure this thesis statement is truly representative of the content of your *entire* report.
- Your thesis statement is your commitment to write about that topic. It should cleverly introduce your report's subject.

#### Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

The passage already contains a thesis statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All

Add a sentence to the very end of your paragraph or report that **restates the title** in some way. This is called the **closing sentence and should conclude your report**. If you have already done this, highlight the check box(es) as directed by your teacher.

The passage already contains a closing statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight it as directed by your teacher.

#### Examples:

- · He showed extraordinary faith.
- Truly, God was there!



Add **three SSS5's** in a row to one paragraph for emphasis. If you have already done this, highlight them as directed by your teacher.

#### Examples:

- They wept. They rejoiced. They united.
- It was true. They had won. They had finally won!

All All All All

Using a thesaurus if needed, change one word in each paragraph to a **more advanced word**. This may be any type of word---noun, verb, describers, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, etc. Don't just randomly select a word. Your new word choice should be intentional.

Instead of:	<u>Use:</u>	Instead of:	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

All All All

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. (Do not change insignificant words such as *was, it, and*, etc.)

#### Examples:

- If joyful is redundant, substitute elated the next time.
- If drove is redundant, substitute careened the next time.
- If answered is redundant. substitute retorted the next time

E's

Add one or more interjections to the beginning of one of your sentences, or add a new sentence with an interjection to your essay. If you have already done this, highlight it as directed by your teacher.

- You may follow it with a comma: "Yes, the Bible is the Book for me!"
- You may follow it with an exclamation mark, then start a new sentence with a capital: "Yes! The Bible is the Book for me."

FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.



Add different sentence openers (also known as **introductory material or nonessential information**). If you have already done these, highlight them as directed by your teacher. You may choose only one from the list below. (Upper Level B and all Level C students should choose various ones -- preferably without much repeating.)

#### Examples:

- A subordinate clause opener: **Because sheep can teach us a lot**, we can study their habits.
- A prepositional phrase opener: In learning about sheep, we can see their habits.
- An *ing* opener: **Learning about sheep**, we can see Biblical principles.
- An ed opener: Created for good works, we should seek to please God.
- A short PP that requires a comma: From the start, He thought of us.
- An *ly* word (adverb): **Creatively**, God designed man.
- An /y phrase or clause followed by a comma: Creatively designing all things, God made man.
- A conjunctive adverb: Thus, we should be grateful.

- An interjection: Yes, we should be grateful.
- Other nonessential material of your choice: **Other than this,** we did not know what happened.

FE

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight it as directed by your teacher. (Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct.)

Examples:

- Joined by and: The loving and gentle Savior cares for us.
- Joined by a comma: The loving, gentle Savior cares for us.

FE

Start one or more of your sentences with an **adverb** (ly word) (or more than one, according to your level). Place a comma where you hear a pause. If you have already done this, highlight it as directed by your teacher.

The comma may be directly after the adverb or shortly after it, depending on where you "hear" it:

- Adverb opener: Clearly, Jesus cares for us.
- Adverbial clause or phrase opener: **Clearly** caring for us, Jesus is our Savior.

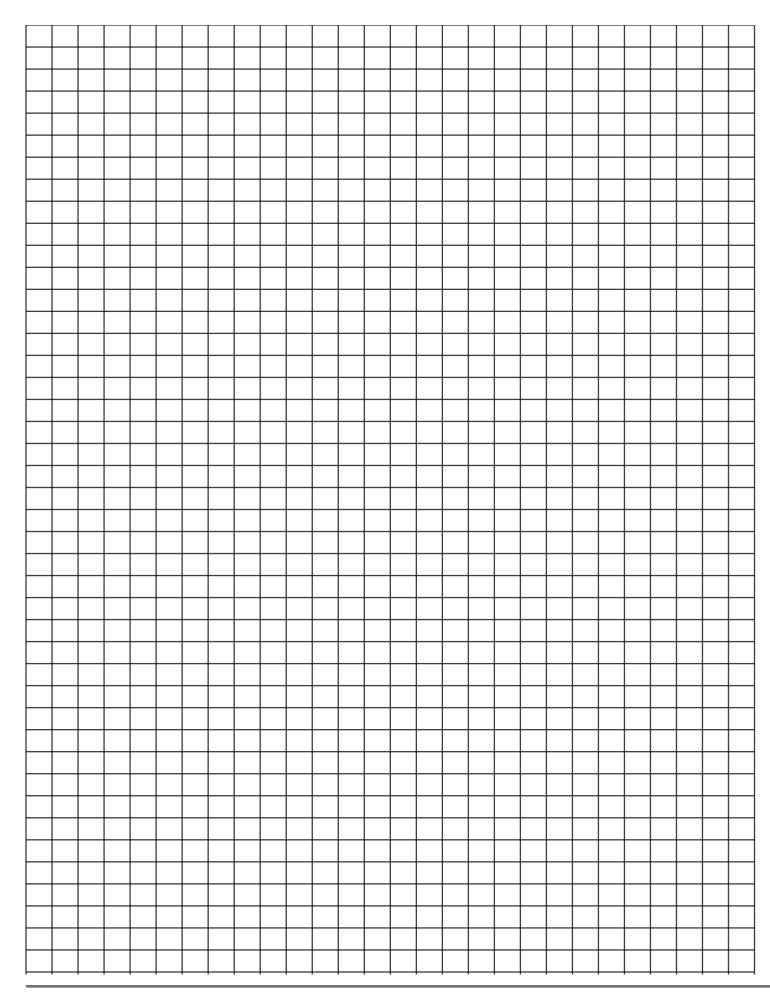
AII AII AII

**Edit your sentences** with your teacher. Make sure you have done each of the following items to every sentence:

- 1. Did you put a capital letter at the beginning of the sentence?
- 2. Did you put an ending punctuation mark at the end of the sentence?
- 3. Does the sentence "sound" correct when you read it aloud?
- 4. Do you have proper nouns in your sentence that need to be capitalized?
- 5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

# Six "S" Spelling Secret Sheet

6. STOP or START	6. To Stop/Start:  1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.  2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.
5. SPOT	5. To Spot:  1. Uncover the word in the 1. SEE column.  2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)
4. SPELL	4. To Spell:  1. With the word you are practicing still separated from you, write that word on the correlating line in the 4.  SPELL column.  2. If you get stuck, try to picture the word once more in your mind, and try again to write it.
3. SEPARATE	To Separate: Fold the 1. SEE column over or cover the word you are working on with a sticky note- separate yourself from the word. Try to picture the word in your mind. Close your eyes to picture the word, if needed.
2. SAY	2. To Say:  1. Say the word you  2. Try to spell the word aloud without looking in the 1. SEE column.  3. If you get stuck, look 2. at the word in the 1. SEE column.  4. Note: If spelling a word aloud confuses you further, skip this step.
1. SEE	1. To See:  1. Copy the word you need to practice on the first empty line of this column.  2. Look at this first word carefully.  3. Pay attention to the parts of the word that follow spelling rules you already know.  4. Look closely at the shape of the word.  5. See if there are parts of the word you know easily.



Character Focus: Orderliness

#### Vocabulary Box

Words that describe God's Word (adjective)

holy inspired reliable genuine complete constant truthful acute righteous life-giving convicting perfect unerring authentic accurate thought-provoking resolute sharper unchangeable God-breathed miraculous affirmative infallible bona fide impeccable incontestable incontrovertible authoritative irrefutable

#### Vocabulary Box

Words that describe an orderly person (adjective) tidy neat organized adept precise habitual optimal effective disciplined systematic methodical efficient adroit dexterous impeccable inexorable assiduous arduous expeditious complaisant autonomous

punctilious

# 1. **Copying and Comprehension:** Passage and Vocabulary

#### This Week's Passage

ALL

Jesus did not teach people how to read and write. He instructed them about something much more significant than that. He introduced them to the most important concept in the world—to know God fully. He enlightened the people about God's love. He helped them to understand the dreadful sin that is deep within their hearts.

EXTENS

Because Christ came to die for our sin, we can be God's children. Jesus told everyone that punishment will come to all who do not listen to God. He also told them about the new world God is going to create, without any sin in it at all.

FURTHER

Oh, how the people loved to listen to Jesus! They followed Him wherever He went. Sometimes thousands of people sat on a hill while He explained truths to them. They had heard these precepts before, but they never understood them. His entire life fulfilled the prophecies that the people had been taught for generations.

## Optional Penmanship Practice

But when the fullness of the time was come, God sent forth his Son, made of a woman, made under the law.

Galatians 4:4

- <> 1a. Read this week's passage aloud.
- <> 1b. From the shaded Vocabulary Box, copy two of the words that described God's Word, and write them on the lines provided.

2.

1. \_\_\_\_\_

<> 1c. On the lines provided, write a sentence using one of the words you listed.

<b>1d.</b> In the last paragraph of the passage, highlight the following words: 1. entire 2. prophecies	Character Focus: A "jot" and a "tittle" are small marks on Hebrew letters like a dot on the "i" or a cross on a "t" on English letters.
2. prophecies      Net Look up these words in a dictionary, and write their definitions in your own words on the lines provided.  Definition of entire	Further Study: Read Romans 7. Why does Paul say that he cannot over- come sin by himself? How can sin be conquered?
Definition of <i>prophecies</i>	Further Study: Buy and plant a Venus' flytrap. As you watch it grow and live, draw an analogy between your observations and those who cast aside God's laws.
<> 1f. On the lines provided, write two sentences using the two words you defined.	
1	<b>Teacher Tip:</b> The combinations <i>gh</i> and <i>ph</i> are sometimes silent (e.g., <i>augh</i> t) and sometimes say the consonant ff sound (e.g., <i>cough</i> , <i>phone</i> ).
2	
<> 1g. In the passage, highlight one word that you are unfamiliar with, and complete the	Further Study: Read through the Psalms and discover what they say about the permanence of God's Word.
following steps:	
(1) Write the word you chose on the line below.	Further Study: Positive words are faith-building words. Try to use these positive words in an essay
(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted. (The DD box is in the Vocabulary Packet located in the back of your entire CQLA book.)	this month: certainly, positively, undeniably, surely, undoubtedly, decisively, absolutely, assuredly, definitely, and unquestionably.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

	(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.
Ph says ff	(5) While the DD humber and the title (i.e. Thek #1 Olde Words) on the line provided.
phone	
orphan	
photo	(4) Complete the steps described in the DD box for the trick you chose.
Pharisee	(1) complete the deeps decembed in the 22 box for the thick year energy
	(5) With the information you gained from completing the DD trick, write what you think the
Kn says n	word means or anything you can determine about the word.
know	
knew	
knit	
knot	
KIIOt	
Funther Ottoday Deed	
Further Study: Read through the book of Galatians and pay close	(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.
attention to references to	word's meaning unough your DD thek.
the law.	(7) Write a shortened dictionary definition for your word on the lines provided.
	(1) This a shortened districtly definition for year word on the initial provided.
Character Focus: God	
did not make His law	
because He just wanted a lot of rules. He made it	
because He loves us,	
and He knew they would	
help us.	
	(8) Write a sentence using the word you studied on the lines provided.
Character Focus: No	
one can keep the law	
perfectly. That is why	
God sent Jesus to this	
earth to die for our sins.	<>1h. Extensions: Write a sentence about the character quality for this month using
	this DD word.
KWO: Writing a Key	
Word Outline is kind of	
like Squanto may have	<> 1i. In your notebook, copy this week's passage at the level directed by your teacher.
talked with the Pilgrims	4: (T) Deview your convinith your toocher and course to any
when he first met them: "How! Me Squanto!"	<> 1j. (T) Review your copy with your teacher, and correct any errors.

<> 1i. Optional: Make a minit-book containing this week's passage.

# 2. **Spelling/Structural Analysis:** *Kn* and *ph* Sounds

Examples: knot, phone

- <> 2a. In the first and last paragraphs of the passage, highlight the words containing the letter combinations *kn* and *ph*.
- 1. Kn has a silent k and says n as in nap.
  - a. **kn**ow
  - b. **kn**ob
- 2. Ph does not say either of the sounds p or h but says ff as in fish.
  - a. or**ph**an
  - b. **ph**one
- <> 2b. On the lines provided, copy the spelling words at the level directed by your teacher.

Aιι		
1prophet	2 orphan	Character Focus: God said loving Him is the most
3. knickers	4 phase	important law, and all the other laws are based on it.
5graph	6 photo	
7	 8	Optional Penmanship Practice
graphite  9.	phantom	But whosoever looketh into the perfect law of
telephone	physics	liberty, and continueth, therein, he being not a
EXTENSIONS		forgetful hearer, but a doer of the work, this
11knowledge	telegraphic	man shall be blessed in his deed.  James 1: 25
FURTHER EXTENSION		
13biography	 14 philosophy	Further Study: Read the
Review Words		book The Morning Star of the Reformation about John Wycliffe.

## Optional Penmanship Practice

For whosoever shall keep the whole law, and yet offend in one point, he is guilty of all.

James 2:10

Further Study: Find out which Hebrew letters the jot and tittle belong to and what sounds they make.

## Optional Penmanship Practice:

For whosoever shall keep the whole law, and yet offend in one point, he is guilty of all.

James 2: 10

- **2c.** Add this week's new words to pages 46 and 59 of your *Spelling Notebook*.
- <> 2d. Every day this week, study these words and any others you have listed in your Review Words section.
- <> 2e. Optional: In your notebook, write six sentences using six of the spelling words.

Help Box for 2a.

You should have highlighted the following:

- 1. know
- 2. prophecies

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

#### **Capitalization Rules**

- <> 3. Complete the following steps:
  - (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct only the first paragraph.

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

Further Extension: Correct all three paragraphs.

(2) In the first paragraph, highlight the words that should be capitalized, and capitalize them if you have not already done so.

the old testament tell us about what the messiah would be like. there are many prophecies that jesus fulfilled when he was on earth. there are over three hundred total prophecies that jesus fulfilled

many prophecies in the Old Testament are about Jesus birth The Old Testament said that gods son would be born of a virgin. jesus is the only person in history to be born like that The Old Testament told that the messiah would be born in Bethlehem. Jesus was born in bethlehem. There are many other things that the Old Testament said would happen at jesus' birth, and each one happened.

the old testament told how jesus would die and raise again. It said that a friend would betray Jesus to the leaders and that they would accuse him falsely All these things happened to Jesus. It also told that jesus would say nothing in his own defense, jesus did not use his power when he was tried, every aspect of Jesus' death was foretold in the old testament

# 4. **Optional Spelling Practice:** Choose the Correct Spelling

4a. OPTIONAL: Highlight the correct spelling of each All word.

