

Blue 3-C: Week One

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 describe an *orderly person* (adjective)

tidy	neat	organized
adept	precise	habitual
optimal	effective	disciplined
systematic	methodical	efficient
adroit	dexterous	impeccable
inexorable	arduous	assiduous
expeditious	complaisant	autonomous
punctilious		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

ALL	<p>By 1771, Voltaire was banished permanently from France for speaking and writing inflammatory words, but his writings had already done enough damage there. He went to Prussia. When he offended King Fredrick, he went to Sweden. While traveling, he continued to export his ideas. Some were wise principles of freedom, but many were wild thoughts of anarchy. He denied anyone the power to rule him and said of the Bible that, "One hundred years from my day there will not be a Bible on the earth except one that is looked upon by an antiquarian curiosity-seeker."</p>
EXTENS	<p>Voltaire's writing continued to infiltrate all of Europe and was read by peasant and ruler alike. Some were impressed; some were outraged; some decided to put Voltaire's theories to work. In the 1790s, France turned itself upside down. In less than a decade, it went from monarchy to anarchy to tyranny.</p> <p>A few short years later the monarchy was restored to France, and Voltaire's influence began to dissipate. He is still studied in history texts, of course, along with all of the other past influences. But the only ones who read his books now are history or philosophy "curiosity-seekers."</p> <p>On the other hand, the Bible can be found in almost every home in the English-speaking world. Two hundred years after Voltaire predicted its demise, the <i>Guinness Book of World Records</i> declared God's Word to be the most printed book in the world. It has held that position since the invention of the printing press.</p>
FURTHER	<p>Voltaire's power was once considered the most significant in Europe. The more time that passes since his death, however, the more his copious words fade. Few people alive today can tell you anything that Voltaire said. On the other hand, however, most people know at least something from the Bible. As Voltaire's esoteric influence withers and collects dust on museum shelves, the Bible stands—two hundred years ago, now, and forever.</p>

↔ **1a.** Read this week's passage aloud.

This passage is another example of how God's Word stood the test of time when others' words did not.

In the first paragraph of this week's passage, highlight the word *antiquarian*.

↔ **1b.** Look up this word in the dictionary, and write its definition on the lines provided.

↔ **1c.** On the lines provided, write four words that describe God's Word from the shaded Vocabulary Box.

1. _____ 2. _____
3. _____ 4. _____

Note: The bold fonted words in the Vocabulary Boxes are those recommended for this level. Try to write with these in assignments involving the Vocabulary Boxes.

↔ **1d.** On the lines provided, write three sentences about the passage using three of the words you listed in 1c.

1. _____

2. _____

3. _____

↔ **1e.** In the second paragraph of the passage, highlight the words *anarchy* and *monarchy*.

↔ **1f.** Look these words up in the dictionary, and write their definitions on the lines provided.

1. _____

2. _____

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

Teacher Tip: Do not underestimate this spelling tip. Your student will need to know this in order to spell longer words later. If he does not seem to understand the syllabating, have him say the words slowly, syllable by syllable, and point out to him how the first syllable has a short vowel sound since it is a "closed syllable" (meaning the syllable ends with a consonant), so it must end in a consonant.

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

Double Consonants in the Middle of Words

First syllable short

- 1. ap/ple
- 2. sun/ny
- 3. dif/fer

R-controlled first syllable

- 1. car/riage
- 2. hur/ry
- 3. mer/ry

Other (schwa, etc.)

- 1. ap/point
- 2. ac/quaint
- 3. ac/cuse

Single Consonant in the middle keeps first syllable long

- 1. o/pen
- 2. fo/cus
- 3. sta/tion

To syllabicate means "to divide into syllables."

Character Focus: Some scientists attack the Bible by saying that the very first part (the story of creation) is wrong, but there is no reason not to believe the Bible is completely true from the very start.

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

Character Focus: People who do not believe that God created the earth like it says in Genesis are called evolutionists.

<> 1g. In the words *anarchy* and *monarchy* in the passage, highlight the root *arch* with a different colored highlighter.

The root *arch* is a Greek root meaning "first or to rule." The prefix *an* means *not*. The prefix *mon* comes from the prefix *monos*, which means "alone."

<> 1h. On the lines provided, do the "vocabulary math" to come up with the meanings of these words without using a dictionary.

- 1. mon (only; one) + arch (to rule) = _____
- 2. an (not) + arch (to rule) = _____

Do you see how you can unlock many, many words without even having a dictionary handy by using knowledge of roots and affixes?

<> 1i. On the lines provided, write five more words with any of the roots from this lesson (*an, mon, archan, arch*), and write what you think they mean based on what you already know.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

<> 1j. Now, look up the exact definitions and check them with what you wrote in 1i. Write your findings below.

- 1. _____
- 2. _____
- 3. _____

4. _____

5. _____

↔ **1k.** 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.

(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.

Teacher Tip: The Definition Dissection (DD) box used in each week's vocabulary lessons is provided in the back of this book in a packet entitled "Vocabulary Packet." There are actually two of these packets available there: one for you to give to your student and one for you to keep for yourself (to help your student but also to have available to photocopy should your student's copy get soiled or worn out during the school year).

The DD box in the "Vocabulary Packet" contains six different techniques that your student needs to learn in order to unlock the meanings of unfamiliar words. You may desire to go through the DD box with him, one technique per week, until he feels confident doing the DD assignments by himself. (Of course, you may work with him on the DD techniques longer than six weeks, if needed.)

Have your student put the "Vocabulary Packet" at the beginning of each weekly lesson when he moves onto a new lesson. It should be inserted right into his three-ring binder since he will be using it on the first day of each weekly lesson.

Teacher Tip: The labels on the copy boxes indicate which paragraphs each level of students should copy and take dictation from. The paragraphs that the student should re-write for that week's writing assignment are indicated in the Key Word Outline section (Lesson #5) in Weeks One and Two.

(8) Write a sentence using the word you studied on the lines provided.

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

<> 1m. In your notebook, copy this week's passage at the level directed by your teacher.

<> 1n. (T) Review your copy with your teacher, and correct any errors.

2. **Spelling:** Spellings for the *ee-un* Sound at the End of Words

Examples: Indian, envious, stronium, miscellaneous

<> 2a. In the first paragraph of the passage, underline the word *antiquarian*.

This word has one of the spelling combinations you will be studying this week. There are many spelling combinations—in the middle and at the ends of words—in which a vowel (nearly any vowel) says the sound of long *e* (*ee*) and another vowel or vowel combination says the sound of short *u*. There are many combinations for spelling this *ee-un* sound, such as the following:

- | | |
|-------------------------------|------------------------------|
| 1. <i>ian</i> : Indian | 2. <i>ious</i> : envious |
| 3. <i>ium</i> : stronium | 4. <i>iate</i> : immediate |
| 5. <i>ial</i> : controversial | 6. <i>ual</i> : ineffectual |
| 7. <i>eous</i> : hideous | 8. <i>ient</i> : recipient |
| 9. <i>ia</i> : malaria | 10. <i>ium</i> : equilibrium |
| 11. <i>ious</i> : dubious | |

<> **2b**. On the lines provided, copy the spelling words at the level directed by your teacher.

ALL

1. _____
totalitarian (Commonly Misspelled: Think total • i • tarian)

3. _____
controversial (Commonly Misspelled: contro • versial)

5. _____
vicarious (Commonly Misspelled: 1 c, 1 r - think vicar • ious)

7. _____
verbiage

9. _____
superfluous (Commonly Misspelled: Think super and fluous)

11. _____
vacuous (Commonly Misspelled: 1 c ; vac / u / ous)

13. _____
prosenium

2. _____
stronium

4. _____
ineffectual (Commonly Misspelled: Think in • effect • ual)

6. _____
genealogical (Commonly Misspelled: not geneo)

8. _____
equilibrium (Commonly Misspelled: 3 i's)

10. _____
miscellaneous (Commonly Misspelled: Think mis • cell • a - neous)

12. _____
archeology

14. _____
colloquial (Commonly Misspelled: 2 l's; think think collo and quial)

EXTENSIONS

15. _____
encyclopedia (Commonly Misspelled: en / cy / clo / pe / di / a)

16. _____
sumptuous (Commonly Misspelled: Think sump • tuous)

KWO: Writing a Key Word Outline is kind of like Squanto may have talked with the Pilgrims when he first met them: "How! Me Squanto!"

FURTHER EXTENSION

17. _____
bicentennial (Commonly Misspelled: 1 c; 1 t; 3 n's --bi/cen/ten/ni/al)

18. _____
schizophrenia (Commonly Misspelled: Made of Greek roots *schizo*-split and *phrenia*-mental disorder)

19. _____
parsimonious (Commonly Misspelled: par/sim/o/ni/ous)

20. _____
onomatopoeia

Optional Words

21. _____
accurate

22. _____
resolute

23. _____
affirmative

24. _____
impeccable

Review Words

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 72 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write **ten sentences** using ten of the spelling words.

3. Editor Duty: Correct Given Paragraphs

Colon, Spelling

<> 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, insert a colon to introduce the partial quote following the lengthy (complete sentence) speech tag.

(3) In all the paragraphs, highlight and correct all of the spelling and homophone errors.

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.

the new testament book that is often referred to most in defence of "disregarding the old testament" is galatians yet in that very book the clearest and strongest descriptions of a law exists. Every believer will be governed by law that reads, in part; ". . . for whatsoever a man soweth, that shall he also reap".

The words *sowing* and *reaping* establishes one of the most important aspects of the Law that of cause and affect. Many people have the mistaken idea that they can live as they please and their will be no consequences for whatever they do. God however states just the opposite. He makes it extremely clear that we are responsible for our words thoughts deeds attitudes and motives

The word *sow* originally meant "to scatter" or "to propagate". In farming it take on the connotation of "scattering seed for the purpose of growth and production". God uses it to picture a persons' actions thoughts words and deeds indicating that they are planted and will reproduce according to they're kind the word *reap* denote the process of gathering a harvest. It's expanded meaning include receiving something as a reward or as the fruit of ones' labors

Further Study: Read stories in the Bible of heroes who stayed faithful to God, such as Daniel; Shadrach, Meshach, and Abednego; Noah; and others.

Further Study: Read Genesis 1-2.

4. Optional Spelling Practice: Choose the Correct Spelling

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

- | | |
|------------------|---------------|
| 1. totalitarian | totalitarian |
| 2. stronuim | stronium |
| 3. controvereal | controversial |
| 4. ineffectual | ineffectuil |
| 5. vicarious | vicarous |
| 6. geneological | genealogical |
| 7. verbiage | vebeage |
| 8. equilibrium | equilibrium |
| 9. superfluous | superflous |
| 10. miscellanous | miscellaneous |
| 11. vacuous | vacous |
| 12. archeology | archeology |
| 13. proseneum | prosenium |
| 14. colloquial | colloqueal |

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

- | | |
|------------------|--------------|
| 15. encyclopedia | encyclopedea |
| 16. sumptous | sumptuous |

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

- | | |
|-------------------|--------------|
| 17. bicentenial | bicentennial |
| 18. schizophrenia | schizofrenia |
| 19. parsimonious | parsimoneous |
| 20. onomatopeia | onomatopoeia |

Further Study: Relate the following aspects of canning to God's preservation of His Word:

- 1) preparing the food (Hebrews 1:1-2)
- 2) purifying the container (II Peter 1:20-21)
- 3) heating to remove impurities (Psalms 12:6)
- 4) sealing the contents (Rev 22:18-19)
- 5) storing for use (I Peter 1:10-12)
- 6) eating for nourishment (Jer 15:16)

Further Study: Read about William Tyndale and the Bishop of London. How did every attempt of the bishop to stop the spread of Bibles only help it?

Further Study: Study the history of the printing press and how it was developed. Why was the printing press important for the spread of Christianity?

<> 4d. **OPTIONAL:** Highlight the correct spelling of each **Optional** word.

- | | |
|-----------------|-------------|
| 21. accurate | accurite |
| 22. resoloot | resolute |
| 23. affirmative | affirmateve |
| 24. impecable | impeccable |

<> 4e. **OPTIONAL:** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Alternative Writing for Blue 3-C: Week One

- Write a three to four paragraph essay about another person's words that the Bible would not last and how those words became void.
- Write a two to three paragraph commentary on the verse Matthew 5:18 using Bible handbooks and a concordance.
- Write another verse to the song "The Bible Stands."

Further Study: Read a book about John Wycliffe and the men who worked with him called "Lollards."

Character Focus: People used to attack the Bible because it talked about people like the Hittites and Babylonians and there were no other historical records of those people at that time. Now archaeologists have found evidence that these people existed just like the Bible 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 1 _____

Sentence 1 _____

(You may use up to seven words for Sentence One.)

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

(You may take notes for the first part and write the quote word for word in your notes for Sentence Six.)

Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

(You may break into 3 SSS5's; you may use semicolons to join three short, complete sentence as is done in the passage; or you may combine the three with comma-coordinating conjunction between each one.)

Sentence 3 _____

Sentence 4 _____

Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Paragraph Four of Body

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Paragraph Five of Body

Topic of Paragraph 5 _____

Sentence 1 _____

Sentence 2 _____

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

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

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

“ ” can mean spoken words or special words

< > can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

6. Grammar: Nouns (Common and Proper)

<> 6a. In the first copy box of the passage, highlight the proper and common nouns. (Do not highlight the pronouns.)

Grammar Card: Noun—Common

- Common nouns include the following:
 - **Person:** girl, boy, baby
 - **Place:** city, playground, yard
 - **Thing:** box, ball, book
 - **Idea:** love, joy, hope
- Often the subject of a sentence; may also be the direct or indirect object or object of the preposition of a sentence

 **Common nouns are the “common” names of people, places, things, or ideas.**

Grammar Card: Noun—Proper Noun

- Noun that **names a specific person, place, or thing—the proper name of a common noun.**
- All first words, last words, and important words are capitalized in proper nouns: *Through Gates of Splendor*
- Generally, words that are not at the beginning or end of a title that are prepositions, articles, or pronouns of three letters or less are not capitalized.
- Proper nouns include:
 - Names of **groups of people or nationalities:** Irish
 - A person’s **name:** Donna
 - Names of **battles/wars:** World War II
 - Days, months, holidays:** June, Christmas
 - Titles**—songs, books, movies, etc.: *God’s Smuggler*
 - Names of **organizations:** Training for Triumph
 - Names of God:** Lord
 - References to God:** Him
 - Names of **places:** Indiana
 - Names of **bodies of water, mountains, landmarks, ships, memorials, buildings, cities, states, streets, countries:** Atlantic Ocean, Jefferson Memorial

A **noun** is a word or a group of words that is one of the following:

1. a **person**
2. a **place**
3. a **thing**
4. an **idea**

You write with nouns all of the time! Sometimes you put nouns at the beginning of your sentences—as the subjects:

1. The **boy** rode.
2. The **girl** sang.

Sometimes you put nouns at the end of your sentences—as the objects:

1. The boy rode his **bike**.
2. The girl sang the **song**.

Nouns can be either common or proper.

Common nouns are the **general names** of things. Examples:

1. boy
2. girl
3. town
4. street
5. box
6. love

Proper nouns are the **specific names** of things. Examples:

1. Jonathan
2. Kara
3. Knoxville
4. Oak Street

Of course, you have learned since elementary school that proper nouns are capitalized. Here is a quick review of the capitalization rules for proper nouns.

1. Always capitalize the **first and last word of a proper noun**—regardless of the length of these words: *The Bullet-Proof George Washington*.

2. Capitalize all words of a proper noun that are **four letters or longer**—regardless of the type of these words: *Missionary Stories With the Millers*.
3. Capitalize all words of a proper noun that are three letters or less if they are:
 - a. Proper nouns—*The **God** of Abraham*
 - b. Verbs—*To **Be** a God-Seeker*
 - c. Important words to the title—*Let **Me** Be a Woman*
 - d. First or last words of a title - ***To the Top***

Understanding what a noun is can be easy; understanding how nouns are used can be more difficult. The problem you will encounter in identifying nouns in sentences is that like the other basic parts of speech (pronouns, adjectives, adverbs, verbs, conjunctions, interjections, and prepositions), words that are usually nouns can function as other parts of speech, as well.

Nouns used as other parts of speech, are shown in the following examples:

1. Rule
 - a. Noun: This is the **rule**.
 - b. Verb: He will **rule** the kingdom.
2. Elderly
 - a. Noun: Give gifts to the **elderly**.
 - b. Adjective: The **elderly** man walked down the street.

Thus, you must determine not only if that type of word **could** be a noun, but also if it is being **used** as a noun in that sentence.

A noun may be used as many other parts of speech, so you will need to learn the function those parts of speech can have in a sentence:

1. Subject: The **rule** of the king is final. (still a noun)
2. Verb: The king will **rule** the kingdom. (no longer a noun)
3. Adjective: The **ruling** king will come today. (no longer a noun)
4. Object of the preposition: He is the final voice of the **rule**. (still a noun)
5. Direct object: The king will take the **rule**. (still a noun)

Sometimes when a noun is used as another part of speech, it is no longer considered a noun. This happens when a noun is used as a verb and when a noun is used as an adjective, like in the previous examples of *rule* and *elderly*.

Generally speaking, if a word has *a*, *an*, or *the* (articles or noun markers—marking nouns for you) before it, the word is probably a noun. Now, the exception to this is in the case of a describer—an adjective or adverb. When you have an adjective or adverb before a noun, you can put *a*, *an*, or *the* before the describer (if the describer comes before a noun):

1. **the** lovely tree
2. **a** kind person
3. **an** unforgettably long moment

Still, in those cases, each of the noun markers tell you a noun is coming—but the describers are there first. Of course, in the case of a proper noun, a noun marker usually does not come before it:

1. Not - the Donna
2. Not - the Washington, D.C.

<> **6b.** Study the Grammar Cards about nouns and proper nouns.

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

1. 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. (“Remember, *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 quiz, 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*).

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage he will be quizzed over on the whiteboard for your student before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to him to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying “pause” when your student should put a comma in and “stop” when he should put a period in.)
4. Re-read the first sentence to him a few words at a time (or more if he can handle more). Go as slowly or as quickly as your student can handle.
5. Re-read any of the sentence that he needs re-read—as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

Note: In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

◁ **6c. Optional:** Make Grammar Cards about nouns and proper nouns, or add new information to existing cards.

◁ **6d.** In the sentences provided, highlight the common and proper nouns.

Note: Do not highlight the pronouns such as *him, her, they, their, etc.*

Note: Most sentences have more than one noun—often performing various functions! Only highlight the nouns (common and proper) that are being used as nouns.

1. When Jesus spoke with the lawyer, He made it clear that the entire Old Testament was to be viewed through the Great Law and the Royal Law.
2. Its commandments, precepts, statutes, testimonies, and judgments were to be translated on the basis of how they most accurately fulfill these two commandments.
3. The word royal denotes that which is kingly, noble, or magnificent.
4. The royal law not only denotes the authority that our Sovereign has in giving it to us, it also described our character when we keep it.
5. As we obey the law of liberty, we experience freedom to accomplish God's will for our lives.
6. Freedom is not the right to do what we want, but the power to do what we ought.
7. Thus, God's law provides both the direction and limitation we need to keep on the right track.
8. License denotes exorbitant freedom, an excess of liberty, or freedom abused.
9. The law and commandments of the Old Testament are identical in principle with the law of liberty and the commandments of the New Testament.
10. This is true because the law is a unity.
11. To break one part is to break the whole law.
12. One of the clearest confirmations of the timelessness of the Old Testament law is seen in the way God has written its basic principles in the hearts of every person in the world.
13. There is a universal “moral consciousness” of right and wrong that is consistent with Old Testament law.
14. It is possible for a person or a culture to sear or defile the conscience.
15. However, its witness is still there and will testify against them.
16. Conscience literally means “with an inner knowledge.”
17. It denotes inner moral awareness.
18. The word mind refers to that part of a person that thinks and reasons.
19. A law is the declaration of a state that produces identical results under the same conditions.
20. God states that we gain approval by becoming the unique individuals He has intended us to be.
21. God states that we gain independence by inward harmony and obedience to the authority He has placed over us.
22. God states that we gain admiration by acknowledging our failures and asking for forgiveness from those we have offended.
23. God states that we “get even” with those who offend us by doing all the good we can for them.

24. God states that we will be exalted by humbling ourselves and exalting others.
25. God states that we gain respect by yielding our personal rights to Him and then to others.
26. God states that the way to greatness is to be the servant of everyone.
27. God states that the way to prosperity is by giving all we have to Him and then to others as He directs.
28. God states that we will gain joy by welcoming and responding correctly to irritations and trials over which we have no control.
29. God states that the way to enjoy life is to die to our desires so that He can give us His desires.
30. God states that we will discover a meaningful life by giving our life to Him in order to achieve His purposes.

◁> **6e. Extensions:** Fill in the blank below with the indicated form of each word as shown in the example.

Permanent:

1. Noun: She got a *permanent* at the beauty shop.
2. Adjective: His words were not *permanent*
3. Adverb: He was *permanently* banished.

Write:

1. Noun: _____

2. Verb: _____

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.

Speak:

1. Noun: _____

2. Verb: _____

Character Focus: Testing verifies permanence.

3. Adjective: _____

Spread:

1. Noun: _____

2. Verb: _____

3. Adjective: _____

Offer:

1. Noun: _____

2. Verb: _____

Turn:

1. Noun: _____

2. Verb:

3. Adjective:

Help Box for 6a.

You should have highlighted the following words:

- | | | | |
|----------------|-------------|--|----------------------------------|
| 1. 1771 | 2. Voltaire | 3. France | 4. words |
| 5. writings | 6. damage | 7. Prussia | 8. King Fredrick |
| 9. Sweden | 10. ideas | 11. Some (used as a noun here) | |
| 12. principles | 13. freedom | 14. many (used as a noun here) | |
| 15. thoughts | 16. anarchy | 17. anyone (sometimes considered a pronoun) | |
| 18. power | 19. Bible | 20. One hundred (Sometimes numbers are considered adjectives rather than nouns--either way is acceptable.) | |
| 21. years | 22. day | 25. one | 26. seeker (or curiosity-seeker) |
| 23. Bible | 24. earth | | |

* *Voltaire's* is a proper possessive noun. It is fine if your student highlighted it or didn't.

* Note: *Some* is a tricky word. Some grammar handbooks consider it to be a pronoun; some a noun; still others an adjective. When it describes a noun, it is used as an adjective (*some candy*). It is acting as a noun, so we'll call it a noun.

7. Write On: Negative Words

Negative words negate (or do away with) the positive. You probably remember that a prefix (affixes attached to the beginning of a word) changes the *meaning* of a word. In some cases, the prefix makes the word mean just the opposite of what it previously meant.

For example, proper means right or appropriate--but improper means not right or not appropriate. The following prefixes can mean no or not:

a. non
c. a

b. im
d. dis

◁▷ **7a.** List twenty words that begin with a negative prefix, such as *non*, *im*, *dis*, etc., and negate the root word.

- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |

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

◁▷ **8a.** Follow these steps for writing your report from your Key Word Outline:

- (1) Re-read the entire passage to recall its content.
- (2) Read your first line of notes and think about 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; remember to indent it.
- (5) Repeat these steps for each line of notes, writing on every other line.

◁▷ **8b.** Read your report aloud. Do you like the way it sounds?

9. Optional Spelling Practice: Six “S” Spelling Secret

<> **9a. Optional:** Take a spelling "pre-test" in your notebook.

<> **9b. Optional:** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the work sheet for any words you misspelled in your pre-test.

<> **9c. 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.)

10. Grammar/Sentence Structure: Dashes

<> **10a.** In the passage, highlight the dash (not the hyphen in *curiosity-seekers*).

Dashes can be used for special emphasis. They set off non-essential information in much the same way a comma is used.

They can also be used instead of parentheses to set off parenthetical phrases. When they are used to set off parenthetical phrases, they are used to **emphasize** the information—not de-emphasize it like parentheses do.

Thus, dashes can be used to set off one word, a group of words, or an entire sentence.

When using dashes for non-essential or parenthetical information, be sure to do the following:

1. Use a **double hyphen** to make a dash.
2. Put the dash **on each side of the information if it is in the middle of a sentence.**
3. Put it only **before the information if it is at the end of the sentence.** (Do not end the information with a dash and then your sentence's end mark.)

<> **10b.** Study the Grammar Card about dashes.

<> **10c. Optional:** Make a Grammar Card about dashes or add new information to an existing card.

Grammar Card: Dash

- Shows an abrupt break in thought.
- Is similar to parentheses, but is used to **emphasize the words.**
- Made with two hyphens before and after a group of words: Jesus was meek—the meekest man that ever lived—all throughout His earthly life.
- Many have one word or a phrase, a clause, or a complete sentence following it or contained within it.
- Different than parentheses in that it can be used to set off essential or non-essential information.
- May be used in place of a semicolon or colon when more emphasis is needed.
- May be used to separate an afterthought or an interrupter.



A dash is one of the most versatile punctuation marks — and may be used in place of a comma, parenthesis, colon, semicolon, etc. However, be sure you do not over-use dashes in writing.

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 report.
- (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!

- <> 12a. **Optional:** On the lines provided, write two spelling words that you have never used in writing.

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 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.

- <> 12c. **Optional:** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

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?

Optional: Extra Practice

- 1E. In your notebook, write twenty sentences with words containing *an*, *arch*, and *mon*, containing information from a character book or another source.
- 2E. In your notebook, write more notes about a story concerning the permanence of God's Word, such as one about William Tyndale, somebody in Russia under the Soviet Union, Wycliffe Bible Translators, or others.
- 3E. In your notebook, write your paragraph(s) using your outline from this lesson.
- 4E. Use this week's Checklist Challenge to edit and revise your paragraph from above.
- 5E. In your notebook, write thirty words with *ee-un* in the middle or the end.
- 6E. Read ten of the passages in the Bible discussing *permanence*, *reliability*, *trustworthiness*, *longevity*, etc. of the Bible.
- 7E. Find fifteen sentences with dashes from a character book or another source, and copy them into your notebook.
- 8E. In your notebook, write sentences using all of the vocabulary words from the shaded Vocabulary Boxes located in the beginning of this booklet.
- 9E. In your notebook, write fifteen sentences with dashes.
- 10E. Read a book about Bible translators or printing, such as Gutenberg, Tyndale, etc.
- 11E. Write a book report about the book you read in this lesson. You may use the Book Report Guide provided in the Appendix of the *Teacher's Guide*.
- 12E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Blue 3-C: Week One

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

EXTENSIONS

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.

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.

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.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<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		

Highlight one existing adverb in each paragraph. Remove each of these adverbs, and change the word it modifies to a **stronger word** so that the adverb you have highlighted is no longer needed. If you do not have any unnecessary adverbs, just highlight the box(es) as directed by your teacher.

Examples:

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
softly spoke	whispered	stood tall	straightened
joyfully said	exclaimed	surprisingly found	discovered
very fast	rapidly	looked closely	peered
studied deeply	investigated	very nice	gentle
sat back	reclined	walked slowly	sauntered

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 All All From the **Banned Words List** below, select one word (or form of that word) in each paragraph and substitute a similar word. (Advanced Level B students and all Level C students should omit as many Banned Words as possible.)

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

All E's Use **one of this month's vocabulary words** in your report (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.

All E's 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.

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

Consider the following ideas:

- Something catchy
- Something comical
- Something bold
- A song title or line
- A Scripture
- Something biblical
- Something about character
- Other

All 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.

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

All All 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.

All All All All All Add different sentence openers (also known as **introductory material or non-essential 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 *ly* 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.

