

Blue 3-Pre A: 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

Many years ago the Bible was written in a language that most people could not read. When the people went to church, someone read the Bible to them and explained it. But the people could not read it for themselves.

EXTEN

One man named John Wycliffe did not think this was good. He saw that many people did not know what the Bible said. He fixed this problem.

READ ONLY

John Wycliffe translated the words of the Latin Bible into a language that all of the people could understand. Then, he found men who wanted the people to be able to hear the Bible for themselves. These industrious men went everywhere and taught about Jesus. They helped get Mr. Wycliffe's Bible translation out to everyone!

<> **1a.** Read this week's passage aloud with your teacher.

1. This passage is about John Wycliffe.
2. John Wycliffe was persecuted for what he did for God.

3. John Wycliffe was faithful to God.
4. God was always faithful to John Wycliffe.
5. John Wycliffe taught others to apply God's Word.

<> **1b.** In the passage, highlight the words *Latin Bible*.

<> **1c.** Look up this word in the dictionary, encyclopedia, or online source and write its definition in your own words on the lines provided.

Definition of *Latin Bible*

<> **1d.** Write a sentence using the words *Latin Bible* on the lines provided.

Sentence containing *Latin Bible*

<> **1e.** On the lines provided, copy this week's passage at the level directed by your teacher.

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 antiquarian curiosity-seeker." That was more than two hundred years ago, and there are more Bibles now than there were in Voltaire's day!

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

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?

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.

Further Study: Make a minit book or poster using pictures to show how the Bible came to us in English in steps (Constantine making Christianity legal, the Massorettes copying the Scriptures, Johann Gutenberg making his press, etc.).

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.

2. Spelling: Short Vowel Words That End in a Double Consonant

Examples: **fluff, small**

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the **READ ONLY** box, highlight the word *all*.

1. Sometimes short vowel words have two consonants at the end of them.
2. There are a few families that contain this spelling but there are many words within each family.
3. For instance:

a. //

i. **all**

ii. **bell**

iii. **call**

b. *ff*

i. **fluff**

ii. **puff**

iii. **off**

c. *ss*

i. **mess**

ii. **less**

iii. **pass**

d. *zz*

i. **buzz**

ii. **jazz**

iii. **fuzz**

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

ALL

1. _____
mess

2. _____
buzz

3. _____
fall

4. _____
off

5. _____
loss

6. _____
jazz

EXTENSION

7. _____
small

8. _____
snuff

9. _____
frizz

10. _____
chess

Review Words

_____	_____
_____	_____
_____	_____
_____	_____

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.

- <> **2d.** Add this week's new words to pages 35 through 38 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.

3. Editor Duty: Correct Given Sentences

- <> **3a.** Read this week's passage aloud with your teacher.
- <> **3b.** Correct the mistakes in the sentences provided.

ALL

1. did you no the Bible was inn a different language
2. john Wycliffe translated the bible.
3. Men taught about jesus.
4. Wycliffe's translation off the Bible fixed a problem
5. thee problem waz that no one could read the Bible.

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

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

Teacher Tip: Most students do not realize that words rarely end in only one z. When the letter z is the final letter in a word, it is almost always doubled.

EXTENSION

6. many people did not know what the Bible said.
7. Now everyone can read the Bible for themselves
8. do you read your Bible

<> **3c.** Review your Editor Duty sentences with your teacher.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or giving him the answers! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues ("Try adding a word that means the same as kind."), guiding him with questions ("What do you think you could put in for walk here?"), or giving him choices ("Why don't you try one of these: pretty, beautiful, lovely, gorgeous?"). Gradually, you will have to tell him less and less of what to do, and he will "guide" himself through the Checklist Challenge.

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

4. Optional Spelling Practice: Choose Correct Spellings

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

All

- | | |
|---------|------|
| 1. mess | mes |
| 2. buz | buzz |
| 3. fall | fal |
| 4. off | offe |
| 5. los | loss |
| 6. jazz | jaz |

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

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

Extension

- | | |
|----------|-------|
| 1. smal | small |
| 2. snuf | snuff |
| 3. frizz | friz |
| 4. ches | chess |

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.

5. Vocabulary/ Structural Analysis: Wacky Words

Homophones: when, win

↔ 5a. In the first paragraph of the passage, highlight the word *when*

1. The word *when* is a Wacky Word!
2. It has a homophone that means something different.
3. The word *when* is a subordinator that means the time something took place.
4. The word *win* means to have victory.
5. Some people consider *when* and *win* to be confusing words not homophones since they are not pronounced exactly alike.

↔ 5b. Fill in each blank provided with the correct Wacky Word--*win* or *when*.

1. They were glad to _____ the game.
2. Did she say _____ she would be here.

↔ 5c. On the lines provided, write two sentences using the Wacky Words *when* and *win*.

1. _____

2. _____

Further Study: Read one of the short general epistles (like II John) aloud like it was being written just to you.

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

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

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

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

3.

6. Composition and Revising: Complete the Checklist Challenge for Original Story

- <> **6a.** Read this week's passage with your teacher:
- <> **6b.** Complete the following steps in last week's rough draft of your story, using the Checklist Challenge
 - (1) Do each one of each item for each sentence or paragraph you wrote, as indicated in the Checklist Challenge.
 - (2) Highlight each item you put in your essay as you complete it.
 - (3) Check the box in the Checklist Challenge for each item as you complete it.

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

- <> **7a. Optional:** Take a Spelling Pre-Test in your notebook.
- <> **7b. 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 that you misspelled in your pre-test.
- <> **7c. 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.)

Teacher Tip:

Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

Further Study: Make a Ten Commandment poster personalized for yourself. Include the ten commandments for yourself, such as "I will not place more importance on my toys and belongings than on God" or "I will not use the Lord's name jokingly or lightly, but with reverence."