1. prophet proffet

2. orphen orphan

3. nickers knickers

4. phase fase

5. graph graff

6. foto photo

7. graphite graffite

8. fantom phantom

9. telephone telaphone

10. physecs physics

♦ 4b. Optional: Highlight the correct spelling of each Extensions word.

1. knowledge knowledje

2. telagraphic telegraphic

<> 4c. Optional: Highlight the correct spelling of each Further Extension word.

1. biography biogriphy

2. philosophy philosophy

Teacher Tip: Technically, both subordinate clauses and complete sentences are called clauses. To avoid confusion for young students, we will call independent clauses sentences or complete sentences. We will call subordinate clauses clauses or dependent clauses.

#### Suffixes

A suffix is a group of letters that is added to the end of a word.

Suffixes can change the type of word but they do not change the meaning of the root word.

Further Study: Write or copy a paragraph without dotting any of your "i's" or crossing any of your "t's." Do you see how important these "little" marks are to writing?

	<b>4d. OPTIONAL</b> : On the line promost challenging spelling	vided, write your two ( <b>Extensions</b> : Write four) words.
	1	2
	3	
	Overview of Essay	Writing With Scripture
	that it is more subjective. This means that it simply a factual retelling of information (like	wo weeks . An essay is different than a report in is often more opinion (namely yours) than it is in an informative or biographical report). You may have to research some), but the facts will be there bout a factual topic, person, or event.
	I. TOPIC OF ESSAY: You will be writing an essay about one, two, or three verses (or portions) of the Sermon on the Mount. You may choose from either of the translations of Matthew 5 given in the large text box or you may choose a different translation altogether. You may choose one of the verses to focus on.	<ul> <li>VII. QUOTATIONS IN YOUR REPORT:         <ul> <li>A. Basic students will include 1 direct quotation from the Bible. You will include the quotation from the beginning of your outlining as it will be important to developing your essay.</li> </ul> </li> <li>B. Extension students will include 2 direct quotations from the Bible. You will include these quotations from</li> </ul>
	II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT:  A. Basic students will write 1 paragraph for the body.  B. Extension students will write 2 paragraphs for the body.  C. Further Extension students will write 3 paragraphs for the body.	the beginning of your outlining as they will be important to developing your essay. In this essay, your quotes will be Bible verses, unless you also decide to include a quote in your opening of a famous person, etc. Then you will have quotes from two different sources.
	III. SENTENCES PER PARAGRAPH:  A. Basic students will write 4-6 sentences per paragraph.  B. Extensions students will write 5-8 sentences per paragraph.	C. Further Extension students will include 3 direct quotations from the Bible. You will include these quotations from the beginning of your outlining as they will be important to developing your essay. In this essay, your quotes will be Bible verses, unless you also
	IV. OPENING PARAGRAPH: ALL students will write an opening paragraph.	decide to include a quote in your open- ing of a famous person, etc. Then you will have quotes from two different sources.
,	V. CLOSING PARAGRAPH: NO students will write a closing paragraph.	VIII. SOURCE CITATION WITHIN YOUR ESSAY: All students will site sources (tell
,	VI. SOURCES:  ALL students will use as many sources as needed to find quotes for your essay.	All students will cite sources (tell from whom or from where you got the information) within your text for the Bible verse(s).

# **5. Choose Your Topic:** Choose Your Verse and Develop Ideas

If you have written research-based reports, you are probably getting adept at organizing information to write. In order to write an essay, you must also have organized information. However, essays are different than research-based reports in that you must first develop a point of view or opinion. In other words, you must take the topic assigned to you and decide what your view is and what you want to say about it. In this essay, you will choose verses from Matthew 5 (one verse per paragraph) and write the verse in your paragraph, then explain what it means to you, how to apply it, what you thought Jesus meant, etc.

- Start with the topic assigned to you, and complete the following steps to choose the verse you will use.
  - (1) On the line(s) provided below, write the verse you have chosen from the list of possibilities given in the large text boxes.
  - (2) On the lines beneath that line, brainstorm about how you feel about that or ideas that come to mind about that verse.
  - (3) When you are finished brainstorming, read through your ideas and choose any ideas about that verse that you think you want to include in your essay.
  - (4) Highlight these ideas. (**Extension**: Do this for both of your verses; **Further Extension**: Do this for all three verses.)

л		
4		
_		

First Verse I chose:	
	Ideas
	_

#### Sentence

A sentence is a group of words that:

- 1. Stands by itself.
- 2. Makes sense.
- 3. Has a subject and a verb.
- 4. Is also called an independent clause.

#### Subordinate Clause

A subordinate clause is a group of words that:

- 1. Cannot stand by itself.
- 2. Usually has a subject and a verb.
- 3. Has a word at the beginning of it that makes it sound incomplete without more words (the rest of the sentence) with it.
- 4. Is also called a dependent clause.

Optional Penmanship Practice  Be not deceived; God is not mocked: for whatsoev- er a man soweth, that shall he also reap.  Galatians 6:7	
Further Study: Read Exodus 20:1-17 and discuss how each commandment is designed to help us love God with all our heart, soul, mind, and strength.	Extensions  Second Verse I chose:
Teacher Tip: When you read the clauses and sentences in this week's lesson with your student, emphasize the end of the clauses. They leave you "hanging" as though something is missing.	
This will help him to see that a dependent clause is not a complete sentence.	Ideas
	Further Extension Third Verse Lebese
	Third Verse I chose:

	 Character Focus: God's Word often helps and comforts us in trouble.
Ideas	
-	Foother Otodo Dood
-	 Further Study: Read Matthew 6:19-21 and discuss which things in this life are temporal
-	and which things are eternal. Plan activities that are of eternal signif-

ly: Read 9-21 and things in temporal nings are activities rnal significance rather than just temporary pleasure.

Optional Penmanship Practice:

Keep thy heart with all diligence; for out of it are the issues of life.

Proverbs 4: 23

Further Study: The Word of God has been compared to a twoedged sword, an anvil, diamond, and more. See if you can come up with more analogies between God's Word and something tangible.

## Optional Penmanship Practice

Brethren, I write no new commandment unto you, but an old commandment which ye had from the beginning. The old commandment is the word which ye have heard from the beginning.

I John 2: 7

Further Study: Read John 15:1-27 and discover how keeping God's commandments is directly related to abiding in Christ, bearing fruit, being His disciples, and being His friends.

Further Study: Read the story of the rich young ruler in Mark 10. How could he keep so many of the laws, yet still not want to follow Jesus?

#### Matthew 5: New International Version

The Beatitudes
Matthew 5

1Now when he saw the crowds, he went up on a mountainside and sat down. His disciples came to him, 2and he began to teach them saying:

3"Blessed are the poor in spirit,

for theirs is the kingdom of heaven.

4Blessed are those who mourn,

for they will be comforted.

5Blessed are the meek,

for they will inherit the earth.

6Blessed are those who hunger and thirst for righteousness,

for they will be filled.

7Blessed are the merciful,

for they will be shown mercy.

8Blessed are the pure in heart,

for they will see God.

9Blessed are the peacemakers,

for they will be called sons of God.

10Blessed are those who are persecuted because of righteousness,

for theirs is the kingdom of heaven.

11"Blessed are you when people insult you, persecute you and falsely say all kinds of evil against you because of me. 12Rejoice and be glad, because great is your reward in heaven, for in the same way they persecuted the prophets who were before you.

13"You are the salt of the earth. But if the salt loses its saltiness, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled by men.

14"You are the light of the world. A city on a hill cannot be hidden. 15Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. 16In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven.

17"Do not think that I have come to abolish the Law or the Prophets; I have not come to abolish them but to fulfill them. 18I tell you the truth, until heaven and earth disappear, not the smallest letter, not the least stroke of a pen, will by any means disappear from the Law until everything is accomplished. 19Anyone who breaks one of the least of these commandments and teaches others to do the same will be called least in the kingdom of heaven, but whoever practices and teaches these commands will be called great in the kingdom of heaven. 20For I tell you that unless your righteousness surpasses that of the Pharisees and the teachers of the law, you will certainly not enter the kingdom of heaven.

21"You have heard that it was said to the people long ago, 'Do not murder,[a] and anyone who murders will be subject to judgment.' 22But I tell you that anyone who is angry with his brother[b]will be subject to judgment. Again, anyone who says to his brother, 'Raca,[c]' is answerable to the Sanhedrin. But anyone who says, 'You fool!' will be in danger of the fire of hell.

23"Therefore, if you are offering your gift at the altar and there remember that your brother has something against you, 24leave your gift there in front of the altar. First go and be reconciled to your brother; then come and offer your gift.

25"Settle matters quickly with your adversary who is taking you to court. Do it while you are still with him on the way, or he may hand you over to the judge, and the judge may hand you over to the officer, and you may be thrown into prison. 26I tell you the truth, you will not get out until you have paid the last penny.[d]

27"You have heard that it was said, 'Do not commit adultery.'[e] 28But I tell you that anyone who looks at a woman lustfully has already committed adultery with her in his heart. 29If your

right eye causes you to sin, gouge it out and throw it away. It is better for you to lose one part of your body than for your whole body to be thrown into hell. 30And if your right hand causes you to sin, cut it off and throw it away. It is better for you to lose one part of your body than for your whole body to go into hell.

31"It has been said, 'Anyone who divorces his wife must give her a certificate of divorce.'[f] 32But I tell you that anyone who divorces his wife, except for marital unfaithfulness, causes her to become an adulteress, and anyone who marries the divorced woman commits adultery. 33"Again, you have heard that it was said to the people long ago, 'Do not break your oath, but keep the oaths you have made to the Lord.' 34But I tell you, Do not swear at all: either by heaven, for it is God's throne; 35or by the earth, for it is his footstool; or by Jerusalem, for it is the city of the Great King. 36And do not swear by your head, for you cannot make even one hair white or black. 37Simply let your 'Yes' be 'Yes,' and your 'No,' 'No'; anything beyond this comes from the evil one.

38"You have heard that it was said, 'Eye for eye, and tooth for tooth.'[g] 39But I tell you, Do not resist an evil person. If someone strikes you on the right cheek, turn to him the other also. 40And if someone wants to sue you and take your tunic, let him have your cloak as well. 41If someone forces you to go one mile, go with him two miles. 42Give to the one who asks you, and do not turn away from the one who wants to borrow from you.

L 43"You have heard that it was said, 'Love your neighbor[h] and hate your enemy.' 44But I tell you: Love your enemies[i] and pray for those who persecute you, 45that you may be sons of your Father in heaven. He causes his sun to rise on the evil and the good, and sends rain on the righteous and the unrighteous. 46lf you love those who love you, what reward will you get? Are not even the tax collectors doing that? 47And if you greet only your brothers, what are you doing more than others? Do not even pagans do that? 48Be perfect, therefore, as your heavenly Father is perfect.

## Optional Penmanship Practice:

My soul melteth for heaviness: strengthen thou me according unto thy word.

Psalms 119: 28

Further Study: Read the book *Vanya* by Myrna Grant. Discuss how faithful he was in the face of severe persecution.

Character Focus: God's Word is always true.

#### Matthew 5: King James Version

The Beatitudes

#### Matthew 5

1And seeing the multitudes, he went up into a mountain: and when he was set, his disciples came unto him:

2And he opened his mouth, and taught them, saying,

3Blessed are the poor in spirit: for theirs is the kingdom of heaven.

4Blessed are they that mourn: for they shall be comforted.

5Blessed are the meek: for they shall inherit the earth.

6Blessed are they which do hunger and thirst after righteousness: for they shall be filled.

7Blessed are the merciful: for they shall obtain mercy.

8Blessed are the pure in heart: for they shall see God.

9Blessed are the peacemakers: for they shall be called the children of God.

10Blessed are they which are persecuted for righteousness' sake: for theirs is the kingdom of heaven.

11Blessed are ye, when men shall revile you, and persecute you, and shall say all manner of evil against you falsely, for my sake.

12Rejoice, and be exceeding glad: for great is your reward in heaven: for so persecuted they the prophets which were before you.

13Ye are the salt of the earth: but if the salt have lost his savour, wherewith shall it be salted? it is thenceforth good for nothing, but to be cast out, and to be trodden under foot of men.

14Ye are the light of the world. A city that is set on an hill cannot be hid.

15Neither do men light a candle, and put it under a bushel, but on a candlestick; and it giveth light unto all that are in the house.

16Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven.

17Think not that I am come to destroy the law, or the prophets: I am not come to destroy, but to fulfil

18For verily I say unto you, Till heaven and earth pass, one jot or one tittle shall in no wise pass from the law, till all be fulfilled.

19Whosoever therefore shall break one of these least commandments, and shall teach men so, he shall be called the least in the kingdom of heaven: but whosoever shall do and teach them, the same shall be called great in the kingdom of heaven.

20For I say unto you, That except your righteousness shall exceed the righteousness of the scribes and Pharisees, ye shall in no case enter into the kingdom of heaven.

21Ye have heard that it was said of them of old time, Thou shalt not kill; and whosoever shall kill shall be in danger of the judgment:

22But I say unto you, That whosoever is angry with his brother without a cause shall be in danger of the judgment: and whosoever shall say to his brother, Raca, shall be in danger of the council: but whosoever shall say. Thou fool, shall be in danger of hell fire.

23Therefore if thou bring thy gift to the altar, and there rememberest that thy brother hath ought against thee;

24Leave there thy gift before the altar, and go thy way; first be reconciled to thy brother, and then come and offer thy gift.

25Agree with thine adversary quickly, whiles thou art in the way with him; lest at any time the adversary deliver thee to the judge, and the judge deliver thee to the officer, and thou be cast into prison.

26Verily I say unto thee, Thou shalt by no means come out thence, till thou hast paid the uttermost farthing.

27Ye have heard that it was said by them of old time, Thou shalt not commit adultery:

28But I say unto you, That whosoever looketh on a woman to lust after her hath committed

adultery with her already in his heart.

29And if thy right eye offend thee, pluck it out, and cast it from thee: for it is profitable for thee that one of thy members should perish, and not that thy whole body should be cast into hell. 30And if thy right hand offend thee, cut it off, and cast it from thee: for it is profitable for thee that one of thy members should perish, and not that thy whole body should be cast into hell. 31It hath been said, Whosoever shall put away his wife, let him give her a writing of divorcement:

32But I say unto you, That whosoever shall put away his wife, saving for the cause of fornication, causeth her to commit adultery: and whosoever shall marry her that is divorced committeth adultery.