B

Combine two complete, related sentences with a semicolon. If you have already done this, highlight it as directed by your teacher.

Example:

- God designed man; **creativity** was one of the first character qualities God demonstrated.

B

Add one **quotation or a partial quotation** (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. Remember, commas and periods at the end of the quote or special words always go inside the ending quotation mark.

Examples:

- He said, "I never doubted God's faithfulness."
- "I never doubted God's faithfulness," he said.

B

Add **dashes** to set off parenthetical or non-essential information you desire to emphasize, if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

Examples:

- She came to town---**on a horse**---to teach the children.
- He preached everywhere---**he loved spreading God's Word**.

E's E's E's E's E's

Combine two sentences into one in each paragraph using the **conciseness technique** of your choice. If you have already done these, highlight them as directed by your teacher. You may choose from any of the following. (Upper Level B and all Level C students should choose various ones -- preferably without much repeating.)

Examples:

• **Appositive:**

Two sentences: We should worship the Lord. The Lord is King of kings.
One sentence: We should worship the Lord, **the King of kings**.

• **Compound verbs:**

Two sentences: We should worship the Lord. We should adore the Lord.
One sentence: We should **worship and adore** the Lord.

• **Subordinate clause placement:**

Two sentences: The Lord should be worshiped. He is worthy of praise.
One sentence: The Lord, **who is worthy of praise**, should be worshiped.

• **Another non-essential opener:**

Two sentences: The Lord should be glorified. He is worthy of praise.
One sentence: **Worthy of our praise**, the Lord should be glorified.

• **Prepositional phrase placement:**

Two sentences: The Lord should be glorified. He should be glorified from the rising of the sun to its going down.
One sentence: **From the rising of the sun to its going down**, the Lord should be glorified.

• **Conjunctive adverb:**

Two sentences: The Lord is worthy. Thus, we should worship Him.

One sentence: The Lord is worthy; **thus**, we should worship Him.

• **Dash preceding clause or phrase:**

Two sentences: The Lord is worthy of praise. We should worship Him.

One sentence: We should worship the Lord--**who is worthy of praise**.

• **Coordinating conjunction between two complete sentences:**

Two sentences: We should worship the Lord. He is worthy of praise.

One sentence: We should worship the Lord, **for** He is worthy of praise.

• **Semicolon between two complete sentences:**

Two sentences: The Lord is worthy of praise. We should worship Him alone.

One sentence: The Lord is worthy of praise; **we should worship Him only**.

• **Colon usage:**

Two sentences: The Lord is worthy of praise. We should worship Him only.

One sentence: The Lord is worthy of praise: **we should worship Him only**.

All

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

Example:

- The **creative, awesome, and marvelous** God of the universe cares for us.

E's

Add one set of **alliteration** (or more than one, according to your level). Alliteration is when two or more words in a sentence begin with the same sound. If you have already done this, highlight it as directed by your teacher.

Example:

- The **exciting, elaborate, effective** presentation left us in awe.

All

All

All

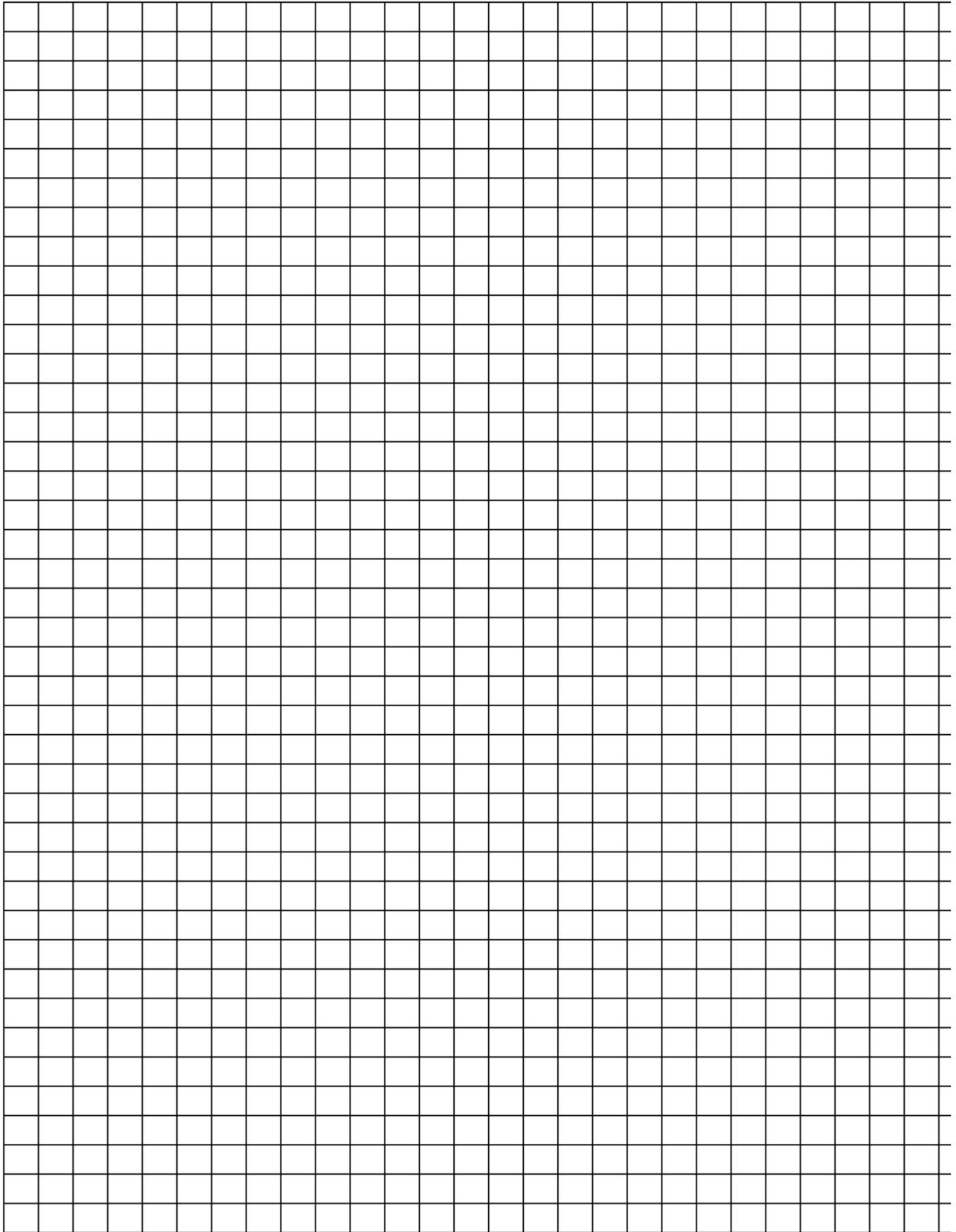
All

All

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>1. To See:</p> <ol style="list-style-type: none"> Copy the word you need to practice on the first empty line of this column. Look at this first word carefully. Pay attention to the parts of the word that follow spelling rules you already know. Look closely at the shape of the word. See if there are parts of the word you know easily. 	<p>2. To Say:</p> <ol style="list-style-type: none"> Say the word you wrote in column one aloud. Try to spell the word aloud without looking in the 1. SEE column. If you get stuck, look at the word in the 1. SEE column. Note: If spelling a word aloud confuses you further, skip this step. 	<p>3. To Separate:</p> <ol style="list-style-type: none"> 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. 	<p>4. To Spell:</p> <ol style="list-style-type: none"> With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. If you get stuck, try to picture the word once more in your mind, and try again to write it. 	<p>5. To Spot:</p> <ol style="list-style-type: none"> Uncover the word in the 1. SEE column. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.) 	<p>6. To Stop/Start:</p> <ol style="list-style-type: none"> If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.



Blue 3-C: 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 describe an orderly person (adjective)

tidy	neat	organized
adept	precise	habitual
optimal	effective	disciplined
systematic	methodical	efficient
adroit	dexterous	impeccable
inexorable	arduous	assiduous
expeditious	complaisant	autonomous
punctilious		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

ALL	<p>The waves of persecution caused the believers to consider which books were God-breathed and worthy of defense--and even martyrdom. These Christians exercised extreme alertness in discerning the genuine from the merely good and the true from the false. More and more, the focus during this time was on the canon (from a Greek wording meaning "limits" or "standard") of Scripture.</p> <p>By the fourth century, the church came to a common agreement as to which books bore the mark of God's authorship. After extensive prayer and detailed study, the thirty-nine books of the Old Testament were confirmed as authoritative and inspired by God. The example and usage by Jesus Christ as He referred to and quoted from the law of Moses, the Prophets, and the Psalms proved decisive for the Old Testament. "Coincidentally," these sections were the precise divisions of the Hebrew texts.</p>
EXTENS	<p>The decision regarding the New Testament called for even more discernment. An avalanche of writings spread throughout the church. Some of these were loved extensively by the Christians, as is John Bunyan's <i>Pilgrim's Progress</i> today. However, love for or inspiration from a certain book did not guarantee it was God's Word.</p>
FURTHER	<p>Other writings claimed apostolic authority and authorship, yet contained false teaching. Did Peter write a revelation like John? Did Barnabas actually write an epistle to the churches? After considerable evaluation and discussion by believers scattered throughout the Roman Empire, the twenty-seven books of the New Testament were, by common consent, received as God-breathed.</p>

↔ 1a. Read this week's passage aloud.

This passage is about the authenticity of Scripture as the Word of God. Time after time, evidence proves that, indeed, the Bible truly is the inspired Word of God. We can trust God and His Word!

<> **1b.** In the passage, highlight the word *Testament* one time.

The word *testament* contains the Latin suffix *ment*, which means “the state of or having the quality of.”

<> **1c.** In light of the suffix *ment*, what do you think the word *testament* means? Write your answer on the lines provided.

<> **1d.** Look up this word in the dictionary and write its definition on the lines provided.

Definition of *testament*

<> **1e.** On the lines provided, write four other *ment* words, of which you have never used in your writing, followed by each one’s definition.

1. _____ 2. _____
3. _____ 4. _____

Note: The bold fonted words in the Vocabulary Boxes are those recommended for this level. Try to write with these in assignments involving the Vocabulary Boxes.

<> **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.

Optional Penmanship Practice
For 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.
Matthew 5: 18

Further Study: Write out each phrase of the hymn "The Bible Stands," and see if you can find Scripture passages that may have been in the author's mind as he wrote this song.

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

Optional Penmanship Practice

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

(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.

(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.

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

<> 1h. 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.

2. **Spelling:** Unusual Consonant Clusters Not at the Beginning of Words

Examples: *dodge*, *catch*

<> **2a.** In the third paragraph of the passage, highlight the word that has the spelling combinations of *dge*, *nche*, or *tch* in it.

A consonant cluster is three or more consonants (*dge* is not a true consonant cluster, but is often categorized as such since it would be in a classification all by itself) “clustered” together to form a sound.

A consonant cluster is much like a consonant blend in that the consonants that make up the cluster keep their original sounds when blended (or “clustered”) together. The consonant clusters in this week’s spelling lesson are found at the end of words rather than the beginning of words like the consonant clusters of *str* or *spl*.

You might also note that some of this week’s consonant clusters are made up of a consonant plus a digraph, such as *tch*. In this instance, the letters *ch* do not keep their original sounds, but they make the consonant digraph sound of *ch*, then are blended with another consonant sound.

You probably already know how to spell many of these sounds from shorter words containing them, such as *hedge*, *branch*, and *watch*.

In the *dge* combination, the *e* does not make a sound, but it is needed to make the *g* say its soft (*juh*) sound.

The *ge* is used to say *j* at the end of a word. (Remember, the *e* makes the *g* say “*juh*.”) Remember, too, a word seldom ends in *j*. However, what happens to a short vowel word that ends in *e*?

cave
sale
bake

The “magic *e*” makes the first vowel long. The same would happen if a short vowel word ended in *ge* -- it would become a long vowel word:

cag → cage
sag → sage

Because of this, when you want to write a short vowel word that ends in *j* sound, you must spell it *dge*, not *ge*--the *d* keeps the *e* at the end from making the first vowel long (*juh* rather than *ju* (*juw*)), but it still lets it make the *g* say *juh*:

judge
bridge
pledge
badge

<> **2b.** On the lines provided, copy the spelling words at the level directed by your teacher.

ALL

1. _____
adjudge (Commonly Misspelled: Pronounced uh/judge--but think ad • judge when spelling)

3. _____
judgment (exception to the rule)

5. _____
anchovy

7. _____
sledgehammer

9. _____
crotchety (Commonly Misspelled: crotch/e/ty)

2. _____
bludgeon (Commonly Misspelled: Pronounced blud-jun--think blud •ge •on)

4. _____
abridgment (exception to the rule)

6. _____
enchantment

8. _____
cudgel

EXTENSIONS

10. _____
acknowledgement (Commonly Misspelled: ac/know/ledge/ment--this word has alternate spelling of acknowledgment; CQLA teaches the ge spelling as the e makes the g say juh.)

12. _____
fledgling

14. _____
pulchritude (no dg)

11. _____
enfranchise

13. _____
pedagogue (Commonly Misspelled: The o and the u makes the g's say guh)

15. _____
prosthesis (Commonly Misspelled: Think pros • thesis)

FURTHER EXTENSION -- OTHER WORDS

16. _____
disingenuous (Commonly Misspelled: dis/in/gen/u/ous)

18. _____
egregious (Commonly Misspelled: e/gre/gi/ous)

17. _____
disparagingly (Commonly Misspelled: dis/par/a/ging/ly)

19. _____
eviscerate

Optional Words

20. _____
authoritative

21. _____
unerring

22. _____
infallible

23. _____
incontestable

Review Words

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 55 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write **ten sentences** using ten of the spelling words.

Help Box for 2a.

You should have highlighted the word:

avalanche

3. Editor Duty: Correct Given Paragraph(s)

Plural 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 first paragraph, highlight all of the plural nouns, and correct their pluralization, if needed

Very early the Church was shook by 2 crisis. First the leaven of false doctrine begun to spread. Some of the false teachers proudly called themselfs gnostics (from the greek word meaning "to know".) They distorted the character of God and pinned new books which they claimed was inspired

A second crises came as pagan writers begun to attack the scriptures. Celsus for example excepted the authenticity of the gospels yet he taught that the apostless had purposely lied and distorted the life of jesus god countered these two attacks in a unusual way. He sent persecution and rised up exceptional Christian leaders whom gave careful and firm responses to the pagan critics

The waves of persecution caused the believers to consider which books was God breathed and worthy of defense persecution and martyrdom. These Christians exercised great alertness in discerning the genuine from the good and the true from the false for example justins first apology was addressed to the Emperor Antonius Pius in a attempt to explain the true nature of christianity

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.

Further Study: Read a book about an archeological find that has helped support the Bible as true like the Rosette Stone or Jericho.

4. Optional Spelling Practice: Choose the Correct Spelling

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

- | | |
|-----------------|-------------|
| 1. adjudge | abjudge |
| 2. bludgon | bludgeon |
| 3. judgment | judgement |
| 4. abridgment | abridgement |
| 5. anchovy | anchovee |
| 6. enchantmant | enchantment |
| 7. sledgehammer | sledghammer |
| 8. cudgal | cudgel |
| 9. crotchety | crotchity |

Further Study: Memorize Psalm 119:97 and learn to develop a love for God's law by hiding it in your heart.

Teacher Tip:

Encourage your Level C student to use the least number of words that he needs in order to make his Key Word Outline. He should only use five words when the sentence he is taking notes for is especially lengthy and all five words are absolutely necessary.

Further Study: Read Psalm 19:7-10 and Psalm 119, defining all the words that pertain to the law, such as *statutes, judgments, precepts, testimonies*, etc.

Subject Part/ Predicate Part

The subject part and the predicate part may be summarized by the following points:

1. Subject Part

- a. Usually the first part of a sentence
- b. Has the simple subject, any modifiers of the subject, and any sentence openers

2. Predicate Part

- a. Usually the second part of the sentence
- b. Usually begins with the main verb of the sentence (or an adverb that is modifying the main verb)
- c. Has the main verb, any modifiers of the main verb, and any clauses or phrases following the sentence's main verb

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

- | | |
|--------------------|-----------------|
| 10. acknowledgment | acknowledgement |
| 11. enfranchise | enfranchize |
| 12. fledgling | fledgeling |
| 13. pedagogue | pedagogue |
| 14. pulchritude | pulchretude |
| 15. prostheses | prosthesis |

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

- | | |
|------------------|---------------|
| 16. disingenuous | disengenuous |
| 17. disparaginly | disparagingly |
| 18. egregious | egregious |
| 19. eviscerate | eviscerete |

<> 4d. OPTIONAL: Highlight the correct spelling of each **Optional** word.

- | | |
|-------------------|---------------|
| 20. authoritative | authoretative |
| 21. unering | unerring |
| 22. infallible | infallable |
| 23. incontestable | incontestible |

<> 4e. OPTIONAL: On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Alternative Writing for Blue 3-C: Week Two

- Write a two to four paragraph essay about the various councils, such as the Council of Nicea, that were set up to refute various attacks on Scripture.
- Write a four to six biographical essay about one of the authors of a book of the Bible.

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 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

(You may use up to eight words for Sentence Three.)

Sentence 4 _____

Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

(You may use up to eight words for Sentence Three.)

Sentence 4 _____

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.

Further Study: Read the sections of Will Durant's *Caesar and Christ* that have to do with the life of Christ.

Paragraph Four of Body

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

(You may use up to seven words for Sentence Four.)

Further Study: Read Psalm 12:6-7 and see how God's words are likened to silver tried in a furnace. Learn about the process of purifying silver, and draw analogies to the trying of God's Word by finding a specific instance in history that corresponds to each step of the refining process.

6. Structural Analysis: Prefix *es*

<> **6a.** In the first paragraph of the passage, highlight the word *defense*.

This word is made up of the letters *de* at the beginning of it. The letters *de* form a prefix that means *down, away, or not*.

<> **6b.** Complete the following:

- (1) Look up each of the prefixes listed below in the dictionary.
- (2) Write its meaning in the chart.
- (3) Write a word using that prefix.
- (4) Write a definition of the word you listed.

<u>Prefix</u>	<u>Definition</u>	<u>Word using prefix</u>	<u>Definition of word</u>
non	not	nonliving	not alive
arch	_____	_____	_____
gen	_____	_____	_____
hydr	_____	_____	_____
auto	_____	_____	_____
di	_____	_____	_____
dia	_____	_____	_____

Further Study: Memorize Exodus 20:1-17 and Matthew 22:37-40. Make a chart in which you categorize each of the Ten Commandments under one of the two greatest commandments that Jesus gave in Matthew 22.

Further Study: Read *Give Me Liberty: The Uncompromising Statesmanship of Patrick Henry* by David J. Vaughan.

Character Focus: People have always attacked the Bible and said that it was an old, out-dated book that people were no longer interested in, but the number of people who read the Bible has only increased.

dict _____

7. Write On: Strong Verbs Stand Alone

↔ 7a. Write three stronger, more descriptive verbs in place of the common ones listed.

Example: live—exist, breathe, inhabit

1. look _____

2. think _____

3. find _____

4. make _____

5. depend _____

6. do _____

7. act _____

8. help _____

9. used _____

10. carry _____

11. fulfill _____

12. study _____

13. discern _____

14. like _____

15. perform _____

↔ 7b. **Extensions:** On the lines provided, write five sentences using five of the strong verbs you listed in 7a. Use five words that you are not familiar with.

1. _____

2. _____

3. _____

4. _____

5. _____

Teacher Tip: The subject part and the predicate part of the sentence can be challenging for students because they tend to think only of nouns and verbs. Remind your student that the subject part is the part that contains the main subject (usually a noun or pronoun) and anything that tells you about that subject (adjectives, articles, appositives, coordinating conjunctions connecting two subjects, etc.). The predicate part begins with a helping verb or main verb or an adverb modifying the verb. If he does not do well on this assignment, give him sentences orally and have him stop you when the subject part ends and the predicate part begins. For these confusing reasons, we will use these terms: simple subject, verb, subject part, and predicate part.

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

- <> **8a.** Follow these steps for writing your report from your Key Word Outline:
- (1) Re-read the entire passage to recall its content.
 - (2) Read your first line of notes and think about 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; remember to indent it.
 - (5) Repeat these steps for each line of notes, writing on every other line.
- <> **8b.** Read your report aloud. Do you like the way it sounds?

Character Focus: God said loving Him is the most important law, and all the other laws are based on that one.

9. Optional Spelling Practice: Six “S” Spelling Secret

<> **9a. Optional:** Take a spelling "pre-test" in your notebook.

<> **9b. Optional:** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the work sheet for any words you misspelled in your pre-test.

<> **9c. 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.)

Further Study: Study the character quality of *faithfulness* in a character book, such as the *Character Sketches* or *The Power for True Success*.

10. Grammar: Subject Part and Predicate Part of a Sentence

The main subject is the part of the sentence that the whole sentence is about. The main subject has the following characteristics:

1. It is usually a **noun or pronoun**.
2. It is usually **at the beginning of a sentence**.
3. It is the **person or thing that does the action**.
4. It is usually **just one or two words** (although sentences can have more than one main subject).

Examples of main subject:

1. The kind, caring **man** acted as a peacemaker.
2. The **woman** gently shared the Gospel with the child.

The **subject part** of the sentence has the following characteristics:

1. It is usually at the **beginning of a sentence**.
2. It is the part of the sentence that **has the main subject, any modifiers of the subject, and any sentence openers**.

Examples of the subject part include:

1. **The kind, caring man** | acted as a peacemaker.
2. **The woman** | gently shared the Gospel with the child.

The **predicate part** of the sentence has the following characteristics:

Character Focus: There are many Old Testament laws that Christians do not follow, like giving animal sacrifices, but we can still learn from them.

Further Study: Read through the Psalms and discover what they say about the permanence of God's Word.

1. It is usually the **second half of the sentence**.
2. It is the part of the sentence that **has the verb and any modifiers, describers, prepositional phrases, etc. following the verb**.

The verb is either one of the following:

1. The action of the sentence (action verb)
2. Be, a Helper, Link verb

Examples of the predicate part include:

1. The kind, caring man | **acted as a peacemaker**.
2. The woman | **gently shared the Gospel with the child**.

Dividing between the subject part and predicate part can be more difficult when the sentence has openers, such as prepositional phrases or subordinate clauses.

Subordinate clauses **do** have subjects and verbs in them, but their subjects and verbs are not the main subject and verb of the sentence.

The following phrases and clauses are part of the subject part of the sentence—since they come at the beginning of the sentence, and usually right before the subject:

1. **In Jesus' time** He | taught the people. (The PP at the beginning is in the subject part of the sentence.)
2. **Of course**, we | should listen alertly. (The PP at the beginning is in the subject part of the sentence.)
3. **During Jesus' Sermon on the Mount**, many people | listened attentively. (The PP at the beginning is in the subject part of the sentence.)
4. **When Jesus taught the people**, He | gave many illustrations. (The clause When Jesus taught the people at the beginning is in the subject part of the sentence.)

<> 10a. In the first two paragraphs of the passage, draw a line with your highlighter between the subject part and the predicate part.

Do you see how the subject part is the part that has the main subject and words that go with the main subject?

Do you see how the predicate part begins with a verb (action or being) in all of these lines?

The predicate part usually begins with either the verb or an adverb modifying the verb. That is how you can tell where it starts.

<> 10b. In the first and second copy boxes of the passage, highlight each sentence's main subject. Do you see how much easier it would be to find a sentence's main subject if you first isolate the prepositional phrases with parentheses and subordinate clauses with brackets?

1. The **waves** (of persecution) caused the believers to consider [which books were God-breathed and worthy (of defense--and even martyrdom.)]
2. These **Christians** exercised extreme alertness (in discerning) the genuine (from the merely good) and the true (from the false.)
3. (More and more), the **focus** (during this time) was (on the canon) (from a

Grammar Card: Subject Part

- The part of the sentence containing the **subject and the subject's Modifiers**, as well as any opening clauses, phrases, and other nonessential openers:
 - The boy** | gave his brother a gift.
 - The generous boy** | gave his brother a gift.
 - **On Christmas morning, the generous boy** | gave his brother a gift.



The subject part of the sentence begins with the first word of the sentence and usually continues until you get to the sentence's main verb or a describer right before the sentence's main verb. All openers, describers, phrases, etc. before the sentence's main subject are part of the subject part: Joyfully obeying her mom and dad, Sarah | diligently completed the tasks set before her (subject part ends following the main subject of the sentence --- Sarah).

Grammar Card: Predicate Part (also called a Complete Predicate)

- The part of a sentence that has the **verb(s) and its modifiers, describers, prepositional phrases, etc.**
- Is usually the last half of the sentence
- **Begins with a verb or an adverb that modifies the verb:**
 - The boy | *gave his brother a gift.*
 - The boy | *generously gave his brother a gift.*

Further Study: Learn what the word *kosher* means and how kosher meat differs from nonkosher meat. Can you discover why God says that meat prepared this way is healthier?

Character Focus: God wrote the Bible without mistakes and with the knowledge of who was going to read it later on.

Further Study: Choose someone who penned a lot of the Bible (like Luke, Paul, David, or Moses) and study what the Bible tells us about them and what parts of the Bible they probably wrote.

- Greek wording meaning “limits” or “standard”) (of Scripture.)
4. (By the fourth century), the **church** (came (to a common agreement) concerning [which books bore the mark of God’s authorship.]
 5. (After much prayer and careful study), the **thirty-nine** (of the Old Testament) were confirmed (as authoritative) and inspired (by God.)
 6. The **example and usage** (by Jesus Christ) [as He referred to and quoted from the law of Moses, the Prophets, and the Psalms proved decisive for the Old Testament.]
 7. These **sections** were the precise divisions (of the Hebrew texts.)
 8. The **decision** (regarding the New Testament) called (for even more discernment.)
 9. An **avalanche** (of writings) spread (throughout the Church.)
 10. **Some** (of these) were loved extensively (by the Christians), [as is John Bunyan’s *Pilgrim’s Progress* today.]

<> **10c.** Study the Grammar Cards about the subject part and the predicate part.

<> **10d. Optional:** Make Grammar Cards about the subject part and the predicate part or add new information to existing cards.

<> **10e.** In the sentences provided, complete the following:

BASIC LEVEL: Draw a line between the subject part and the predicate part of the sentences.

EXTENSIONS:

- (1) Draw a line between the subject part and the predicate part of the sentences.
- (2) Highlight the main subject of the sentence in one color.
- (3) Highlight the main verb phrase in another color (the verb, helpers, and infinitives that make up the main verb of the sentence).

Note: You will have more success with this exercise if you isolate prepositional phrases with parentheses (and subordinate clauses with brackets if you are able to locate them) before completing the above steps.

Note: It is acceptable to highlight the adverbs within the verb phrases, if desired.

Example: A person’s **view** of God | **will accurately predict** his spiritual future.

All

1. God responded to the outward pagan attacks by raising up effective spokesmen.
2. With new authority from a clearly defined canon of Scripture and effective leadership of these godly spokesmen, the Gospel increased in power and influence throughout the world.