8. Grammar: Synonyms and Antonyms

<> **8a.** Read this week's passage aloud with your teacher.

1. Many times in CQLA you are asked to look up words in a dictionary.
2. When you look up a word in the dictionary, you are looking for its definition.
3. You are looking for the meaning of the word.
4. Sometimes in CQLA, you look up a word in a thesaurus.
5. When you look up a word in the thesaurus, you are usually looking for synonyms.
6. **Synonyms are words that mean the same--or almost the same as each other.**
7. Sometimes when you look up words in a thesaurus, you are looking for antonyms.
8. **Antonyms are words that mean the opposite of each other.**
9. You might want to use this little trick to learn what the words synonym and antonym mean:
Synonym--same
Antonym--opposite
10. Sometimes you can make it even shorter and have a small little trick for remembering something, like this:
Syn--same
Ant--opp
11. You know a lot about synonyms and antonyms without even knowing you do!
12. For example, the following words are **synonym sets** you probably already know:
 - a. **love, adore, cherish**
 - b. **fast, quick, speedy**
 - c. **page, paper, sheet**
13. For example, the following words are **antonym sets** you probably already know:
 - a. **up, down**

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.

b. open, close

c. on, off

<> **8b.** Choose the correct word that makes sense in each of the antonym sentences given below:

All

1. A long time ago, the Bible was/wasn't able to be read by most people.
2. The Bible used to be easy/hard to understand.
3. John Wycliffe thought this was good/bad.
4. John Wycliffe broke/fixed this.

Extension:

5. He found/lost people who wanted to read the Bible.
6. He found people to go/stop everywhere to teach.
7. People wanted to hear/speak the Bible for themselves.
8. Men went nowhere/everywhere to teach the Bible.

<> **8c.** Mark through the bold word in each sentence and write a synonym for the bold word above it. Be sure the synonym makes sense in each sentence.

Note: You may use a thesaurus to find synonyms for this exercise if you wish.

All

1. The Bible was written in a **hard** language.
2. **Most** people could not read it.
3. When people went to church, someone had to **explain** the Bible to them.
4. The people could not **understand** it for themselves.

Extension

5. John Wycliffe did not think this was **good**.
6. He wanted people to know the **words** of the Bible.

10. Spelling: Spelling Test

<> **10a.** Read this week's passage aloud with your teacher.

<> **10b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

ALL

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____

EXTENSION

7. _____ 8. _____
9. _____ 10. _____

Review Words

<> **10c.** Have your teacher check your Spelling Test.

<> **10d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

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 words you will have him add to next week's **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

11. Dictation: Dictation Quiz

<> **11a.** Read this week's passage aloud with your teacher.

<> **11b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps.

(1) Follow along as your teacher reads the dictation passage to you.

(2) Be sure to put a capital letter at the beginning of each word that needs one.

(3) Be sure to put an end mark at the end of each sentence that needs one.

(4) If you are unsure of how to spell a word, try to sound it out. If you still cannot figure out how to spell it, ask your teacher for help.

(5) If you get lost, ask your teacher for help.

All

Many years ago _____ Bible _____ writ-
ten _____ a language _____
people could _____ . When

_____ people went _____ church, someone
_____ Bible _____
_____ explained _____ .
_____ people could _____
_____ it _____ themselves.

EXTENSION

_____ named John
Wycliffe _____ think _____ was
_____ that
_____ people _____
know _____ the Bible said. _____ fixed
_____ problem.

<> **11c.** Review your dictation with your teacher.

<> **11d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

Checklist Challenge Blue 3-Pre A: Weeks 3 & 4

Character Focus: Orderliness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box shows the number of changes that you need to make. (You will have one box for each paragraph for report and essay writing.)

ALL LEVELS

BASIC LEVEL only

EXTENSION only

Note: If you chose to write more than one paragraph, you will want to complete many of the CC items more than one time, according to your teacher's instruction.

To Be Completed During Week Four

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

All Circle each **verb** in each sentence 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 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 Add an **adverb** (*ly* word or other) that does **not modify a verb**. This will modify an adjective or another adverb and will answer the question "To what extent?" If you have already done this, highlight it as directed by your teacher.

Example:

- Modifies the adjective: The **uncharacteristically** kind lady prayed for us.
- Modifies the adverb: He shouted **extremely** loudly.

All

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

Consider the following ideas:

- Something catchy: Creative Cousins
- Something comical: Two Puppets -- Two Beginnings?
- Something bold: Creative for Christ
- A song title or line: Where He Led, She Has Followed
- A Scripture: Be Zealous of Good Works
- Something biblical: Do It to the Least of These
- Something about character: Creative Carver
- Other: Livingstone, I Presume

All

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

Examples:

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

All

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

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.

🔑 **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.**

All

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

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

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

Punctuate appropriately:

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

All

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long, or if you hear a pause after it, follow it with a comma. If you have already done this, highlight it as directed by your teacher.

Examples:

- **In the garden**, Jesus prayed. (Optional comma)
- **Of all the miracles of Your creation**, my favorite is flowers.
- **From the beginning**, God loved man. (Optional comma)
- **For all of this and more**, we want to say thanks.
- **With careful thought and planning**, the boy spoke.
- **In reverence and adoration**, we praise You. (Optional comma)
- **Out of Your creative genius**, You made all things.