33Again, ye have heard that it hath been said by them of old time, Thou shalt not forswear thyself, but shalt perform unto the Lord thine oaths:

34But I say unto you, Swear not at all; neither by heaven; for it is God's throne:

35Nor by the earth; for it is his footstool: neither by Jerusalem; for it is the city of the great King.

36Neither shalt thou swear by thy head, because thou canst not make one hair white or black.

37But let your communication be, Yea, yea; Nay, nay: for whatsoever is more than these cometh of evil.

38Ye have heard that it hath been said, An eye for an eye, and a tooth for a tooth:

39But I say unto you, That ye resist not evil: but whosoever shall smite thee on thy right cheek, turn to him the other also.

40And if any man will sue thee at the law, and take away thy coat, let him have thy cloak also.

41And whosoever shall compel thee to go a mile, go with him twain.

42Give to him that asketh thee, and from him that would borrow of thee turn not thou away.

43Ye have heard that it hath been said, Thou shalt love thy neighbour, and hate thine enemy.

44But I say unto you, Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you;

45That ye may be the children of your Father which is in heaven: for he maketh his sun to rise on the evil and on the good, and sendeth rain on the just and on the unjust.

46For if ye love them which love you, what reward have ye? do not even the publicans the same?

47And if ye salute your brethren only, what do ye more than others? do not even the publicans so?

48Be ye therefore perfect, even as your Father which is in heaven is perfect.

# **6. Structural Analysis:** Suffixes That Do Not Change the Spelling of Root Words

- <> 6a. In the first paragraph of the passage highlight each word that contains the follow ing endings:
  - 1. ful
  - 2. ly
- 1. Both of these are suffixes.
- 2. A suffix is a group of letters added to the end of a word.
- 3. Suffixes are also called endings.
- 4. Suffixes can change the type of word, but they do not change the meaning of the root word.
  - a. Pride is a noun.
  - b. **Prideful** is an adjective.

	do not change the spelling of the root word.  ge the spelling when adding an ending, use the following
guidelines:	th a consonant (ful, ness, ly, etc.).
<del>_</del>	in a consonant ( <i>ini, riess, ry,</i> cto.).
root word before adding	s are followed, you do not need to change the spelling of the the suffix.  (2) thank—thank <b>ful</b>
(3) sicksick <b>ness</b>	· ,
7. Other suffixes added to oth	her types of root words have spelling changes to the root lded. You will learn those in CQLA spelling lessons.
	copy the words and add one of the suffixes <i>ful</i> , <i>ly</i> , or <i>ness</i> to ling of the root words will not change in this list.)
1	2
great	good
3. kind	4
	total
5. soft	6 firm
7. slow	
9.	10.
color	dark
11.	12
fear	dread
13. quick	14 law
15thought	<del></del>

Help Box for 6a.

You should have highlighted the following:

1. fully

2.dreadful

# 7. Study Skills/Prewriting: Create Outline for Essay

By now you should have your verses found and your ideas (or views on the verses) in your mind. Now you will create an outline for your essay.

## <> 7a. Start with your first verse and outline your essay following the steps provided:

An essay is just like any other type of writing you have done in CQLA in that a paragraph is a unit of thought. You have been assigned an essay based on a verse of Scripture and your explanation of it.

Follow these tips to outline your essay:

- (1) The topic of your entire essay is on the "Topic of Essay" line provided.
- (2) On each paragraph line, write the topic of each one---the verse you chose.
- (3) Then beneath each paragraph line, write thoughts or notes about the verse that you will want to include in that paragraph (ideas you highlighted in Assignment 5 -- Choose Your Verse and Develop Ideas). Remember, a paragraph is a unit of thought, so each paragraph you include in your essay will be about the verse you have chosen to write about.

#### 7b. Continue with your outlining with these thoughts in mind:

- (1) You will take notes sentence by sentence, but **you will have a chance to re-order it later,** so do not be too concerned with getting each sentence in exactly the right order or what to do if you think of information later that should be near the beginning of the paragraph, etc.
- (2) You may write down too much information and omit some of it later when you are writing, if needed, **but do not write down too little information.**
- (3) **Try to keep your points balanced.** In other words, do not put so much information in one paragraph that it will be ten sentences while another only has enough information for four sentences.
- (4) Be sure to stay on topic within each paragraph. Remember, your "Topic of Paragraph" line is there to keep you on subject. Be careful that every thing you plan to write in a paragraph is about that topic. Remember, when you switch topics, you must switch paragraphs!
- (5) You may or may not use all of the sentence lines.

## <> 7c. Jot down opening and closing paragraph information as you think of it, if desired.

#### (1) You will be writing an opening paragraph later.

- a. You may use any catchy idea for an opening paragraph. This could be a quote, a song, or just a paragraph introducing your topic.
- b. Your thesis statement will be in this opening paragraph, so you will add that later too.
- c. You will be outling and writing your opening paragraph later, but if you think of something you want to put in that opening paragraph while you are outlining the body of your essay, flip over to the opening paragraph outlining section and take notes there now.

#### (2) You will **not** write a **closing paragraph**.

- a. You will be assigned a closing statement for your entire report in the Checklist Challenge, just to ensure that you have one.
- b. If you are familiar with writing closing statements, you can plan for it right in the last paragraph of the body of your essay. If not, you may wait until you complete the Checklist Challenge to add it.

Sample Notes
Topic of Essay: Thoughts on Verses From Jesus' Sermon on the Mount
Topic of Paragraph 1: <u>Matthew 5: 9-Peacemakers called chil</u> - <u>dren of God</u>
Sentence 1: <u>God wants us to make peace</u>
Sentence 2: calls us children of God
Sentence 3: can make peace with siblings and
<u>friends</u>
Sentence 4: <u>Can make peace in home</u>
Sentence 5: can be peaceful
Sentence 6: can help others find peace through Jesus
Topic of Paragraph 2: <u>Matthew 5:14Ye Light of World</u> Sentence 1:
Sentence 2:
Sentence 3:
Sentence 4:
Sentence 5:
Sentence 6:

Mount Topic of Paragraph 1: \_\_\_\_\_ Sentence 1: \_\_\_\_\_ Sentence 2:\_\_\_\_\_ Sentence 3: \_\_\_\_\_ Sentence 4:\_\_\_\_\_ Sentence 5:\_\_\_\_ Sentence 6: Sentence 7:\_\_\_\_\_ Sentence 8:\_\_\_\_\_ **EXTENSIONS ONLY:** Topic of Paragraph 2:\_\_\_\_\_ Sentence 1: Sentence 2:\_\_\_\_\_ Sentence 3: \_\_\_\_\_ Sentence 4:\_\_\_\_\_ Sentence 5: \_\_\_\_\_\_ Sentence 6: \_\_\_\_\_ Sentence 7:\_\_\_\_\_ Sentence 8:\_\_\_\_\_ FURTHER EXTENSION ONLY: Topic of Paragraph 3: \_\_\_\_\_ Sentence 1: Sentence 2: Sentence 3: Sentence 4:\_\_\_\_\_ Sentence 5:\_\_\_\_\_ Sentence 6: Sentence 7:\_\_\_\_\_

Topic of Essay: Thoughts on Verses From Jesus' Sermon on the

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Sentence 8:

# 8. Optional Spelling Practice: Six "S" Spelling Secret

- 8a. Optional: Take a spelling "pre-test" in your notebook.
- **8b. Optional**: Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- **8c. Optional**: If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided at the end of this weekly lesson. (Be sure to put one letter in each square to help you see how long each word is.)

# **9. Composition:** Write Rough Draft of Essay

- 9a. Read and study the following information about essays that you will need to consider when you write:
  - (1) Even though an essay is more personal that a report (i.e. you tell your opinion), you should still not use the pronoun *I* or *you* unless you are writing a story that you are a part of.
  - (2) Rather than saying, I think Jesus wants us to make peace, you will say, God calls us to be peacemakers. Then you will explain what makes you think this or say this, how this can be applied, etc.
- <> 9b. Follow these steps to write your essay from the notes you have compiled:
  - (1) Read the topic of entire essay line to remind yourself of what your essay is about.
  - (2) Read the topic of your first paragraph and the sentence notes beneath it.
  - (3) Add any notes to this paragraph that you desire--or mark through things you do not want or re-number the sentence lines if you want your information in a different order.
  - (4) Write the first paragraph of the body of your essay in your note book or key it on the computer. Start with your verse written with quotation marks and punctuated just as the sample shows.

#### Sample of Verse Punctuation in Essay:

In Jesus' Sermon on the Mount, He said, "Blessed are they that mourn for they shall be comforted" (Matthew 5:4).

- (5) Be sure to double space (if keying) or write on every other line if writing by hand.
- (6) Continue the steps above for the rest of your essay.

#### 9b. Add a thesis statement and closing statement as needed:

You do not have a closing paragraph later, so add a sentence in the last paragraph of your body that closes your essay. This is called the closing statement and should leave your readers with a satisfied feeling--or a desire to take action (depending on your topic).

## Vocabulary/Structural Analysis: Wacky Words

Homophones: write, right

- <> 10a. In the first paragraph of the passage highlight the word write.
  - 1. The word write is a Wacky Word!
  - 2. It is a homophone that has another word that sounds the same but is spelled differently and has a different meaning.
  - 3. The word write is to form letters or wording
  - 4. The word *right* means correct or true.

10b. Fill in each blank provided with the correct Wacky Wordwrite, right.		
1. Kaylee will	a report about Hudson Taylor.	
2. Don made the	choice.	
<> 10c. On the lines provided, write three se	entences using write and right.	

2	
3	

#### 11. Grammar: Subordinate Clauses vs. Sentences

- <> 11a. At the beginning of a sentence in the second paragraph of the passage, highlight the word *Because*.
- 1. The word because is an example of a subordinator.
- 2. Do you remember the difference between a subordinate clause and a sentence?
  - a. A sentence is a group of words that follows these rules:
    - 1) It stands all by itself.
    - 2) It makes sense.
    - 3) It has a subject and a verb.
    - 4) It is also called an independent clause because it is complete on its own.
  - b. A subordinate clause is a group of words that follows these rules:
    - 1) It is subordinate to the rest of the sentence and cannot stand all by itself.
    - 2) It usually has a subject and a verb.
    - 3) It has a word at the beginning of it that makes it sound incomplete without more words (the rest of the sentence).
    - 4) It is **also called a dependent clause** because it cannot stand by itself—to be complete it is dependent upon the rest of the sentence.
- 3. A word such as *because*—known as a subordinator—comes at the beginning of some clauses, making each a subordinate clause instead of a sentence.
- 4. Read the clauses provided first, then read the sentences. Notice how the sentences are just like the clauses but without the subordinators.
  - a. If believers are secure in eternal values,
  - b. Believers are secure in eternal values.
  - c. When Jesus walked with His disciples on the road to Emmaus,
  - d. Jesus walked with His disciples on the road to Emmaus.

- e. Because God's Word is sure.
- f. God's Word is sure.
- 5. Do you see the difference between a subordinate clause and a sentence?
- 6. One little word (known as a subordinator) makes the difference between a sentence and a subordinate clause.
- 7. Good writers know when a sentence is complete and when it is not.
- 8. Good writers do not use subordinate clauses in place of sentences.
- 9. Good writers can combine a complete sentence with a subordinate clause to make one longer sentence like the following:
  - a. **If believers are secure in eternal values**, they prove the Word of God.
  - b. When Jesus walked with His disciples on the road to Emmaus, He explained the prophecies that had referred to Him.
  - c. Because God's Word is sure, we can trust that every prophecy in it will be fulfilled.
- 10. Do you see how subordinate clauses and complete sentences are combined to make one longer sentence?
- 11. When you begin sentences with subordinators, always put a comma between the subordinate clause and the complete sentence.
- 12. This can easily be remembered by this punctuation rhyme:

When you start a sentence with a subordinate clause,

Put a comma in where you hear the pause!

<> 11b. (T) Memorize and recite to your teacher the punctuation rhyme for subordinate clause openers.

When you start a sentence with a subordinate clause,

Put a comma in where you hear the pause!

<> 11c. (T) Memorize and recite to your teacher the following six subordinators, using the subordinator rhyme.

Since, When, Although

Because, If, and Though

<> 11d. Finish the sentences provided by adding complete sentences to the subordinate clauses.

Basic Level: Complete five of the sentences.

**EXTENSIONS**: Complete all ten of the sentences.

Example: Though heaven and earth cease, God's Word will not fail.

1. Be	ecause Jesus is Lord,
2. Sir	nce we must follow Him,
3. WI	hen what God says

4.	Although the law is important,
5.	Though a jot is a very little mark on a letter,
6.	If we do not obey God,
7.	Because we should read God's Word,
8.	While the tittle is a different small mark on a letter,
9.	Though the jot and tittle are the smallest marks in the Hebrew alphabet,
10.	If Jesus knew this was true,
<> 11e.	<b>Extensions:</b> In the sentences provided, highlight all of the subordinators those at the beginning and those throughout them.
,	Before 132 A.D., people noticed that there were warnings in nature that an earthquake might occur.
2	2. People in China could predict earthquakes by watching what their farm animals did.
3	3. Their livestock would often run around and stumble when a quake was about to start its groaning.
4	Additionally, the Chinese noticed that their wells had unusual characteristics before an earthquake.
5	5. When the water supply was dwindling, the people knew the earth might

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soon do its thing.

- 6. Even the earth itself would warn the Chinese that the ground might be shaking before long.
- 7. When William Tyndale's Bibles were shipped to England, the Bishop of London tried to destroy them.
- 8. He persuaded King Henry VIII to publicly say that the Bibles were not allowed in the country. That did not matter to the people who needed them.
- 9. He helped them to understand the dreadful sin that is deep within in peo ple's hearts.
- 10. Because He came to die for our sin, we can be God's children.
- 11. Jesus told everyone that punishment will come to all who do not listen to God.
- 12. Oh, how the people loved to listen to Jesus!
- 13. Sometimes thousands of people sat on a hill while He explained truths to them.

# 12. StudySkills/Prewriting/Composition:

# Take Notes for an Original Opening Paragraph

- <> 12. Now that you have written the body of your report, you are ready to write notes for an original opening paragraph.
  - Follow these steps:
  - (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
    - a. Scripture passage: Start with Matthew 5:1 & 2 and discuss how Jesus gave the sermon
    - b. Song: "Follow Jesus"
    - c. Story: Jesus with His dsiciples
    - d. Definition: Definition of sermon or teacher
    - e. Quote: What someone famous said about the Sermon on the Mount or Jesus

- f. Informative material: About the hillside landscape of the area where Jesus gave His sermon, etc.
- g. Something you want to use to open and close your report (a continuing poem, verse, story, etc.)
- (2) In your notes, plan on what you will include in your thesis statement
  - a. Remember, a thesis statement is a statement that tells the "thesis" of your paper--what your entire paper is about.
  - b. It should be a sentence or two in length and should introduce your reader to your topic.
  - c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
  - d. It should bridge the gap between your catchy opening paragraph and the body of your report.
- (3) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.