3. God protected the inerrancy of His Word as He guarded its formation and reproduction.
4. From the time of Constantine on, the number of Bibles or Scripture portions increased dramatically.
5. Yet the believer is able to trust His Bible as God's Word, even though it is a translation at the end of hundreds of years of copying and recopying.
6. God protected the text of the Bible from serious human error during the many years of hand-copying manuscript after manuscript.
7. Jewish scholars, known as the Massorettes, developed incredible methods to ensure accuracy in the copying of the Hebrew Bible.
8. From A.D 500 to 900, they precisely copied the Bible.
9. They numbered the verses, words, and letters of every book.
10. They enumerated verses that contained all the letters of the alphabet.
11. The deadliest and most influential attack on the accuracy of the text of God's Word has come in modern history—humanistic rationalism.
12. The doubts of credibility are wrapped in robes of respectability in the name of scholarship and scientific investigation, as unbelieving critics scoff at the Scriptures.
13. No archaeological discovery has ever controverted a biblical reference.
14. Archaeology has time after time discredited the "assured" results of humanistic rationalism.
15. Today, the evidence of writing has been pushed.

Further Extension

16. The church, praying all the while, came to a common agreement.
17. The thirty-nine books of the Old Testament, as we know them today, were confirmed.
18. The example and usage by Jesus Christ, as he referred to and quoted from Old Testament books, proved decisive for the first testament.
19. The decision regarding the New Testament, another important decision, proved difficult.
20. Other writings, including those claiming apostolic authority and authorship, contained false teachings.

Further Study: Study what an archaeologist does and some of the ways he does it.

Character Focus: In the 1700s a philosopher named Voltaire said, "One hundred years from my days there will not be a Bible in the earth except one that is looked upon by an anti-quarian curiosity-seeker." That was more than two hundred years ago, and there are more Bibles now than in Voltaire's day!

Help Box for 10a.

You should have highlighted the following:

1. The waves of persecution | caused
2. These Christians | exercised
3. More and more, the focus during this time | was on . . .
4. By the fourth century, the church | came
5. After extensive prayer and detailed study, the thirty-nine books of the Old Testament | were confirmed . . .
6. . . . the Prophets, and the Psalms | proved . . . *
7. “Coincidentally, these sections | were the . . .

*All of the words prior to *proved* are part of the subject part. All of the prepositional phrases (*by Jesus Christ*) and subordinate clauses (*as he referred to and quoted...*) all go with the sentences main subject and, thus, are part of the subject part.

Help Box for 10b.

You should have highlighted the following words:

1. waves
2. Christians
3. focus
4. church
5. thirty-nine books
6. example and usage
7. sections

11. Grammar: Introductory Material or Non-Essential Information

◁▷ 11a. In the passage, highlight the introductory material or non-essential information.

You have learned the following:

1. Prepositional phrases of five words or more at the beginning of a sentence should be followed by a comma: “**In the parable of the Pharisee and the Publican**, Jesus provided a significant contrast between a man who was poor in spirit and a man who was proud in spirit.”
2. Subordinate clauses at the beginning of a sentence should be followed by a comma: “**As Nebuchadnezzar looked out over the magnificent city which he had built**, he must have smiled with great satisfaction.”

Prepositional phrase openers and subordinate openers are two kinds of sentence openers. Sentence openers are often called introductory material or non-essential information.

Other introductory material or non-essential information is a little more tricky than the PP opener or the subordinate opener, in that the decision whether or not to follow them with a comma is more subjective.

More and more, . . . is another type of introductory material. It goes with the subject part of the sentence since it comes before the main subject. It gives additional insight into the remainder of the sentence. **Non-essential information at the beginning of a sentence is a word or words that are not needed to make the sentence complete.**

Although the sentence is still a complete sentence without introductory material, an opener remains important because it adds detail to a sentence.

For example:

1. **Without doubt**, the mightiest thought the mind can entertain is the thought of God. (*Without doubt* is a PP, but since it is less than five words it would not require a comma following it if a definite pause were not heard after it.)
2. **Every time we close our eyelids**, they spread lacrimal fluid from our tear ducts evenly over our eyes. (*Every time we close our eyelids* is not needed to make the sentence a complete sentence. Although it makes the sentence more interesting, the second part of the sentence is still complete without it, so it is set off by commas. Obviously, we would not know what *they* were without it, so for clarity it is essential.)
3. **Like most other birds**, a red-tailed hawk has a third eyelid called a nictitating membrane. (The information at the beginning, *Like most other birds*, is not needed to make the rest of the sentence complete, so it is set off with commas.)

The two keys to determining whether or not non-essential information at the beginning of a sentence should be followed by a comma are as follows:

1. **Cover the non-essential material** at the beginning, and read the rest of the sentence. If the rest of the sentence is a complete sentence without the introductory material, a comma will probably be needed (though not always).
2. Read the whole sentence aloud. If your **voice inflects** when reading the opener, a comma should follow it.

Of course, besides learning how to write with sentence openers, you also need to learn how to locate sentence openers (and other non-essential information within your sentences) so that you can mentally remove them and determine your sentence's main subject and main verb.

↔ **11b.** Study Grammar Cards about non-essential information or introductory material.

Grammar Card: Introductory Material

- A phrase, word, or clause at the beginning of a sentence that is not needed to make a sentence complete:
 - Much later**, they arrived at our door.
 - Without further ado**, he gave his speech.
 - Read aloud and place a comma where you hear the pause
 - A pause may occur following any introductory material that is non-essential:

conjunctive adverbs	longer PP's*	two PP's in a row*
ed openers	ly openers	verbal openers
infinitive openers	short PP's*	others
interjections	sub clauses	
- * PP's = prepositional phrases

Grammar Card: Subordinate Clause Opener

- A comma should follow a subordinate clause opener at:
 - The end of the subordinate clause: Because Jesus was the meekest person to ever **live**, we can learn from Him.
 - The beginning of the complete sentence: While the world says not to be meek, **God's** Word tells us to be meek.
- Memorize subordinate clause opener rhyme:

**When you start a sentence with a subordinate clause,
Put a comma in where you hear the pause!**

 Listen for your voice inflection when reading a sentence that begins with a subordinate clause opener. You will hear when the subordinate clause ends and when the "real" sentence (complete sentence) begins. Remember this rhyme: "When you start a sentence with a subordinate clause, put a comma in where you hear the pause."

Grammar Card: Prepositional Phrase Opener

- Place a comma after a prepositional phrase opener in any of these cases:
 1. The PP is **five words or more**: *In the very dark woods*, we found him.
 2. The PP is **two prepositional phrases in a row**: *In the woods under a rock*, we found the bird.
 3. The PP is **followed by a definite pause**, or it is needed to make the sentence clear—even if it is short: To Kim, wong was incredible. With that in mind, let us pray.

 Base the inclusion of a comma on the sound of your voice when you read the opener. If your voice goes down, you probably need a comma following the PP opener: *In the event of a fire*, leave the building from the back exits. Remember, the main subject of the sentence is not in a prepositional phrase.

- <> **11c. Optional:** Make Grammar Cards about non-essential information or introductory material or add new information to existing ones.
- <> **11d. All:** In the sentences provided, place commas where needed to set off non-essential material.

Extensions: Complete the following steps:

- (1) Isolate all non-essential material with parentheses.
- (2) Highlight each sentence's main subject.

Example: *(Without doubt), the mightiest thought the mind can entertain is the thought (of God).*

1. While the pitiful assembly shivered the old priest briskly carried out his sacramental duties.
2. Because they had no Bibles to read the true message of the Gospel remained hidden from their unsaved souls.
3. As John Wycliffe became aware of the widespread hypocrisy and corruption he attacked the church.
4. Solemnly the old preacher determined that two changes were desperately needed to shatter the spiritual darkness that had gripped England for six centuries.
5. First he would translate the Latin Vulgate Bible into English.
6. Second he would enlist a group of priests who shared his concern to carry the Gospel to every barnyard and village in England.
7. Labeling them "idle babblers" and "Lollards" authorities viewed these traveling preachers with contempt.
8. With a desire for spiritual truth that their messages inspired John Wycliffe's "poor priests" helped the rapid growth of truth spreading.
9. Alarmed at the growing influence of the Bible priests, prelates, and churchmen began to officially criticize and condemn Mr. Wycliffe's attempt to enlighten the English masses with God's Word.
10. Actually the clergy felt that making the Word of God available to the common people was like "casting the Gospel pearl before swine to be trodden underfoot."
11. In the spring of 1382 Courtenay assembled a synod at Blackfriars to discredit Mr. Wycliffe's writings.
12. Protected by the powerful nobleman (John of Gaunt) and a group of close friends at Oxford John Wycliffe never faced the fiery stake that the church officials had so eagerly prepared for him.
13. Instead the old preacher suffered a massive stroke during a church service in 1384 and died three days later.
14. Writing to the pope twenty-eight years later the Archbishop of Canterbury called John Wycliffe "that wretched and pestilent fellow of damnable memory, son of the old serpent, and the very herald and child of anti-Christ . . . who crowned his wickedness by translating the Scriptures into the mother tongue."
15. In 1415 the same Council of Constance that sentenced the valiant reformer John Hus to the stake ordered John Wycliffe's body exhumed and burned.

16. Years after his good work for God his ashes were thrown in the River Swift in a symbolic ceremony to finalize the 'heretic's eternal destruction.
17. Along with John Wycliffe's bones the church tried to destroy his translation of the Bible.
18. With only a few tattered copies of single Gospels and Epistles the Lollards struggled to preserve John Wycliffe's translation.
19. Like a flickering candle against the constant winds of criticism and condemnation the English Bible barely survived.

<> **11e. Optional** In your notebook, write sentences using nonessential information or introductory material.

BASIC LEVEL: Write fifteen sentences.

EXTENSIONS: Write twenty sentences.

Help Box for 11a.

You should have highlighted the following:

1. More and more,...
2. By the fourth century, . . .
3. After extensive prayer and detailed study, . . .
4. Coincidentally,
5. However
6. After considerable evaluation and discussion by believers scattered throughout the Roman Empire, . . .

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!

<> **13a. Optional:** 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) 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 report 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 report since you completed the Checklist Challenge?

Optional: Extra Practice

- 1E. In your notebook, write twenty sentences with non-essential information or introductory material from a character book or another source.
- 2E. In your notebook, write more notes about the authenticity of Scripture.
- 3E. In your notebook, write your paragraph using your outline from this lesson.
- 4E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write thirty write words with unusual consonant clusters not found at the beginning of them.
- 6E. Read twenty of the places in the Bible where the faithfulness and trustworthiness of the Bible are found.
- 7E. In your notebook, write fifteen sentences, and divide each sentence between the subject part and the predicate part.

- 8E. In your notebook, write fifteen sentences using words with prefixes.
- 9E. Read the book about the authority of Scripture.
- 10E. Write a book report on the book you read in this lesson. You may use the Book Report Guide provided in the Appendix of the *Teacher's Guide*.
- 11E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Blue 3-C: 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

EXTENSIONS

BASIC LEVEL only

FURTHER EXTENSION only

EXTENSION only

All 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.

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.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<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

Highlight one existing adverb in each paragraph. Remove each of these adverbs, and change the word it modifies to a **stronger word** so that the adverb you have highlighted is no longer needed. If you do not have any unnecessary adverbs, just highlight the box(es) as directed by your teacher.

Examples:

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
softly spoke	whispered	stood tall	straightened
joyfully said	exclaimed	surprisingly found	discovered
very fast	rapidly	looked closely	peered
studied deeply	investigated	very nice	gentle
sat back	reclined	walked slowly	sauntered

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 All

From the **Banned Words List** below, select one word (or form of that word) in each paragraph and substitute a similar word. (Advanced Level B students and all Level C students should omit as many Banned Words as possible.)

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

All

Use **one of this month's vocabulary words** in your report (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.

All E's

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.

All

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

Consider the following ideas:

- Something catchy
- Something comical
- Something bold
- A song title or line
- A Scripture
- Something biblical
- Something about character
- Other

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, descriptors, 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.

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

All 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.

All All All All

Add different sentence openers (also known as **introductory material or non-essential 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 *ly* 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.

B

Combine two complete, related sentences with a semicolon. If you have already done this, highlight it as directed by your teacher.

Example:

- God designed man; creativity was one of the first character qualities God demonstrated.

B

Combine two complete sentences with either a **coordinating conjunction (cc)** or a **semicolon** at least once. If you have already done this, highlight it as directed by your teacher.

Examples:

- We all benefit from God's grace, **for** He does not show partiality.
- God designed man; creativity was one of the first character qualities God demonstrated.

E's E's E's E's

Combine two sentences into one in each paragraph using the **conciseness technique** of your choice. If you have already done these, highlight them as directed by your teacher. You may choose from any of the following. (Upper Level B and all Level C students should choose various ones -- preferably without much repeating.)

Examples:

• **Appositive:**

Two sentences: We should worship the Lord. The Lord is King of kings.
One sentence: We should worship the Lord, **the King of kings**.

• **Compound verbs:**

Two sentences: We should worship the Lord. We should adore the Lord.
One sentence: We should **worship and adore** the Lord.

• **Subordinate clause placement:**

Two sentences: The Lord should be worshiped. He is worthy of praise.
One sentence: The Lord, **who is worthy of praise**, should be worshiped.

• **Another nonessential opener:**

Two sentences: The Lord should be glorified. He is worthy of praise.
One sentence: **Worthy of our praise**, the Lord should be glorified.

• **Prepositional phrase placement:**

Two sentences: The Lord should be glorified. He should be glorified from the rising of the sun to its going down.
One sentence: **From the rising of the sun to its going down**, the Lord should be glorified.

• **Conjunctive adverb:**

Two sentences: The Lord is worthy. Thus, we should worship Him.
One sentence: The Lord is worthy; **thus**, we should worship Him.

• **Dash preceding clause or phrase:**

Two sentences: The Lord is worthy of praise. We should worship Him.
One sentence: We should worship the Lord--**who is worthy of praise**.

• **Coordinating conjunction between two complete sentences:**

Two sentences: We should worship the Lord. He is worthy of praise.
One sentence: We should worship the Lord, **for** He is worthy of praise.

• **Semicolon between two complete sentences:**

Two sentences: The Lord is worthy of praise. We should worship Him alone.
One sentence: The Lord is worthy of praise; **we should worship Him only**.

• **Colon usage:**

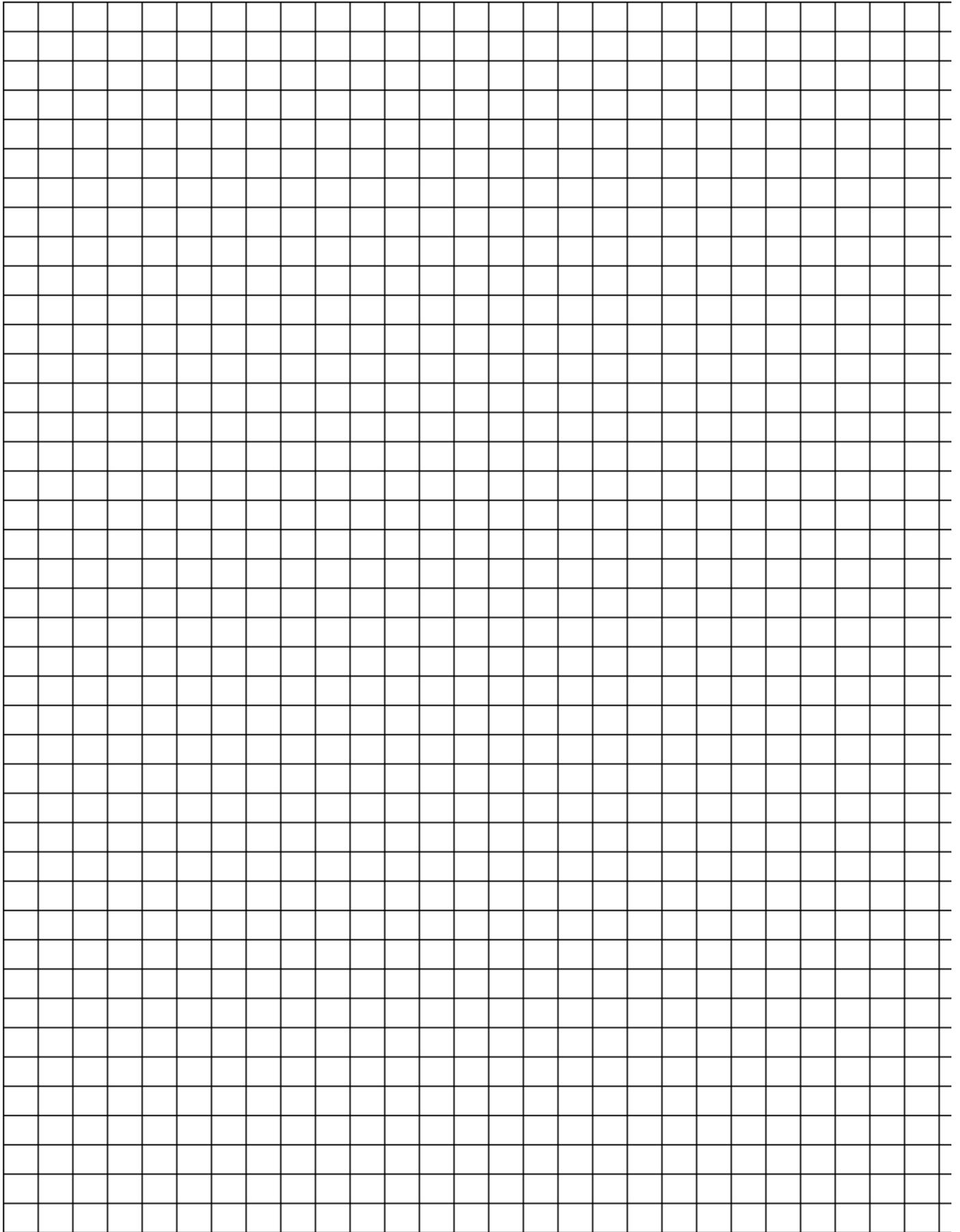
Two sentences: The Lord is worthy of praise. We should worship Him only.
One sentence: The Lord is worthy of praise: **we should worship Him only**.

All All All All

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>1. To See:</p> <ol style="list-style-type: none"> Copy the word you need to practice on the first empty line of this column. Look at this first word carefully. Pay attention to the parts of the word that follow spelling rules you already know. Look closely at the shape of the word. See if there are parts of the word you know easily. 	<p>2. To Say:</p> <ol style="list-style-type: none"> Say the word you wrote in column one aloud. Try to spell the word aloud without looking in the 1. SEE column. If you get stuck, look at the word in the 1. SEE column. Note: If spelling a word aloud confuses you further, skip this step. 	<p>3. To Separate:</p> <ol style="list-style-type: none"> 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. 	<p>4. To Spell:</p> <ol style="list-style-type: none"> With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. If you get stuck, try to picture the word once more in your mind, and try again to write it. 	<p>5. To Spot:</p> <ol style="list-style-type: none"> Uncover the word in the 1. SEE column. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.) 	<p>6. To Stop/Start:</p> <ol style="list-style-type: none"> If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.



Blue 3-C: Week Three

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 describe an *orderly person* (adjective)

tidy	neat	organized
adept	precise	habitual
optimal	effective	disciplined
systematic	methodical	efficient
adroit	dexterous	impeccable
inexorable	arduous	assiduous
expeditious	complaisant	autonomous
punctilious		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

ALL	To succeed in countering the seductive claim of the rationalism for scientific authority, God raised up the legitimate scientific discipline of archaeology. As a result of archaeological findings, Voltaire is looked upon today by antiquarian curiosity-seekers, and Hume appears confused. Neither could tell the sunrise from the sunset.
EXTENS	Proud rationalists derided the Bible when such “mythical” people as the Hittites and Babylonians were mentioned. Yet, these kingdoms have become well-known to us because of archaeological expeditions. Rationalists also claimed that Moses certainly could not have written the first five books of the Bible. They were convinced that writing was a more contemporary invention. Yet today, the evidence for writing supports the belief that it began as early as the fourth millennium B.C., two thousand years before Moses lived.
FURTHER	Archaeology has repeatedly discredited the “assured” results of humanistic rationalism. The well-known biblical archaeologist, W.F. Albright, said, “The excessive skepticism shown toward the Bible by important historical schools of the eighteenth and nineteenth centuries, certain phrases of which still appear periodically, has been progressively discredited. Discovery after discovery has established the accuracy of details and has brought increased recognition to the value of the Bible . . .”

Further Study: Read a book about the history of the Bible like *How the Bible Came to Us*.

➤ 1a. Read this week's passage aloud.

This passage introduces one of the most accurate apologetic methods: archaeology. While we do not rely on science, archaeology, and history to cause us to believe the Bible is the

infallible Word of God, these areas do confirm what we know to be true to the unbelieving world.

<> **1b.** In the first paragraph of the passage, highlight the word that contains the Greek suffix *ology* (one time).

The suffix *ology* means “the study of.” The root of the word you highlighted, *arch*, means “first” or “chief.” Thus, *archaeology* means the “study of first civilizations.”

<> **1c.** Complete the following steps for the words provided.

- (1) Look up the roots and affixes of which you do not know.
- (2) Use your knowledge of *ology* combined with what you find out about the other roots and affixes to solve the “vocabulary equations” given, and write the definitions of the words on the final lines.

1. **biology**—bio _____ + logy _____ = _____

2. **geology**—geo _____ + ology _____ = _____

3. **sociology**—socio _____ + ology _____ = _____

4. **psychology**—psych _____ + ology _____ = _____

<> **1d.** 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 Definition Dissection (DD) box used in each week’s vocabulary lessons is provided in the back of this book in a packet entitled “Vocabulary Packet.”

There are actually two of these packets available there: one for you to give to your student and one for you to keep for yourself (to help your student but also to have available to photocopy should your student’s copy get soiled or worn out during the school year).

The DD box in the “Vocabulary Packet” contains six different techniques that your student needs to learn in order to unlock the meanings of unfamiliar words. You may desire to go through the DD box with him, one technique per week, until he feels confident doing the DD assignments by himself. (Of course, you may work with him on the DD techniques longer than six weeks, if needed.)

Have your student put the “Vocabulary Packet” at the beginning of each weekly lesson when he moves onto a new lesson. It should be inserted right into his three-ring binder since he will be using it on the first day of each weekly lesson.

Teacher Tip: Students will need to memorize these words that end with the sound of seed.

Further Study: Read Psalm 19 and discuss how the "heavens declare the glory of God."

Further Study: Memorize Romans 1:20 and see how Paul reminds us that God is constantly revealing Himself to us through His creation.

Further Study: Study how scribes in the early church copied the Bible. How did they make sure not to make a mistake?

Optional Penmanship Practice

Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment.

Matthew 22: 37-38

Further Study: Find scientific discoveries that support a truth and have been in the Bible all along, such as ocean currents in Psalm 8:8 and 77:19; the healing effects of laughter in Proverbs 17:22, etc.

(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.

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

<> 1f. In your notebook, copy this week's passage at the level directed by your teacher.

<> 1g. (T) Review your copy with your teacher, and correct any errors.

2. **Spelling:** Words That End With the Sound of *seed*

Examples: *concede, succeed, supersede*

<> 2a. In the first paragraph of the passage, highlight the word that has *ceed* at or near the end of it.

The endings *ceed*, *cede*, and *sede* are confusing endings for writers of all ages. It is often difficult to remember which spelling a word is spelled with when a sound can be spelled with several different spelling combinations.

You will become more and more familiar with these as you write with words containing them over and over.

<> **2b**. On the lines provided, copy the spelling words at the level directed by your teacher.

ALL

Seven *cede* words:

1. _____
secede (Commonly Misspelled)

2. _____
concede (Commonly Misspelled)

3. _____
antecede (Commonly Misspelled)

4. _____
cede (Commonly Misspelled)

5. _____
recede (Commonly Misspelled)

6. _____
intercede (Commonly Misspelled)

7. _____
precede (Commonly Misspelled)

Three *ceed* verbs:

8. _____
succeed (Commonly Misspelled)

9. _____
exceed (Commonly Misspelled)

10. _____
proceed (Commonly Misspelled)

EXTENSIONS--Remaining words are challenging *ence* and *ance* words.

11. _____
subsistence

12. _____
correspondence (Commonly Misspelled:
Think cor • respond • ence--doesn't correspondence
have something to do with responding?)

13. _____
vengeance* (Commonly Misspelled: The e
makes the *g* say *juh*; then it combines the *ance*
ending)

14. _____
maintenance (Commonly Misspelled: Think
main-ten-ance)

*Note: Did you know that *vengeance* has the root *vindi* in it (indirectly)? The root *vindi* means *to avenge* and is found in the following "vengeful" words--*vindicate*, *vengeance*, *revenge*, and *vindictive*.

FURTHER EXTENSION

15. _____
grandiloquence

16. _____
divergence (Commonly Misspelled: di-ver-
gence)

17. _____
dissonance (Commonly Misspelled: dis-so-
nance)

18. _____
dalliance

Optional Words

19. _____
incontrovertible

20. _____
optimal

21. _____
systematic

22. _____
adroit

Review Words

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 79 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write **six sentences** using six of the spelling words.

Help Box for 2a.

You should have highlighted the following word *succeed*.

3. Editor Duty: Correct Given Paragraph(s)

Subject Part/Predicate Part, Introductory Material

<> 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 introductory material.

(3) In all of the paragraphs, place a slash mark between the subject part and the predicate part of each sentence.

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

when Constantinople fell into Turkish hands hundreds of scholars fled to Renaissance Italy. Knowledge of ancient Greek and Hebrew rekindled an interest in Bible manuscripts. These documents established a foundation that aided the work of Reformation translators.

During this same year Johann Gutenberg began work on a movable-type printing press that made the laborious process of copying the Bible by hand obsolete. With the Gutenberg press the word of God could be printed and distributed in unlimited numbers. Inspired by these historic incidents, scholars and preachers began to question the validity of the state church's traditions and the accuracy of the Latin Vulgate.

In 1524 William Tyndale sailed for Germany and for the next twelve years he traveled from one German city to another. While in Wittenberg, the birthplace of the Protestant Reformation, Tyndale completed his translation of the New Testament. After nine months of work, the manuscript was transported to Cologne to be printed. After much halting and prohibitions in the Protestant stronghold of Worms, six thousand copies of the New Testament were published in 1526. For the first time, the Gospel and the Epistles were printed in a form of English that all of England could understand.

4. Optional Spelling Practice: Choose the Correct Spelling

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

- | | |
|--------------|-----------|
| 1. secede | seceede |
| 2. concede | concede |
| 3. antecede | anteceed |
| 4. ceed | cede |
| 5. recede | recede |
| 6. intercede | interceed |
| 7. precede | precede |
| 8. succeed | succede |
| 9. excede | exceed |
| 10. proceed | procede |

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

- | | |
|--------------------|----------------|
| 11. subsistence | subsistance |
| 12. correspondence | correspondance |
| 13. vengence | vengeance |
| 14. maintenance | maintanence |

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

- | | |
|--------------------|----------------|
| 15. grandiloquence | grandiloquance |
| 16. divergance | divergence |
| 17. dissonance | dissonence |

18. dalliance dallience

<> 4d. **OPTIONAL:** Highlight the correct spelling of each **Optional** word.

19. incontrovertable incontrovertible

20. optimal optimel

21. systamatic systematic

22. adroot adroit

Further Study: Learn the books of the Bible in order and the breakdown of the Old Testament and New Testament.

<> 4e. **OPTIONAL:** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

1. _____ 2. _____
3. _____ 4. _____

Alternative Writing for Blue 3-C: Week Three

- Write a six to ten paragraph informative report about the medical benefits of applying the principles of the ceremonial law.
- Write a six to ten paragraph informative report about earthquakes.

Overview of Persuasive Report About the Truth of Scripture

You will be writing persuasive report over the next two weeks. A persuasive report is a report that informs *and* persuades a reader. It has factual information in it about a topic, but it does not just give facts--it presents the facts in such a way that the reader is persuaded (hopefully!) to adopt the viewpoint of the writer.