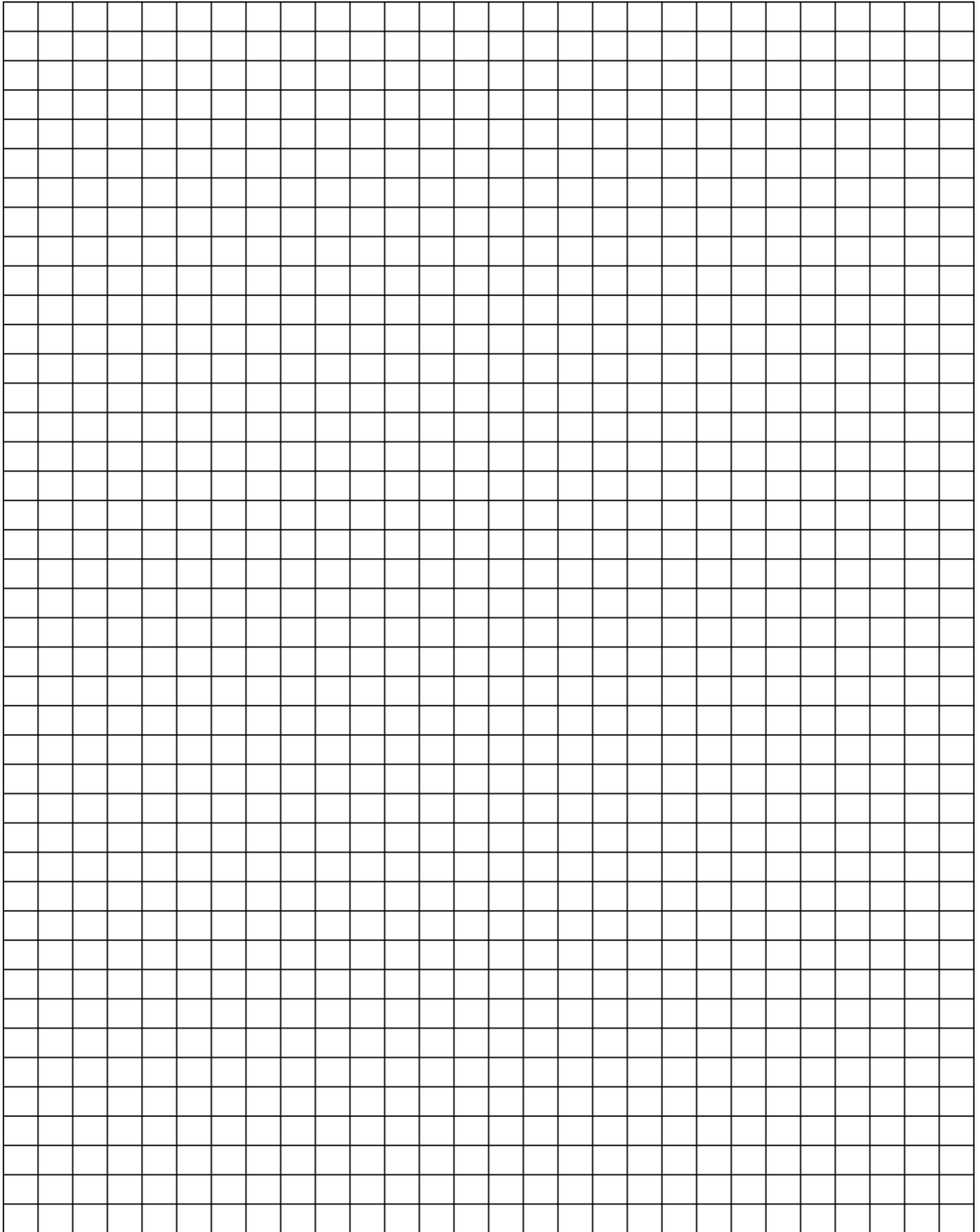
All

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

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

Six "S" Spelling Secret Sheet

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.



Lesson Plans

Blue 3-Pre A: Week One

For a Five-Day Week

Character Focus: Orderliness

Vocabulary Box

Words that give *describe* God's Word (adjectives)

holy
reliable
complete
truthful
righteous
life-giving
accurate
authentic
sharper
miraculous
God-breathed
infallible
impeccable
incontrovertible
irrefutable

Words that *describe an* orderly person (adjectives)

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

Day One

1. Copying and Comprehension: Passage and Vocabulary

ALL

Before there were machines that printed pages, every word of a book had to be copied by hand. The man who did this hard job was called a scribe. He worked to make sure that every single word and mark he copied was exactly the same as the page he was copying from.

EXTENSION

During the early days of scribes, kings in some countries hated the Bible. These leaders tried to get rid of all of the Bibles. But God made a promise long ago that His Word would never be done away with.

READ ONLY

Many horrendous rulers burned every Bible their soldiers could find. One ungodly king was known as an emperor. He burned down churches and every Bible in his kingdom. He even *said* he got rid of all the Christians. But God was faithful! God's Word and God's people continued.

2. Spelling: Prefix *un*

Examples: undo, unmade

<> 2b. In the READ ONLY box, highlight the word *faithful*.

ALL

- | | | |
|-----------|-----------|-----------|
| 1. unfit | 2. undone | 3. unpack |
| 4. unreal | 5. unlock | 6. unload |

EXTENSION

- | | | |
|------------|-----------|-----------|
| 7. unless | 8. unfold | 9. unjust |
| 10. unfair | | |

Day Two

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

5. Structural Analysis/ Vocabulary: Wacky Words

Homophones: there, their

<> 5a. In the first paragraph of the passage, highlight the word *there*.

Day Three

6. Study Skills/Prewriting: Key Word Outline for Sentence Writing

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

Day Four

8. Grammar: Proper Nouns (People and Places)

<> 8b. In the second paragraph of the passage, highlight the word *Bible*. Circle the first letter in the word *Bible*.

9. Composition and Revising: Complete the Checklist Challenge for Sentences

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

All

Before there _____ machines _____ printed pages, every word of _____ book _____ to _____ copied _____ hand. The _____ who _____ this hard _____ called _____ scribe. _____ worked _____ sure _____ every single word and mark _____ copied _____ exactly _____ as _____ page _____ was copying from..