Notes for Opening Paragraph		

# **13. Composition:** Write an Original Opening Paragraph

- 13a. Follow these steps for writing your opening paragraph:
  - (1) Write an opening sentence at the beginning of your paragraph that tells or introduces the topic of your paragraph.\* This is called your "thesis statement."
  - (2) Number your notes in the order you want them, and add any information you may have forgotten.
  - (3) Using each set of notes for one sentence in the following way:
    - a. Read a line of notes.
    - b. Consider what you want to say about those notes.
    - c. Say aloud a sentence that you want to use.
    - d. Write down that sentence.
    - e. Repeat these steps for all of your notes.
    - f. You may leave out some information that you do not want to include.
    - g. Write this paragraph in your notebook on every other line, before the essay you just wrote.
- 13b. Read your opening paragraph aloud. Do you like the way it sounds?

Note: If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph--even at the very end of your opening paragraph, if desired. sometimes this helps the flow of your opening paragraph when your rewriting a story or other information in your opening paragraph that you want to keep all together--then following this with the thesis statement.

## 14. Optional Spelling Practice: Write That Word!

<> 14a. C	<b>Optional</b> : On the	lines provided,	write two spe	elling words the	at you have never
1	used in writing.				

- 14b. Optional: Complete the following steps for one of the words you listed in 12a.
  - (1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.
  - (2) On the lines provided, write a sentence containing that word.

-	ional: Write your two most or) on the lines provided.	challenging s	pelling words ( <b>Extensions</b> : write
1		_ 2	
3		4	

## **15. Spelling:** Spelling Test

- <> 15a. (T) In your notebook, take a Spelling Test consisting of this week's words and any Review Words.
- <> 15b. (T) Have your teacher check your Spelling Test.
- <> 15c. (T) Add any misspelled words your teacher chooses to the **Review Words** sec tion of next week's Spelling Lesson.

## 16. Dictation: Dictation Quiz

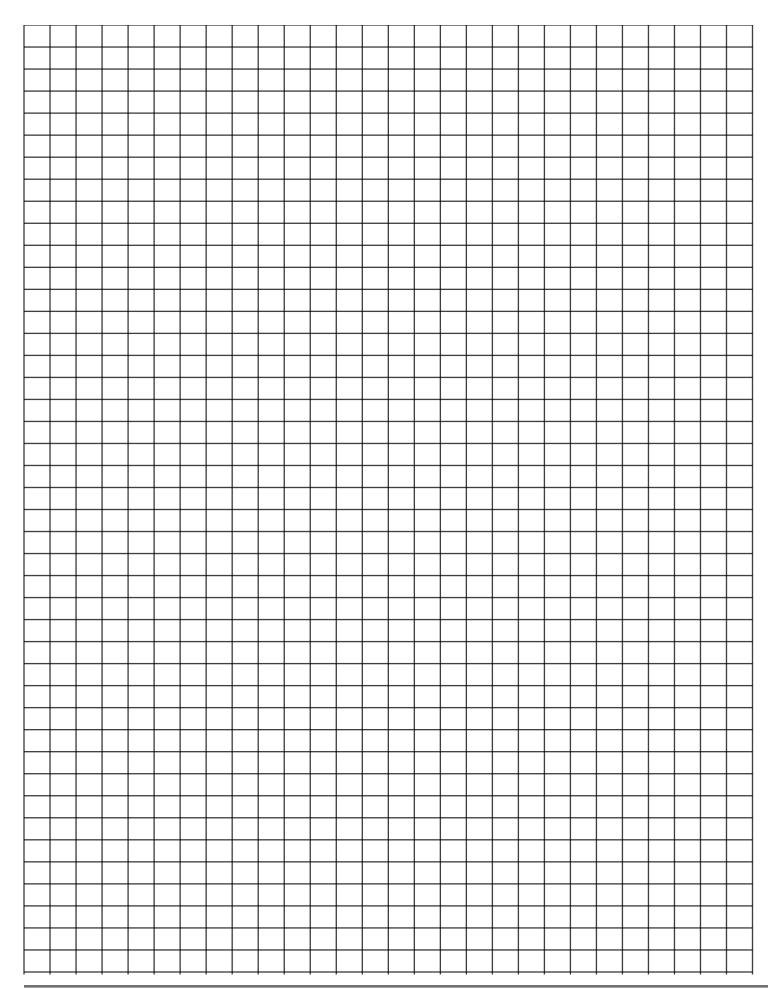
- <> 16a. (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- 16b. (T) Review your dictation with your teacher.
- <> 16c. (T) Add any misspelled words your teacher chooses to the **Review Words** sec tion of next week's Spelling Lesson.

## **Optional:** Extra Practice

- 1E. In your notebook, write ten *kn* or *ph* words.
- 2E. In your notebook, write seven sentences with words that end in the suffix ful or ly.
- 3E. In your notebook, copy ten sentences about Jesus fulfilling the law from a Bible handbook.
- 4E. In your notebook, write four Scriptures about Jesus from the Old Testament.
- 5E. Make a minit-book containing your sentences from the Extra Practice assignments.
- 6E. Read a nonfiction book or part of a nonfiction book about the prophecies that Jesus fulfilled.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

# Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
1. To See: 1. Copy the word you need to practice on the first empty line of this column. 2. Look at this first word carefully. 3. Pay attention to the parts of the word that follow spelling rules you already know. 4. Look closely at the shape of the word. 5. See if there are parts of the word.	1. Say the word you wrote in column one aloud. 2. Try to spell the word aloud without looking in the 1. SEE column. 3. If you get stuck, look at the word in the 1. SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	To Separate: Fold the 1. SEE column over or cover the word you are working on with a sticky note-separate yourself from the word. Try to picture the word in your mind. Close your eyes to picture the word if needed.	4. To Spell:  1. With the word you are practicing still separated from you, write that word on the correlating line in the 4.  2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot:  1. Uncover the word in the 1. SEE column.  2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)	6. To Stop/Start:  1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.  2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.



# Blue 3-A: Week Four

Character Focus: Orderliness

#### Vocabulary Box Words that describe God's Word (adjective) inspired reliable holy genuine complete constant truthful acute righteous life-giving convicting perfect accurate unerring authentic resolute thought-provoking sharper unchangeable God-breathed miraculous affirmative infallible bona fide impeccable incontestable incontrovertible authoritative irrefutable

Words that dea	scribe an orderly per	son (adjective)
tidy adept optimal systematic adroit inexorable expeditious punctilious	neat precise effective methodical dexterous arduous complaisant	organized habitual disciplined efficient impeccable assiduous autonomous

# Copying and Comprehension: Passage and Vocabulary

#### This Week's Passage

 $\exists$ 

There are two aspects of laws. The first one is the letter of the law. The second one is the spirit of the law.

The word *letter* literally means "doing what the law says." If John's parents tell him to sit down and he sits down, that is obeying the letter of the law. John was doing exactly what his parents told him to do.

**E**XTENS

The spirit of the law has to do with what a person's heart is like. If John sat down, but was angry inside when he did, he was not following the spirit of the law. The spirit of the law is understanding what God wants and doing it joyfully from the heart.

FURTHER

If Christians follow the spirit of the law, they will follow the letter of the law, too. In other words, if John was not angry inside when he sat down, his heart was following the spirit of the law by being submissive. Of course, he was also following the letter of the law by sitting down as he was told. God gave His law in the Bible, and He wants us to follow the spirit and not just the letter.

Character Focus: Something has to be tested before it can be proven.

- <> 1a. Read this week's passage aloud.
- <> 1b. In the second paragraph of the passage, highlight the word literally.
- > 1c. On the lines provided, write what you think *literally* means.

	Optional Penmanship Practice:
<b>1d.</b> Look up this word in the dictionary, and write it on the lines provided. Is your definition close to this one? Definition of <i>literally</i>	If ye keep my command- ments, ye shall abide in my love; even as I have kept my Father's commandments, and abide in his love. John 15: 10
<b>1e.</b> From the shaded Vocabulary Box, choose two of the words that give God's per spective in applying His law, and write them on the lines provided. 1	Further Study: Read the Ten Commandments in Exodus. How can keeping those commandments
<> 1f. On the lines provided, use one of these words in a sentence about the spirit of the law.	show that we love God?
	Optional Penmanship Practice  I the LORD search the
<> 1g. In the passage, highlight one word that you are unfamiliar with, and complete the following steps:	heart, I try the reins, even to give every man according to his ways, and according to the fruit of his doings.
(1) Write the word you chose on the line below.	Jeremiah 17:10
(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted. (The DD box is in the Vocabulary Packet located in the back of your entire CQLA book.)  Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.	Soft Sound th thin thing through thought Hard Sound th the
(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.	they then than
(4) Complete the steps described in the DD box for the trick you chose.	
(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.	

# Optional Penmanship Practice

Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God.

Matthew 4:4

Further Study: God's Word has been compared to the metals of a blacksmith. Read the book A Day in the Life of a Colonial Blacksmith, and learn about some of the things we use every day that are made, or once were made, by a blacksmith.

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

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.
(7) Write a shortened dictionary definition for your word on the lines provided.
(8) Write a sentence using the word you studied on the lines provided.

<>1h. Extensions: Write a sentence about the character quality for this month using this DD word.

- > 1i. In your notebook, copy this week's passage at the level directed by your teacher.
- <> 1j. (T) Review your copy with your teacher, and correct any errors.
- <> 1k. Optional: Make a minit-book containing this week's passage.

Character Focus: Testing verifies permanence.

#### Spelling Practice

Use any of the following practice techniques to prepare for this week's Spelling Test:

- 1. Use the Spelling Practice Worksheet in the Appendix of the *Teacher's Guide* to copy your difficult words over and over.
- 2. Have a partner dictate your spelling words to you while you write them on a whiteboard. If you misspell a word, write the word correctly in a different color beneath the misspelled word.
- 3. Have a partner write your spelling words on graph paper, leaving a blank for every other letter. Try to fill in the missing letters.
- 4. Have your teacher write your words on paper or on the Spelling Practice Worksheet provided in the Appendix of the *Teacher's Guide*, syllabicating each syllable of each word for you (e.g., dil/i/gent). Practice writing them syllable by syllable just like your teacher did.
- 5. Complete any or all of the Optional Spelling Practice boxes provided as sidebars throughout the weekly lesson.
- 6. Write your spelling words on notebook paper and highlight each syllable, each prefix, and/or each suffix with a different color highlighter.
- 7. Write each of your words on a different sticky note in bold marker. Write each word beneath the bold word once a day (or more as needed) until the sticky note is full and/or you have mastered the word.
- 8. Record your words under the correct columns of the Spelling Notebook.
- 9. Spell your words outloud, visualizing each syllable as you spell.
- 10. Type your words on the computer in large, bold font.
- 11. Write your words on graph paper, one letter per box, each day.
- 12. Make yourself fill-in-the-blank practice sheets with the most difficult parts of your words omitted for you to fill in.

# Optional Penmanship Practice

For verily I say unto you, untill heaven and earth pass, one jot or one tittle shall in no wise pass from the law, till all be fulfilled.

Matthew 5: 18

# Optional Penmanship Practice

If ye keep my commandments, ye shall abide in my love.

John 15:10

# 2. Spelling/Structural Analysis: Soft and Hard th

Examples: thin, the

- <> 2a. In the first copy box of the passage, highlight the words that contain the *th* digraph. (Highlight each word only the first time it appears.)
  - 1. Th makes two sounds.
  - 2. The soft sound of *th* is found in words such as the following:
    - a. thin
    - b. **th**ing
  - 3. The hard sound of *th* is found in words such as the following:
    - a. the
    - b. than
- 2b. On the lines provided, copy the spelling words at the level directed by your teacher.

# Optional Penmanship Practice

The second is like unto it, thou shalt love thy neighbor as thyself.

Matthew 22: 39

Character Focus: Whenever a human writes a book, it has some mistakes in it, but the Bible was written by God, so it has no mistakes.

Teacher Tip: Try to encourage your Level A student to come up with creative openings for his reports. Have him read the body of his report and think of an opening that ties into the body and captures the reader's attention.

# All

1. theatre wrath panther thatch 5. \_\_\_\_\_ 6. \_\_\_\_\_ though thoughtful 7. \_\_\_\_through either 9. \_\_\_\_\_Thursday athlete **EXTENSIONS** 11. 12. thorough anthem **FURTHER EXTENSION** 14. 13. theology theatrical 15. athletic bothersome **Review Words** 

Character Focus: Some people say that you should not ask questions about the Bible, but the Bible is true, so it can stand up under questioning.

- **2c.** Add this week's new words to page 20 of your *Spelling Notebook*.
- <> 2d. Every day this week, study these words and any others you have listed in your Review Words section.
- 2e. Optional: In your notebook, write six sentences using six of the spelling words.

Help Box for 2a.

You should have highlighted the following words:

1. There 2. The

3. that

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

#### **Action Verbs and Homophones**

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher

**Basic Level:** Correct only the first paragraph.

**EXTENSION:** Correct the first and second paragraphs. **FURTHER EXTENSION:** Correct all three paragraphs.

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

**BASIC LEVEL:** Highlight six verbs. **EXTENSION:** Highlight seven verbs.

FURTHER EXTENSION: Highlight eight verbs.

Further Study: Obtain a list of persecuted believers who you can write to or pray for from Voice of the Martyrs, PO Box 443, Bartlesville, OK, 74005.

Further Study: Memorize Isaiah 40:8 about the permanence of God's Word.

fossils is parts of dead animals that have been turned into stone. because they are stone, they last a long time. Sometimes trees and other plants can be fossils, to. Fossils tells us a lot about the past. we know there were dinosaurs because scientists have found there fossils. fossils also bring up many questions. they do not tell us everything. To fill in the blanks, many people just guess

one question is, how were fossils made? no one has ever seen a fossil being made. Some people think it took millions of years to make fossils This does not make sense because there are fossils of things that would have decayed over millions of years Also the bible tells us that the earth are not that old

some people think that fossils only take a short time to make These people think that most of the fossils came from noah's flood in the bible. This would have been a time when many things died all at the same time

# 4. **Optional Spelling Practice:** Choose the Correct Spelling

4a. Optional: Highlight the correct spelling of each All word.