- I. TOPIC OF REPORT:** You will be writing a persuasive report **about the truth of Scripture**. You may choose from one of the topics listed or choose a different one according to your teacher's instructions.
- A. How the Dead Sea Scrolls prove the Old Testament accurate
 - B. How Diocletian could not destroy the Bible in 303 A.D.
 - C. How archaeology proves the existence of the Hittites and Babylonians
 - D. How various church leaders throughout history could not stop the spread of the Scriptures
 - E. How prophecies in Scripture came true
 - F. How the Rosetta Stone verified Scriptures
 - G. How early non-Christian texts (such as Josephus) mentioned Jesus
 - H. How ancient manuscripts of the Bible have been preserved and remain unchanged
 - I. How the canon of the Bible was decided
 - J. How prophecies were fulfilled both in Scripture and out of Scripture
 - K. Writing dated back before Moses
 - L. Discovery of Hittities
 - M. Discovery of Asyrians
 - N. Luke's accurate reporting of governing officials and other public record information
 - O. Dead Sea Scrolls
 - P. Bible as most well preserved ancient document
 - Q. Early records of Jesus from extra-biblical sources
 - R. Fulfillment of prophecies
 - S. Daniel prophesying Alexander the Great
 - T. Jesus prophesying the destruction of Jerusalem
 - U. Daniel prophesying the destruction of Greece and Rome
 - V. Naaman prophesying the destruction of Ninevah

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT:

- A. **Basic** students will write **7-8 paragraphs** for the body (P'soB).
- B. **Extension** students will write **8-10 paragraphs** for the body (P'soB).
- C. **Further Extension** students **10-12 paragraphs**

III. SENTENCES PER PARAGRAPH:

- A. **Basic** students will write **5-7 sentences*** per paragraph.
- B. **Extensions** students will write **6-8 sentences** per paragraph.

***Note:** You may always choose to write fewer sentences per paragraph but more total paragraphs in any TFT writing assignment, with your teacher's permission.

IV. OPENING PARAGRAPH:

All students **will** write an **opening paragraph**.

V. CLOSING PARAGRAPH:

All students **will** write a **closing paragraph**.

VI. SOURCES:

- A. **Basic** students will use **2 sources**. You will be told in the writing instructions what types of sources to use.
- B. **Extensions** students will use **3 sources**. You will be told in the writing instructions what types of sources to use.

VII. QUOTATIONS IN YOUR REPORT:

All students will **either cite a piece of paraphrased information or cite a quote in each paragraph**. You will be instructed on how to do this in the lesson.

VIII. Source Citation

All students will **either cite a piece of paraphrased information or cite a quote in each paragraph**. You will be instructed on how to do this in the lesson.

IX. SOURCE CITATION AT THE END OF YOUR REPORT (LIST OF WORKS CITED):

All students **will** cite sources at the end of your report (i.e. create a list of **Works Cited**).

5. Research and Study Skills: Choose Your Topic and Sources

There are many kinds of persuasive writing--persuasive essays (like the SAT essay, usually) in which no research is done, but persuasive, smooth writing helps to persuade the reader; persuasive letters in which the reader is persuaded to do something the writer desires (like persuading a friend to reconcile, etc.); and the kind you will write this week--persuasive with informative material from sources (based on research).

To write a persuasive report, you will need to research to get information. Remember, you are going to persuade your reader, so you want to find information from a book or online source to put in your report. At this level, you will learn how **to use multiple sources, cite sources in your text, include quotations, make outlining cards, and create a list of Works Cited** at the end (that tells the reader the sources from which you got the information for your report).

The first step in writing a report is to choose the topic you will be writing about.

<> 5a. Think about these aspects of topic choosing:

- (1) You will be breaking your persuasive report down into paragraphs. Consider this when you choose your topic too.
 - a. For example, if you decide to write about how Diocletian could not destroy the Bible in 303 AD, you would plan to go chronologically with the story of Diocletian. That is, you would plan for each paragraph to include a step or chronology of Diocletian's attempt to destroy God's Word.
 - b. If you choose to write about the fulfillment of Old Testament Scriptures as proof that God's Word is true, you would likely choose one prophecy per paragraph (or two paragraphs per prophecy--one telling the prophecy's background and the next telling its fulfillment; then two more paragraphs about a new prophecy, etc.).
- (2) You will want to choose a topic from the list that is most interesting to you. You will be reading and researching about the topic, so you want to be sure you enjoy learning about it.
- (3) You want to choose a topic that you know you can find information about easily. For example, if you know you have a Creation Research book about the Dead Sea Scrolls (that would make a good "Overview Source"), you might want to write about the Dead Sea Scrolls.

<> 5b. Write the topic you have chosen on the topic line below.

Topic: _____

Looking Ahead...at the “Overview Source” and “Overview Source Method”

In the “**Overview Source Method**” of writing, you will find one source (the “Overview Source”) in the beginning **that helps you learn about your topic in a concise way**--and that will help you divide up information in your report more easily. Once you find this source, **you will use this source to decide what all you will put in your report, how you will break down the information, etc.** Then when you add other sources to the writing process, you will know where to plug in the information from that source(s) easily.

For example, you will do the following steps (in a nutshell--**details will follow during the outlining assignment**) with your “Overview Source”:

- (1) Find a source based on the criteria given.
- (2) Read that source(or section about your topic) thoroughly.
- (3) Mark that source with sticky notes for possible paragraph breaks for your report.
- (4) Write out the paragraph topics that you will use in your report based on the information in this source.

Example:

Paragraph of Body A (PoB A): Jesus said temple be destroyed

Paragraph of Body B (PoB B): Second half of A

Paragraph of Body C (PoB C): Jesus born in Bethlehem

Paragraph of Body D (PoB D): Second half of C

Paragraph of Body E (PoB E): Jesus would die on cross

Paragraph of Body F (PoB F): Second half of E

Paragraph of Body G (PoB G): Jesus would be a Nazarene

Paragraph of Body H (PoB H): Second half of G

- (5) **Choose another source (or sources) that contains information specifically about your topic.**
- (6) **Write information from your other source(s) beneath your paragraph note headers** (i.e. for the sentences of your report).

PoB A: Jesus said temple would be destroyed

Opening/Transition Sentence: One prophecy of many

Support Sentence (SS) 2: In Bible (), J. said...

<> 5c. Choose an “Overview Source” to help you become familiar with your topic.

You will be helped greatly in the research, outlining, and writing process for research-based reports if you use what Training for Triumph calls the “Overview Source” when you first begin a writing project.

Consider how this source will be used when choosing your “Overview Source” for this writing project:

- (1) You want to choose a source for this that contains information about all aspects of your topic. For example, if you are writing about Daniel prophesying about Alexander the Great, you will want to choose an Overview Source that details this topic, as well as one containing some other information that you might desire to put in your opening or closing paragraph.
- (2) You want this source (or at least your sections of that source) to be **one that you can read in one sitting**--not a lengthy book about the topic.
- (3) You want your section of your first source to be short enough that you can write the length of report using that as your first source, but not so short that the portions of it about your topic are shorter than your report will be.
- (4) **You want your source to be long enough that you can find enough information for your topic, but not so long that wading through it is too laborious--and determining what information you want to use or do not want to use is too hard.**

<> 5d. Choose one or two other sources (based on your assigned number of sources) that contain information about your topic that will help you write your report.

- (1) Now that you have chosen your topic and your “Overview Source,” you will begin the reading and research process.
- (2) **You will need two or three total sources for your report**, depending on your level and your teacher’s wishes.
- (3) Some good sources to consider include the following:
 - a. *Streams of Civilization*, Volume I (by Christian Liberty Press)
 - b. *What the Bible Is All About* (by Henrietta C. Mears)
 - c. *The Lie* (by Ken Ham)
 - d. Other books available through the Christian Research Institute, Master Books, Answers in Genesis, etc.
 - e. *The Answers Book* (Several volumes now available)
 - f. *The Case for Christ* (by Lee Strobel)
 - g. *The Case for Christianity* (by Lee Strobel)
 - h. *Evidence That Demands a Verdict* (by Josh McDowell)

6. Grammar: Subject-Verb Agreement

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

1. raised
2. is looked
3. appears
4. could tell
5. derided
6. were mentioned
7. have become
8. claimed
9. could not have written
10. were convinced
11. was

<> 6b. With a different color, highlight the subject that goes with each of these verbs. (Hint: Some of the subjects you should highlight are subjects of dependent or subordinate clauses. Thus, do not look only for each sentence's main subject.)

One common error students make when beginning to write advanced sentence structures is subject-verb disagreement.

1. We—were (not We—was)
2. I—am (not I—are)
3. Peter and John---go (not Peter and John---goes)

Matching the main subject with the correct verb when sentences are filled with phrases and clauses can be challenging. Finding the subject is sometimes difficult.

Remember that besides the main part of the sentence containing a subject(s) and verb(s), clauses, and sometimes phrases contain subjects and verbs. **Each subject within a sentence must match its correlating verb in tense and in number.** (Whether it is the sentences' main subject and verb or not).

For example:

Proud rationalists derided the Bible when such “mythical” people as the Hittites and Babylonians **was** mentioned. (Incorrect.)

It is not enough to have *rationalists* and *derided* match (the main subject and the main verb). The subject and verb of the subordinate clause (when... *people were* mentioned...) also must match.

One tip in determining whether the subject is plural or singular is to substitute one of the following in the sentence:

1. **He/she/it**--If one of those fits, then the subject is **singular**. (**It is**)
2. **They**--If the word *they* fits, then the subject is **plural**. (**They are**)

Since a sentence may contain many subjects and verbs, you must be sure that each subject has the correct verb tense.

A tip in ascertaining the **main** subject of the sentence, and thus choosing the proper verb, is to isolate the prepositional phrases and subordinate clauses (dependent clauses).

The main subject of the sentence is **never** in either of the following:

1. Prepositional phrases
2. Subordinate clauses

For example, in the following sentences, if we isolate prepositional phrases and subordinate clauses, we are left with the “bare bones” of each sentence and then can easily find the main subject and determine which verb to use with that main subject.

Examples:

1. A **beggar**, (though he is surrounded) (by poverty), **illustrates** the attitude (of being poor) (in spirit).
 - a. By removing the subordinate clause and PP's *though he is surrounded* and *by poverty*, you can easily determine that **beggar** is the main subject of the sentence—not poverty.
 - b. Then you can determine that **beggar** is **singular** (could substitute *he* for it), thus it needs the verb **illustrates**, not *illustrate* (*he illustrates*, not *he illustrate*).
 - c. You can actually remove the *attitude* also, since it is a direct object of the verb *illustrates*, and a direct object is also not able to contain the subject (though this is not usually as confusing since direct objects are usually near the top end of a sentence and a subject is at the beginning).
2. The **main subject** (of the sentence) is never (in a prepositional phrase or subordinate clause).
 - a. By removing the prepositional phrases *of the sentence* and *in a prepositional phrase or subordinate clause*, you can easily determine that **main subject** is the subject of the sentence—not sentences.
 - b. Then you can decide that **subject** is **singular** (could be replaced by the singular pronoun *it*). Thus, it needs the singular verb **is**, not *are* (*it is*—not *it are*).
 - c. *Never* is an adverb in this sentence.
3. The **results** (of trying to be self-sufficient) are alienation (from God) and heartache.
 - a. By isolating the prepositional phrases *of trying to be self-sufficient* and *from God*, you can easily determine that **results** is the **main subject** of the sentence—not self-sufficient.
 - b. Then you can determine that **results** is a **plural subject** (could be replaced by the plural pronoun *they*). Thus, the sentence needs the plural verb **are**, not *is* (*they are*—not *they is*).
 - c. You can also eliminate *alienation* and *heartache*, since they are predicate nominatives following the BHL verb *are*.

<> **6c.** In the sentences provided, complete the following steps:

- (1) Place parentheses around the prepositional phrases and the subordinate clauses. (You may also isolate other sentence openers such as adverb openers and conjunctive adverbs if desired.)
- (2) Highlight the main subject of each sentence.
- (3) Highlight the main verb in each of the sentences in another color.

Note: Disregard the subjects and verbs within other clauses and phrases--those that are not main subjects and main verbs of the sentences.

Example: A **beggar** (though he is surrounded [by poverty]) **illustrates** the attitude (of being poor) (in spirit).

1. While man's scientific theories are continually in a state of revision, God's laws are accurate and permanent.
2. When weighed against God's Word, man's knowledge will always be found wanting.

Further Study: Read I Peter 2. What did these early false teachers teach that was wrong and what did Peter tell the church to do about it?

Further Study: Look up the term Huguenot in the encyclopedia or online source. Read about the history of these French believers and discuss the persecution they suffered.

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

Further Study: Read the book *The Morning Star of the Reformation* about John Wycliffe.

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 significance rather than just temporary pleasure.

Further Study: Read the book *Johann Gutenberg and the Amazing Printing Press* by Bruce Koscielniak.

3. When mechanical work is changed into heat or heat into mechanical work, the amount of work is always equivalent to the amount of heat.
4. In the world of thermodynamics, there are many forms of energy, such as heat energy, light energy, electrical energy, mechanical energy, chemical energy, energy of movement, and nuclear energy.
5. In the early 1800s, a man by the name of Benjamin Thompson began to experiment with two forms of energy: mechanical energy and heat energy.
6. As Thompson (also known as Count Rumford) supervised the drilling of brass cannons, he noticed that the mechanical energy of drilling was converted to heat energy. (Note: A main subject or main verb is also *not* found in a parenthetical phrase. Remember, a parenthetical phrase is non-essential information too.)
7. After a few minutes of drilling, the cannons and the drills became so hot that they had to be cooled with water.
8. By measuring the water's change in temperature, Rumford determined how much heat the drills had produced.
9. To his surprise, he discovered that that two forms of energy were equal.
10. Nowadays, scientists call them the first and the second laws of thermodynamics.
11. When energy is changed from one form to another, it is neither destroyed nor created.
12. Actually, the total amount of energy that goes into a system minus the energy that comes out is equal to the change of energy stored in the system.
13. Unless acted on by some outside force, heat and all other forms of energy always flow from higher levels of energy to lower levels of energy.
14. Simply put, the second law of thermodynamics means that a marble will always roll down a hill.
15. Consequently, it will never roll up a hill unless some outside force lifts it.
16. Furthermore, the second law of thermodynamics introduces the term entropy.
17. Actually, entropy is a measure of the "disorder" in a system.
18. As entropy increases, a system becomes more disorganized.
19. In every energy exchange, the amount of entropy increases.
20. In all natural events where energy is allowed to flow freely, things become less ordered.

Optional Penmanship Practice

For the prophecy came not in old time by the will of man: but holy men of God spake as they were moved by the Holy Ghost.

II Peter 1:21

<> **6f. Optional:** Make a Grammar Card about subject-verb agreement or add new information to an existing card.

<> **6g. Optional:** In your notebook, write sentences with prepositional phrases and subordinate clauses. Using the method learned in this lesson, mark the main subject and main verb.

BASIC LEVEL: Write ten sentences.

EXTENSION: Write twelve sentences.

FURTHER EXTENSION: Write fifteen sentences using information from a character book or another source.

Help Box for 6b.

You should have highlighted the following:

- | | |
|-----------------------------------|---------------------------------------|
| 1. God (raised) | 2. Voltaire (is looked) |
| 3. Hume (appears) | 4. Neither (could tell) |
| 5. Proud rationalists (derided) | 6. "mythical people" (were mentioned) |
| 7. kingdoms (have become) | 8. Rationalists (claimed) |
| 9. Moses (could not have written) | 10. They (were convinced) |
| 11. writing (was) | |

Further Study: Memorize Romans 5:1-5, and discuss how the truth of this passage was demonstrated in the lives of the believers who put together the canon of Scripture.

7. Research and Study Skills: Write Your Thesis Statement and Begin Gathering Information

By now you should have your sources found, your "Overview Source" read, and your topic chosen. Since you are writing a research-based report, you need to be sure that you take notes on your topic in an organized way--and that you do not include anything in your notes that you will not need for your report, or leave out information you will need in order to write a strong report.

One way that you can be helped in this process is to write what is known as a **thesis statement--a statement declaring what your entire paper is going to be about**. This is similar to when you learned how to write the opening sentence of a paragraph--a sentence that tells what your entire paragraph is about. Only **in the case of a thesis statement, you will not write just what one paragraph is about--but you will write what the entire report is going to be about**.

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.

For instance, if you were writing an opening sentence about one of the paragraphs in your report about the prophecy of Jesus being born in Bethlehem, you might write, *One of the most significant Old Testament prophecies that was fulfilled in the New Testament was that of the Savior being born in Bethlehem.* This would tell your reader that **your paragraph is going to be about the fulfillment of birthplace of Christ.**

However, you cannot use that sentence for the thesis statement for your entire report because it only tells what that one paragraph is about--the paragraph about Jesus' birthplace. **The thesis statement must tell what the entire report is about.**

Your thesis statement for the fulfillment of prophecy report might be *One of the most significant proofs of the truth of the Bible is how the Old Testament prophecies (predicted hundreds of years before their fulfillment) were fulfilled so accurately and completely.*

Since you have read your first source and at least skimmed your additional source(s), you should have no trouble coming up with a thesis statement.

<> 7a. Follow these tips to write the thesis statement for your report.*

- (1) Write one sentence that tells the reader what your report is about.
- (2) Be sure it includes all aspects of your report (i.e. about the fulfillment of the prophecies of the Old Testament, not just about one of the prophecies).
- (3) Tell your reader what you plan to include in your report (to a small extent).

Examples of Thesis Statements

**A ruler named Diocletian tried vainly to destroy the Bible in 303 A.D. His failure is a strong statement of the truth and validity of the Scriptures.*

**One Old Testament prophecy after another was fulfilled in the New Testament--and confirmed by numerous historians. These fulfillments prove that indeed God's Word is the inspired, holy true word of God.*

My thesis statement for this report: _____

***Note: If you do not feel prepared to write your thesis statement at this time, you may skip this assignment and come back to it after you complete assignment 7b.**

Optional Penmanship Practice

If ye keep my commandments, ye shall abide in my love; even as I have kept my Father's commandments, and abide in His love."

John 15: 10

Further Study: Positive words are faith-building words. Try to use these positive words in an essay this month: *certainly, positively, undeniably, surely, undoubtedly, decisively, absolutely, assuredly, definitely, and unquestionably.*

Further Study: Read the Ten Commandments in Exodus. How can keeping those commandments show that we love God?

Character Focus: In the early church there were many different letters and stories that people had written. Not all of these were true, so people had to sort through them to find the ones that were and put them in the Bible.

Character Focus: From the start of the church, Satan has tried to attack the truth of the Gospel by saying just a "little" part of it was not right, but the Bible and what it says about Jesus are all true.

Further Study: Find out how the Bible was put together after it was all written. Who decided what should go into the Bible and who decided what should stay out?

<> 7b. Read and mark your "Overview Source" for possible aspects that you want to include in your report, following these tips:

(1) Skim through the text of your source to get an idea of the various aspects of your topic. **As you skim through your source, consider that you are writing seven to twelve paragraphs about your topic--and your book or source contains many paragraphs! You will need to decide which parts of your topic you want in your report (since you cannot include all of the information from your source in just a short report).**

(2) Now that you have skimmed your source, start marking or highlighting your "Overview Source" for possible paragraph breaks following these tips:

(a) Choose seven or more different colors of small sticky notes--one color for each paragraph you will write in your report.

Note: If your "Overview Source" is an internet source or other source of which you were able to photocopy it, you may desire to use seven (or more) different colors of highlighters for this step, rather than seven (or more) different colors of sticky notes. This will help you mark your "Overview Source" in a clearer, more permanent way.

(b) Go through your **Overview Source and put sticky notes beside or on top of each piece of information that you think you might want to use for your report.** For example, put pink sticky notes beside all paragraph one information, blue sticky notes beside all paragraph two information, etc.

Note: If you do not have seven (or more) different colors of sticky notes, you may use one color but write PoB A: Jesus said temple destroyed, PoB B: Continue A, PoB C: Jesus born Bethlehem, and PoB D: Continue C, etc. on them for each Paragraph of Body. (You will have several sticky notes that say PoB A and several that say PoB B, etc. if you use this method.)

(c) **Continue doing this with different color sticky notes, one color for each paragraph you are assigned.**

Note: You may not get more than 50% of the information for your report from this "Overview Source." The purpose of the "Overview Source Method" is to help the student see how to break the information for his report down into paragraphs. Since each paragraph in this report is about a different product, that breakdown is relatively easy. However, you will still need to get in the habit of using one source (the "Overview Source") to get the "big picture" (and a few details), then use your other source(s) to get most of the details.

<> 7c. Now that you have determined your seven to twelve paragraph topics (Paragraph of Body--PoB), list them, in the order you will include them in your report, on the lines provided.

Note: You may or may not use all of the paragraph lines provided.

- Topic of PoB A: _____
Topic of PoB B: _____
Topic of PoB C: _____
Topic of PoB D: _____
Topic of PoB E: _____
Topic of PoB F: _____
Topic of PoB G: _____
Topic of PoB H: _____
Topic of PoB I: _____
Topic of PoB J: _____
Topic of PoB K: _____
Topic of PoB L: _____

<> 7d. Study the tips given below for writing persuasively:

- (1) **Avoid making "you" messages.**
- (2) **Avoid getting into other areas.** If you are trying to persuade your readers that the Old Testament prophecies are fulfilled, do not write about how Diocletian tried to destroy the Bible. Stay on topic.
- (3) **Keep within the parameters of your thesis statement.** If you are writing a persuasive report about how heavy metal music is bad because it negatively affects the brain, you would not want to get off on tangents about how immoral band members of these bands are. If your topic is too narrow to write the number of paragraphs assigned, enlarge it so that you can write what is assigned. In the case of the band, a person could change his thesis to say that heavy metal music is bad because it negatively affects the brain, it causes hearing loss, it often contains immoral lyrics, and its band members often lead immoral lives. A report's content *must* match its thesis statement.
- (4) **Gather evidence to support your points.** Be sure you use credible sources, cite them clearly, and apply them to your position. People do not usually consider high school students to be experts on subjects; and nowadays, it seems everyone wants to hear from "experts."
- (5) **Use statistics, when possible.** For example, if you were writing a persuasive letter to your family's favorite "family restaurant" about removing lewd pictures from the walls of its establishment, you might want statistics, such as the number of families with children under twelve in your city, the percentage of families in America who now eat out in sit-down restaurants weekly, or the effects of lewd pictures on children. You will especially want credible, accurate statistics for this report.
- (6) **Have a warm and sincere tone.** This is not a "finger pointing" time, but rather a genuine opportunity to be a catalyst of change for the better.
- (7) **Do not use Scripture verses as weapons.** Do not use the Bible sarcastically or condescendingly.
- (8) **Use variety of evidence.** You probably do not know whether your reader is a person who is persuaded by logic, emotion, evidence. For this reason, it is good to use all three.

Further Study: Study the following events that illustrate God's hand in the development and distribution of the English Bible:

1. The fall of Constantinople
2. Gutenberg's invention of the printing press
3. Luther tacks his Ninety-Five Theses on the church door in Wittenberg
4. The publication of the Tyndale New Testament
5. Henry VIII's quarrel with the pope
6. Luther's translation of the Bible
7. The defeat of the Spanish Armada
8. The publication of the King James Bible
9. William Shakespeare brings the English language to its high point of expressive beauty
10. The Pilgrims arrive in America

Character Focus: Many times when books are translated into a new language or copied by hand, the translator or copier makes mistakes, so if the Bible were just like other books, it should have a lot of mistakes like other books, but it does not because the Bible is not like all the other books.

Further Study: Read in a world history book about how God used the Roman Empire to prepare the world for the coming of Christ.

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

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

Jonathan Reish

Sample Essay

Fall '06

CQLA Blue 5C

The Prophecies of Daniel

Eighth grade

"...but the Bible is true," announced a young Christian, speaking to a dignified atheistic professor.

"There is no way in the world that you can prove to me that the Bible is true," the professor retorted.

"But there is historical evidence that it is true."

"Where?"

Sadly, The student could not give an answer. Today in the world there are millions of people who believe in the way of the professor. In this report, I will be writing to convince the professor concerning the truth of scripture, giving the affirmation of two prophecies of the prophet Daniel.

As a young man, Daniel was taken from his abode in Jerusalem by the Babylonians. God gave him the gift of interpreting dreams. God also gave him great wisdom. The prophet Ezekiel had this to say about him: "Are you wiser than Daniel? Is nothing hidden from you?" Daniel's prophecies came true both in the Bible and in further history, and some have to wait until the last days confirm their validity.

King Nebuchadnezzar of Babylon called all the magicians and wise men to him. The King had a dream; it departed when he woke, and yet still haunted him.

"O, Great King live forever, no one can interpret a dream they have not heard," one of the astrologers proclaimed.

"Tell me the dream and its meaning or else I shall slay you all," said Nebuchadnezzar, infuriated. One of the wise men named Daniel requested more time; and that, he was granted. Daniel returned to his home and prayed for God's help to construe the dream. God gave Daniel the dream and its meaning. This is the dream Daniel told the King.

"You saw a great image of a man. The head was made of shining gold; its chest and arms were silver; its stomach and thighs of bronze; the legs were of iron; and the feet partly of iron and partly of clay. A rock, not sharpened by men came and smashed the statue into dust, and it blew away in the wind," Daniel continued. "The rock became a mountain that filled the entire world. You and your kingdom are the head of gold, after yours shall come a lesser empire, of silver. Then the kingdoms of bronze, iron, and clay iron are to come after the kingdom of silver. The stone that became the peak is a king-

dom that shall never end, the kingdom of the Lord, the King of kings."

This prophecy came true in history. The kingdom of gold is Babylon. The metal gold is more beautiful than the other materials in the dream, but yet lasts shorter than the others. The same was with the civilization of Babylon--wonderful but not long lasting. The kingdom that defeated Babylon was the Medio-Persian Empire--the arms and chest of silver, not as immaculate as gold, but longer lasting. Notice a pattern? Bronze articulates the classical Greeks. Bronze exceeds the power of gold and silver, but is not as pleasing to the eyes. Iron, more powerful than all of these combined, but has no beauty. This describes glorious Rome. There is some debate over what the feet of iron clay is. Many convey that it is part Rome, the iron part, and part another civilization, clay. Many say it is the Holy Roman Empire, Part Rome and part Christianity. This is the first of two prophecies that will be covered.

Daniel later had another vision. He saw a ram with two large horns; it charged in all directions and conquered many. As Daniel stared, a goat with one horn between his eyes defeated the ram. It also crushed others. One day this goat's single horn fell off and four smaller horns arose from it.

"In the latter part of their reign, when rebels have become completely wicked, a stern-faced king, a master of intrigue, will arise. He will become very strong, but not by his own power. He will cause astounding devastation and will succeed in whatever he does. He will destroy the mighty men and the holy people. He will cause deceit to prosper, and he will consider himself superior. When they feel secure, he will destroy many and take his stand against the Prince of princes. Yet he will be destroyed, but not by human power," (Daniel 8: 23 -25).

God launched loyal Gabriel to give the interpretation of the vision. He communicated to Daniel that the ram is the King of the Medes and Persians. And the goat is the King of the Greeks. Amazingly, the four horns are the four monarchs after the goat.

The King of Greece (Goat) that conquered the Persians (Ram) was no other than Alexander the Great. The four Horns that emerged are the four Generals of Alexander who divided up the kingdom after he died, and ruled as kings. The one talked about in the Scripture reference is yet to come. He is the antichrist, the one who will put himself in the place of God, the one who will strike down those who believe in God, the one who will gain the trust of the world, and the one who will be defeated, not by human hands, but by the hands of God.