Extension

During _____ early _____ of scribes, kings _____ some countries _____ leaders tried _____ of _____ of _____ Bibles. _____ God _____ a promise long ago _____ Word would never _____ away _____.

12. Composition: Final Copy of Sentences

Lesson Plans

Blue 3-Pre A: Week One

For a Four-Day Week

Character Focus: Orderliness

Vocabulary Box

Words that give *describe*
God's Word (adjectives)

Words that *describe an*
orderly person (adjectives)

holy	inspired	tidy	neat
reliable	genuine	organized	adept
complete	constant	precise	habitual
truthful	acute	optimal	effective
righteous	perfect	disciplined	systematic
life-giving	convicting	methodical	efficient
accurate	unerring	adroit	dexterous
authentic	resolute	impeccable	inexorable
sharper	thought-provoking	arduous	assiduous
miraculous	unchangeable	expeditious	complaisant
God-breathed	affirmative	autonomous	punctilious
infallible	bona fide		
impeccable	incontestable		
incontrovertible	authoritative		
irrefutable			

Day One

1. Copying and Comprehension: Passage and Vocabulary

ALL

Before there were machines that printed pages, every word of a book had to be copied by hand. The man who did this hard job was called a scribe. He worked to make sure that every single word and mark he copied was exactly the same as the page he was copying from.

EXTENSION

During the early days of scribes, kings in some countries hated the Bible. These leaders tried to get rid of all of the Bibles. But God made a promise long ago that His Word would never be done away with.

READ ONLY

Many horrendous rulers burned every Bible their soldiers could find. One ungodly king was known as an emperor. He burned down churches and every Bible in his kingdom. He even *said* he got rid of all the Christians. But God was faithful! God's Word and God's people continued.

2. Spelling: Prefix *un*

Examples: undo, unmade

<> 2b. In the **READ ONLY** box, highlight the word *faithful*.

ALL

- | | | |
|-----------|-----------|-----------|
| 1. unfit | 2. undone | 3. unpack |
| 4. unreal | 5. unlock | 6. unload |

EXTENSION

- | | | |
|------------|-----------|-----------|
| 7. unless | 8. unfold | 9. unjust |
| 10. unfair | | |

3. Editor Duty: Correct Given Sentences

Day Two

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

5. **Structural Analysis/ Vocabulary:** Wacky Words

Homophones: there, their

<> 5a. In the first paragraph of the passage, highlight the word *there*.

6. **Study Skills/Prewriting:** Key Word Outline for Sentence Writing

Day Three

7. **Optional Spelling Practice:** Six "S" Spelling Secret

8. **Grammar:** Proper Nouns (People and Places)

<> 8b. In the second paragraph of the passage, highlight the word *Bible*. Circle the first letter in the word *Bible*.

9. **Composition and Revising:** Complete the Checklist Challenge for Sentences

Day Four

10. **Spelling:** Spelling Test

11. **Dictation:** Dictation Quiz

ALL

of _____ Before there _____ machines _____ printed pages, every word _____ book _____ to _____ copied _____ hand. The _____ who _____ this hard _____ called _____ scribe. _____ worked _____ sure _____ every single word and mark _____ copied _____ exactly _____ as _____ page _____ was copying from.

EXTENSION

During _____ early _____ of scribes, kings _____ some countries _____ leaders tried _____ of _____ of _____ Bibles. _____ God _____ a promise long ago _____ Word would never _____ away _____.

12. **Composition:** Final Copy of Sentences

Answer Keys Blue 3-Pre A: Week One

3. Editor Duty: Correct Given Sentences

<>3b. Correct the mistakes in the sentences provided.

ALL

1. scribes had too copy things bi hand
1. Scribes had to copy things by hand.
2. thay had a very hard job.
2. They had a very hard job.
3. som kings hated the bible
3. Some kings hated the Bible.
4. thay thought that thay destroyed thee bible
4. They thought that they destroyed the Bible.

EXTENSION

5. but God waz not unfaithful!
5. But God was not unfaithful!
6. Wee need to bee orderly
6. We need to be orderly.

4. Optional Spelling Practice: Choose the Correct Spelling

<> 4a. Optional: Circle or highlight the correct spelling of each **All** word.

- | | |
|-----------------|---------------|
| 1. unfit | unfitt |
| 2. undun | undone |
| 3. unpac | unpack |

- | | |
|------------------|---------------|
| 4. unreal | unreel |
| 5. unloc | unlock |
| 6. unload | unlode |

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|------------------|---------------|
| 1. unles | unless |
| 2. unfold | unfolld |
| 3. unjust | unjustt |
| 4. unfare | unfair |

5. Structural Analysis/ Vocabulary: Wacky Words

Homophones: there, their

<> **5b.** Fill in each blank provided with the correct Wacky Word--*there* or *their*.

1. She took the children to **their** home.
2. We will put the toys over **there**.

Lesson Plans

Blue 3-Pre A: Week Two

For a Five-Day Week

Character Focus: Orderliness

Vocabulary Box

Words that give *describe* God's Word (adjectives)

holy
reliable
complete
truthful
righteous
life-giving
accurate
authentic
sharper
miraculous
God-breathed
infallible
impeccable
incontrovertible
irrefutable

Words that *describe an* orderly person (adjectives)

tidy
organized
precise
optimal
disciplined
methodical
adroit
impeccable
arduous
expeditious
autonomous

neat
adept
habitual
effective
systematic
efficient
dexterous
inexorable
assiduous
complaisant
punctilious

Day One

1. Copying and Comprehension: Passage and Vocabulary

ALL

Early in the life of a sperm whale, there are many dangers. Grown sperm whales do not have to worry about many dangers. Baby sperm whales are different. Many sea creatures would like to make a meal out of the baby sperm whale.