1. wrath rath

2. theatre theater

# Optional Penmanship Practice

He that hath my commandments, and keepeth them it is he that loveth me: and he that loveth me shall be loved of my Father, and I will love him, and will manifest myself to him.

John 14: 21

3. panthur	panther
4. thatch	thach
5. tho	though
6. thooghtful	thoughtful
7. throogh	through
8. either	eather
9. Thursday	Thersday
10. athleat	athlete
<> 4b. OPTIONAL: Highlight the corre	ect spelling of each <b>Extensions</b> word.
1. thorough	thorogh
2. antham	anthem
<> 4c. Optional: Highlight the correword.	ct spelling of each Further Extension
1. theology	theolegy
2. theatrecal	theatrical
3. athletic	athletec
4. botharsome	bothersome
<> 4d. OPTIONAL: On the line provide most challenging spelling wo	ed, write your two ( <b>Extensions</b> : Write four) ords.
1	2
3	4

# 5. Composition and Editing: Edit and Revise Using the Checklist Challenge

- 5. Use the Checklist Challenge located after this week's lesson to edit your story.
  - (1) Complete each revision for each paragraph, as indicated.
  - (2) Insert revisions with pen or pencil into your rough draft paper.
  - (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
  - (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to complete the "How to Complete the Checklist Challenge" information from the CQLA *Teacher's Guide*.

Further Study: Negative words negate (or do away with) the positive. List twenty words that begin with a negative prefix, such as *non*, *im*, *dis*, etc. and negate the root word.

## 6. Grammar: Proper Nouns

- 1. Do you remember what a noun is?
- 2. A **noun** is any of the following:
  - a. person
- b. place
- c. thing
- d. idea
- 3. It tells who or what does the action.
- 4. There is a special set of nouns that begin with capital letters; these are called **proper nouns.**
- 4> 6a. In the passage, find and highlight the nouns that begin with a capital letter, and are not at the beginning of a sentence.
- 1. All of the capitalized nouns are capitalized because they are proper nouns (except for I, which is always capitalized).
- 2. Proper nouns are always capitalized.
- 3. When you think of the difference between a regular noun (also called a common noun) and a proper noun, **just remember you capitalize the proper one!**
- 4. A proper noun is the proper name of people, places, and things.
  - a. It is a **person's specific name**, such as: The boy, **Joe**, went to the store.
    - 1) Capitalize *Joe* because it is his name.
    - 2) Do not capitalize boy because it is not someone's name.
  - b. It is a specific name of God, such as: Jesus is the Great Healer.
    - 1) Capitalize *Jesus* because it is a name for God.
    - 2) Capitalize Great Healer because it is a name for God.
  - c. It is a specific name of a book, such as: The Bible is God's Word.
    - 1) Capitalize *Bible* because it is the title.
    - 2) Capitalize Word because it refers to the Bible.

- d. It is a **specific name of an organization**, such as: **Congress** makes our laws.
  - 1) Capitalize Congress because it is a specific organization.
  - 2) Capitalize the official name of any organization.

If a proper noun is more than one word, follow these rules:

- (1) Capitalize the first word and last word of it, regardless of the number of letters in them:
  - The Well-Trained Heart
- (2) Capitalize any words with it that are four letters or longer: *The Sound of Music*
- (3) Capitalize words that are three letters or less if they are important to the title: Let It Begin With Me
- (4) Do not capitalize prepositions, pronouns, or articles within a proper noun if the preposition, article, or pronoun (except the word I) is three letters or less: "Everything I Need to Know I Learned From Debate"
- <> 6b. In the sentences provided, highlight the proper nouns that should be capitalized, and capitalize them.
  - 1. christians believe in the bible.
  - 2. The bible is god's word.
  - 3. god told the writers what to write.
  - 4. The bible is not some man's word.
  - 5. william tyndale translated the bible.
  - 6. tyndale did not write the bible.
  - 7. He just took the words and put them into english.
  - 8. The british and foreign bible society translated the bible too.
  - 9. They translated god's word into other languages.
  - 10. Only god wrote the bible.
- <> 6c. Extensions: For each of the categories of proper nouns listed below, write two words. Be sure you capitalize the first letter of the words within a two word (or more) proper noun according to this lesson's rules.

314

movie		
book	_	
song	_	
company	 -	
ship name	 _	
body of water	 _	
country	_	
city		
state	_	

Help Box for 6a.

You should have highlighted the following words:

1. John's

2. John

3. John

4. God

5. Christians

6. John

7. God

8. Bible

## 7. Grammar: Commonly Confused Words

- 7a. In the passage, highlight the word are one time only.
- 1. This word is part of a family of commonly confused words.
- 2. They are not homophones because they are not **said** the same. Sometimes it is confusing to know which word to use.
- 3. A few commonly confused words include the following:
  - a. then and than

b. are and our

c. except/ accept

d. later/ latter

- 4. Then/than
  - a. Then shows what comes next.

Examples:

- 1) **Then** we will go to church.
- 2) We went to his house, and then we went home.
- b. Than is a comparison of two things.

**Examples:** 

- 1) He is taller **than** you.
- 2) God is greater than anything.
- c. It might help you to remember the difference between these two words if you think of *then* like the word *next*. Both mean the same thing and both have an e in them.

- 5. are/our
  - a. Our is a pronoun that owns something.

Examples:

- 1) **Our** job is to be a light to the world.
- 2) Our light is God in us.
- b. Are is a Be, a Helper, Link verb.

Examples:

- 1) The Scriptures are light.
- 2) The Dead Sea Scrolls are very important.
- c. The easiest way to know the difference between these two words is to look at the word following the word in question. If the word following belongs to it, you should use the pronoun *our*.
- 6. except/accept
  - a. Except preposition that means without.
  - b. Accept is a verb that means to something given to you.
- 7. later/ latter
  - a. Later is a describer that means after sometime has passed.
  - b. Latter is a word that means the last item in a series of two.
- <> 7b. In each of the sentences provided, highlight the correct word.

Example: God blesses us when /win we honor His principles.

- 1. Then/than the eagle must choose to fly.
- 2. When the eagle takes the updrafts, it can go higher then/than other birds.
- 3. The other birds our/are not equipped to fly that high.
- 4. Are/Our Christian walk should be like the eagle's flight.
- 5. We must be higher than/then the world.
- 6. She was about to except/ accept the gift.
- 7. He arrived later/ latter than the others.
- 8. Do you want the former one (first one) or the later/ latter one.
- 9. Everyone was there except/ accept him.
- 10. Do you like the blue one better then/ than the red one?
- <> 7c. Further Extension: On the lines provided, write sentences containing other confusing words listed.

# 8. Optional Spelling Practice: Six "S" Spelling Secret

- > 8a. Optional: Take a spelling "pre-test" in your notebook.
- **8b. Optional**: Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- **8c. Optional**: If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided at the end of this weekly lesson. (Be sure to put one letter in each square to help you see how long each word is.)

# 9. Optional Spelling Practice: Write That Word!

<> 9a.	<b>Optional</b> : On the lines provided, write two spelling words that you have never used in writing.
1.	2
<> 9b.	. Optional: Complete the following steps for one of the words you listed in 12a.
	(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.
	(2) On the lines provided, write a sentence containing that word.
<> 9c	<b>c. Optional</b> : Write your two most challenging spelling words ( <b>Extensions</b> : write four) on the lines provided.
1	2
3	4

## 10. Dictation: Dictation Quiz

- <> 10a. (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- 10b. (T) Review your dictation with your teacher.
- <> 10c. (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

## 11. Spelling: Spelling Test

- <> 11a. (T) In your notebook, take a Spelling Test consisting of this week's words and any Review Words.
- 11b. (T) Have your teacher check your Spelling Test.
- <> 11c. (T) Add any misspelled words your teacher chooses to the **Review Words** sec tion of next week's Spelling Lesson.

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

- <> 12a. Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- 12b. Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?
- 12c. Optional: Make a minit-book containing your essay.

## **Optional:** Extra Practice

- 1E. In your notebook, write ten th words.
- 2E. In your notebook, write seven sentences with proper nouns.
- 3E. In your notebook, copy ten sentences about the Old Testament from a character book.
- 4E. In your notebook, write four Scriptures about the letter or the spirit of the law.
- 5E. Make a minit-book containing your sentences from the Extra Practice assignments.
- 6E. Read a story about a child who did not follow the law—either the letter or the spirit of the law—and the consequences that came as a result.
- 7E. Write a report on the story you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher

# Checklist Challenge Blue 3-A: Week Three & Four

Character Focus: Orderliness

Complete the Checklist Challenge by using these guides:

- · Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- · Get your teacher's permission before skipping any items.

ALL LEVELS

E's EXTENSIONS

B BASIC LEVEL only

FE FURTHER EXTENSION only

E EXTENSION only

#### To Be Completed During Week Four

All All E's FE

Read each paragraph to your teacher or an older sibling. Together, listen for sentences that sound unclear. Focus on **content errors** at this time.

All

Check to make sure each paragraph contains all five parts of a paragraph -- OCCTI:

- Opening sentence
- Closing sentence
- Content all the same (same subject)
- Three or more sentences
- Indented

All E's FE

Circle each **verb** in each paragraph with a light colored highlighter. This will make it easier to add adverbs (*ly* words) and to change your verbs as further directed. Be sure to circle all of the following verbs:

- Action verbs--show what the subject does
- Be, a Helper, Link verbs--is, are, was, were, etc.
- Infinitives--to + verb

Teacher Tip: Be sure your student circles the verbs in his writings, as this step is crucial later in the Checklist Challenge. However, do not let him get discouraged if he misses one. He does not need to labor over each word, fearful of missing a verb. The more he looks for the verbs, the better he will get at finding them--and the better he will get at the verb-related CC items.

All E's FE

Change one of the "boring" verbs in each paragraph to a "strong" verb. You may select one from the list below or choose one of your own.

		· · · · <b>,</b> · · ·	
Instead of	<u>Use</u>	Instead of	<u>Use</u>
found	discovered	looking	appearing
coming	visiting	sit	recline
go	hasten to	asked	interrogated
said	announced	write	pen
look	examine	answered	responded
walk	saunter	lie	stretch out
list	enumerate	become	develop
look	scan	see	determine
help	assist		

Add an **adverb** (ly word or other) to each paragraph. You may select one from the list |E's| below or choose one of your own. only totally joyfully willingly completely practically significantly closely finally diligently

carefully

gratefully

cheerfully

extremely

All E's FE

All

All

All

All

FE

|E's|

fully thoughtfully interestingly apparently cautiously repeatedly Add one adjective to each paragraph. You may select one from the list below or choose one of your own.

gladly

sometimes

slowly

always

laboriously

happily

never

later

seldom

tomorrow

stringent gracious lengthy trusted courteous infallible meek meager valiant understanding trustworthy horrendous fulfilling terrible courageous preoccupied incapable presumptuous

From the **Banned Words List** below, select one word (or form of that word) in each paragraph and substitute a similar word.

very big really many such good said like walk great wonderful fine bad little want see go become soft look ask sit think fast

Create a **title** for your report, and put it at the top of the your paper.

Consider the following ideas:

- Something catchy: Preach It!
- · Something bold:Sit!
- · A song title or line: "Blessed Be the Name"
- A Scripture: And When He was Set Down
- · Something biblical: "Up Into the Mountain"
- · Something Informative: Living for Jesus
- Something about character: Orderly
- · Other: Blessed

Add a sentence to the very end of your paragraph or report that **restates the title** in some way. This is called the **closing statement**. If you have already done this, highlight it as directed by your teacher.

Add a transition sentence to the beginning of the second paragraph or at end of the first paragraph. Be sure your transition sentence takes the reader smoothly from the first paragraph to the second paragraph. If you have already done this, highlight it as directed by your teacher.

Examples:

- First, God told Noah to build an ark.
- After Noah was sure what God wanted him to do, he and his family began the process of building the ark.

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight it as directed by your teacher.

Examples:

- He showed extraordinary faith.
- · Truly, God was there!

Add three SSS5's in a row to one paragraph for emphasis. If you have already done this, highlight them as directed by your teacher.

Examples:

E's

All



- They wept. They rejoiced. They united.
- It was true. They had won. They had finally won!



Using a thesaurus if needed, change one word in each paragraph to a **more advanced word**. This may be any type of word---noun, verb, describers, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, etc. Don't just randomly select a word.

Your new word choice should be intentional.

Instead of:	<u>Use:</u>	Instead of:	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious



Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. (Do not change insignificant words such as *was, it, and*, etc.)

Examples:

- If joyful is redundant, substitute elated the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If answered is redundant, substitute retorted the next time.



Add one word you have never used before in writing (or more than one, according to your level), if you and your teacher think it is appropriate. If you have akready done this, highlight it as directed by your teacher.



Add one **interjection** to the beginning of one of your sentence, or add a new sentence with an interjection in it (or do this more than one time, according to your level). If you have already done this, highlight it as directed by your teacher.

Punctuate appropriately:

- Follow it with a comma: Yes, the Bible is the Book for me!
- Follow it with an exclamation mark, then start a new sentence with a capital: Yes! The Bible is the Book for me.

E's

Start one or more of your sentences with an **adverb** (ly word) (or more than one, according to your level). Place a comma where you hear a pause. If you have already done this, highlight it as directed by your teacher.

The comma may be directly after the adverb or shortly after it, depending on where you "hear" it:

- · Adverb opener: Clearly, Jesus cares for us.
- Adverbial clause or phrase opener: Clearly caring for us, Jesus is our Savior.

E's

Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). If you have already done this, highlight it as directed by your teacher.

Examples:

- Although I do not say it often, I am grateful for you.
- Because I am extremely grateful, I praise God.
- While I do not always express words of gratefulness, I do feel grateful.
- Since you have become a part of my life, I have grown closer to God.