These two prophecies prove the truth of the Bible. Daniel was able to prophecy these historical things with help of God hundreds of years before they occurred. If we can agree on that, than why can't we agree the prophecies that say Jesus would die and take away our sins?

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 Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the work sheet 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. Study Skills/Research: Create Outlining Cards for Informative Research Report

- <> **9a. Follow the steps below to develop arguments that your reader might have against your topic.**

When you write persuasively, you want to be sure that you determine any arguments that your readers might have against your topic--and answer them in your paper, if at all possible. Complete the following steps to brainstorm for arguments your reader might have:

- (1) In the brainstorming box provided below, list your major points on the left (at each number).
- (2) Beneath each numbered point, jot down some of the main things you think you will include in that argument. (You will have a chance to add to this later, so do not be concerned if you do not know all of your arguments yet.)
- (3) In the middle column, write anything you can think of that the reader might bring up about that point.
- (4) In the far right column, draw arrows from your reader's arguments to anything you think you should include to address or rebut that point.

Your Point	<u>Persuasive Brainstorming</u> Reader's Potential Rebuttals	Your Answer
1. _____ _____ _____	_____ _____ _____	_____ _____ _____
2. _____ _____ _____	_____ _____ _____	_____ _____ _____
3. _____ _____ _____	_____ _____ _____	_____ _____ _____
4. _____ _____ _____	_____ _____ _____	_____ _____ _____
5. _____ _____ _____	_____ _____ _____	_____ _____ _____
6. _____ _____ _____	_____ _____ _____	_____ _____ _____
7. _____ _____ _____	_____ _____ _____	_____ _____ _____
8. _____ _____ _____	_____ _____ _____	_____ _____ _____
9. _____ _____ _____	_____ _____ _____	_____ _____ _____
10. _____ _____ _____	_____ _____ _____	_____ _____ _____

Further Study: Find out how many languages the Bible has been translated into and how many copies of the Bible there are.

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?

<> **9b. Follow the steps below to learn how to create outlining cards (notes) that you can write your report from using the source(s) that you have chosen and marked, following these steps:**

- (1) Turn to the outlining cards following this entire writing lesson.
- (2) By now you should have chosen the aspects that you wish to write about, so it should be fairly easy to plug the information that you have highlighted into the Paragraph and Sentence Outlining Cards.
- (3) Start with the first paragraph of the body of your report (PoB A) and complete the following steps:
 - a. **Write the topic of that paragraph on the Topic of Paragraph line.**
 - b. Open your "Overview Source," and find the information you highlighted or marked with sticky notes for that topic.
 - c. **Fill in the sentence lines with the information about that item from your "Overview Source" until you have some information for some of the sentences** (but not more than 50% of the sentence lines filled in). These will be your Support Sentences (SS)--the sentences that tell about what you introduced in your opening sentence.
 - d. Move to your other source(s) one at a time, and **fill in the rest of the sentence lines with notes about that item using your other source(s).**

*Note: When using multiple sources for report writing, always begin with the source that will help you choose your paragraph topics (i.e. your Overview Source), then move on to the source that contains the next to the most amount of information you will need. Continue in this manner, using the sources that contain the most informative first, then moving onto the ones with less usable information.
 - e. Be sure to **use information from all of your sources for that item.**
 - f. Do this for each of your paragraphs.
- (4) **You may cut out the cards or leave them all on the pages.**
- (5) **Optional:** You may flip over to the "Create a list of Works Cited" section and fill in bibliography cards for any sources you use during the outlining or you may save your sources and do the cards when assigned later.
- (6) Keep these tips in mind:
 - a. A paragraph is a unit of thought. Each paragraph section should only contain information about one item. Do not put information about the

potted tomato and the flower bed pepper on the same paragraph space. Each of your items will be a separate paragraph. (Note: If you would like to write more than the assigned paragraphs, and your teacher agrees, you may create some additional note taking cards and do extra paragraphs.)

- b. **Just write down key words for each sentence line, but be sure to include any details that are hard to spell or difficult to remember.**
- c. You will be using the “sentence-by-sentence” approach to notetaking for this report. That means that **you will write key words on each “sentence” line that you will use to create a complete sentence when you write your report.**

(7) As you research and create your outlining cards, if you think of other arguments that your reader might make, go back to your brainstorming box and add that to it.

(8) As you create your outlining cards, consult your brainstorming box to be sure that you include all rebuttals and answers to rebuttals that you have included there in your actual outlines.

Example of Outling Format

For example:

Opening Sentence for PoB A: *Jesus' birth prophesied OT-ful
filled NT=God's Word true*

In your report, it might say: *The birth of Jesus prophesied in the Old
Testament and fulfilled in the New
Testament (and documented many
places) shows us that God's Word is
truly that--God's Word.*

<> 9c. Learn how to include quotations in your outline.

(1) You will learn how to include quotations in the outline of your report in this section. You are assigned the addition of **a quote or paraphrased information in each paragraph.**

(2) As you read your sources, if you find something that sounds interesting or clever that you would like to put in your report word-for-word (a quotation), record that quote on the lines provided in the note-taking section for the paragraph that will contain that quote.

(3) You will need to have at least the number of quotations required. If you desire to have more quotations in your report than the number assigned, you may do so.

- (4) At this level, you will **include your quotation word-for-word in your notes**. If you do this, you will not have to look up the quote while you are writing your report.
- (5) You will be writing an opening paragraph and closing paragraph and may choose to put one or more of your quotes in that paragraph.
- a. Opening and closing paragraphs are good places to include interesting, attention-grabbing quotes.
 - b. Since you are writing about products that are sown and reaped, you might want to include a Bible verse or famous quote about this in either your opening or closing paragraphs. This may be counted as one of your sources and one of your quotes if you do use a verse.
- (6) Follow these steps to record your quote in your outline (which will be similar to the steps you will use to include your quote within your report):
- a. **Write your quote neatly on the outlining lines** for the place in your paragraph in which it will be added word-for-word as it appears in your source.
 - b. Be sure you **use the exact wording, punctuation, and spelling of the original quote**. (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
 - c. You will put quotation marks around your quote, with the first one coming before the first word of the quote and the last one coming after the final punctuation mark of your quote.
 - d. You will put the name of the book or the person who said it before the quote as the quote's speech tag (like the example given below). If the quote comes from an informative book or online source, just put the book's title. If the quote comes from a famous person, put the person's name.
 - e. Put the author of the book (or title if no author is given) and the page number from which it came in parenthesis directly following the quote (regardless of what you included before the quote for your speech tag).
 - f. See examples below.

Examples of How to Include Quotation in Outline

Including the entire quote in your notes:

SS2: Carey--"Expect great things from God. Attempt great things for God!"

(90 Jones _____)*

OR

Referencing the quote in your notes to look up when writing report:

SS2: Carey quote...Expect/Attempt

(90 Jones _____)*

*First short line (of parenthetical line) is page # where info is found; second line is author (or book title if no author is given).

<> 9d. Follow the steps given in the examples below to learn how to include quotes in your report. (You will do this later when you write your report, but the instructions are given here with the "include quote in outline" section.)

Examples of How to Copy Your Quote in Your Essay

Sample Quote 1:

Lincoln echoed these sentiments: "With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan — to do all which may achieve and cherish a just and lasting peace, among ourselves, and with all *nations*" (qtd. in Moore 84).*

Details of Sample Quote 1:

- sentiments: --Only use a colon to introduce a quote if your "speech tag" (words before the quote) is a complete sentence that could stand all by itself (otherwise use a comma following the speech tag).
- "With--Most of the time a quote begins with a capital letter.
- "nations"--Since you will have a simple source citation in parentheses following your quote, do not put a period at the end of your quote (your period will follow your source citation and will be an end mark for your entire sentence).

•(qtd. in Moore 84).---Since you will have a list of Works Cited at the end of your paper that your reader can refer to, just use this simple citation of the words quoted in then the author's last name then page number on which your quote is found. Put a period following the ending parenthesis (not inside the ending parenthesis).

Note: If your sentence is a quote from somebody other than your source's author, put the abbreviation qtd. in then the author's last name (and page number).

Sample Quote 2:

Carey summed up his faith and devotion to the Lord in these words: "Expect great things from God. Attempt great things for God!" (qtd. in Jones 90).*

Details of Sample Quote 2:

- words: --Only use a colon to introduce a quote if your "speech tag" (words before the quote) is a complete sentence that could stand all by itself (otherwise use a comma following the speech tag).
- Expect**--Most of the time a quote begins with a capital letter.
- God!**--Since you will have a simple source citation in parentheses following your quote, do not put a period at the end of your quote (your period will follow your source citation and will be an end mark for your entire sentence). If your quote ends in an exclamation mark or question mark, include that inside the quotation mark--since it is part of the quote.
- (qtd. in Jones 90)---Since you will have a list of works cited at the end of your paper that your reader can refer to, just use this simple citation of the author's last name then page number on which your quote is found. Put a period following the ending parenthesis (not inside the ending parenthesis)--this is the period for your entire sentence.

Note: If your sentence is a quote from somebody other than your source's author, put the abbreviation qtd. in then the author's last name (and page number).

Sample Quote 3:

Carey once said, "Expect great things from God. Attempt great things for God!" (qtd. in Jones 90).*

Details of Sample Quote 3:

- said, --Use a comma following your speech tag when that speech tag is not a complete sentence that could stand all by itself.

- **Expect**--Most of the time a quote begins with a capital letter.
- **God!**--Since you will have a simple source citation in parentheses following your quote, do not put a period at the end of your quote (your period will follow your source citation and will be an end mark for your entire sentence). If your quote ends in an exclamation mark or question mark, include that inside the quotation mark--since it is part of the quote.
- **(qtd. in Jones 90)**---Since you will have a list of works cited at the end of your paper that your reader can refer to, just use this simple citation of the author's last name comma then page number on which your quote is found. Put a period following the ending parenthesis (not inside the ending parenthesis). If your quote ends in an exclamation mark or question mark, include that inside the quotation mark--since it is part of the quote.

Note: If your sentence is a quote from somebody other than your source's author, put the abbreviation qtd. in then the author's last name (and page number).

***Note: The shading, bold font, italics, and underline are used here to teach you how to punctuate a quote. Do not put them in your paper.**

More Quote-in-Report Samples

According to *Home Gardening Made Simple*, "In the past, small spaced dwellers have had to rely on store-bought produce for their vegetable needs. All of that is changing with the invention of small-spaced gardening" (Smith 32).

Famous gardener and chef, Emeril Lagasse agreed with this: "Window-sill herbs are changing the way home cooks season their dishes" (Lagasse 15).

<> 9e. Learn how to include paraphrased information in your outline.

You are assigned the addition of either a quote or a citation for paraphrased information in each paragraph of your report. When you are older and you write a full-term research paper of twenty to thirty pages (or when you are in college and write research-based papers), you will be told to cite every piece of information you include in your report. This means that you will tell after each information addition where that information came from (since the last source you cited).

This might sound confusing at first, but it essentially means that you will write some of your paper (a sentence or two or three--assuming all of that information came from the same source), then tell what that source was (from where the previous information was obtained). Then you will write more (until you come to information from a different source) and tell where that information came from. You will do this throughout your entire paper--all twenty-plus pages of it! Everytime you write something, you will have to tell where it came from--what source you used to get that information.

At this level, you do not have to tell where every drop of material came from. However, you do have to tell where some information came from--and you do have to learn the proper technique for doing so. In citing sources (telling where you got information from), there are multiple ways of coding, marking, and laying out the author, book title, etc. You will learn a modified MLA (Modern Language Association) for this paper, which is used in most non-scientific college writing today.

So far, you have shown where quotes came from by giving some information in the speech tag and following the entire quote with a parenthetical statement of the source title or author and page number from which the material was taken. You will do something very similar for paraphrased information.

You probably remember that **paraphrased information is information that you have obtained from a source then re-wrote in your own words**. It is how you have probably written all of your "information-based" reports in TFT writing courses. The difference this time is that you will have to tell, occasionally, where you got that information (like you did for quotes in earlier assignments).

Follow these steps for including paraphrased information in your outline and in your report:

- (1) For this assignment, you have to include either a quote or a citation for paraphrased information (with at least some of each--not all of one kind) citations throughout in each paragraph. Thus, as you are taking notes for your report, if you see that either (a) you are not going to have a quote in a certain paragraph or **(b) you are going to include some uncommonly or little known information, you should cite the source for paraphrased info:**
 - a. No quote--if your paragraph will not include a quotation, then plan to cite another piece of information (a paraphrased sentence)
 - b. Little known info--information that is not commonly known by people is the best kind of material to cite. **This shows that you obtained that information from a credible source.**
- (2) To cite the source in your outline, you will want to include anything in your outline that you will need in order to write the citation in your report.
 - a. On the Support Sentence (SS) line above the parenthetical citation line (in the outline), write key words for your outline just like you would if you were not citing sources.
 - b. Following any line of notes that you will cite the source of (on the parenthetical line provided for source citation within your outline), put the page number, then the author and title of the source. (You may not write the author and the title both when you make your notes into sentences within your report. However, include both of them in case you need them later).

Examples of How to Include Citation for Paraphrased Information in Your Outline

SS2: Born in a one-room log cabin → 2/12/1809 → Thomas Lincoln & Mary Hanks
(13 Abe Lincoln--the Man, Smith)

<> 9e. Study the examples given below to learn how to cite sources for paraphrased information in your report.

When you are writing your report, anytime your outline shows a quote or source citation for paraphrased information, you will include this directly in your text, just like you were instructed in the “how to include quotations” instruction.

Note: When citing a source (for a quote or paraphrased material) you need to put the author (or book's title if your source does not have an author) and page number in parenthesis following the quote or paraphrase. You may include the author and/or title in your actual sentence or not (in addition to the parenthetical information) however you desire.

Examples of How to Cite Sources for Paraphrased Information in Your Report

According to *Abe Lincoln--the Man*, Lincoln was born in a one-room log cabin on February 12, 1809 to Thomas Lincoln and Nancy Hanks (Smith 13).

Myers, an authority on the life of Lincoln, reported that Lincoln was the first president to be born outside of the original Thirteen Colonies since his birth took place in southeast Hardin County, Kentucky (Myers 25).

Lincoln's parents were Thomas Lincoln and Nancy Hanks (World 23). (Just include the first word of the book title [*World for World Book Encyclopedia*] when no author is given).*

***Note:** If you used more than one *World Book Encyclopedia*, you will put the volume in your parenthetical citation (World, L).

<> 9f. Outline your report on the outlining cards provided following all of the instructions just given.

10. Grammar: Subject-Verb Agreement With Special Subjects

You have already learned the importance of matching the subject with the verb.

1. When the subject is singular, use a singular verb.
2. When the subject is plural, use a plural verb.

For example: *It* is a singular subject and requires a singular verb.

1. **It is**
2. **It was**
3. **It has been**

***They* is a plural subject and requires a plural verb.**

1. **They remain**
2. **They are**
3. **They were**

There are other subjects that can be confusing in determining subject-verb agreement. Study the subject-verb agreement chart to learn which subjects are singular and which are plural.

<> 10a. In your notebook, write sentences using some of the subjects from the chart provided with their correct verbs.

BASIC LEVEL: Write fifteen sentences.

EXTENSION: Write twenty sentences.

FURTHER EXTENSION: Write twenty-five sentences.

<> 10b. Finish the sentences started for you below with the correct forms of verbs and any objects, descriptors or prepositional phrases you might desire.

1. The audience _____
_____.

2. The Old Testament or any of the New Testament books

_____.

3. Most of the students _____
_____.

4. The number of archeologists _____
_____.

5. A number of archeologists _____
_____.

6. The family _____
_____.

7. Language arts _____
_____.

8. Nobody _____
 _____.
9. *Cloud of Witnesses* _____
 _____.
10. More of the kids _____
 _____.

11. Composition: Write Rough Draft of Persuasive Report of the Truth of Scripture

<> 11a. Follow these steps to write your report:

- (1) Read your original thesis statement to remind yourself of what your report is about.
- (2) Read the topic of your first paragraph of the body 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.

Note about thesis statement: Since you are going to be writing an opening and a closing paragraph later, you do not need to include your thesis statement in your report yet. You will tweak the rough thesis statement you wrote earlier and include it in the opening paragraph of your report (at the time of that writing). For now, you will just write the paragraphs of the body (P'soB) of your report.

- (4) Write the first paragraph of the body of your report (PoB A) in your notebook (on every other line) or key it on the computer (double spaced).
- (5) Continue the steps above for the rest of your report.

Note: When you come to one of your quotes in your outline, just insert it (as you have recorded it in your outline) where ever it fits.

Grammar Card: Subject-Verb Agreement

- **The subject and the verb must agree with each other in:**
 - Number:**
 - 1) When a singular subject is used, use a singular verb
 - 2) When a plural subject is used, use a plural verb
 - Tense** (when the action takes/took place)
- Find the main verb of the sentence by locating words that show action or come from your Be, a Helper, Link verb list.
- The main subject of the sentence is not usually in:
 - Prepositional phrases
 - Subordinate clauses
 - Other “distracters” (adverbs, adjectives, conjunctive adverbs, etc.)
- **To determine which word or words are your subjects, identify and isolate these distracters; then be sure your subject and verb agree:** *Tears* (which accompany repentance) contain chemicals.
- When mixed compound subjects are in a sentence with the word or in between them, the subject closer to the verb is the one that needs to agree with the verb: Bob or *they are* going; They or *Bob is* going.



Get rid of all distracters (mentally or with parenthesis) in order to find the sentence's main subject. Be sure this main subject agrees with the sentence's main verb. Other subjects in dependent (subordinate clauses) should also agree with their correlating verbs.

Grammar Card:
Subject-Verb Agreement

- The subject and the verb must agree with each other in:
 - Number:
 - 1) When a singular subject is used, use a singular verb
 - 2) When a plural subject is used, use a plural verb
 - Tense (when the action takes/took place)
- Find the main verb of the sentence by locating words that show action or come from your Be, a Helper, Link verb list.
- The main subject of the sentence is not usually in:
 - Prepositional phrases
 - Subordinate clauses
 - Other “distracters” (adverbs, adjectives, conjunctive adverbs, etc.)
- To determine which word or words are your subjects, identify and isolate these distracters; then be sure your subject and verb agree: Tears (which accompany repentance) contain chemicals.

12. Optional Spelling Practice: Write That Word!

<> **12a. Optional:** On the lines provided, write two spelling words that you have never used in writing.

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 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.

<> **12c. Optional:** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

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.

Optional: Extra Practice

- 1E. In your notebook, copy fifteen sentences in your notebook from a character book or another source, using this week's capitalization rules.
- 2E. In your notebook, write more notes about prayer from a book on prayer or another source.
- 3E. In your notebook, write a paragraph(s) using your outline from this lesson.
- 4E. Edit and revise your paragraph(s) using this week's Checklist Challenge.
- 5E. In your notebook, write thirty *ow* words.
- 6E. Read twenty of the places in the Bible where prayer is discussed.
- 7E. Find fifteen sentences with subject-verb agreement (using difficult subjects from this week's chart) in a character book or another source, and copy them into your notebook.
- 8E. Read the book *Power Through Prayer* by E.M. Bounds, *Answers to Prayer* by George Mueller, or *Reese Howell: Intercessor* by Norman Grubb.
- 9E. Write a book report on the book you read in this lesson. You may use the Book Report Guide provided in the Appendix of the *Teacher's Guide*.
- 10E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Grammar Card: **Subject-Verb Agreement Chart of Special Words**

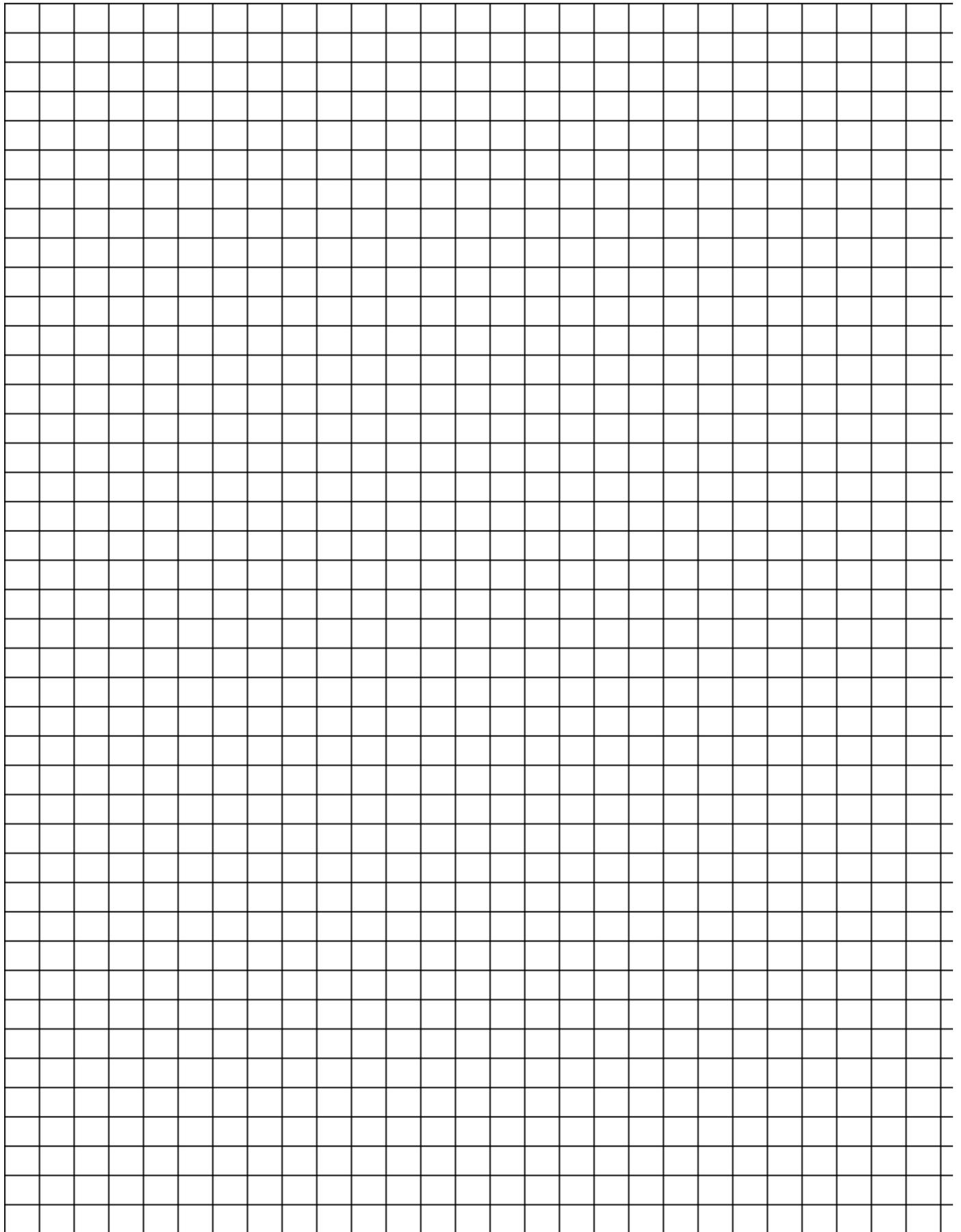
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Subject	Singular/Plural	Examples
Collective noun: army, band family, team group, crowd, class, company, school, class, company, school, department, group, staff, jury, majority, society, public	Depends on whether it is used to mean the whole or members individually	The family <u>is</u> arriving at 5:00. The group <u>have</u> gone their separate ways.
Audience	Singular	The audience <u>cheers</u> for the team.
A number	Plural	A number (of guests) <u>have</u> arrived.
The number	Singular	The number (of helpers) <u>has</u> increased.
Organizational names and publications	Normally singular	Smith and Rice <u>has</u> moved to a new office. Field and Stream <u>has</u> not arrived.
Athletics, means, news, mathematics, politics, book titles, and other words that end in s but are not plural	Singular	The news <u>was</u> not good. Ambassadors <u>is</u> her favorite book. Politics <u>is</u> a touchy subject with him.
Subjects joined by the word or	The verb should agree with the subject closest to its verb	The girls or John <u>has</u> kicked the ball. John or the girls <u>have</u> kicked the ball.
Each, either, every, one, another, much no one, ___one, ___thing, ___body, neither	Singular	Everybody <u>has</u> a need for God. Each <u>has</u> time for others.
Both, few, many, others, several	Plural	Several students <u>are</u> here. Many speakers <u>come</u> early.
All, any, none, some, more, most	Subjective: The verb should agree with the subjects these words refer to (even though the word(s) referred to might be in a prepositional phrase. This is a rare rule as you usually disregard material in a prepositional phrase when matching a subject with its verb.	All of the students <u>have</u> done well. All of the money <u>is</u> donated. Any of the girls <u>have</u> answered.
Singular subjects joined with or; either/or; nor; neither/nor	Singular	Neither he nor she <u>knew</u> the answer.
Mixed subjects joined with or; either/or; nor; neither/nor	Depends on what the subject closer to the verb is	Neither he nor they <u>were</u> there. Neither the Smiths nor Brian <u>was</u> there.

Subject	Singular/Plural	Examples
Different grammatical subjects or/either/or; nor; neither/nor	Depends on what the subject closer to the verb is	Neither you nor I <u>am</u> coming. joined with (Would be better to say <i>Neither of us is coming.</i>) Neither I nor she <u>is</u> coming. (Would be better to say <i>She and I are not coming.</i>)
Time and money	Singular if referring to a total amount Plural if referring to individual events	Two months <u>is</u> not very long. Two months <u>have</u> flown past. Five dollars an hour <u>is</u> not much. Several dollars were brought it.
Subjects with intervening phrases and clauses, and other “interrupters”	Based on the subject, disregarding material and interrupters (by placing around them)	The project, (though filled with many mini-projects,) <u>is</u> still doable She, (among others,) <u>was</u> chosen for the award. She, (along with her brothers,) <u>sang</u> the closing song.
Phrase or clause as the subject	Singular	Whatever God has for me <u>is</u> fine.
Geographic names	Singular if referring to only one	The United States <u>has</u> added a fiftieth state. The Virgin Islands <u>is</u> made up of three large islands.
Positive and negative subjects together	Agree with positive subject (Again isolate with parentheses)	The girls (though not the boy) <u>are</u> coming. He (without his sisters) <u>is</u> coming soon.
One of or One of the	Singular	One (of my discs) <u>is</u> lost. One (of the students) <u>is</u> late.
One of <u>those</u> who or One of <u>those</u> that	Plural (Another rare time when intervening material (of those) is considered the subject)	Susie is one of <u>those</u> who <u>work</u> hard.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>1. To See:</p> <ol style="list-style-type: none"> Copy the word you need to practice on the first empty line of this column. Look at this first word carefully. Pay attention to the parts of the word that follow spelling rules you already know. Look closely at the shape of the word. See if there are parts of the word you know easily. 	<p>2. To Say:</p> <ol style="list-style-type: none"> Say the word you wrote in column one aloud. Try to spell the word aloud without looking in the 1. SEE column. If you get stuck, look at the word in the 1. SEE column. Note: If spelling a word aloud confuses you further, skip this step. 	<p>3. To Separate:</p> <ol style="list-style-type: none"> 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. 	<p>4. To Spell:</p> <ol style="list-style-type: none"> With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. If you get stuck, try to picture the word once more in your mind, and try again to write it. 	<p>5. To Spot:</p> <ol style="list-style-type: none"> Uncover the word in the 1. SEE column. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.) 	<p>6. To Stop/Start:</p> <ol style="list-style-type: none"> If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.