EXTENSION

Because of this, the baby sperm whale has to stick close to his mother. If he goes away, his mom is there in an instant to protect him. Even if he strays far away, the mama whale comes to rescue him.

READ ONLY

God loves us so much. He also comes and rescues us if we stray. His love has no limits--no matter how far away we go.

Creation Corner Coloring Book

2. Spelling: Ck at the Ends of Words

Examples: duck, lack

<> 2b. In the second paragraph of the passage, highlight the word *stick*.

ALL

1. back 2. pack 3. rack
4. sick 5. tack 6. pick

EXTENSION

7. stick 8. knock 9. slack
10. block

Day Two

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose Correct Spelling

5. Structural Analysis/ Vocabulary : Wacky Words Homophones: there, their, they're

<> 5a. In the **first** box of the passage, highlight the word *there*.

Day Three

6. Study Skills/Prewriting: Key Word Outline for Sentence Writing

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

Day Four

8. Grammar: Coordinating Conjunctions

<> 8b. In the last paragraph of the passage, highlight the word *and*.

9. Composition and Revising: Complete the Checklist Challenge for Sentences

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

ALL

Early _____ of a sperm whale there are many dangers. Grown sperm whales _____ not _____ worry about many dangers. Baby sperm whales _____ different. Many _____ creatures would _____ to _____ a _____ out _____ baby sperm whale.

Extension

Because _____ this, _____ baby sperm whale _____ to _____ to his mother. _____ he _____ away, _____ mom _____ there _____ an instant _____ protect _____. Even _____ he strays _____ away, _____ mama whale _____ rescue him.

12. Composition: Final Copy of Sentences

Lesson Plans

Blue 3-Pre A: Week Two

For a Four-Day Week

Character Focus: Orderliness

Vocabulary Box

Words that give *describe* God's Word (*adjectives*)

Words that *describe* an orderly person (*adjectives*)

holy	inspired	tidy	neat
reliable	genuine	organized	adept
complete	constant	precise	habitual
truthful	acute	optimal	effective
righteous	perfect	disciplined	systematic
life-giving	convicting	methodical	efficient
accurate	unerring	adroit	dexterous
authentic	resolute	impeccable	inexorable
sharper	thought-provoking	arduous	assiduous
miraculous	unchangeable	expeditious	complaisant
God-breathed	affirmative	autonomous	punctilious
infallible	bona fide		
impeccable	incontestable		
incontrovertible	authoritative		
irrefutable			

Day One

1. Copying and Comprehension: Passage and Vocabulary

ALL

Early in the life of a sperm whale, there are many dangers. Grown sperm whales do not have to worry about many dangers. Baby sperm whales are different. Many sea creatures would like to make a meal out of the baby sperm whale.

EXTENSION

Because of this, the baby sperm whale has to stick close to his mother. If he goes away, his mom is there in an instant to protect him. Even if he strays far away, the mama whale comes to rescue him.

READ ONLY

God loves us so much. He also comes and rescues us if we stray. His love has no limits----no matter how far away we go.

Creation Corner Coloring Book

2. Spelling: Ck at the Ends of Words

Examples: **duck, lack**

↔ 2b. In the second paragraph of the passage, highlight the word *stick*.

ALL

- | | | |
|---------|---------|---------|
| 1. back | 2. pack | 3. rack |
| 4. sick | 5. tack | 6. pick |

EXTENSION

- | | | |
|-----------|----------|----------|
| 7. stick | 8. knock | 9. slack |
| 10. block | | |

3. Editor Duty: Correct Given Sentences

Day Two

- Optional Spelling Practice:** Choose Correct Spelling
- Structural Analysis/ Vocabulary :** Wacky Words
Homophones: **there, their, they're**
↔ 5a. In the **first** box of the passage, highlight the word *there*.
- Study Skills/Prewriting:** Key Word Outline for Sentence Writing

Day Three

- Optional Spelling Practice:** Six "S" Spelling Secret
- Grammar:** Coordinating Conjunctions
↔ 8b. In the last paragraph of the passage, highlight the word *and*.
- Composition and Revising:** Complete the Checklist Challenge for Sentences

Day Four

- Spelling:** Spelling Test
- Dictation:** Dictation Quiz

All

Early _____ of a sperm whale there are many dangers. Grown sperm whales _____ not _____ worry about many dangers. Baby sperm whales _____ different. Many _____ creatures would _____ to _____ a _____ out _____ baby sperm whale.

Extension

Because _____ this, _____ baby sperm whale _____ to _____ to his mother. _____ he _____ away, _____ mom _____ there _____ an instant _____ protect _____. Even _____ he strays _____ away, _____ mama whale _____ rescue him.

12. Composition: Final Copy of Sentences

Answer Keys Blue 3-Pre A: Week Two

3. Editor Duty: Correct Given Sentences

<> **3b.** Correct the mistakes in the sentences provided.

ALL

1. there are dangers inn a sperm whale's life

1. **There** are dangers **in** a sperm whale's life.

2. the baeby whale needs his mother

2. **The baby** whale needs his mother.

3. adult sperm whales or not inn danger as much.

3. **Adult** sperm whales **are** not **in** danger as much.

4. iff the baby doesn't stik too the mother, he will bee in danger

4. **If** the baby doesn't **stick to** the mother, he will **be** in danger.