FE

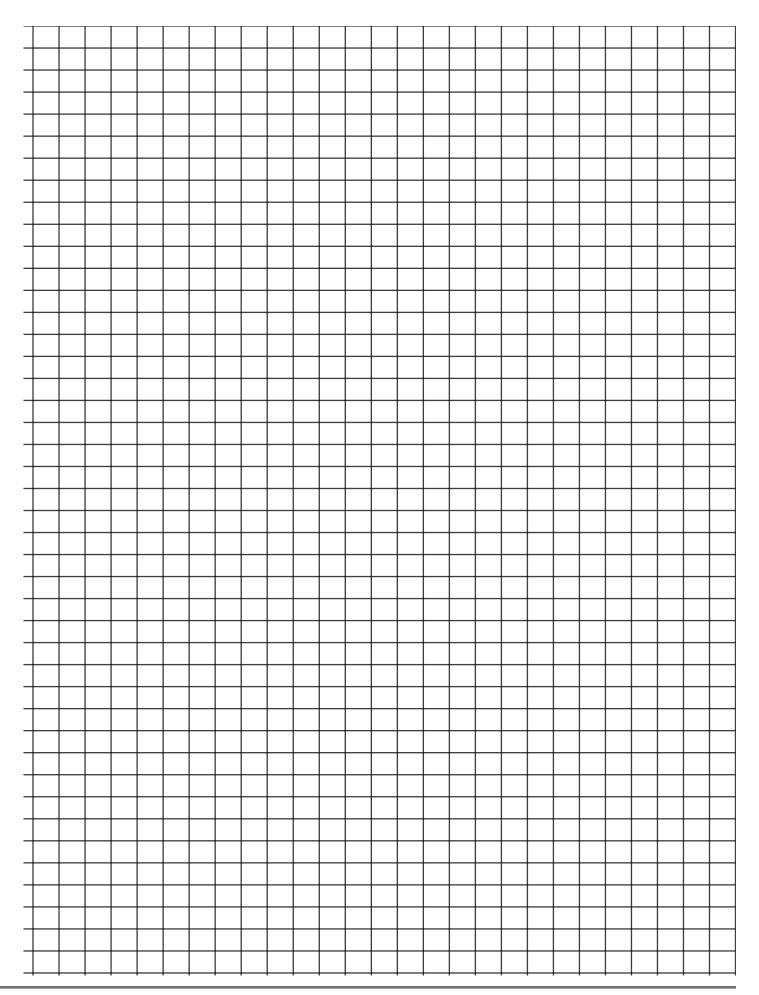
Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight it as directed by your teacher. (Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct.)

Examples:

- · Joined by and: The loving and gentle Savior cares for us.
- Joined by a comma: The loving, gentle Savior cares for us

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
1. To See:  1. Copy the word you need to practice on the first empty line of this column.  2. Look at this first word carefully.  3. Pay attention to the parts of the word that follow spelling rules you already know.  4. Look closely at the shape of the word.  5. See if there are parts of the word you know easily.	1. Say the word you wrote in column one aloud. 2. Try to spell the word aloud without looking in the 1. SEE column. 3. If you get stuck, look at the word in the 1. SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	To Separate: Fold the 1. SEE column over or cover the word you are working on with a sticky note- separate yourself from the word. Try to picture the word in your mind. Close your eyes to picture the word, if needed.	4. To Spell:  1. With the word you are practicing still separated from you, write that word on the correlating line in the 4.  SPELL column.  2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot:  1. Uncover the word in the 1. SEE column. 2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)	6. To Stop/Start:  1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.  2. If you spelled the word wrong, you should START the Should START the Six "S" Spelling Secret over again for that word.



# Teacher's Helps

Blue 3-A:

**Character Focus: Orderliness** 

Lesson Plans and Answer Keys

Blue 3-A 327

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#### Lesson Plans

#### Blue 3-A: Week One

For a Five-Day Week

**Character Focus: Orderliness** 

#### Day One

#### Vocabulary Box

Characteristic qualities required for reconciliation (nouns)

#### People who are reconciled have or use:

quietness confidence perception sorrow appeasement compromise lamentation grievousness recompense

humility receptivity regret reprieve

fervency responsibility persistence implementation obedience reciprocation remorse pacification penitential repentance restitution resilience rectification rapprochement

#### Vocaulary Box

Characterics describing someone who is responsble (adjectives) Someone who is responsible is:

resourceful mature obedient reliable trustworthy credible punctilious sensible sensible alert industrious timely requisite humble

preceptive reputable dependable principled regorous attentive punctual painstaking utilitarian prudent subordinate diligent conscientious ethical upstanding thorough precise meticulous considerate resolute inveterate

scrupulous

#### 1. Copying and Comprehension: Passage and Vocabulary

ALL

Before 132 A.D., people noticed that there were warnings in nature that an earthquake might occur. The Chinese are thought to have been the first to experience these phenomena. These signs were displayed by livestock, wells, and even the ground.

Yes, people in China could predict earthquakes by watching the behavior of their farm animals. Their livestock would often run around and stumble when a quake was about to start its groaning. Goats and sheep are especially sensitive to the earth's rumblings. They can actually sense an earthquake three or four minutes before its onset.

#### **EXTENSIONS**

Additionally, the Chinese noticed that their wells had unusual characteristics before an earthquake. A well would contain less water than it previously had if a tremor might be "visiting." When the water supply was dwindling, the people knew the land might soon do its dance.

**FURTHER EXTENSIONS** 

Even the earth itself would warn the Chinese that the ground might be shaking before long. Sometimes the people would spot new hills in the land. Out of no where, fresh mounds would pop up. When this happened, the Orientals ascertained that a quake was on the horizon.

#### Spelling/Structural Analysis: Numbers Examples: two, twenty, one hundred

#### ALL

1. twenty-six 4. ninety

2. thirteen 5. hundred 3. seven 6. eight

7. thirty-three

8. sixty-nine

**EXTENSIONS** 9. forty-eight

10. eight thousand

**Further Extension** 

11. five hundred, sixty-three

12. forty million (not fourty)

(as needed for check writing)

Day Two

3. Editor Duty: Correct Given Paragraph(s)

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline

Extensions--Paragraph One of Body

Topic of Paragraph 1\_

3 Sentences

ParagraphTwo of Body

Topic of Paragraph 2

4 Sentences

Paragraph Three of Body

Topic of Paragraph 3

3 Sentences

Paragraph Four of Body

Topical Paragraph 4

4 Sentences

Write On: Transition Words and Phrases

<>6a. In the third paragraph of the passage, highlight the phrase Additionally.

#### Day Three

7. **Grammar:** Dates, Numbers, and Places Within Text

<> 7a. In the first paragraph of the passage, highlight the date.

8. Optional Spelling Practice: Six "S" Spelling Secret

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

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: were, we're

#### Day Four

11. **Grammar**: Interjection Sentence Openers

<> 11a. In the second paragraph of the passage, highlight the word Yes.

12. **Composition and Editing**: Edit and Revise Using the Checklist Challenge

13. **Optional Spelling Practice**: Write That Word!

#### Day Five

Spelling: Spelling Test

15. **Dictation**: Dictation Quiz

16. Composition: Final Copy Informative Report From Given Materials

**Optional**: Extra Practice

#### Lesson Plans

#### Blue 3-A: Week One

For a Four-Day Week

**Character Focus: Orderliness** 

Day One

#### Vocabulary Box

Characteristic qualities required for reconciliation (nouns)

#### People who are reconciled have or use:

quietness confidence perception esteem sorrow appeasement compromise lamentation grievousness recompense

reprieve

fervency responsibility persistence implementation obedience reciprocation humility restoration receptivity regret restoration remorse pacification penitential repentance restitution resilience rectification rapprochement

#### **Vocaulary Box**

Characterics describing someone who is responsble (adjectives) Someone who is responsible is:

resourceful obedient reliable trustworthy punctilious sensible industrious timely requisite humble

mature mature
preceptive
reputable
dependable
principled
regorous
attentive
punctual
painstaking
utilitarian
prudent
subordinate

scrupulous diligent conscientious ethical upstanding thorough precise meticulous considerate resolute inveterate

#### 1. Copying and Comprehension: Passage and Vocabulary

ALL

Before 132 A.D., people noticed that there were warnings in nature that an earthquake might occur. The Chinese are thought to have been the first to experience these phenomena. These signs were displayed by livestock, wells, and even the ground.

Yes, people in China could predict earthquakes by watching the behavior of their farm animals. Their livestock would often run around and stumble when a quake was about to start its groaning. Goats and sheep are especially sensitive to the earth's rumblings. They can actually sense an earthquake three or four minutes before its onset.

#### **EXTENSIONS**

Additionally, the Chinese noticed that their wells had unusual characteristics before an earthquake. A well would contain less water than it previously had if a tremor might be "visiting." When the water supply was dwindling, the people knew the land might soon do its dance.

FURTHER EXTENSIONS

Even the earth itself would warn the Chinese that the ground might be shaking before long. Sometimes the people would spot new hills in the land. Out of no where, fresh mounds would pop up. When this happened, the Orientals ascertained that a quake was on the horizon.

#### 2. Spelling/Structural Analysis: Numbers Examples: two, twenty, one hundred

ALL

1. twenty-six 4. ninety

2. thirteen 5. hundred 3. seven 6. eight

7. thirty-three

8. sixty-nine

**EXTENSIONS** 

9. forty-eight

10. eight thousand

**Further Extension** 

11. five hundred, sixty-three

12. forty million (not fourty)

(as needed for check writing)

- 3. Editor Duty: Correct Given Paragraph(s)
- 4. Optional Spelling Practice: Choose the Correct Spelling
- 5. Study Skills/Prewriting: Key Word Outline

Extensions--Paragraph One of Body

Topic of Paragraph 1

3 Sentences

ParagraphTwo of Body

Topic of Paragraph 2

4 Sentences

Paragraph Three of Body

Topic of Paragraph 3

3 Sentences

Paragraph Four of Body

Topical Paragraph 4

4 Sentences Day Two

6. Write On: Transition Words and Phrases

<>6a. In the third paragraph of the passage, highlight the phrase Additionally.

7. **Grammar:** Dates, Numbers, and Places Within Text

<> 7a. In the first paragraph of the passage, highlight the date.

8. Optional Spelling Practice: Six "S" Spelling Secret

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

#### Day Three

- 10. Vocabulary/Structural Analysis: Wacky Words Homophones: were, we're
- 11. **Grammar**: Interjection Sentence Openers
- ◆ 11a. In the second paragraph of the passage, highlight the word Yes.
- 12. Composition and Editing: Edit and Revise Using the Checklist Challenge

#### Day Four

13. Optional Spelling Practice: Write That Word!

14. **Spelling**: Spelling Test

15. **Dictation**: Dictation Quiz

16. **Composition**: Final Copy Informative Report From Given Materials

**Optional**: Extra Practice

# Answer Keys Blue 3-A: Week One

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

#### **Pronouns**

#### <> 3. Complete the following steps:

(1) In the ED 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 pronouns.

**BASIC LEVEL**: Highlight six pronouns. **EXTENSION**: Highlight eight pronouns.

FURTHER EXTENSION: Highlight nine pronouns.

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

<u>God gave</u> us the law. <u>The law is <u>God's</u> way to tell us what we should and should not do. Many people try to make the law seem hard to follow, but <u>God makes</u> it simple. <u>He</u> said all the other laws <u>are</u> based on two crucial laws.</u>

<u>The first one is</u> the great commandment. It says to love <u>God with all of your heart, soul, mind, and strength. If we love <u>God, we will follow His law. When you love someone, you want to make him happy. <u>God is pleased when we downat He says.</u></u></u>

<u>The other important law is to love your</u> neighbor as yourself. <u>God says everyone is our neighbor. When we love people, we will not do things to hurt them. We will not steal from them or kill them. These are two laws that we will follow if we love our neighbor. If we truly love our neighbor and truly love the Lord, we will keep the whole law. (Capitalizing law when referring to God's law is optional.)</u>

# 4. **Optional Spelling Practice:** Choose the Correct Spelling

4a. OPTIONAL: Highlight the correct spelling of each All word.

1. twenty-six twentee-six

2. thirteen thurteen

3. sevan seven

4. ninety ninetty

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

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

5. hundrad hundred

6. eight eaght

7. thurty-three thirty-three

8. sixtty-nine sixty-nine

4b. OPTIONAL: Highlight the correct spelling of each Extensions word.

9. forty-eight foorty-eight

10. eight thoosand eight thousand

4c. Optional: Highlight the correct spelling of each Further Extension word.

11. five hundred, sixty-three five hundrad, sixty-three

12. forty-millium forty-million

# **7. Grammar:** Dates, Numbers, and Places Within Text

7b. In the sentences provided, highlight the dates with one color and the punctuation around the dates with another color.

Example: On July 3, 2004 , the little boy turned six years old.

- 1. On February 23, 303 A.D \_ Rome released their full wrath on the Christians.
- 2. The Edict of Milan was signed in 313 A.D.
- 3. From 500 A.D. to 900 A.D. scholars copied Scripture.
- 4. The Rosetta Stone was found by the French Army in 1799.
- 5. In 1382, someone said that every other person on the road was a Lollard.
- 6. In the spring of 1382, people met to discredit John Wycliffe.
- 7. John Wycliffe died in 1384.
- 8. In 1415, the church leaders burned Wycliffe's body.
- 9. The printing press was invented in 1453.

## Vocabulary/Structural Analysis: Wacky Words

Homophones: were, we're

<b>&lt;&gt;</b>	<b>10b.</b> Fill in	each blank	provided v	vith the c	correct Wack	xy Wordwere o	r we <i>'r</i> e.
-----------------	---------------------	------------	------------	------------	--------------	---------------	-------------------

- 1. We <u>were</u> pleased with her response.
- 2. <u>We're</u> going to her violin recital.

### Blue 3-A: Week Two

For a Five-Day Week

**Character Focus: Orderliness** 

#### Day One

#### Vocabulary Box

Characteristic qualities required for reconciliation (nouns)

#### People who are reconciled have or use:

auietness confidence perception sorrow appeasement compromise lamentation grievousness recompense

fervency humility regret reprieve

responsibility persistence implementation obedience reciprocation restoration remorse pacification penitential repentance restitution resilience recrapprochement rectification

#### Vocaulary Box

Characterics describing someone who is responsble (adjectives) Someone who is responsible is:

resourceful mature obedient reliable trustworthy credible punctilious sensible alert industrious timely requisite humble

preceptive reputable dependable principled regorous attentive punctual painstaking utilitarian prudent subordinate

scrupulous diligent conscientious ethical ethical upstanding thorough precise meticulous considerate resolute inveterate

### 1. Copying and Comprehension: Passage and

Vocabulary

ALL

When William Tyndale's Bibles were shipped to England, the Bishop of London tried to destroy them. The Bishop persuaded King Henry VIII to publicly declare that the Holy Books were not allowed in the country. This edict did not matter to the people who needed them, so Tyndale kept the Bibles coming.

#### EXTENSIONS

Then the Bishop of London started burning all the Bibles he could locate. He confiscated all of them and torched them. The books continued being printed, and the people still purchased them. The Bishop couldn't stop God's Word!