Outlining Cards

PoB A: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

PoB B: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

Outlining Cards (Continued)

PoB C: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

PoB D: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

Outlining Cards (Continued)

PoB E: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

PoB F: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

Outlining Cards (Continued)

PoB G: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

PoB H: _____

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

Outlining Cards (Continued)

PoB I: _____
Extensions
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

PoB J: _____
Extensions
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

Outlining Cards (Continued)

PoB K: _____

Further Extension

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

PoB L: _____

Further Extension

Opening/Transition Sentence: _____

(_____)

SS1: _____

(_____)

SS2: _____

(_____)

SS3: _____

(_____)

SS4: _____

(_____)

SS5: _____

(_____)

SS6: _____

(_____)

SS7: _____

(_____)

SS8: _____

(_____)

Blue 3-C: Week Four

Character Focus: Orderliness

Vocabulary Box

Words that give *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 *describe an orderly person* (adjective)

tidy	neat	organized
adept	precise	habitual
optimal	effective	disciplined
systematic	methodical	efficient
adroit	dexterous	impeccable
inexorable	arduous	assiduous
expeditious	complaisant	autonomous
punctilious		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

ALL	<p>Evolutionists propose that simple organisms evolve into more complex organisms. According to evolutionists, each new organism becomes more sophisticated than the previous one. This theory, however, violates the second law of thermodynamics as well as experience, even among the smallest living things.</p>
EXTENS	<p>The second law of thermodynamics demonstrates that entropy always increases when there is a random flow of energy. If mutations are random, it is impossible for them to create more complex organisms. For these complex organisms to "mutate" randomly would be like an earthquake remodeling your house by adding a new bathroom, a kitchen, a roof, and a paint job---all at the same time. Earthquakes simply do not work that way and neither do mutations. Earthquakes and mutations are both destructive forces that bring disorder---not order.</p>
FURTHER	<p>There is no such thing as a "simple form" of life. Even the tiniest living organism consists of chains of "living" matter that are incredibly complex. For example, the cell walls of bacteria are multi-layered and made up of complex carbohydrates that are unique to each different kind of bacteria.</p>

Further Study: Study the rise of Christianity as Roman's state religion by studying the reigns of Diocletian and Constantine.

↔ **1a.** Read this week's passage aloud.

One way to counteract qualms that say the Bible cannot be true is to prove the creation story as true and evolution as false. Born again scientists are doing this in many ways today.

↔ **1b.** In the first paragraph of the passage, highlight the word *thermodynamics*.

The prefix *thermo* is a Latin affix meaning “heat.”

<> **1c.** Complete the following steps for the words provided.

- (1) Look up the roots and affixes of which you do not know.
- (2) Use your knowledge of *thermo* combined with what you find out about the other roots and affixes to solve the “vocabulary equations” given, and write the definition of the words on the final lines.

1. **thermometer**—thermo _____ + meter _____ = _____

2. **thermostat**—thermo _____ + stat _____ = _____

3. **thermos**—thermo _____ + os _____ = _____

4. **hypothermia**—hypo _____ + therm _____ = _____

<> **1e.** 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.

(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.

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

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

Further Study: Read the book *Give Me Liberty*. What moral standards and convictions gave Patrick Henry the strength and reputation he needed to accomplish what God had called him to do?

Optional Penmanship Practice

Be not deceived; God is not mocked: for whatsoever a man sows that will he also reap.

Galatians: 6:7

(8) Write a sentence using the word you studied on the lines provided.

<> 1f. In your notebook, copy this week's passage at the level directed by your teacher.

<> 1g. (T) Review your copy with your teacher, and correct any errors.

Further Study: Read through the book of Galatians and pay close attention to references to the law.

2. Spelling: Ey and y say Long e at the End of Words

Example: sorry

<> 2a. In the passage, highlight the following words one time each:

1. theory
2. entropy
3. energy
4. simply
5. incredibly

All of these words end in y. When y is at the end of a word that is two syllables (or longer), it makes the sound of long ee as in see.

<> 2b. On the lines provided, copy the spelling words at the level directed by your teacher.

Further Study: Read Romans 7. Why does Paul say that he cannot overcome sin by himself? How can sin be conquered?

ALL

1. _____
competency (Commonly Misspelled: com/
pe/ten/cy)

3. _____
scientifically

5. _____
credibility* (Commonly Misspelled: cred/i/
bil/i/ty)

7. _____
melancholy (Commonly Misspelled: Think
melan • choly)

9. _____
infinity (Commonly Misspelled: in/fin/i/ty)

11. _____
sociability

2. _____
entropy

4. _____
fidelity (Commonly Misspelled: Think fidel • ity)

6. _____
hierarchy (Commonly Misspelled: Do you hear
four syllables? hi/er/arch/y)

8. _____
radioactivity

10. _____
malady (Commonly Misspelled: Think ma • lady)

12. _____
abnormality

*Did you know that *credibility* contains the Latin root *credo*? *Credo* means "I believe" and is found in the words *creed*, *credence*, *credit*, and *credulous*.

EXTENSIONS

13. _____
supplementary (Commonly Misspelled:
Think supple • mentary)

14. _____
revolutionary

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

FURTHER EXTENSION

15. _____
laudatory

16. _____
kinesiology (Commonly Misspelled: Think
kine • si • ology)

17. _____
etymology (Commonly Misspelled: et/y/mol/
o/gy)

18. _____
effrontery

Optional Words

19. _____
complaisant

20. _____
impeccable

21. _____
assiduous

22. _____
autonomous

Teacher Tip: There are many subject rules in this unit! Be sure your student gets the sentence down to the “bare bones” by isolating prepositional phrases and subordinate clauses. This will leave the essentials of the sentence and make it easier to find the main subject and main verb. If, after isolating the PP’s, your student still cannot determine the main subject of the sentence, ask him what the main thing happening in the sentence is. If he can find the main verb, then ask him who or what is performing that verb.

Review Words

_____	_____
_____	_____
_____	_____

- <> **2c.** Add this week’s new words (minus the **Optional Words**) to page 54 of your *Spelling Notebook*.
- <> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.
- <> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.
- <> **2f. Optional:** In your notebook, write **eight sentences** using eight of the spelling words.

Optional Penmanship Practice

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

Matthew 22: 39

3. Editor Duty: Correct Given Paragraph(s)

Subject-Verb Agreement

- <> **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 two paragraphs, divide between the subject and predicate parts of the sentence.

All man made things were out brake down rust away collapse or run down. New cars last only a few years before they find they’re way to the junk yard. Clothes become threadbare and torn. Radios break and batteries wear out. Everything is temporary

Disorder are the rule. Entropy always increase unless some outside force use energy to bring about order. For example your room gets dirtiest and most cluttered as time goes by unless you take the time and use the energy to clean and straighten it. However as soon as your room is clean it begin to get dirty again. A clean room is only a temporary thing--so it is with everything that man makes

Evolution come from the latin word *evolvere* which mean to “roll out”. Evolution falsely assume that matter goes from disorder to order. The theory of “organic evolution” is a theory that attempts to explain how all living things have “rolled out” from one another

4. Optional Spelling Practice: Choose the Correct Spelling

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

- | | |
|------------------|----------------|
| 1. competency | competancy |
| 2. entrope | entropy |
| 3. scientificaly | scientifically |
| 4. fidelity | fidelety |
| 5. credebility | credibility |
| 6. hierarchy | hierachy |
| 7. melancholy | melankoly |
| 8. radioactevity | radioactivity |
| 9. infinity | infenity |
| 10. maledy | malady |
| 11. sociabelity | sociability |
| 12. abnormality | abnormalety |

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, they will want to please Him and do what He said.

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 the laws would help us.

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

- | | |
|-------------------|---------------|
| 13. supplementary | supplemantery |
| 14. revolutionery | revolutionary |

Further Study: Study the words *liberty* and *license*. Explain the differences between these two words.

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.

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

- | | |
|-----------------|-------------|
| 15. laudatory | laudatory |
| 16. kinasiology | kinesiology |
| 17. etymology | etimology |
| 18. effrontery | effrontary |

<> **4d. OPTIONAL:** Highlight the correct spelling of each **Optional** word.

- | | |
|----------------|-------------|
| 19. complasant | complaisant |
| 20. impeccable | impecable |
| 21. assiduous | assidous |
| 22. autonomus | autonomous |

<> **4e. OPTIONAL:** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

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.

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

<> **5a. 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 opening introducing your topic, such as "In the beginning was the Word . . ."

Further Study: Research the work of a blacksmith, discovering the processes and methods involved in his work. Write down five ways that this relates to God's Word or to our lives as believers.

- b. Begin your report with a quote from Voltaire against your topic and plan to end with a quote that counteracts what he said, bringing the body to a close.
- c. Begin with an archaeological quote or information.
- d. Begin with a story about an archaeologist on a site.
- e. Open with a song, such as “The Bible Stands” or “How Firm a Foundation.”
- f. Tell a story about someone who risked his life by translating the Bible.
- g. Give credentials about a scientist or archaeologist of whom you will be quoting.
- h. Use a quote by some world or United States leader that many people respect, such as a former president or other leader.
- i. Other ideas?

(2) **In your notes, plan on what you will include in your thesis statement.***
(You may tweak your original thesis statement to fit in your opening paragraph however you see fit.)

- 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.

(4) You may just jot down some thoughts, references, etc. for your opening paragraph notes, or you may create a “sentence-by-sentence” outline like you did for the body of your report.

***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 you are using a story or other information in your opening paragraph that you want to keep all together --then follow all this with the thesis statement.**

Optional Penmanship Practice

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

James 2: 10

Notes for Opening Paragraph

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?

6. Grammar: Main Subject

As you have learned earlier in this unit, it is important to learn how to find the main subject of the sentence and even the main subject in clauses in order to match the subject with the proper form of the verb.

Remember these facts about the **main subject** of sentences:

1. The main subject of the sentence is **who or what the sentence is about**.
2. The main subject is often **found in the beginning of the sentence**.
3. The main subject is **usually a noun or pronoun**.

To **determine the main subject** of the sentence, ask yourself one of the following two questions:

1. **Who or what did the main action of the sentence?**
2. **Who or what is the sentence about?**

The main subject of the sentence is not found within prepositional phrases or subordinate clauses, so you will be able to find main subjects much more easily if you have first isolated all prepositional phrases and subordinate clauses by placing parentheses around them.

If you have trouble spotting the main subject of the sentence, find the main verb of the sentence and ask yourself *who* or *what* is performing the action.

Sometimes, when the subject comes later in the sentence, it is hard to determine the main subject of the sentence, and thus to match the subject with the verb.

This often happens when sentences begin with any of the following:

1. Question words (when, where, what, who, which, why, how, etc.)
 - a. Who **are** the **members**?
 - b. Where **is** the **chair**?
2. The word *there*
 - a. There **are** the **birds**.
 - b. There **is** the **bird**.
3. The word *here*
 - a. Here **is** the **bird**.
 - b. Here **are** the **birds**.

When a sentence begins with one of these words, look farther in the sentence (usually after the verb) to find the main subject of the sentence. Then match the subject with its correlating verb.

<> **6a.** Study the Grammar Card about subjects.

<> **6b. Optional:** Make a Grammar Card about subjects or add new information to an existing card.

<> **6c.** In the sentences provided, highlight the main subjects.

Note: You may choose to isolate prepositional phrases and subordinate clauses through the sentences before finding the main subjects.

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.

Grammar Card: Subject-Verb Agreement When the Subject Follows the Verb (Inverted Sentence Structure)

- When the subject is later in the sentence, **look for the subject first, then determine the verb needed**
- Confusion often happens when a sentence begins with:
 - Question words—When, Where, What, Who, Which: Who are the members?
 - There: There are the **birds**. There is the **bird**.
 - Here: Here are the **birds**. Here is the **bird**.

⚠ Do not say or write “There’s the kids” or “There’s Joe and Sandy.” The main subject follows the “There’s” or “There is,” and you need to notice whether the subject is singular or plural, and choose the verb accordingly: There is Kara. There are Kayla and Cami.

⚠ When a question word begins your sentence, look beyond the verb for the subject and match the subject with the correct verb: Where is she? Where are they?

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

Example: There are many great hymns (of the faith).

1. The largest quakes ever measured rated 8.9 on the Richter scale.
2. These were recorded in Ecuador in 1906 and Japan in 1933.
3. There is a thousandfold increase in the magnitude of the quake for a jump of two numbers.
4. A quake that registers three on the Richter scale is 1,000 times greater than a quake that registers one.
5. Earthquakes shake the very foundations upon which homes, businesses, and churches are built.
6. Foundations built upon bedrock are the safest.
7. They may shake and rumble, but they are the least likely to give way.
8. Sand and clay, on the other hand, crumble quickly.
9. When the earth quakes, waves spread out from its center just like ripples in a pond.
10. Most earthquakes (eighty-five percent) occur within five to forty miles of the surface.
11. A few, twelve percent, are as deep as two hundred miles, and only three percent are deeper than two hundred miles.
12. Ninety-nine percent of all earthquakes happen along rift zones where there have been many other quakes.
13. It was once believed that the rifts themselves caused earthquakes.
14. It is now believed that something deep in the earth triggers earthquakes and that the giant rifts in the earth's crust are the results rather than the causes of earthquakes.
15. A fault is a place where the earth's crust has already broken.
16. These faults are the first to quake when there is a disturbance deep in the earth.
17. Perhaps ninety percent of all earthquakes occur along these fault lines.
18. The most well-known fault in the United States is the San Andreas Fault in California.
19. The second largest belt of earthquakes runs right through Jerusalem.
20. It is part of the Mediterranean-Trans-Asiatic belt.

<> 6d. EXTENSIONS: Finish the sentences with verbs or subjects as needed provided following the rules learned in this lesson.

1. There _____ evolutionists who believe that simple organisms evolved.
2. There is _____.
3. Here _____ the God of the universe.

4. Here are _____.
5. Who _____ the leading evolutionist today.
6. Where are _____?
7. Which of the _____ were created first?
8. How are the _____ claiming this?
9. There _____ only one creator.

<> **6e. Optional:** In your notebook, complete the following steps:

- (1) Write fifteen sentences using information from a character book or another source.
- (2) Place parentheses around all prepositional phrases and subordinate clauses; highlight the subject of each sentence.
- (3) Highlight the main subject of each sentence.

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

<> **7a. Now that you have written the body and opening paragraph of your report, you are ready to write a closing paragraph.**

- (1) **Your closing paragraph will include a “thesis statement reloaded.”**
 - a. Remember, a **“thesis statement reloaded” is a statement that “closes” your paper--sums up what your entire paper is about.**
 - b. It should be a sentence or two in length and should close your report.
 - c. It may be at the very beginning of your closing paragraph or at the end of your closing paragraph.
 - d. It should bridge the gap between your catchy closing paragraph and the body of your report.
 - e. It should leave your reader with a feeling of satisfaction after reading your paper.
 - f. It may repeat something catchy from your opening or may repeat the title of your report, if desired.
 - g. Be sure your “thesis statement reloaded” is not identical to your thesis statement---it should be “reloaded” with the key words still in it.

- (2) Write enough notes for **5-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
- (3) You may just jot down some thoughts, references, etc. for your closing paragraph notes, or you may create a “sentence-by-sentence” outline like you did for the body of your report.

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

Notes for Closing Paragraph

<> 7b. Follow these steps for writing your closing paragraph:

- (1) Write an **opening sentence** (“thesis statement reloaded”) at the **beginning of your closing paragraph that tells what your report was about. (Or plan to put your “thesis statement reloaded” later, if desired.)**
- (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:
 - a. Read a line of notes.
 - b. Think about what you want to say about those notes.
 - c. Say a sentence aloud 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 or add more information if you remember something you forgot.
- g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced), after the report you just wrote.

8. Grammar/Sentence Structure: Sentences vs. Clauses

You have already learned the five things a sentence must contain in order to be a sentence (CAVES).

- Capital at the beginning
- All makes sense
- Verb
- End mark
- Subject

It is easy to confuse a subordinate (also called dependent) clause with a complete sentence.

You have probably already learned what a **clause** is.

1. A clause is a group of words that has two things:
 - a. A **subject**
 - b. A **verb**
2. There are **two types** of clauses:
 - a. **Independent clauses—complete sentences; can stand alone**
 - b. **Dependent clauses—incomplete sentences; cannot stand alone**

A dependent clause depends upon an accompanying independent clause to make it a complete sentence. **It is subordinate to an independent clause and begins with a subordinator; thus, it is often called a subordinate clause.**

We will call clauses the following:

1. Independent clauses—we will call these sentences or complete sentences.
2. Dependent clauses—we will call these clauses or subordinate clauses.

You can easily spot subordinate clauses if you read them aloud—they sound incomplete.

For example:

1. **If someone shows gratefulness, . . .**
2. **When someone is poor in spirit, . . .**
3. **Although humility comes by understanding depravity, . . .**

Grammar Card: Clauses vs. Sentences

- Clause -- Group of words containing at least one subject and at least one verb
- Two kinds of clauses:
 - Independent (can stand alone; called a complete sentence; called a main clause)
 - Dependent (cannot stand alone; called a subordinate clause)
- Each dependent clause can be combined with another clause (or many clauses) to make a longer sentence (as long as the whole sentence contains at least one independent clause).
- A sentence contains five things (CAVES):
 - C**apital at beginning
 - A**ll makes sense
 - V**erb (Action, Infinitive, or BHL verb)
 - E**nd mark (period, question mark, or exclamation mark)
 - S**ubject (who or what the sentence is about)

The length of the clause does not affect whether it is a clause or a complete sentence.

1. He was poor in spirit. (complete sentence—although it is only five words long)
2. When the great, talented composer Handel was asked many years ago by a friend to write music for a lengthy passage of Scripture in order to bless the world, . . . (Clause—although long, it does not make sense without something else added)

When a group of words begins with a subordinator, it is called a subordinate clause, and needs something else with it to make it a complete sentence. It needs to be combined with a complete sentence (an independent clause—a group of words that can stand alone) in order to be used.

◁> **8a.** In the sentences provided, complete the following:

- (1) Write C beside the groups of words that are subordinate **clauses** (also known as dependent clauses).
- (2) Write S beside the groups of words that are **sentences**.

Note: End marks are at the ends of all of the groups of words, regardless of whether they are clauses or sentences.

Example: When he was poor in spirit. C

1. When a snowflake falls on something warm, it melts. _____
2. When heat naturally flows from hot to cold. _____
3. As the entropy increases, the beautiful points crumble. _____
4. Even when a small amount of matter is destroyed. _____
5. Where the first atomic bomb released the equivalent of 19,000 tons of TNT.

6. Because the products of a nuclear reaction weigh less than the original materials. _____
7. The loss of matter is converted into energy. _____
8. In order for the energy to be released, the matter must be destroyed. _____
9. If heat energy distributed itself evenly throughout the entire universe, the world would experience what scientists call “heat death.” _____
10. Without the hot sun as a source of energy, the wind would not blow. _____
11. If all air were the same temperature, there would be no wind. _____
12. Since all heat flows from objects that are warmer to objects that are cooler.

13. All things would eventually become the same temperature since all heat flows from objects that are warmer to objects that are colder. _____
14. The kinetic molecular theory of heat states that heat is a measure of the motion of atoms and molecules. _____
15. When hot water is mixed with cold water, the fast molecules slow down, and the slow molecules speed up until both liquids are “lukewarm.” _____

16. While God's Word indicates that light flows into the darkness. _____
17. Since darkness is the absence of light. _____
18. Darkness is unable to flow anywhere. _____
19. When light spreads out. _____
20. Since it moves away from its source. _____

- <> **8b.** Study the Grammar Cards about clauses and sentences.
- <> **8c. Optional:** Make Grammar Cards about clauses and sentences, or add new information to existing cards.
- <> **8d.** In your notebook, choose eight of the dependent clauses from the assignment above and put independent clauses (complete sentences) with them to create complete sentences.

9. Study Skills/Research: Create a list of Works Cited

- <> **9a.** Fill out a bibliography card (provided at the end of this week's lesson) for each source you used for this week's writing assignment. (You may or may not use all of the bibliography cards provided.)

Major Works/Minor Works

- **Major works** are names of any of the following and are italicized when keyed and underlined when written by hand:

–**Books:** *The Well-Trained Heart*

–**Magazines:** *Raising the Standard*

–**Encyclopedias:** *World Book*

–**Movie titles:** *Treasures in the Snow*

–**Music collection titles*:** *Hymns Triumphant*

- * Music collection titles may be the names of CD's, cassettes, DVD's, song books, instrumental music books, hymnals, etc.

- **Minor works** are names of any of the following and are written surrounded by quotation marks:

–**Chapters of books:** "Overcoming Anger"

–**Magazine articles:** "Speech and Debate in Indiana"

–**Encyclopedia entries:** "Mammals"

–**Song titles:** "Trust and Obey"

Major Works/Minor Works

- Major works are the names of big works, like books, magazines, movies, CD's, etc.
- Minor works are the sub-works within major works

- Words of three letters or less not at the beginning or end of the title and not a verb are not capitalized if they are not important to the title. Example:
“Safe **in the Arms of** Jesus” but “Climb, Climb **Up** Sunshine Mountain”
- Usually when a preposition is used as an adverb (up, down, etc.) in a title, it is capitalized even if is small (“Climb, Climb **Up** Sunshine Mountain”).

Note: Minor works are found within major works. The article is the minor work; the magazine title is the major work. The chapter title is the minor work; the book title is the major work. The song title is the minor work; the cd title is the major work, etc.

<> 9b. Create a list of Works Cited following these steps:

- (1) Gather the bibliography cards that you created earlier and number them in alphabetical order, by last names (for books and articles) or by the title’s first word—exclusive *a*, *an*, or *the* (for encyclopedias and other sources with no author).
- (2) Create a list of **Works Cited like the one written in the sample box below**, using the information as it appeared on your bibliography card(s) from 9a. This will be a page of its own (not just at the bottom of your report).
- (3) In your list of Works Cited, **put your sources in alphabetical order according to the last name of the author (if the author’s name is given) or according to the title (if no author is given)**--either way it will be in alphabetical order according to the first word of each entry. Punctuate and capitalize according to the sample provided. (Also, capitalize in the same way the items are capitalized in the front of your book or on the footers of your online source.
- (4) Follow these steps for punctuation each entry:
 - a. Think of each source in three main aspects:
 1. Author information
 2. Title information
 3. Publisher information (publisher, city of publication, date of publication, and page number).
 - b. Place a period between each major aspect.
 - c. Place commas within each aspect as shown in the samples.
 - d. Place a period following each entry.
- (5) Online sources will often have an additional aspect or two (including two dates--date the site was updated and date it was accessed). Continue to

place periods between aspects, as well as following each abbreviation.
(See samples in Works Cited box.)

Note: It is acceptable to write major works in italics or underlined.
It looks nicer to italicize than it does to underline, so when keying
your outline on the computer, italicize major works.

Works Cited

Davis, Kenneth C. *Don't Know Much About American History*. New York : Harper
Collins Publisher, 2003. Print.

"How to Sew Buttons." *Youtube.com*. youtube. 20 May 2006. Web. 13 June 2006.

Holy Bible: The Open Bible, KJV. Manford G. Gutzke, Roy A. Helton, Samuel J.
Schultz, et al. New York : Tyndale House Publishers, Inc, 2004. Print.

"Mammals." *World Book Encyclopedia*. 3rd ed. Volume M. 2002. Print.

"Monkeys." *Wikipedia: The Free Encyclopedia*. Wikipedia. 29 April 2007. Web. 10 May 2007.

Reish, Donna M. "Creating a Love for Learning." *IAHE Informer* May 2005: 22-28. Print.

Smith, Ron. "MLA Formatting and Style Guide." *The OWL at Purdue*. Purdue University
Writing Lab. 13 June 2006. Web. 14 June 2008.

***Note:** If any aspect of your entry already contains a punctuation mark
(i.e. dash, colon, period, comma, etc.), keep that punctuation mark in
your entry as well.

****Note:** In web entries the first date given is the date the page or site
was most recently added too. The second date is the date that you
accessed the information (and used the information in your outline).

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

<> **10a. Optional:** Take a spelling "pre-test" in your notebook.

<> **10b. Optional:** Turn to the Six "S" Spelling Secret Sheet provided in the back
of this weekly lesson, and remove it from your binder. Complete the work sheet
for any words you misspelled in your pre-test.

- <> **10c. 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.)

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) 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*.

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

- <> **12a. Optional:** On the lines provided, write two spelling words that you have never used in writing.

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 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.

↔ **12c. Optional:** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____

3. _____ 4. _____

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*, syllabifying 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.

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 Original Informative Research Report

- <> **15a.** Write the final copy of your report in your notebook (on every line). If you prefer, you may key it on the computer (double spaced).
- <> **15b.** Write or key the final copy of your list of Works Cited.
- <> **15c.** Create a cover page for your research report as modeled below.
- <> **15d.** 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?

Sample Cover Page

Research Report:
"Prophetic Proofs"

Prepared for
Mrs. Reish
by
Kara Reish
Fall 2005
Ninth Grade

Optional: Extra Practice

- 1E. In your notebook, write fifteen sentences with simple subjects not at the beginning of the sentences. Use information from a character book or another source.
- 2E. In your notebook, write more notes about Bible translators from the Wisdom Booklet or another source.
- 3E. In your notebook, write a paragraph(s) using your outline from this lesson.
- 4E. Edit and revise your paragraph using this week's Checklist Challenge.
- 5E. In your notebook, write thirty multi-syllable words that end in *y*.
- 6E. Read twenty biblical references about the *written word*, *writing*, or the *pen*.
- 7E. Find fifteen sentences in a character book or another source that use subordinate (or dependent) clauses at the beginning, and copy them into your notebook.
- 8E. In your notebook, write sentences and use all of the vocabulary words from the Vocabulary Boxes located in the beginning of this week's lesson.
- 9E. In your notebook, write fifteen sentences with dependent clauses at the beginning.
- 10E. Read the book about printing presses.
- 11E. Write a book report about the book you read in this lesson. You may use the Book Report Guide provided in the Appendix of the *Teacher's Guide*.
- 12E. 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
<p>1. To See:</p> <ol style="list-style-type: none"> Copy the word you need to practice on the first empty line of this column. Look at this first word carefully. Pay attention to the parts of the word that follow spelling rules you already know. Look closely at the shape of the word. See if there are parts of the word you know easily. 	<p>2. To Say:</p> <ol style="list-style-type: none"> Say the word you wrote in column one aloud. Try to spell the word aloud without looking in the 1. SEE column. If you get stuck, look at the word in the 1. SEE column. Note: If spelling a word aloud confuses you further, skip this step. 	<p>3. To Separate:</p> <ol style="list-style-type: none"> 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. 	<p>4. To Spell:</p> <ol style="list-style-type: none"> With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. If you get stuck, try to picture the word once more in your mind, and try again to write it. 	<p>5. To Spot:</p> <ol style="list-style-type: none"> Uncover the word in the 1. SEE column. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.) 	<p>6. To Stop/Start:</p> <ol style="list-style-type: none"> If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.

Bibliography Cards

Book

Author _____, _____
last name first name (and middle, if given)

Full title of book (underlined since it is a major work; you will italicize if you type this information):

Publisher: _____

City of publication: _____ Year of publication: _____

Encyclopedia

Title of Article (in quotation marks since it is a minor work): _____

Name of encyclopedia: _____

Volume (letter or number): _____ Year of publication: _____

Write cd-rom version or internet version (and its http for internet versions) on the lines if either of these two applies:

Online Source

Author of Article (if given): _____ Name of site: _____

Title of Article (in quotation marks since it is a minor work): _____

Publisher or sponsor of site: _____ Date accessed: _____

Date article or item was uplinked (if given): _____

Magazine Article

Author _____, _____
last name first name (and middle, if given)

Title of Article (in quotation marks since it is a minor work): _____

Name of magazine or periodical (underline since it is a major work; you will italicize if you type this information on the computer):

Volume (month and year): _____ Pages of article: _____

Checklist Challenge Blue 3-C: Weeks Three & Four

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).