EXTENSION

5. The mother will run too the babys rescue.

5. The mother will run **to** the **baby's** rescue.

6. God helps us, likke the mother whale helps thee baby.

6. God helps us, **like** the mother whale helps **the** baby.

4. Optional Spelling Practice: Choose Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

1. **back** bak

2. pac **pack**

3. **rack** racke

4. **sick** sic

5. tak **tack**

6. **pick** pic

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

1. stic **stick**

2. **knock** nock

3. **slack** slak

4. bloc **block**

5. Structural Analysis/Vocabulary: Wacky Words

Homophones: there, their, they're

<> **5b.** Fill in each blank provided with the correct Wacky Word--*they're, their, or there.*

1. **They're** going to the circus today.

2. We must be careful with **their** toys.

3. Sally is going **there** for dinner.

8. Grammar: Coordinating Conjunctions (cc)

<> **8c.** In the sentences provided, highlight the word *and* each time you see it. Tell your teacher whether it is used to put two sentences together or in a list of items.

1. I like my desk, my table, and my chair. **(list)**

2. Orderliness is important, and we should have it. **(two sentences)**

3. The Bible is a famous, interesting, and long book. **(list)**

4. The baby whale is in danger a lot, and he needs to be kept safe. **(two sentences)**

5. He loved his family, friends, and others. **(list)**

6. She missed her sister, brother, and parents. **(list)**

7. Some kings did not love God, and they did not like the Bible either. **(two sentences)**

8. I don't like penguins, and I don't like elephants. **(two sentences)**

9. I don't like mice, rats, and hamsters. **(list)**

10. God has a plan in your life, and you need to be orderly through it all. **(two sentences)**

Lesson Plans

Blue 3-Pre A: Week Three

For a Five-Day Week

Character Focus: Orderliness

Vocabulary Box

Words that give *describe*
God's Word (adjectives)

holy
reliable
complete
truthful
righteous
life-giving
accurate
authentic
sharper
miraculous
God-breathed
infallible
impeccable
incontrovertible
irrefutable

Words that *describe an*
orderly person (adjectives)

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

Day One

1. Copying and Comprehension: Passage and Vocabulary

ALL

Eli was a special dog to the family. But he ran onto the road again and was hit by a car. His owner took him to the animal doctor to get a cast put on his leg. The cast was itchy and hot. Eli wanted to scratch his leg, but he couldn't because of the cast.

EXTENSION

Eli had an idea. He started to chew on the cast. He wanted it to come off. He started to put a gaping hole in the cast. Soon, he would be able to scratch his leg.

READ ONLY

His owner came out of the house and saw him. She was sad. Now, she would have to take him back to the veterinarian to have his leg set again. It would hurt him a lot. If Eli had not chewed his cast, he wouldn't have return to the doctor.

2. Spelling: Hard c

Examples: cat, comb

<> 2b. In the first paragraph of the passage, highlight the following words:

- | | | | |
|------------|-------------|---------|---------|
| 1. car | 2. doctor | 3. cast | 4. cast |
| 5. scratch | 6. couldn't | 7. cast | |

ALL

- | | | |
|--------|---------|---------|
| 1. can | 2. come | 3. cab |
| 4. car | 5. cup | 6. call |

EXTENSION

- | | | |
|----------|--------|---------|
| 7. cost | 8. cow | 9. cast |
| 10. cute | | |

Day Two

3. **Editor Duty:** Correct Given Sentences

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

5. **Structural Analysis/Vocabulary:** Wacky Words
Homophones: hole, whole

Day Three

6. **Study Skills/Prewriting:** Outline Original Story

7. **Optional Spelling Practice:** Six "S" Spelling Secret

Day Four

8. **Grammar:** Proper Nouns

<> 8b. In the passage, highlight the dog's name one time.

9. **Composition and Revising:** Writing a Rough Draft of Story

Day Five

10. **Spelling:** Spelling Test

11. **Dictation:** Dictation Quiz

All

Eli _____ a special _____ to the family. But _____
_____ onto _____ again _____
_____ by a _____. His owner took him to
_____ animal doctor to _____ a _____ put
_____ his _____. The _____ was itchy _____
_____. Eli wanted _____ scratch _____,
but _____ couldn't because _____ the _____.

Extension

Eli _____ an idea. _____ started _____ chew
_____ the _____. He wanted _____
_____ off. _____ started _____
_____ a gaping _____ the _____.
Soon, _____ would _____ able _____ scratch

Lesson Plans

Blue 3-Pre A: Week Three

For a Four-Day Week
Character Focus: Orderliness

Vocabulary Box

Words that give *describe*
God's Word (adjectives)

Words that *describe an*
orderly person (adjectives)

holy	inspired	tidy	neat
reliable	genuine	organized	adept
complete	constant	precise	habitual
truthful	acute	optimal	effective
righteous	perfect	disciplined	systematic
life-giving	convicting	methodical	efficient
accurate	unerring	adroit	dexterous
authentic	resolute	impeccable	inexorable
sharper	thought-provoking	arduous	assiduous
miraculous	unchangeable	expeditious	complaisant
God-breathed	affirmative	autonomous	punctilious
infallible	bona fide		
impeccable	incontestable		
incontrovertible	authoritative		
irrefutable			

Day One

1. Copying and Comprehension: Passage and Vocabulary

ALL

Eli was a special dog to the family. But he ran onto the road again and was hit by a car. His owner took him to the animal doctor to get a cast put on his leg. The cast was itchy and hot. Eli wanted to scratch his leg, but he couldn't because of the cast.

EXTENSION

Eli had an idea. He started to chew on the cast. He wanted it to come off. He started to put a gaping hole in the cast. Soon, he would be able to scratch his leg.

READ ONLY

His owner came out of the house and saw him. She was sad. Now, she would have to take him back to the veterinarian to have his leg set again. It would hurt him a lot. If Eli had not chewed his cast, he wouldn't have return to the doctor.