#### **FURTHER EXTENSION**

The Bishop could not get rid of enough Bibles the way he was doing it, so he started having people purchase the Bibles for him. They bought them from William Tyndale's friends. Tyndale's friends gave the money back to the Bible replicating business. And more Scriptures were reproduced. The Bishop was giving Tyndale all the money he needed to print and ship God's Word!

# 2. Spelling/Structural Analysis: Letter a Says Short o

<> 2a. In the second paragraph of the passage, highlight the word all one time.

All

1. exalt 4. malt 2. awful 5. salty

8. naughty

3. yawn 6. chalk 9. author

7. smallest 10. although

**EXTENSIONS** --ah sound unemphasized

11. annual

12. canal

13. loyal

14. herald

**FURTHER EXTENSION** 

15. usual

16. general

#### Day Two

- 3. Editor Duty: Correct Given Paragraph(s)
- 4. Optional Spelling Practice: Choose the Correct
- 5. Study Skills/Prewriting: Key Word Outline

Extensions -- Paragraph One of Body

Topic of Paragraph 1

3 Sentences

Paragraph Two of Body

Topic of Paragraph 2

4 Sentences

Paragraph Three of Body

Topic of Paragraph 3

5 Sentences

#### Day Three

- Write On: Avoiding Redundancy
- 7. **Grammar:** Capitalization Rules
- 7a. In the first and second paragraphs of the passage, highlight the words that are capitalized.
  - 8. Optional Spelling Practice: Six "S" Spelling Secret
  - 9. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

#### Day Four

- 10. Vocabulary/Structural Analysis: Wacky Words
- 11. Composition and Editing: Edit and Revise Using the Checklist Challenge
- 12. Optional Spelling Practice: Write That Word

#### Day Five

- 13. **Spelling:** Spelling Test
- 14. **Dictation:** Dictation Quiz
- 15. **Composition:** Final Copy Informative Report From Given Material

### Blue 3-A: Week Two

For a Four-Day Week **Character Focus: Orderliness** 

Day One

#### Vocabulary Box

Characteristic qualities required for reconciliation (nouns)

#### People who are reconciled have or use:

quietness confidence perception esteem sorrow appeasement compromise lamentation grievousness recompense

reprieve repentance restitution

fervency responsibility persistence implementation obedience reciprocation humility restoration receptivity regret restoration remorse pacification penitential resilience rectification rapprochement

#### Vocaulary Box

Characterics describing someone who is responsble (adjectives) Someone who is responsible is:

resourceful obedient reliable trustworthy punctilious sensible industrious timely requisite humble

mature preceptive reputable dependable principled regorous attentive punctual painstaking utilitarian prudent subordinate subordinate

scrupulous diligent conscientious ethical upstanding thorough precise meticulous considerate resolute inveterate

1. Copying and Comprehension: Passage and Vocabulary

ALL

When William Tyndale's Bibles were shipped to England, the Bishop of London tried to destroy them. The Bishop persuaded King Henry VIII to publicly declare that the Holy Books were not allowed in the country. This edict did not matter to the people who needed them, so Tyndale kept the Bibles coming.

#### **EXTENSIONS**

Then the Bishop of London started burning all the Bibles he could locate. He confiscated all of them and torched them. The books continued being printed, and the people still purchased them. The Bishop couldn't stop God's Word!

#### **FURTHER EXTENSION**

The Bishop could not get rid of enough Bibles the way he was doing it, so he started having people purchase the Bibles for him. They bought them from William Tyndale's friends. Tyndale's friends gave the money back to the Bible replicating business. And more Scriptures were reproduced. The Bishop was giving Tyndale all the money he needed to print and ship God's Word!

#### 2. Spelling/Structural Analysis: Letter a Says Short o Sound

<> 2a. In the second paragraph of the passage, highlight the word all one time.

ALL

2. awful 1. exalt 4. malt 5. salty 7. smallest

8. naughty

3. yawn 6. chalk 9. author

10. although

**EXTENSIONS** --ah sound unemphasized

11. annual 12. canal 13. loyal

14. herald

**FURTHER EXTENSION** 

15. usual 16. general

- 3. Editor Duty: Correct Given Paragraph(s)
- 4. Optional Spelling Practice: Choose the Correct Spelling
- Study Skills/Prewriting: Key Word Outline

Extensions-- Paragraph One of Body

Topic of Paragraph 1

3 Sentences

Paragraph Two of Body

Topic of Paragraph 2

4 Sentences

Paragraph Three of Body

Topic of Paragraph 3

4 Sentences

#### Day Two

- Write On: Avoiding Redundancy
- 7. **Grammar:** Capitalization Rules
- <> 7a. In the first and second paragraphs of the passage, highlight the words that are capitalized.
  - 8. Optional Spelling Practice: Six "S" Spelling Secret
- 9. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline
- Vocabulary/Structural Analysis: Wacky Words

#### Day Three

- 11. Composition and Editing: Edit and Revise Using the Checklist Challenge
- Optional Spelling Practice: Write That Word

13. **Spelling:** Spelling Test

14. **Dictation:** Dictation Quiz

#### Day Four

15. **Composition**: Final Copy Informative Report From Given Material

# Answer Keys Blue 3-A: Week Two

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

#### **Proper Nouns**

#### <> 3. Complete the following steps:

(1) In the ED 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 paragraphs, highlight the proper nouns and capitalize them, if needed.

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

<u>Many people have</u> tried to say that the <u>Bible</u> is not true. They say that people have changed it over the years. The is one of the oldest books in the world. It has been translated into hundreds of languages. Thousands of people have <u>helped</u> to translate it. Doubters say that some must have changed it, but <u>God</u> said that not one part of His world ever pass away.

<u>There are some very old copies of the Bible . One old copy is called the Dead Sea Scrolls . The Dead Sea Scrolls </u>

Some people have tried to say that things in the Bible are not true. For a long time, the only old book that talked about the Hittites or the Assyrians was the Bible. People would say the writers made them up. Since then, people have found other writings that talk about the power of these two peoples. Scientists have also found some of their cities. The cities are just like the Bible said they were. The Bible is right, no matter what people say.

# 4. **Optional Spelling Practice:** Choose the Correct Spelling

<> 4a. Optional: Highlight the correct spelling of each All word.

1. exalt exult

2. awfull awful

3. yawn yahn

4. malt mahlt

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.

5. sahlty salty 6. chalk cholk smallest 7. smallast 8. nawghty naughty 9. author awthor 10. all through

♦ 4b. OPTIONAL: Highlight the correct spelling of each Extensions word.

although

1. annual annuel 2. canel canal 3. loyal loyul 4 herald heruld

❖ 4c. Optional: Highlight the correct spelling of each Further Extension word.

> 1. usuol usual 2. general generel

# 7. Grammar: Capitalization Rules

7b. In the paragraph provided, highlight any words that should be capitalized. **OPTIONAL:** In your notebook, rewrite the paragraph provided, correcting all capitalization errors. Highlight the words that you capitalized.

William Tyndale was later caught. He was sentenced to die at the stake. **The Bishop** of **London** thought he had won. **Tyndale** was burned at the stake. His last words were, "Lord, open the eyes of the King of England." Only a few years later, God did just that. (Your student may or may not have highlight Bishop and King. The capitalization of officials title is subjective-- and country to country and century to century.)

7c. In the sentences provided, highlight the words that should be capitalized.

- 1. On February 23, 303 A.D., Rome released their full wrath on the Christians.
- 2. From 500 A.D. to 900 A.D. scholars copied Scripture ..
- 3. The Rosetta Stone was found by the French in 1799.
- 4. In 11382, someone said that every other person on the road was a Lollard .
- 5. In the spring of 1382, people met to discredit John Wycliffe ...
- 6. John Wycliffe died in 1384.
- 7. In 1415, the church leaders burned Wycliffe's body.
- 8. The printing press was invented in 1453.
- 9. In 1524, William Tyndale left England , never to return.
- 10. Before 132 A.D., people noticed that there were warnings in nature that an earth quake might occur.
- 11. The Chinese are thought to have been the first to experience these phenomena.
- 12. These signs were displayed by livestock, wells, and even the ground.
- 13. People in China could predict earthquakes by watching what their farm animals did.
- 14. Their livestock would often run around and stumble when a quake was about to start its groaning.
- 15. Goats and sheep are especially sensitive to the earth's rumblings.
- 16. They can actually sense an earthquake three or four minutes before its onset.
- 7d. Further Extension: On the lines provided, Write five sentences using any of the proper nouns listed below

#### No Answer Key Needed. Answers will vary

# 10. Vocabulary/Structural Analysis: Wacky Words

Homophones: to, too, two

<>	10b.Fi	ll in	the	blanks	provided	with	the	correct,	Wtabook, y c	Wortowo.
----	--------	-------	-----	--------	----------	------	-----	----------	--------------	----------

- 1. We will all go <u>to</u> the church service.
- 2. You may each choose <u>two</u> pieces of candy.
- 3. He would like to play <u>too</u>

## Blue 3-A: Week Three

For a Five-Day Week

Character Focus: Orderliness

#### Day One

#### Vocabulary Box

Characteristic qualities required for reconciliation (nouns)

#### People who are reconciled have or use:

quietness confidence perception esteem sorrow appeasement compromise lamentation grievousness recompense fervency responsibility
persistence implementation
obedience reciprocation
humility reciprocation
receptivity remorse
regriet pacification
reprieve peritential
repentance restitution
resilience rectification
rapprochement

#### **Vocaulary Box**

Characterics describing someone who is responsble (adjectives) Someone who is responsible is:

resourceful obedient reliable trustworthy credible punctilious sensible alert industrious timely requisite humble

reful mature preceptive reputable dependable principled regrorous attentive punctual painstaking utilitarian prudent subordinate

scrupulous
diligent
conscientious
ethical
upstanding
thorough
precise
meticulous
considerate
resolute

#### 1. Copying and Comprehension: Passage and

#### Vocabulary

#### All

Jesus did not teach people how to read and write. He instructed them about something much more significant than that. He introduced them to the most important concept in the world—to know God fully. He enlightened the people about God's love. He helped them to understand the dreadful sin that is deep within their hearts.

#### **EXTENSIONS**

Because Christ came to die for our sin, we can be God's children. Jesus told everyone that punishment will come to all who do not listen to God. He also told them about the new world God is going to create, without any sin in it at all.

#### **FURTHER EXTENSION**

Oh, how the people loved to listen to Jesus! They followed Him wherever He went. Sometimes thousands of people sat on a hill while He explained truths to them. They had heard these precepts before, but they never understood them. His entire life fulfilled the prophecies that the people had been taught for generations.

#### Spelling/Structural Analysis: Kn and ph Sounds Examples: knot, phone

2a. In the first and last paragraphs of the passage, highlight the words containing the letter combinations kn and ph.

#### ALL

prophet
 phase

2. orphan

3. knickers

7. graphite

5. graph8. phantom

6. photo9. telephone

10. physics

EXTENSION

11. knowledge

12. telegraphhic

FURTHER EXTENSION

13. biography

14. philosophy

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

Capitalization Rules

#### Day Two

- 4. Optional Spelling Practice: Choose the Correct Spelling
- Choose Your Topic: Choose Your Verses and Develop Ideas

Day Three

- Structual Analysis: Suffixes That Do Not Change the Spelling of Root Words
- <> 6a. In the first paragraph of the passage highlight each word that contains the following endings: 1. ful 2. ly
  - 7. Study Skills/Prewriting: Create Outline for 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)

#### FURTHER EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 6–8 Sentences

- 8. Optional Spelling Practice: Six "S" Speling Secret
- 9. Composition: Write Rough Draft of Essay

#### Day Four

- 10. Vocabulary/Structural Analysis: Wacky Words
  Homophones: write, right
- 11. **Grammar:** Subordinate Clauses vs. Sentences
- <> 11a. At the beginning of a sentence in the second paragraph of the passage, highlight the word *Because*.
  - 12. **Study Skills/Prewriting/Composition**: Take Notes for an Original Opening Paragraph
  - 13. Composition: Write an Original Opening Paragraph
  - 14. Optional Spelling Practice: Write That Word!
  - 15. Spelling: Spelling Test

#### Day Five

16. **Dictation:** Dictation Quiz

## Blue 3-A: Week Three

For a Four-Day Week **Character Focus: Orderliness** 

#### Day One

#### Vocabulary Box

Characteristic qualities required for reconciliation (nouns)

#### People who are reconciled have or use:

auietness confidence perception esteem sorrow appeasement compromise lamentation grievousness recompense

fervency responsibility persistence implementation humility receptivity receptivity remorse pacification obedience reciprocation repentance restitution resilience rectification rapprochement

#### Vocaulary Box

# Characterics describing someone who is responsble (adjectives) Someone who is responsible is:

resourceful mature obedient reliable reliable trustworthy credible punctilious sensible alert industrious timely requisite humble

preceptive reputable dependable principled regorous attentive punctual painstaking utilitarian prudent subordinate

scrupulous diligent
conscientious
ethical
upstanding
thorough
precise
meticulous
considerate resolute inveterate

#### 1. Copying and Comprehension: Passage and

#### Vocabulary

#### ALL

Jesus did not teach people how to read and write. He instructed them about something much more significant than that. He introduced them to the most important concept in the world—to know God fully. He enlightened the people about God's love. He helped them to understand the dreadful sin that is deep within their hearts.

#### **EXTENSIONS**

Because Christ came to die for our sin, we can be God's children. Jesus told everyone that punishment will come to all who do not listen to God. He also told them about the new world God is going to create, without any sin in it at all.

#### **FURTHER EXTENSION**

Oh, how the people loved to listen to Jesus! They followed Him wherever He went. Sometimes thousands of people sat on a hill while He explained truths to them. They had heard these precepts before, but they never understood them. His entire life fulfilled the prophecies that the people had been taught for generations.

#### 2. Spelling/Structural Analysis: Kn and ph Sounds Examples: knot, phone

<> 2a. In the first and last paragraphs of the passage, highlight the words containing the letter combinations kn and ph.