- | | | | |
|------------------------------|------------------|------------------------------|---|
| <input type="checkbox"/> All | ALL LEVELS | <input type="checkbox"/> FE | FURTHER EXTENSION only |
| <input type="checkbox"/> B | BASIC LEVEL only | <input type="checkbox"/> B,E | BASIC and EXTENSION only (No FURTHER EXTENSION) |
| <input type="checkbox"/> E | EXTENSION only | <input type="checkbox"/> | All levels—checks will vary |
| <input type="checkbox"/> E's | EXTENSIONS | | |

Note: You will not complete each task in each paragraph. Just complete each item however many times check boxes are provided.

To Be Completed During Week Four

All	All	All	All
All	All	All	All
E's	E's	FE	FE

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. Be sure to read aloud. You will “hear” errors you would otherwise not find.

☞ Focus on content errors at this time.

All	All	All	All
All	All	All	All
E's	E's	FE	FE

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb or to + BHL verb)

☞ Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.

All	All	All	All
All	All	All	All
E's	E's	FE	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.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.

All	All	All	All
All	All	All	All
E's	E's	FE	FE

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

Examples:

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

⇒ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent.***

All	All	All	All
All	All	All	All
E's	E's	FE	FE

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

Examples:

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

⇒ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind.* You should add descriptive adjectives--those that tell *what kind.***

All	All	All	All
All	All	All	All
E's	E's	FE	FE

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

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

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy
- Something comical
- Something bold
- A song title or line
- A Scripture
- Something biblical
- Something about character
- Something informative
- Other

⇒ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones).**

All	All	All	All
All	All	All	All
E's	E's	FE	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 the check box(es) as directed by your teacher.

☞ **A word you have never used in writing might be one you use in speaking but not in your compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words (or ask your teacher for spelling help).**

All	All	All	All
All	All	All	All
E's	E's	FE	FE

Check each paragraph carefully to be sure that your **transition from one paragraph to another** is smooth. If not, add transition sentences as needed. If your transition sentences are adequate, highlight the check box(es) as directed by your teacher.

☞ **Your transition from one topic to another topic may come at the end of a paragraph (telling the next paragraph's topic) or at the beginning of a paragraph (telling that new paragraph's topic).**

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 it as directed by your teacher.

Note: *The first sentence of the passage may or may not be considered the thesis statement. You may desire to add something else.*

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.

All

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

Note: The passage contained an adequate closing sentence. You may use that information/sentence as your closing or you may add another sentence following that one to close your report/story.

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **They display extraordinary stealth.**
- **Then, they are trapped!**
- **And soon it happened.**

All

Add one **SSS5 x 3** (Three Super Short Sentences of five words or fewer) in **a row** for emphasis. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- They are subtle. They are sneaky. They are predators!
- They set traps. They devise snares. They are sneaky.

All	All	All	All
All	All	All	All
E's	E's	FE	FE

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

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

☞ This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All	All	All	All
All	All	All	All
E's	E's	FE	FE

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. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

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.

☞ Do not change insignificant words such as *was*, *it*, *and*, etc.

All	All
-----	-----

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

Punctuate appropriately:

- Follow it with a comma: **Yes**, that "hunter" has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.

☞ Interjections include words from the following rhyme:

My, well, oh
Wow, yes, no

All	All
-----	-----

Start one or more of your sentences with an **adverb** (*ly* word or other) (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:

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims**, courageous predator attack and eat.

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

All	All
-----	-----

Add one **subordinate clause opener** followed by 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:

- **When a spider creates its web**, it uses an original design.
- **Because a web must capture many types of prey**, it is durable and adhesive.
- **While a spider is designing its web**, it constructs a frame and spins spokes that span out from the center.
- **Since a web needs to be durable and adhesive**, it is made of silk threads.

☞ Subordinators (words at the beginning of subordinate clauses include words from the following rhyme (plus many more): *since*, *when*, *though*, *because*, *if*, *although*

All All

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

☞ Follow the opener with a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause.

All

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.

All All

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 the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly, **for** these sneaky ones use far more subtle methods.
- It steps into the trap, **for** the trap was hidden from view.

All

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.

All

Include one **simile or metaphor** (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:

- Simile--Comparison *using* like or as: The Venus' fly trap is as insidious **as the steel jaws of a hunter's snare**.
- Metaphor--Comparison *without* using like or as: The Venus' fly trap **is a a hinged prison**.

E's

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

Example:

- The Venus' flytrap, **a plant that catches and eats bugs and flies**, provides another example of entrapment.

☞ Set off an appositive with commas unless it is a one-word name.

E's

Add another complete sentence to one of your sentences with a **coordinating conjunction** or **semicolon** to make a compound sentence. If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- Original: The Venus' flytrap provides another example of entrapment. It is a plant that eats bugs and flies.
- Compound Sentence: The Venus' flytrap provides another example of entrapment, **for it is a plant that eats bugs and flies.**

All

Add one **conjunctive adverb** (also known as an interrupter) (or more than one, according to your level). If you hear a pause, place punctuation on both sides of it. If you have already done this, highlight the check box(es) as directed by your teacher. You may select one from the list below or choose one of your own.

Examples:

however	moreover	henceforth	for example	nonetheless
likewise	whatsoever	for instance	wherefore	hence
however	in addition to	similarly	consequently	in fact
therefore	in spite of	alas	nevertheless	thus
in comparison	furthermore			

☞ **Three ways:**

- **In the middle of a sentence:**
 - The Venus' flytrap, however, is actually a plant.
- **In the middle of two sentences with a semicolon just before the conjunctive adverb:**
 - The Venus' flytrap is a plant; however, it actually catches and eats bugs and flies.
- **At the beginning of a sentence:**
 - However, the plant actually catches and eats bugs and flies.

FE

Add one **list of three or more items** (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:

1. **Nouns:** Venus' flytraps eat **bugs, flies**, and small **spiders**.
2. **Verbs:** Spiders **build** a web, **trap** their prey, and **eat** their dinner.
3. **Adverbs:** Spiders catch their prey **sneakily, stealthily**, and **craftily**.
4. **Adjectives:** A web is **intricate, sticky**, and **silky**.
5. **Clauses:** Spiders are insects **that are creative, that capture other insects**, and **that never miss their meals!**
6. **Prepositional phrases:** The spider is clever **in its hunting, for its abilities**, and **from much practice**.
7. **Infinitives** (to + a verb): The spider likes **to spin, to catch**, and **to eat**.

☞ **Make sure your list is parallel and punctuated properly.**

All	All	All	All
All	All	All	All
E's	E's	FE	FE

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Lesson Plans

Blue 3-C: Week One

For a Five-Day Week
Character Focus: Orderliness

Day One

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
sharper	miraculous	unchangeable	God-breathed
affirmative	infallible	bona fide	impeccable
incontestable	incontrovertible	authoritative	irrefutable
thought-provoking			

Words that describe an orderly person (adjective)

tidy	neat	organized	adept
precise	habitual	optimal	effective
disciplined	systematic	methodical	efficient
adroit	dexterous	impeccable	inexorable
arduous	assiduous	expeditious	complaisant
autonomous	punctilious		

1. Copying and Comprehension: Passage and Vocabulary

ALL

By 1771, Voltaire was banished permanently from France for speaking and writing inflammatory words, but his writings had already done enough damage there. He went to Prussia. When he offended King Fredrick, he went to Sweden. While traveling, he continued to export his ideas. Some were wise principles of freedom, but many were wild thoughts of anarchy. He denied anyone the power to rule him and said of the Bible that, "One hundred years from my day there will not be a Bible on the earth except one that is looked upon by an anti-Quarian curiosity-seeker."

EXTENSIONS

Voltaire's writing continued to infiltrate all of Europe and was read by peasant and ruler alike. Some were impressed; some were outraged; some decided to put Voltaire's theories to work. In the 1790s, France turned itself upside down. In less than a decade, it went from monarchy to anarchy to tyranny.

A few short years later the monarchy was restored to France, and Voltaire's influence began to dissipate. He is still studied in history texts, of course, along with all of the other past influences. But the only ones who read his books now are history or philosophy "curiosity-seekers."

On the other hand, the Bible can be found in almost every home in the English-speaking world. Two hundred years after Voltaire predicted its demise, the *Guinness Book of World Records* declared God's Word to be the most printed book in the world. It has held that position since the invention of the printing press.

FURTHER EXTENSION

Voltaire's power was once considered the most significant in Europe. The more time that passes since his death, however, the more his copious words fade. Few people alive today can tell you anything that Voltaire said. On the other hand, however, most people know at least something from the Bible. As Voltaire's esoteric influence withers and collects dust on museum shelves, the Bible stands—two hundred years ago, now, and forever.

2. Spelling: Spellings for the ee-un Sound at the End of Words

Examples: Indian, envious, stronium, miscellaneous

ALL

- | | | |
|-------------------|----------------|------------------|
| 1. totalitarian | 2. stronium | 3. controversial |
| 4. ineffectual | 5. vicarious | 6. genealogical |
| 7. verbiage | 8. equilibrium | 9. superfluous |
| 10. miscellaneous | 11. vacuous | 12. archeology |
| 13. prosenium | 14. colloquium | |

EXTENSIONS

- | | |
|------------------|---------------|
| 15. encyclopedia | 16. sumptuous |
|------------------|---------------|

FURTHER EXTENSION

- | | |
|------------------|-------------------|
| 17. bicentennial | 18. schizophrenia |
| 19. parsimonious | 20. onomatopoeia |

Optional

- | | |
|-----------------|----------------|
| 21. accurate | 22. resolute |
| 23. affirmative | 24. impeccable |

3. Editor Duty: Correct Given Paragraph(s)

Colon, Spelling

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

4 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____

3 Sentences

Paragraph Five of Body

Topic of Paragraph 5 _____

5 Sentences

6. Grammar: Nouns (Common and Proper)

Day Three

7. Write On: Negative Words

8. Composition/Creative Writing: Write a Rough Draft Report from a Key Word Outline

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

Day Four

10. Grammar/Sentence Structure: Dashes

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

Optional: Extra Practice

Lesson Plans

Blue 3-C: Week One

For a Four-Day Week
Character Focus: Orderliness

Day One

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
sharper	miraculous	unchangeable	God-breathed
affirmative	infallible	bona fide	impeccable
incontestable	incontrovertible	authoritative	irrefutable

thought-provoking

Words that describe an orderly person (adjective)

tidy	neat	organized	adept
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disciplined	systematic	methodical	efficient
adroit	dexterous	impeccable	inexorable
arduous	assiduous	expeditious	complaisant
autonomous	punctilious		

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ALL

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FURTHER EXTENSION

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2. Spelling: Spellings for the ee-un Sound at the End of Words

Examples: Indian, envious, stronium, miscellaneous

ALL

- | | | |
|-------------------|----------------|------------------|
| 1. totalitarian | 2. stronium | 3. controversial |
| 4. ineffectual | 5. vicarious | 6. genealogical |
| 7. verbiage | 8. equilibrium | 9. superfluous |
| 10. miscellaneous | 11. vacuous | 12. archeology |
| 13. prosenium | 14. colloquium | |

EXTENSIONS

15. encyclopedia 16. sumptuous

FURTHER EXTENSION

17. bicentennial 18. schizophrenia
19. parsimonious 20. onomatopoeia

Optional

21. accurate 22. resolute
23. affirmative 24. impeccable

3. Editor Duty: Correct Given Paragraph(s)

Colon, Spelling

4. Optional Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

4 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____

3 Sentences

Paragraph Five of Body

Topic of Paragraph 5 _____

5 Sentences

6. Grammar: Nouns (Common and Proper)

7. Write On: Negative Words

8. Composition/Creative Writing: Write a Rough

Draft Report from a Key Word Outline

Day Three

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

10. Grammar/Sentence Structure: Dashes

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

12. Optional Spelling Practice: Write That Word!

Day Four

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

15. Composition: Final Copy Informative Report From Given Material

Optional: Extra Practice

Answer Keys Blue 3-C: Week One

3. Editor Duty: Correct Given Paragraphs

Colon, Spelling

<> 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, insert a colon to introduce the partial quote following the lengthy (complete sentence) speech tag.

(3) In all the paragraphs, highlight and correct all of the spelling and homophone errors.

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

The New Testament book that is often referred to most in defence of "disregarding the Old Testament" is Galatians, yet in that very book the clearest and strongest descriptions of a law exist. Every beleiver will be governed by the law that reads, in part: "... for whatsoever a man soweth, that shall he also reap." (referred, defense, believer)

The words sowing and reaping establish one of the most important aspects of the Law, that of cause and affect. Many people have the mistaken idea that they can live as they please, and their will be no consequences for whatever they do. God, however, states just the opposite. He makes it extremely clear that we are responsible for our words, thoughts, deeds, attitudes, and motives. (effect, there)

The word sow originally meant "to scatter" or "to propagate." In farming it takes on the connotation of "scattering seed for the purpose of growth and production." God uses it to picture a person's actions, thoughts, words, and deeds, indicating that he is planted and will reproduce according to they're kind. The word reap denotes the process of gathering a harvest. It's expanded meaning includes receiving something as a reward or as the fruit of one's labors. (their, Its)

4. Optional Spelling Practice: Choose the Correct Spelling

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

1. totalitarian totaletarian

2. stronuim stronium

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.

3. controverreal	controversial
4. ineffectual	ineffectuil
5. vicarious	vicarous
6. geneological	genealogical
7. verbiage	vebeage
8. equilibrium	equilibrium
9. superfluous	superflous
10. miscellanous	miscellaneous
11. vacuous	vacous
12. archeology	archeology
13. proseneum	prosenium
14. colloquial	colloqueal

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

15. encyclopedia	encyclopedia
16. sumptous	sumptuous

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

17. bicentenal	bicentennial
18. schizophrenia	schizofrenia
19. parsimonious	parsimoneous
20. onomatopeia	onomatopoeia

<> 4d. OPTIONAL: Highlight the correct spelling of each **Optional** word.

21. accurate	accurite
22. resoloot	resolute
23. affirmative	affirmateve

6. Grammar: Nouns (Common and Proper)

↔ 6d. In the sentences provided, highlight the common and proper nouns

Note: Do not highlight the pronouns such as *him, her, they, their, etc.*

Note: Most sentences have more than one noun—often performing various functions! Only highlight the nouns (common and proper) that are being used as nouns.

1. When **Jesus** spoke with the **lawyer**, He made it clear that the entire **Old Testament** was to be viewed through the **Great Law** and the **Royal Law**.
2. Its **commandments**, **precepts**, **statutes**, **testimonies**, and **judgements** were to be translated on the **basis** of how they most accurately fulfill these two **commandments**.
3. The **word** royal denotes that which is kingly, noble, or magnificent.
4. The royal **law** not only denotes the **authority** that our **Sovereign** has in giving it to us, it also described our **character** when we keep it.
5. As we obey the **law** of **liberty**, we experience **freedom** to accomplish God's **will** for our **lives**.
6. **Freedom** is not the **right** to do what we want, but the **power** to do what we ought.
7. Thus, God's **law** provides both the **direction** and **limitation** we need to keep on the **right track**. (*God's* is a possessive proper noun; some consider it an adjective. Consider it correct either way.)
8. **License** denotes exorbitant **freedom**, an **excess** of **liberty**, or **freedom** abused.
9. The **law** and **commandments** of the **Old Testament** are identical in **principle** with the **law** of **liberty** and the **commandments** of the **New Testament**.
10. This is true because the **law** is a **unity**.
11. To break one **part** is to break the whole **law**.
12. **One** of the clearest **confirmations** of the **timelessness** of the **Old Testament law** is seen in the **way** **God** has written its basic **principle** in the **hearts** of every **person** in the **world**. (*Your student might consider Old Testament to be an adjective here.*)
13. There is a universal "moral consciousness" of **right** and **wrong** that is consistent with **Old Testament law**. (*Your student might consider Old Testament to be an adjective here; since "moral consciousness" is a phrase here, it is considered a two word noun. Right and wrong are considered or nouns here, as in a wrong or a right. Some might consider these adjectives.*)
14. It is possible for a **person** or a **culture** to sear or defile the **conscience**.
15. However, its **witness** is still there and will testify against them.
16. **Conscience** literally means "with an inner **knowledge**."
17. It denotes inner moral **awareness**.
18. The **word** **mind** refers to that **part** of a **person** that thinks and reasons.

19. A **law** is the **declaration** of a **state** that produces identical **results** under the same **conditions** .
20. **God** states that we gain **approval** by becoming the unique **individuals** He has intended us to be.
21. **God** states that we gain **independence** by inward **harmony** and **obedience** to the **authority** He has placed over us.
22. **God** states that we gain **admiration** by acknowledging our **failures** and asking for **forgiveness** from those we have offended.
23. **God** states that we “get even” with those who offend us by doing all the **good** we can for them.
24. **God** states that we will be exalted by humbling ourselves and exalting **others** . (**Some programs call *others* a pronoun.**)
25. **God** states that we gain **respect** by yielding our personal **rights** to Him and then to **others** .
26. **God** states that the **way** to **greatness** is to be the **servant** of **everyone** .
27. **God** states that the **way** to **prosperity** is by giving **all** we have to Him and then to **others** as He directs.
28. **God** states that we will gain **joy** by welcoming and responding correctly to **irritations** and **trials** over which we have no **control** .
29. **God** states that the **way** to enjoy **life** is to die to our **desires** so that He can give us His **desires** .
30. **God** states that we will discover a meaningful **life** by giving our **life** to Him in **order** to achieve His **purposes** .

◁ 6e. **Extensions:** Fill in the blank below with the indicated form of each word as shown in the example.

Answers will vary. Suggestion answers are given.

Permanent:

1. Noun: She got a *permanent* at the beauty shop.
2. Adjective: His words were not *permanent*.
3. Adverb: He was *permanently* banished.

Write:

1. Noun: writing (a writing)
2. Adjective: written (written word)

Speak:

1. Noun: speaker
2. Verb: speak, spoke, etc.

3. Adjective: spoken (spoken word)

Spread:

1. Noun: a spread

2. Verb: spread it

3. Adjective: spreading (spreading oak)

Offer:

1. Noun: an offer

2. Verb: offer, offers, etc.

Turn:

1. Noun: a turn

2. Verb: turn, turns, turned, etc.

3. Adjective: turned (the turned page)

turning (turning point)

turn-around

turn-over

Lesson Plans

Blue 3-C: Week Two

For a Five-Day Week
Character Focus: Orderliness

Day One

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
sharper	miraculous	unchangeable	God-breathed
affirmative	infallible	bona fide	impeccable
incontestable	incontrovertible	authoritative	irrefutable

thought-provoking

Words that *describe an orderly person* (adjective)

tidy	neat	organized	adept
precise	habitual	optimal	effective
disciplined	systematic	methodical	efficient
adroit	dexterous	impeccable	inexorable
arduous	assiduous	expeditious	complaisant
autonomous	punctilious		

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

The waves of persecution caused the believers to consider which books were God-breathed and worthy of defense—and even martyrdom. These Christians exercised extreme alertness in discerning the genuine from the merely good and the true from the false. More and more, the focus during this time was on the canon (from a Greek wording meaning “limits” or “standard”) of Scripture.

By the fourth century, the church came to a common agreement as to which books bore the mark of God’s authorship. After extensive prayer and detailed study, the thirty-nine books of the Old Testament were confirmed as authoritative and inspired by God. The example and usage by Jesus Christ as He referred to and quoted from the law of Moses, the Prophets, and the Psalms proved decisive for the Old Testament. “Coincidentally,” these sections were the precise divisions of the Hebrew texts.

EXTENSION

The decision regarding the New Testament called for even more discernment. An avalanche of writings spread throughout the church. Some of these were loved extensively by the Christians, as is John Bunyan’s *Pilgrim’s Progress* today. However, love for or inspiration from a certain book did not guarantee it was God’s Word.

FURTHER EXTENSION

Other writings claimed apostolic authority and authorship, yet contained false teaching. Did Peter write a revelation like John? Did Barnabas actually write an epistle to the churches? After considerable evaluation and discussion by believers scattered throughout the Roman Empire, the twenty-seven books of the New Testament were, by common consent, received as God-breathed.

2. **Spelling:** Unusual Consonant Clusters Not at the Beginning of Words
Examples: *dodge, catch*

ALL

1. adjudge	2. bludgeon	3. judgment
4. abridgment	5. anchovy	6. enchantment
7. sledgehammer	8. cudgel	9. crotchety

EXTENSIONS

10. acknowledgment	11. enfranchise	12. fledgling
13. pedagogue	14. pulchritude	15. prosthesis

FURTHER EXTENSION -- OTHER WORDS

16. disingenuous	17. disparagingly	18. egregious
19. eviscerate		

OPTIONAL

20. authoritative	21. unerring	22. infallible
23. incontestable		

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

Day Two

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

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

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

Paragraph Four of Body
Topic of Paragraph 4 _____
4 Sentences

6. **Structural Analysis:** Prefix *es*

Day Three

7. **Write On:** Strong Verbs Stand Alone

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

9. **Optional Spelling Practice:** Six “S” Spelling Secret

Day Four

10. **Grammar:** Subject Part/Predicate Part of a Sentence

11. **Grammar:** Introductory Material or Non-Essential Information

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

Day Five

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

14. **Spelling:** Spelling Test

15. **Dictation:** Dictation Quiz

16. **Composition:** Final Copy Informative Report From Given Material
Optional: Extra Practice

Lesson Plans

Blue 3-C: Week Two

For a Four-Day Week
Character Focus: Orderliness

Day One

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
sharper	miraculous	unchangeable	God-breathed
affirmative	infallible	bona fide	impeccable
incontestable	incontrovertible	authoritative	irrefutable
thought-provoking			

Words that describe an orderly person (adjective)

tidy	neat	organized	adept
precise	habitual	optimal	effective
disciplined	systematic	methodical	efficient
adroit	dexterous	impeccable	inexorable
arduous	assiduous	expeditious	complaisant
autonomous	punctilious		

1. Copying and Comprehension: Passage and Vocabulary

ALL

The waves of persecution caused the believers to consider which books were God-breathed and worthy of defense—and even martyrdom. These Christians exercised extreme alertness in discerning the genuine from the merely good and the true from the false. More and more, the focus during this time was on the canon (from a Greek wording meaning “limits” or “standard”) of Scripture.

By the fourth century, the church came to a common agreement as to which books bore the mark of God's authorship. After extensive prayer and detailed study, the thirty-nine books of the Old Testament were confirmed as authoritative and inspired by God. The example and usage by Jesus Christ as He referred to and quoted from the law of Moses, the Prophets, and the Psalms proved decisive for the Old Testament. “Coincidentally,” these sections were the precise divisions of the Hebrew texts.

EXTENSION

The decision regarding the New Testament called for even more discernment. An avalanche of writings spread throughout the church. Some of these were loved extensively by the Christians, as is John Bunyan's *Pilgrim's Progress* today. However, love for or inspiration from a certain book did not guarantee it was God's Word.

FURTHER EXTENSION

Other writings claimed apostolic authority and authorship, yet contained false teaching. Did Peter write a revelation like John? Did Barnabas actually write an epistle to the churches? After considerable evaluation and discussion by believers scattered throughout the Roman Empire, the twenty-seven books of the New Testament were, by common consent, received as God-breathed.

2. Spelling: Unusual Consonant Clusters Not at the Beginning of Words

Examples: **dodge, catch**

ALL

- | | | |
|-----------------|-------------|----------------|
| 1. adjudge | 2. bludgeon | 3. judgment |
| 4. abridgment | 5. anchovy | 6. enchantment |
| 7. sledgehammer | 8. cudgel | 9. crotchety |

EXTENSIONS

- | | | |
|--------------------|-----------------|----------------|
| 10. acknowledgment | 11. enfranchise | 12. fledgling |
| 13. pedagogue | 14. pulchritude | 15. prosthesis |

FURTHER EXTENSION -- OTHER WORDS

- | | | |
|------------------|-------------------|---------------|
| 16. disingenuous | 17. disparagingly | 18. egregious |
| 19. eviscerate | | |

OPTIONAL

- | | | |
|-------------------|--------------|----------------|
| 20. authoritative | 21. unerring | 22. infallible |
| 23. incontestable | | |

3. Editor Duty: Correct Given Paragraph(s)

Plural Nouns

4. Optional Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

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

Paragraph Four of Body

Topic of Paragraph 4 _____

4 Sentences

6. Structural Analysis: Prefixes

7. Write On: Strong Verbs Stand Alone

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

Day Three

9. Optional Spelling Practice: Six “S” Spelling Secret

10. Grammar: Subject Part/Predicate Part of a Sentence

11. Grammar: Introductory Material or Non-Essential Information

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 Material

Optional: Extra Practice

Answer Keys Blue 3-C: Week Two

3. Editor Duty: Correct Given Paragraph(s)

Plural Nouns

<> 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

(2) In the first paragraph, highlight all of the plural nouns, and correct their pluralization, if needed

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

Very early the Church was shaken by two crises. First, the leaven of false doctrine began to spread. Some of the false teachers proudly called themselves gnostics (from the Greek word meaning "to know"). They distorted the character of God and penned new books, which they claimed were inspired. (Optional comma follows *very early*.)

A second crisis came as pagan writers began to attack the Scriptures. Celsus, for example, accepted the authenticity of the gospels, yet he taught that the apostles had purposely lied and distorted the life of Jesus. God countered these two attacks in an unusual way. He sent persecution and raised up exceptional Christian leaders who gave careful and firm responses to the pagan critics. (Your student may or may not have capitalized *Gospels*.)

The waves of persecution caused the believers to consider which books were God-breathed and worthy of defense, persecution, and martyrdom. These Christians exercised great alertness in discerning the genuine from the good and the true from the false. For example, Justin's first apology was addressed to the Emperor Antonius Pius in an attempt to explain the true nature of Christianity.

4. Optional Spelling Practice: Choose the Correct Spelling

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

1. adjudge abjudge

2. bludgon bludgeon

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.

3. judgment	judgement
4. abridgment	abridgement
5. anchovy	anchovee
6. enchantmant	enchantment
7. sledgehammer	sledghammer
8. cudgal	cudgel
9. crotchety	crotchity

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

10. acknowledgment	acknowledgement
11. enfranchise	enfranchise
12. fledgling	fledgeling
13. pedagoge	pedagogue
14. pulchritude	pulchretude
15. prostheses	prosthesis

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

16. disingenuous	disengenuous
17. disparaginly	disparagingly
18. egregious	egregious
19. eviscerate	eviscerete

<> **4d. OPTIONAL:** Highlight the correct spelling of each **Optional** word.

20. authoritative	authoretative
21. unering	unerring

22. infallible infallable
23. incontestable incontestable

6. Structural Analysis: Prefix es

<> **6b.** Complete the following:

- (1) Look up each of the prefixes listed below in the dictionary.
- (2) Write its meaning in the chart.
- (3) Write a word using that prefix.
- (4) Write a definition of the word you listed.

Note: Your student may not have used the exact wording provided in this Answer Key.