2. Spelling: Hard c

Examples: cat, comb

<> 2b. In the first paragraph of the passage, highlight the following words:

- | | | | |
|------------|-------------|---------|---------|
| 1. car | 2. doctor | 3. cast | 4. cast |
| 5. scratch | 6. couldn't | 7. cast | |

ALL

- | | | |
|--------|---------|---------|
| 1. can | 2. come | 3. cab |
| 4. car | 5. cup | 6. call |

EXTENSION

- | | | |
|----------|--------|---------|
| 7. cost | 8. cow | 9. cast |
| 10. cute | | |

3. Editor Duty: Correct Given Sentences

Day Two

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

5. **Structural Analysis/Vocabulary:** Wacky Words
 Homophones: hole, whole

6. **Study Skills/Prewriting:** Outline Original Story

7. **Optional Spelling Practice:** Six "S" Spelling Secret

Day Three

8. **Grammar:** Proper Nouns

<> 8b. In the passage, highlight the dog's name one time.

9. **Composition and Revising:** Writing a Rough Draft of Story

Day Four

10. **Spelling:** Spelling Test

11. **Dictation:** Dictation Quiz

All

Eli _____ a special _____ to the family. But _____
 _____ onto _____ again _____
 _____ by a _____. His owner took him to
 _____ animal doctor to _____ a _____ put
 _____ his _____. The _____ was itchy _____
 _____. Eli wanted _____ scratch _____,
 but _____ couldn't because _____ the _____.

Extension

Eli _____ an idea. _____ started _____ chew
 _____ the _____. He wanted _____
 _____ off. _____ started _____
 _____ a gaping _____ the _____.
 Soon, _____ would _____ able _____ scratch

Answer Keys Blue 3-Pre A: Week Three

3. Editor Duty: Correct Given Sentences(s)

<>3b. Correct the mistakes in the sentences provided.

ALL

1. Eli waz luvud by thee whole family
1. Eli **was loved** by **the** whole family.

2. but hee waz hit bi an car
2. **But he was** hit **by a** car.

3. hee needed too goe two the doctor.
3. **He** needed **to go to** the doctor.

4. hee got a kast on?
4. **He** got a **cast** on.

EXTENSION

5. But hee chewed on the kast
5. But **he** chewed on the **cast**.

6. Thee owner waz very sad that hee had too go bakk to thee doctor.
6. **The** owner **was** very sad that **he** had **to go back** to **the** doctor.

4. Optional Spelling Practice: Choose the Correct Spelling

<> 4a. Optional: Circle or highlight the correct spelling of each **All** word.

1. kan **can**
2. **came** cume

- 3. kab **cab**
- 4. kar **car**
- 5. **cup** kup
- 6. cal **call**

<> 4b. **Optional:** Circle or highlight the correct spelling of each **Extension** word.

- 1. **cost** kost
- 2. **cow** kow
- 3. kast **cast**
- 4. **cute** kute

5. Structural Analysis/Vocabulary: Wacky Words

Homophones: **hole, whole**

<>5d. Fill in each blank provided with the correct Wacky Word--*hole* or *whole*.

- 1. They snuck through a small **hole**.
- 2. Sarah ate the **whole** piece of cake.

8. Grammar: Proper Nouns

<> 8d. Highlight all of the proper nouns in the sentences provided. Remember, these are the proper names of people, places, books, etc.--and are capitalized.

- 1. Eli lived in Indiana.
- 2. The Bible is very important.
- 3. The sperm whale lives in the Atlantic Ocean.
- 4. Eli's owners are from Bluffton, Indiana.
- 5. Kara is orderly in what she does.
- 6. The Christians the emperor killed went to heaven.
- 7. Kyle is from California.
- 8. Sarah is from Kentucky.
- 9. The whales lived in the Indian Ocean.
- 10. The Bible was never completely destroyed.

Lesson Plans

Blue 3-Pre A: Week Four

For a Five-Day Week

Character Focus: Orderliness

Vocabulary Box

Words that give *describe*
God's Word (adjectives)

holy
reliable
complete
truthful
righteous
life-giving
accurate
authentic
sharper
miraculous
God-breathed
infallible
impeccable
incontrovertible
irrefutable

Words that *describe an*
orderly person (adjectives)

tidy
organized
precise
optimal
disciplined
methodical
adroit
impeccable
arduous
expeditious
autonomous

neat
adept
habitual
effective
systematic
efficient
dexterous
inexorable
assiduous
complaisant
punctilious

Day One

1. Copying and Comprehension: Passage and Vocabulary

ALL

Many years ago the Bible was written in a language that most people could not read. When the people went to church, someone read the Bible to them and explained it. But the people could not read it for themselves.

EXTENSION

One man named John Wycliffe did not think this was good. He saw that many people did not know what the Bible said. He fixed this problem.

READ ONLY

John Wycliffe translated the words of the Latin Bible into a language that all of the people could understand. Then, he found men who wanted the people to be able to hear the Bible for themselves. These industrious men went everywhere and taught about Jesus. They helped get Mr. Wycliffe's Bible translation out to everyone!

2. Spelling: Short Vowel Words That End in a Double Consonant

Examples: fluff, small

↔ 2b. In the READ ONLY box, highlight the word *all*.

All

- | | | |
|---------|---------|---------|
| 1. mess | 2. buzz | 3. fall |
| 4. off | 5. loss | 6. jazz |

Extension

- | | | |
|-----------|----------|----------|
| 7. small | 8. snuff | 9. frizz |
| 10. chess | | |

Day Two

- Editor Duty:** Correct Given Sentences
- Optional Spelling Practice:** Choose Correct Spellings
- Structural Analysis/ Vocabulary:** Wacky Words
Homophones: win, when

↔ 5a. In the first paragraph of the passage, highlight the word *when*

Day Three

- Composition and Revising:** Complete the Checklist Challenge for Original Story

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

Day Four

- Grammar:** Synonyms and Antonyms

- Composition and Revising:** Final Copy of Your Story

Day Five

- Spelling:** Spelling Test

- Dictation:** Dictation Quiz

All

Many years ago _____ Bible _____ written
_____ a language _____ people
could _____ . When _____ people
went _____ church, someone _____
Bible _____ explained _____ .
_____ people could _____
it _____ themselves.