#### ALL

1. prophet 4. phase

2. orphan

3. knickers

7. graphite

5. graph 8. phantom

6. photo 9. telephone

10. physics

**EXTENSION** 

11. knowledge

12. telegraphhic

**FURTHER EXTENSION** 

13. biography 14. philosophy

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

Capitalization Rules

- 4. Optional Spelling Practice: Choose the Correct Spelling
- 5. Choose Your Topic: Choose Your Verses and Develop

#### Day Two

- 6. Structual Analysis: Suffixes That Do Not Change the Spelling of Root Words
- <> 6a. In the first paragraph of the passage highlight each word that contains the following endings: 1. ful
  - 7. Study Skills/Prewriting: Create Outline for 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)

FURTHER EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3

6-8 Sentences

8. Optional Spelling Practice: Six "S" Speling Secret

#### Day Three

- 9. Composition: Write Rough Draft of Essay
- 10. Vocabulary/Structural Analysis: Wacky Words Homophones: write, right
- 11. Grammar: Subordinate Clauses vs. Sentences
- <> 11a. At the beginning of a sentence in the second paragraph of the passage, highlight the word Because.
  - 12. Study Skills/Prewriting/Composition: Take Notes for an Original Opening Paragraph
  - 13. **Composition**: Write an Original Opening Paragraph
  - 14. Optional Spelling Practice: Write That Word!

#### Day Four

15. **Spelling:** Spelling Test

16. Dictation: Dictation Quiz

# Answer Keys Blue 3-A: Week Three

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

Capitalization Rules

#### <> 3. Complete the following steps:

(1) In the ED 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 words that should be capitalized, and capitalize them if you have not already done so.

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

<u>The Old Testament</u> us about what the <u>Messiah</u> would be like. <u>There</u> are many prophecies that <u>Jesus</u> fulfilled when <u>He</u> was on earth. <u>There</u> are over three hundred total prophecies that <u>Jesus</u> fulfilled.

<u>Many prophecies in the Old Testament are about Jesus' birth.</u> The Old Testament said that <u>God's Son would be born of a virgin.</u> <u>Jesus is the only person in history to be born like that.</u> The Old Testament told that the <u>Messiah would be born in Bethlehem.</u> Jesus was born in <u>Bethlehem.</u> There are many other things that the Old Testament said would happen at <u>Jesus' birth, and each one happened.</u>

<u>The Old Testament told how Jesus would die and rise</u> again. It said that a friend would betray Jesus to the leaders and that they would accuse him falsely. All these things happened to Jesus. It also told that <u>Jesus would say nothing in His own defense</u>. <u>Jesus did not use His power when He was tried</u>. <u>Every aspect of Jesus' death was foretold in the Old Testament.</u>

# 4. **Optional Spelling Practice:** Choose the Correct Spelling

4a. OPTIONAL: Highlight the correct spelling of each All word.

1. prophet proffet

2. orphen orphan

3. nickers knickers

4. phase fase

5. graph graff

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.

6. foto photo

7. graphite graffite

8. fantom phantom

9. telephone telaphone

10. physecs physics

<> 4b. Optional: Highlight the correct spelling of each Extensions word.

1. knowledge knowledje

2. telagraphic telegraphic :

4c. Optional: Highlight the correct spelling of each Further Extension word.

1. biography , biogriphy

2. philosophy philosophy

# **6. Structural Analysis:** Suffixes That Do Not Change the Spelling of Root Words

**<> 6b.** On the lines provided, copy the words and add one of the suffixes *ful*, *ly*, or *ness* to them. (Note: The spelling of the root words will not change in this spelling list.)

1. great—greatly or greatness 2. good—goodly or goodness

3. kind—kindly or kindness 4. total—totally

5. soft—softly or softness 6. firm—firmly or firmness

7. slow—slowly or slowness 8. light—lightly or lightness 9. color—colorful 10. dark—darkly or darkness

11. fear—**fearful** 12. dread—**dreadful** 

1. fear—fearful 12. dread—dreadful

13. quick—quickly or quickness 14. law—lawful

15. thought—thoughtful

# 10. Vocabulary/Structural Analysis: Wacky Words

Homophones: write, right

**> 10b.** Fill in the blanks provided with the correct Wacky Word--write or right.

## 11. Grammar: Subordinate Clauses vs. Sentences

> 11d. Finish the sentences provided by adding complete sentences to the subordinate clauses.

**Basic Level:** Complete five of the sentences.

**EXTENSIONS**: Complete all ten of the sentences.

Example: Though heaven and earth cease, God's Word will not fail.

No Answer Key needed. Answers will vary.

- 11e. Extensions: In the sentences provided, highlight all of the subordinators-- those at the beginning and those throughout them.
  - 1. Before 132 A.D., people noticed that there were warnings in nature that an earthquake might occur.
  - 2. People in China could predict earthquakes by watching what their farm animals did.
  - 3. Their livestock would often run around and stumble when a quake was about to start its groaning.
  - 4. Additionally, the Chinese noticed that their wells had unusual characteristics before an earthquake.
  - 5. When the water supply was dwindling, the people knew the earth might soon do its thing.
  - 6. Even the earth itself would warn the Chinese that the ground might be shaking before long.
  - 7. When William Tyndale's Bibles were shipped to England, the Bishop of London tried to destroy them.
  - 8. He persuaded King Henry VIII to publicly say that the Bibles were not allowed in the country.
  - 9. He helped them to understand the dreadful sin that is deep within in people's hearts.
  - 10. Because He came to die for our sin, we can be God's children.
  - 11. Jesus told everyone that punishment will come to all who do not listen to God.
  - 12. Oh, how the people loved to listen to Jesus!
  - 13. Sometimes thousands of people sat on a hill while He explained truths to them.

### Blue 3-A: Week Four

For a Five-Day Week **Character Focus: Orderliness** 

#### Day One

#### Vocabulary Box

Characteristic qualities required for reconciliation (nouns)

#### People who are reconciled have or use:

quietness confidence perception esteem sorrow appeasement compromise lamentation grievousness recompense

fervency responsibility persistence implementation obedience reciprocation humility restoration remorse pacification reprieve penitential repentance restitution resilience rectification rapprochement

#### Vocaulary Box

Characterics describing someone who is responsble (adjectives)
Someone who is responsible is:

resourceful obedient reliable trustworthy credible punctilious sensible alert industrious timely timely requisite humble

preceptive reputable dependable principled regorous attentive punctual painstaking painstaking utilitarian prudent subordinate

mature

diligent conscientious ethical upstanding thorough precise meticulous considerate resolute inveterate

scrupulous

1. Copying and Comprehension: Passage and

Vocabulary

All

There are two aspects of laws. The first one is the letter of the law. The second one is the spirit of the law.

The word letter literally means "doing what the law says." If John's parents tell him to sit down and he sits down, that is obeying the letter of the law. John was doing exactly what his parents told him to do.

#### **EXTENSIONS**

The spirit of the law has to do with what a person's heart is like. If John sat down, but was angry inside when he did, he was not following the spirit of the law. The spirit of the law is understanding what God wants and doing it joyfully from the heart.

#### **FURTHER EXTENSION**

If Christians follow the spirit of the law, they will follow the letter of the law, too. In other words, if John was not angry inside when he sat down, his heart was following the spirit of the law by being submissive. Of course, he was also following the letter of the law by sitting down as he was told. God gave His law in the Bible, and He wants us to follow the spirit and not just the letter.

2. **Spelling/Structural Analysis:** Soft and Hard th

Examples: thin, the

<> 2a. In the first copy box of the passage, highlight the words that contain the th digraph.

All

1. wrath 4. thatch

2. theatre 5. though 8. either

3. panther 6. thoughtful 9.Thursday

7. through 10. athlete

**EXTENSIONS** 

11. thorough

12. anthem

**FURTHER EXTENSION** 

13. theology 14. theatrical 15. athletic 16. bothersome

Day Two

Editor Duty: Correct Given Paragraph(s)

Action Verbs and Homophones

4. Optional Spelling Practice: Choose the Correct

Day Three

Spelling

5. Composition and Editing: Edit and Revise Using the

3. John

6. John

Checklist Challenge

6. Grammar: Proper Nouns

Day Four

Help Box for 6a.

You should have highlighted the following words:

1. John's 2. John 5. Christians 4. God

7. God 8. Bible

\*His and He are not nouns, but pronouns.

7. **Grammar**: Commonly Confused Words

7a. In the passage, highlight the word are one time only.

Day Five

8. Optional Spelling Practice: Six "S" Spelling Secret

9. Optional Spelling Practice: Write That Word!

10. Dictation: Dictation Quiz

11. **Spelling:** Spelling Test

12. Composition: Final Copy Original

Informative Essay

## Blue 3-A: Week Four

For a Four-Day Week **Character Focus: Orderliness** 

Day One

#### Vocabulary Box

Characteristic qualities required for reconciliation (nouns)

#### People who are reconciled have or use:

quietness confidence perception esteem sorrow appeasement compromise lamentation grievousness recompense

fervency responsibility persistence implementation obedience reciprocation humility receptivity receptivity remorse pacification repentance restitution resilience rectification rapprochement

#### Vocaulary Box

Characterics describing someone who is responsble (adjectives) Someone who is responsible is:

resourceful obedient reliable trustworthy punctilious sensible alert industrious

preceptive reputable dependable principled regorous attentive punctual painstaking utilitarian timely requisite humble

mature

scrupulous diligent conscientious ethical upstanding thorough precise meticulous considerate resolute inveterate

1. Copying and Comprehension: Passage and

Vocabulary

All

There are two aspects of laws. The first one is the letter of the law. The second one is the spirit of the law.

The word letter literally means "doing what the law says." If John's parents tell him to sit down and he sits down, that is obeying the letter of the law. John was doing exactly what his parents told him to do.

#### **EXTENSIONS**

The spirit of the law has to do with what a person's heart is like. If John sat down, but was angry inside when he did, he was not following the spirit of the law. The spirit of the law is understanding what God wants and doing it joyfully from the heart.

#### **FURTHER EXTENSION**

If Christians follow the spirit of the law, they will follow the letter of the law, too. In other words, if John was not angry inside when he sat down, his heart was following the spirit of the law by being submissive. Of course, he was also following the letter of the law by sitting down as he was told. God gave His law in the Bible, and He wants us to follow the spirit and not just the letter.

Spelling/Structural Analysis: Soft and Hard th

Examples: thin, the

<> 2a. In the first copy box of the passage, highlight the words that contain the th digraph.

ALL

1. wrath 4. thatch 2. theatre 5. though 8. either

3. panther 6. thoughtful

7. through 10. athlete

9.Thursday

**EXTENSIONS** 

11. thorough

12. anthem

**FURTHER EXTENSION** 

14. theatrical 13. theology 15. athletic 16. bothersome

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

Action Verbs and Homophones

4. Optional Spelling Practice: Choose the Correct

Day Two

Spelling

5. Composition and Editing: Edit and Revise Using the

Checklist Challenge

6. **Grammar:** Proper Nouns

Help Box for 6a.

Day Three

You should have highlighted the following words:

1. John's

2. John 5. Christians 3. John 6. John

4. God 7. God

8. Bible

\*His and He are not nouns, but pronouns.

7. **Grammar**: Commonly Confused Words

7a. In the passage, highlight the word are one time only.

8. Optional Spelling Practice: Six "S" Spelling Secret

9. Optional Spelling Practice: Write That Word!

10. Dictation: Dictation Quiz

11. **Spelling:** Spelling Test

Day Four

12. **Composition:** Final Copy Original

Informative Essay

# Answer Keys Blue 3-A: Week Four

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

#### **Action Verbs and Homophones**

- <> 3. Complete the following steps:
  - (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct only the first paragraph.

**EXTENSION**: Correct the first and second paragraphs. **FURTHER EXTENSION**: Correct all three paragraphs.

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

Basic Level: Highlight six verbs. Extension: Highlight seven verbs.

FURTHER EXTENSION: Highlight eight verbs.

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

Fossils <u>are</u> parts of dead animals that have been turned into stone. Because they are stone, they a long time. Sometimes trees and other plants can be fossils, <u>too</u>. Fossils tell us a lot about the past. We know there were dinosaurs because scientists have found their fossils. Fossils also bring up many questions. They do not tell us everything. To fill in the blanks, many people just guess.

 $\underline{\mathbf{O}}$ ne question is, how were fossils made?  $\underline{\mathbf{N}}$ o one has ever seen a fossil being made. Some people think it took millions of years to make fossils. This does not make sense because there are fossils of things that would have decayed over millions of years. Also, the  $\underline{\mathbf{B}}$  ible tells us that the earth  $\underline{\mathbf{is}}$  not that old.

**S**ome people think that fossils only take a short time to make. These people think that most of the fossils came from **N**oah's flood in the **B**ible. This would have been a time when many things died all at the same time.

# 4. **Optional Spelling Practice:** Choose the Correct Spelling

<> 4a. OPTIONAL: Highlight the correct spelling of each All word.

1. wrath rath

2. theatre theater

3. panthur panther

4. thatch thach

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

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

5. tho though

6. thoughtful thoughtful

7. through through

8. either eather

9. Thursday Thersday

10. athleat athlete

♦ 4b. OPTIONAL: Highlight the correct spelling of each Extensions word.

1. thorough thorogh

2. antham anthem

4c. Optional: Highlight the correct spelling of each Further Extension word.

1. theology theolegy

2. theatrecal theatrical I

3. athletic athletec

4. botharsome bothersome

# 6. Grammar: Proper Nouns

- **6b.** In the sentences provided, highlight the proper nouns that should be capitalized, and capital ize them.
  - 1. Christians believe in the Bible
  - 2. The Bible is God's Word
  - 3. God told the writers what to write.
  - 4. The Bible is not some man's word.
  - 5. William Tyndale translated the Bible
  - 6. Tyndale did not write the Bible.
  - 7. He just took the words and put them into English.
  - 8. The British and Foriegn Bible society translated the Bible too.

- 9. They translated God's Word into other languages.
- 10. Only God wrote the Bible
- **6c. Extensions**: For each of the categories of proper nouns listed below. Write two words. Be sure you capitalize the first letter of the words within a two word (or more) proper noun according to this lesson's rules.

No Answer Key needed. Answers will vary.

# 7. Grammar: Commonly Confused Words

<>7b. In each of the sentences provided, highlight the correct word.

Example: God blesses us when /win we honor His principles.

- 1. Then /than the eagle must choose to fly.
- 2. When the eagle takes the updrafts, it can go higher then/than other birds.
- 3. The other birds our/are not equipped to fly that high.
- 4. Are/Our Christian walk should be like the eagle's flight.
- 5. We must be higher than t/then the world.
- 6. She was about to except/ accept the gift.
- 7. He arrived later / latter than the others.
- 8. Do you want the former one (first one) or the later/ latter one.
- 9. Everyone was there except / accept him.
- 10. Do you like the blue one better then/ than the red one?
- 7c. Further Extension: On the lines provided, write sentences containing other confusing words listed.

No Answer Key needed. Answers will vary.