<u>Prefix</u>	<u>Definition</u>	<u>Word using prefix</u>	<u>Definition of word</u>
non	not	nonliving	not alive
arch	past	archaeology	study of the past
gen	beginning	geneology	study of the beginning
hydr	water	hydroplane	float on water
auto	individual	autograph	to write one's name
dia	through	diagnose	to identify a difficulty
dia	through	diabetic	a person who has diabetes
dict	word	dictionary	book with a list of words

10. Grammar: Subject Part and Predicate Part of a Sentence

<> **10e.** In the sentences provided, complete the following:

BASIC LEVEL: Draw a line between the subject part and the predicate part of the sentences.

EXTENSIONS:

- (1) Draw a line between the subject part and the predicate part of the sentences.
- (2) Highlight the main subject of the sentence in one color.
- (3) Highlight the main verb phrase or verb in another color. The verb, helpers, and infinitives that make up the main verb of the sentence.

Note: It is acceptable to highlight the adverbs within the verb phrases, if desired.

Example: A person's **view** of God | **will accurately predict** his spiritual future.

ALL

1. **God** | **responded** to the outward pagan attacks by raising up effective spokesmen.
2. With new authority from a clearly defined canon of Scripture and effective leadership of these godly spokesmen, the **Gospel** | **increased** in power and influence throughout the world.
3. **God** | **protected** the inerrancy of His Word as He guarded its formation and reproduction.
4. From the time of Constantine on, the **number** of Bibles or Scripture portions | **increased** dramatically.
5. Yet the **believer** | **is able to trust** His Bible as God's Word, even though it is a translation at the end of hundreds of years of copying and recopying.
6. **God** | **protected** the text of the Bible from serious human error during the many years of hand-copying manuscript after manuscript.
7. Jewish **scholars**, known as the Massorettes, | **developed** incredible methods to ensure accuracy in the copying of the Hebrew Bible.
8. From A.D 500 to 900, **they** | precisely **copied** the Bible.
9. **They** | **numbered** the verses, words, and letters of every book.
10. **They** | **enumerated** verses that contained all the letters of the alphabet.
11. The deadliest and most influential **attack** on the accuracy of the text of God's Word | **has come** in modern history—humanistic rationalism.
12. The **doubts** of credibility | **are wrapped** in robes of respectability in the name of scholarship and scientific investigation, as unbelieving critics scoff at the Scriptures.
13. No **archaeological discovery** | **has ever controverted** a Biblical reference.
14. **Archaeology** | **has time after time discredited** the "assured" results of humanistic rationalism.
15. Today, the **evidence** of writing | **has been pushed**.

Further Extensions

16. The **church**, praying all the while, | **came** to a common agreement.
17. The thirty-nine **books** of the Old Testament, as we know them today, | **were confirmed**.
18. The **example** and **usage** by Jesus Christ, as he referred to and quoted from Old Testament books, | **proved** decisive for the first testament.

19. The **decision** regarding the New Testament, another important decision, | **proved** difficult.
20. Other **writings**, including those claiming apostolic authority and authorship, | **contained** false teachings.

11. Grammar: Introductory Material or Non-Essential Information

<> **11d. All:** In the sentences provided, place commas where needed to set off non-essential material.

Extensions: Complete the following steps:

- (1) Isolate all non-essential material with parenthesis
- (2) Highlight each sentence's main subject.

Example: (Without doubt), the mightiest thought the mind can entertain is the thought (of God).

1. While the pitiful assembly shivered, the old priest briskly carried out his sacramental duties.
2. Because they had no Bibles to read, the true message of the Gospel remained hidden from their unsaved souls.
3. As John Wycliffe became aware of the widespread hypocrisy and corruption, he attacked the church.
4. Solemnly, the old preacher determined that two changes were desperately needed to shatter the spiritual darkness that had gripped England for six centuries.
5. First, he would translate the Latin Vulgate Bible into English.
6. Second, he would enlist a group of priests who shared his concern to carry the Gospel to every barnyard and village in England.
7. Labeling them "idle babblers" and "Lollards," authorities viewed these traveling preachers with contempt.
8. With a desire for spiritual truth that their messages inspired, John Wycliffe's "poor priests" helped the rapid growth of truth spreading.
9. Alarmed at the growing influence of the Bible, priests, prelates, and churchmen began to officially criticize and condemn Mr. Wycliffe's attempt to enlighten the English masses with God's Word.
10. Actually, the clergy felt that making the Word of God available to the common people was like "casting the Gospel pearl before swine to be trodden underfoot."
11. In the spring of 1382, Courtenay assembled a synod at Blackfriars to discredit Mr. Wycliffe's writings.
12. Protected by the powerful nobleman (John of Gaunt) and a group of close friends at Oxford, John Wycliffe never faced the fiery stake that the church officials had so eagerly prepared for him.
13. Instead, the old preacher suffered a massive stroke during a church service in 1384 and died three days later.

14. Writing to the pope twenty-eight years later, the Archbishop of Canterbury called John Wycliffe “that wretched and pestilent fellow of damnable memory, son of the old serpent, and the very herald and child of anti-Christ . . . who crowned his wickedness by translating the Scriptures into the mother tongue.”
15. In 1415, the same Council of Constance that sentenced the valiant reformer John Hus to the stake ordered John Wycliffe’s body exhumed and burned.
16. Years after his good work for God, his ashes were thrown in the River Swifft in a symbolic ceremony to finalize the ‘heretic’s eternal destruction.
17. Along with John Wycliffe’s bones, the church tried to destroy his translation of the Bible.
18. With only a few tattered copies of single Gospels and Epistles, the Lollards struggled to preserve John Wycliffe’s translation.
19. Like a flickering candle against the constant winds of criticism and condemnation, the English Bible barely survived.

Lesson Plans

Blue 3-C: Week Three

For a Five-Day Week
Character Focus: Orderliness

Day One

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
sharper	miraculous	unchangeable	God-breathed
affirmative	infallible	bona fide	impeccable
incontestable	incontrovertible	authoritative	irrefutable

thought-provoking

Words that *describe an orderly person* (adjective)

tidy	neat	organized	adept
precise	habitual	optimal	effective
disciplined	systematic	methodical	efficient
adroit	dexterous	impeccable	inexorable
arduous	assiduous	expeditious	complaisant
autonomous	punctilious		

1. Copying and Comprehension: Passage and Vocabulary
ALL

To succeed in countering the seductive claim of the rationalism for scientific authority, God raised up the legitimate scientific discipline of archaeology. As a result of archaeological findings, Voltaire is looked upon today by antiquarian curiosity-seekers, and Hume appears confused. Neither could tell the sunrise from the sunset.

EXTENSIONS

Proud rationalists derided the Bible when such "mythical" people as the Hittites and Babylonians were mentioned. Yet, these kingdoms have become well-known to us because of archaeological expeditions. Rationalists also claimed that Moses certainly could not have written the first five books of the Bible. They were convinced that writing was a more contemporary invention. Yet today, the evidence for writing supports the belief that it began as early as the fourth millennium B.C., two thousand years before Moses lived.

FURTHER EXTENSION

Archaeology has repeatedly discredited the "assured" results of humanistic rationalism. The well-known biblical archaeologist, W.F. Albright, said, "The excessive skepticism shown toward the Bible by important historical schools of the eighteenth and nineteenth centuries, certain phrases of which still appear periodically, has been progressively discredited. Discovery after discovery has established the accuracy of details and has brought increased recognition to the value of the Bible..."

2. Spelling: Words That End With the Sound of *seed*
Examples: concede, succeed, supersede

ALL

1. secede	2. concede	3. antecede
4. cede	5. recede	6. intercede
7. precede	8. succeed	9. exceed
10. proceed.		

EXTENSIONS--Remaining words are challenging *ence* and *ance* words.

11. subsistence	12. correspondence	13. vengeance
14. maintenance		

FURTHER EXTENSION

15. grandiloquence	16. divergence	17. dissonance
18. dalliance		

OPTIONAL

19. incontrovertible	20. optimal	21. systematic
22. adroit		

3. Editor Duty: Correct Given Paragraph(s)
Subject Part/Predicate Part, Introductory Material

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Research and Study Skills: Choose Your Topic and Sources

6. Grammar: Subject-Verb Agreement

Day Three

7. Research and Study Skills: Write Your Thesis Statement and Begin Gathering Information

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

9. Study Skills/Research: Create Outlining Cards for Informative Research Report

Day Four

10. Grammar: Subject-Verb Agreement With Special Subjects

11. Composition: Write Rough Draft of Persuasive Report of the Truth of Scripture

12. Optional Spelling Practice: Write That Word!

Day Five

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

Optional: Extra Practice

Lesson Plans

Blue 3-C: Week Three

For a Four-Day Week
Character Focus: Orderliness

Day One

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
sharper	miraculous	unchangeable	God-breathed
affirmative	infallible	bona fide	impeccable
incontestable	incontrovertible	authoritative	irrefutable
thought-provoking			

Words that describe an orderly person (adjective)

tidy	neat	organized	adept
precise	habitual	optimal	effective
disciplined	systematic	methodical	efficient
adroit	dexterous	impeccable	inexorable
arduous	assiduous	expeditious	complaisant
autonomous	punctilious		

1. Copying and Comprehension: Passage and Vocabulary ALL

To succeed in countering the seductive claim of the rationalism for scientific authority, God raised up the legitimate scientific discipline of archaeology. As a result of archaeological findings, Voltaire is looked upon today by antiquarian curiosity-seekers, and Hume appears confused. Neither could tell the sunrise from the sunset.

EXTENSIONS

Proud rationalists derided the Bible when such "mythical" people as the Hittites and Babylonians were mentioned. Yet, these kingdoms have become well-known to us because of archaeological expeditions. Rationalists also claimed that Moses certainly could not have written the first five books of the Bible. They were convinced that writing was a more contemporary invention. Yet today, the evidence for writing supports the belief that it began as early as the fourth millennium B.C., two thousand years before Moses lived.

FURTHER EXTENSION

Archaeology has repeatedly discredited the "assured" results of humanistic rationalism. The well-known biblical archaeologist, W.F. Albright, said, "The excessive skepticism shown toward the Bible by important historical schools of the eighteenth and nineteenth centuries, certain phrases of which still appear periodically, has been progressively discredited. Discovery after discovery has established the accuracy of details and has brought increased recognition to the value of the Bible..."

2. Spelling: Words That End With the Sound of *seed*

Examples: *concede, succeed, supersede*

ALL

- | | | |
|--------------|------------|--------------|
| 1. secede | 2. concede | 3. antecede |
| 4. cede | 5. recede | 6. intercede |
| 7. precede | 8. succeed | 9. exceed |
| 10. proceed. | | |

EXTENSIONS--Remaining words are challenging *ence* and *ance* words.

- | | | |
|-----------------|--------------------|---------------|
| 11. subsistence | 12. correspondence | 13. vengeance |
| 14. maintenance | | |

FURTHER EXTENSION

- | | | |
|--------------------|----------------|----------------|
| 15. grandiloquence | 16. divergence | 17. dissonance |
| 18. dalliance | | |

OPTIONAL

- | | | |
|----------------------|-------------|----------------|
| 19. incontrovertible | 20. optimal | 21. systematic |
| 22. adroit | | |

3. Editor Duty: Correct Given Paragraph(s)

Subject Part/Predicate Part, Introductory Material

4. Optional Spelling Practice: Choose the Correct Spelling

Day Two

5. Research and Study Skills: Choose Your Topic and Sources

6. Grammar: Subject-Verb Agreement

7. Research and Study Skills: Write Your Thesis Statement and Begin Gathering Information

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

Day Three

9. Study Skills/Research: Create Outlining Cards for Informative Research Report

10. Grammar: Subject-Verb Agreement With Special Subjects

11. Composition: Write Rough Draft of Persuasive Report of the Truth of Scripture

Day Four

12. Optional Spelling Practice: Write That Word!

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

Optional: Extra Practice

Answer Keys Blue 3-C: Week Three

3. Editor Duty: Correct Given Paragraph(s)

Subject Part/Predicate Part, Introductory Material

<> 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

(2) In all of the paragraphs, highlight the introductory material.

(3) In all of the paragraphs, place a slash mark between the subject part and the predicate part of each sentence.

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

When Constantinople fell into Turkish hands, hundreds of scholars fled to Renaissance Italy. Knowledge of ancient Greek and Hebrew rekindled an interest in Bible manuscripts. These documents established a foundation that aided the work of Reformation translators.

During this same year, Johann Gutenberg began work on a movable-type printing press that made the laborious process of copying the Bible by hand obsolete. With the Gutenberg press, the Word of God could be printed and distributed in unlimited numbers. Inspired by these historic incidents, scholars and preachers began to question the validity of the state church's traditions and the accuracy of the Latin Vulgate. (Capitalizing Word is optional.)

In 1524, William Tyndale sailed for Germany, and for the next twelve years, he traveled from one German city to another. While in Whittenberg, the birthplace of the Protestant Reformation, Tyndale completed his translation of the New Testament. After nine months of work, the manuscript was transported to Cologne to be printed. After much halting and prohibitions in the Protestant stronghold of words, six thousand copies of the New Testament were published in 1526. For the first time, the Gospel and the Epistles were printed in a form of English that all of England could understand. (Capitalizing Gospel and Epistles is optional.)

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.

4. Optional Spelling Practice: Choose the Correct Spelling

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

Teacher Tip: This Answer Key shows all sentence openers isolated.

- | | |
|--------------|-----------|
| 1. secede | secede |
| 2. concede | concede |
| 3. antecede | anteced |
| 4. cede | cede |
| 5. recede | recede |
| 6. intercede | interceed |
| 7. precede | precede |
| 8. succeed | succede |
| 9. exceed | exceed |
| 10. proceed | procede |

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

- | | |
|--------------------|----------------|
| 11. subsistence | subsistance |
| 12. correspondence | correspondance |
| 13. vengence | vengeance |
| 14. maintenance | maintanence |

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

- | | |
|--------------------|----------------|
| 15. grandiloquence | grandiloquance |
| 16. divergance | divergence |
| 17. dissonance | dissonence |
| 18. dalliance | dallience |

<> **4d. OPTIONAL:** Highlight the correct spelling of each **Optional** word.

- | | |
|----------------------|------------------|
| 19. incontrovertable | incontrovertible |
|----------------------|------------------|

20. optimal optimeI
21. systamatic systematic
22. adroot adroit

6. Grammar: Subject-Verb Agreement

<> 6c. In the sentences provided, complete the following steps:

- (1) Place parentheses around the prepositional phrases and the subordinate clauses. (You may also isolate other sentence openers such as adverb openers and conjunctive adverb openers if desired.)
- (2) Highlight the main subject of each sentence.
- (3) Highlight in another color the main verb in each of the sentences.

Note: Disregard the subjects and verbs within other clauses and phrases--those that are not main subjects and main verbs of the sentences.

Example: A beggar (though he is surrounded [by poverty]) illustrates the attitude (of being poor) (in spirit).

1. (While man's scientific theories are continually [in a state of revision]), God's laws are accurate and permanent.
2. (When weighed [against God's Word]), man's knowledge will always be found wanting.
3. (When mechanical work is changed [into heat] or heat [into mechanical work]), the amount of work is always equivalent (to the amount) (of heat.)
4. (In the world [of thermodynamics]), there are many forms (of energy, such as heat energy, light energy, electrical energy, mechanical energy, chemical energy, energy [of movement], and nuclear energy.)
5. (In the early 1800s,) a man (by the name) (of Benjamin Thompson) began to experiment (with two forms) (of energy: mechanical energy and heat energy.)
6. (As Thompson (also known as Count Rumford) supervised the drilling [of brass cannons]), he noticed (that the mechanical energy [of drilling] was converted [to heat energy.]
7. (After a few minutes) (of drilling), the cannons and the drills became so hot (that they had to be cooled [with water.]

8. (By measuring the water's change) (in temperature,) Rumford determined (how much heat the drills had produced.)
 9. (To his surprise), he discovered that (that two forms [of energy] were equal.)
 10. (Nowadays), scientists call them the first and the second laws (of thermodynamics.)
 11. (When energy is changed [from one form] [to another,]) it is neither destroyed nor created .
 12. (Actually,) the total amount (of energy) (that goes [into a system] minus the energy) (that comes out) is equal (to the change) (of energy stored in the system.)
 13. (Unless acted on [by some outside force]), heat and all other forms (of energy) always flow (from higher levels) (of energy to lower levels) (of energy.)
 14. (Simply put), the second law (of thermodynamics) means (that a marble will always roll [down a hill.])
 15. (Consequently), it will never roll up a hill (unless some outside force lifts it.)
 16. (Furthermore,) the second law (of thermodynamics) introduces the term entropy.
 17. (Actually), entropy is a measure (of the "disorder") (in a system.)
 18. (As entropy increases,) a system becomes more disorganized.
 19. (In every energy exchange,) the amount (of entropy) increases .
 20. (In all natural events (where energy is allowed to flow freely,)) things become less ordered.
- <> 6d. Extensions: Fill in the blank of the sentences provided with the types of words indicated. Be sure you ignore sentence openers and other non-essential material, and be sure *all* of your sentences subjects and verbs agree.

No Answer Key. Answers will vary.

10. Grammar: Subject-Verb Agreement With Special Subjects

No Answer Key. Answers will vary.

Lesson Plans

Blue 3-C: Week Four

For a Five-Day Week
Character Focus: Orderliness

Day One

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
sharper	miraculous	unchangeable	God-breathed
affirmative	infallible	bona fide	impeccable
incontestable	incontrovertible	authoritative	irrefutable
thought-provoking			

Words that *describe an orderly person* (adjective)

tidy	neat	organized	adept
precise	habitual	optimal	effective
disciplined	systematic	methodical	efficient
adroit	dexterous	impeccable	inexorable
arduous	assiduous	expeditious	complaisant
autonomous	punctilious		

1. Copying and Comprehension: Passage and Vocabulary ALL

Evolutionists propose that simple organisms evolve into more complex organisms. According to evolutionists, each new organism becomes more sophisticated than the previous one. This theory, however, violates the second law of thermodynamics as well as experience, even among the smallest living things.

EXTENSION

The second law of thermodynamics demonstrates that entropy always increases when there is a random flow of energy. If mutations are random, it is impossible for them to create more complex organisms. For these complex organisms to "mutate" randomly would be like an earthquake remodeling your house by adding a new bathroom, a kitchen, a roof, and a paint job—all at the same time. Earthquakes simply do not work that way and neither do mutations. Earthquakes and mutations are both destructive forces that bring disorder—not order.

FURTHER EXTENSION

There is no such thing as a "simple form" of life. Even the tiniest living organism consists of chains of "living" matter that are incredibly complex. For example, the cell walls of bacteria are multi-layered and made up of complex carbohydrates that are unique to each different kind of bacteria.

2. Spelling: *Ey* and *y* say Long *e* at the End of Words

Example: sorry

ALL

- | | | |
|---------------|------------------|-------------------|
| 1. competency | 2. entropy | 3. scientifically |
| 4. fidelity | 5. credibility | 6. hierarchy |
| 7. melancholy | 8. radioactivity | 9. infinity |

- | | | |
|------------|-----------------|-----------------|
| 10. malady | 11. sociability | 12. abnormality |
|------------|-----------------|-----------------|

EXTENSIONS

- | | |
|-------------------|-------------------|
| 13. supplementary | 14. revolutionary |
|-------------------|-------------------|

Further Extension

- | | |
|---------------|-----------------|
| 15. laudatory | 16. kinesiology |
| 17. etymology | 18. effrontery |

Optional

- | | |
|-----------------|----------------|
| 19. complaisant | 20. impeccable |
| 21. assiduous | 22. autonomous |

3. Editor Duty: Correct Given Paragraph(s)

Subject-Verb Agreement

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

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

6. Grammar: Main Subject

Day Three

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

8. Grammar/Sentence Structure: Sentences vs. Clauses

9. Study Skills/Research: Create a list of Works Cited

Day Four

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

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

12. Optional Spelling Practice: Write That Word!

Day Five

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

15. Composition: Final Copy Original Informative Research Report

Optional: Extra Practice

Lesson Plans

Blue 3-C: Week Four

For a Four-Day Week
Character Focus: Orderliness

Day One

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
sharper	miraculous	unchangeable	God-breathed
affirmative	infallible	bona fide	impeccable
incontestable	incontrovertible	authoritative	irrefutable
thought-provoking			

Words that describe an orderly person (adjective)

tidy	neat	organized	adept
precise	habitual	optimal	effective
disciplined	systematic	methodical	efficient
adroit	dexterous	impeccable	inexorable
arduous	assiduous	expeditious	complaisant
autonomous	punctilious		

1. Copying and Comprehension: Passage and Vocabulary ALL

Evolutionists propose that simple organisms evolve into more complex organisms. According to evolutionists, each new organism becomes more sophisticated than the previous one. This theory, however, violates the second law of thermodynamics as well as experience, even among the smallest living things.

EXTENSION

The second law of thermodynamics demonstrates that entropy always increases when there is a random flow of energy. If mutations are random, it is impossible for them to create more complex organisms. For these complex organisms to "mutate" randomly would be like an earthquake remodeling your house by adding a new bathroom, a kitchen, a roof, and a paint job—all at the same time. Earthquakes simply do not work that way and neither do mutations. Earthquakes and mutations are both destructive forces that bring disorder—not order.

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EXTENSIONS

- | | |
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Further Extension

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Optional

- | | |
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| 21. assiduous | 22. autonomous |

3. Editor Duty: Correct Given Paragraph(s)

Subject-Verb Agreement

4. Optional Spelling Practice: Choose the Correct Spelling

Day Two

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

6. Grammar: Main Subject

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

8. Grammar/Sentence Structure: Sentences vs. Clauses

Day Three

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12. Optional Spelling Practice: Write That Word!

Day Four

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

15. Composition: Final Copy Original Informative Research Report

Optional: Extra Practice

Answer Keys Blue 3-C: Week Four

3. Editor Duty: Correct Given Paragraph(s)

Subject-Verb Agreement

↔ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

(2) In the first two paragraphs, divide between the subject and predicate parts of the sentence.

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

All man-made things | where out₁, brake down₁, rust away₁, collapse₁, or run down. New cars last only a few years before they find they're way to the junk yard. Clothes | become threadbare and torn. Radios | break₁, and batteries | ware out. Everything | is temporary₁. (wear, break, their, wear)

Disorder | is the rule. Entropy | always increases₁ unless some outside force uses₁ energy to bring about order. For example, your room | gets dirtier and more cluttered as time goes by unless you take the time and use the energy to clean and straighten it. However₁, as soon as your room is clean₁, it | begins₁ to get dirty again. A clean room | is only a temporary thing--so it is with everything that man makes₁.

Evolution comes₁ from the Latin word *evolvere*₁, which means₁ to "roll out."₁ Evolution falsely assumes₁ that matter goes from disorder to order. The theory of "organic evolution" is a theory that attempts to explain how all living things have "rolled out" from one another₁.

4. Optional Spelling Practice: Choose the Correct Spelling

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

1. competency competency
2. entrope entropy
3. scientificaly scientifically

Teacher Tip: Your student may highlight the one-word subject (belt) or any descriptors, articles, or pronouns preceding it (the second largest belt).

- | | |
|------------------|---------------|
| 4. fidelity | fidelety |
| 5. credebility | credibility |
| 6. heirarchy | hierachy |
| 7. melancholy | melankoly |
| 8. radioactevity | radioactivity |
| 9. infinity | infenity |
| 10. maledy | malady |
| 11. sociabelity | sociabililty |
| 12. abnormality | abnormalety |

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.

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

- | | |
|-------------------|---------------|
| 13. supplementary | supplemantery |
| 14. revolutionery | revolutionary |

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

- | | |
|----------------|-------------|
| 15. laudatory | laudetory |
| 16. kinasiolgy | kinesiology |
| 17. etymology | etimology |
| 18. effrontery | effrontary |

<> **4d. OPTIONAL:** Highlight the correct spelling of each **Optional** word.

- | | |
|----------------|-------------|
| 19. complasant | complaisant |
| 20. impeccable | impecable |
| 21. assiduous | assidous |
| 22. autonomus | autonomous |

6. Grammar: Main Subject

<> **6c.** In the sentences provided, highlight the main subjects.

Note: You may choose to isolate prepositional phrases and subordinate clauses through the sentences before finding the main subjects.

Example: There are many great hymns (of the faith).

1. The largest quakes ever measured rated 8.9 (on the Richter scale).
2. These were recorded (in Ecuador) (in 1906) and Japan (in 1933).
3. There is a thousandfold increase (in the magnitude) (of the quake) (for a jump) (of two numbers).
4. A quake [that registers three (on the Richter scale)] is 1,000 times greater (than a quake) (that registers one).
5. Earthquakes shake the very foundations [upon which homes, businesses, and churches are built].
6. Foundations built (upon bedrock) are the safest.
7. They may shake and rumble, but they are the least likely to give way.
8. Sand and clay, (on the other hand), crumble quickly.
9. [When the earth quakes], waves spread out (from its center) (just like ripples) (in a pond).
10. Most earthquakes (eight-five percent) occur (within five to forty miles) (of the surface).
11. A few, twelve percent, are (as deep) (as two hundred miles), and only three percent are deeper (than two hundred miles). (**Compound sentence has two subjects.**)
12. Ninety-nine percent (of all earthquakes) happen (along rift zones) [where there have been many other quakes].
13. It was once believed [that the rifts themselves caused earthquakes].
14. It is now believed [that something deep (in the earth) triggers earthquakes] and [that the giant rifts (in the earth's crust) are the results rather (than the causes) (of earthquakes)].
15. A fault is a place [where the earth's crust has already broken].
16. These faults are the first to quake [when there is a disturbance deep (in the earth)].
17. Perhaps ninety percent of all earthquakes occur (along these fault lines).
18. The most well-known fault (in the United States) is the San Andreas Fault (in California).
19. The second largest belt (of earthquakes) runs right (through Jerusalem).
20. It is part (of the Mediterranean-Trans-Asiatic belt).

<> **6d. EXTENSIONS:** Finish the sentences provided following the rules learned in this lesson.

No Answer Key. Answers will vary.

8. Grammar/Sentence Structure: Sentences vs. Clauses

<> 8a. In the sentences provided, complete the following:

1. Write C beside the groups of words that are **clauses** (dependent clauses, also known as subordinate clauses).
2. Write S beside the groups of words that are **sentences**.

Note: End marks are at the ends of all of the groups of words, regardless of whether they are clauses or sentences.

Example: When he was poor in spirit. C

1. When a snowflake falls on something warm, it melts. S
2. When heat naturally flows from hot to cold. C
3. As the entropy increases, the beautiful points crumble. S
4. Even when a small amount of matter is destroyed. C
5. Where the first atomic bomb released the equivalent of 19,000 tons of TNT. C
6. Because the products of a nuclear reaction weigh less than the original materials. C
7. The loss of matter is converted into energy. S
8. In order for the energy to be released, the matter must be destroyed. S
9. If heat energy distributed itself evenly throughout the entire universe, the world would experience what scientists call "heat death." S
10. Without the hot sun as a source of energy, the wind would not blow. S
11. If all air were the same temperature, there would be no wind. S
12. Since all heat flows from objects that are warmer to objects that are cooler. C
13. All things would eventually become the same temperature since all heat flows from objects that are warmer to objects that are colder. S
14. The kinetic molecular theory of heat states that heat is a measure of the motion of atoms and molecules. S
15. When hot water is mixed with cold water, the fast molecules slow down, and the slow molecules speed up until both liquids are "lukewarm." S
16. While God's Word indicates that light flows into the darkness. C
17. Since darkness is the absence of light. C
18. Darkness is unable to flow anywhere. S
19. When light spreads out. C
20. Since it moves away from its source. C