Extension

_____ named John Wycliffe
_____ think _____ was _____
_____ that _____ people _____
_____ know _____ the Bible said. _____ fixed
_____ problem.

Lesson Plans

Blue 3-Pre A: Week Four

For a Four-Day Week
Character Focus: Orderliness

Vocabulary Box

Words that give *describe*
God's Word (adjectives)

Words that *describe an*
orderly person (adjectives)

holy	inspired	tidy	neat
reliable	genuine	organized	adept
complete	constant	precise	habitual
truthful	acute	optimal	effective
righteous	perfect	disciplined	systematic
life-giving	convicting	methodical	efficient
accurate	unerring	adroit	dexterous
authentic	resolute	impeccable	inexorable
sharper	thought-provoking	arduous	assiduous
miraculous	unchangeable	expeditious	complaisant
God-breathed	affirmative	autonomous	punctilious
infallible	bona fide		
impeccable	incontestable		
incontrovertible	authoritative		
irrefutable			

Day One

1. Copying and Comprehension: Passage and Vocabulary

ALL

Many years ago the Bible was written in a language that most people could not read. When the people went to church, someone read the Bible to them and explained it. But the people could not read it for themselves.

EXTENSION

One man named John Wycliffe did not think this was good. He saw that many people did not know what the Bible said. He fixed this problem.

READ ONLY

John Wycliffe translated the words of the Latin Bible into a language that all of the people could understand. Then, he found men who wanted the people to be able to hear the Bible for themselves. These industrious men went everywhere and taught about Jesus. They helped get Mr. Wycliffe's Bible translation out to everyone!

2. Spelling: Short Vowel Words That End in a Double Consonant

Examples: fluff, small

↔ 2b. In the READ ONLY box, highlight the word *all*.

ALL

- | | | |
|---------|---------|---------|
| 1. mess | 2. buzz | 3. fall |
| 4. off | 5. loss | 6. jazz |

Extension

- | | | |
|-----------|----------|----------|
| 7. small | 8. snuff | 9. frizz |
| 10. chess | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose Correct Spellings

5. Structural Analysis/ Vocabulary: Wacky Words

Homophones: win, when

↔ 5a. In the first paragraph of the passage, highlight the word *when*

6. Composition and Revising: Complete the Checklist Challenge for Original Story

Day Three

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

8. Grammar: Synonyms and Antonyms

9. Composition and Revising: Final Copy of Your Story

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

All

Many years ago _____ Bible _____ written
 _____ a language _____ people
 could _____ . When _____ people
 went _____ church, someone _____
 Bible _____ explained _____ .
 _____ people could _____
 it _____ themselves.

Extension

_____ named John Wycliffe
 _____ think _____ was _____
 _____ that _____ people _____
 _____ know _____ the Bible said. _____ fixed
 _____ problem.

Answer Keys Blue 3-Pre A: Week Four

3. Editor Duty: Correct Given Paragraph(s)

<> 3b. Correct the mistakes in the sentences provided.

ALL

1. did you no the Bible was inn a different language
1. Did you know the Bible was in a different language?
2. john Wycliffe translated the bible.
2. John Wycliffe translated the Bible.
3. Men taught about jesus.
3. Men taught about Jesus.
4. Wycliffe's translation off the Bible fixed a problem
4. Wycliffe's translation of the Bible fixed a problem.
5. thee problem waz that no one could read the Bible.
5. The problem was that no one could read the Bible.

Extension

6. many people did knot no what the Bible said.
6. Many people did not know what the Bible said.
7. Now everyone cann read the bible four themselves
7. Now everyone can read the Bible for themselves.
8. doo you read your Bible
8. Do you read your Bible?

4. Optional Spelling Practice: Choose Correct Spelling

<> 4a. **Optional:** Circle or highlight the correct spelling of each **ALL** word.

All

- | | |
|----------------|-------------|
| 1. mess | mes |
| 2. buz | buzz |
| 3. fall | fal |
| 4. off | offe |
| 5. los | loss |
| 6. jazz | jaz |

<> 4b. **Optional:** Circle or highlight the correct spelling of each **Extension** word.

Extension

- | | |
|-----------------|--------------|
| 1. smal | small |
| 2. snuf | snuff |
| 3. frizz | friz |
| 4. ches | chess |

5. Vocabulary/ Structural Analysis: Wacky Words

Homophones: win, when

<> 5b. Fill in each blank provided with the correct Wacky Word--*win* or *when*.

1. They were glad to win the game.
2. Did she say when she would be here.

8. Grammar: Synonyms and Antonyms

<>8b. Choose the correct word that makes sense in each of the antonym sentences given below:

All

1. A long time ago, the Bible was/wasn't able to be read by most people.
2. The Bible used to be easy/hard to understand.
3. John Wycliffe thought this was good/bad.
4. John Wycliffe broke/fixed this.

Extension

5. He found/lost people who wanted to read the Bible.
6. He found people to go/stop everywhere to teach.
7. People wanted to hear/speak the Bible for themselves.
8. Men went nowhere/everywhere to teach the Bible.

<>9c. Mark through the bold word in each sentence and write a synonym for the bold word above it. Be sure the synonym makes sense in each sentence.

Note: You may use a thesaurus to find synonyms for this exercise if you wish.

Answers will vary. No Answer Key needed.

