1. Copying, Vocabulary, and Comprehension

This Week’s Passage

Carpenters, farmers, and many others followed Jesus up the grassy slopes. Some had already responded to His message of repentance. Others had heard about His miracles, and they came to see Him in person.

Many who heard His Sermon on the Mount came on foot one hundred miles to hear Him again. Rugged land, deep valleys, and high mountains could not stop them.

They listened alertly as Jesus told about the people who would be in heaven. He taught them saying, “Blessed are the poor in spirit” and “Blessed are the meek.”

—Wisdom Booklet 1

- **1a.** Read this week’s passage aloud.

  Just as the people who heard Jesus give the Sermon on the Mount had to be alert, you should be alert when your parents or pastors are teaching about Jesus.

- **1b.** On the lines provided, write a sentence that tells what the people that came to hear Jesus were like. In your sentence, use a synonym from the shaded Vocabulary Box.

- **1c.** In the passage, highlight the words on foot.

- **1d.** On the lines provided, write in your own words what you think this means.

- **1e.** In your notebook, copy this week’s passage at the level directed by your teacher.
1f. (T) Review your copy with your teacher, and correct any errors.

1g. Optional: Make a minit-book containing the passage.

2. Spelling/Structural Analysis: Long Vowel With Silent e at the End (Examples: cake, bite, bike)

2a. In the passage, highlight the words that have a long vowel for the first vowel of a syllable and a silent e that is at or near the end of the word (e.g., bite).
1. The words you highlighted are examples of a long vowel + silent e.
2. These words are sometimes called vowel-consonant-e words (v-c-e) because each one has the following characteristics:
   a. It has a vowel making its long sound.
   b. It has a consonant in the middle of it.
   c. It has an e at the end that is silent—it makes no sound at all.
3. You probably learned about this kind of word when you were learning phonics rules for reading.
4. You may have learned that the e at the end is sometimes called the silent e (since it makes no sound).
5. When a suffix is added to the end of a v-c-e word, the e usually takes on a sound, such as in the following:
   a. maker
   b. chosen

2b. On the lines provided, copy the spelling words with the v-c-e pattern at the level directed by your teacher.

Basic Level

1. ____________________________ 5. ____________________________
slopes  miles

2. ____________________________ 6. ____________________________
came make

3. ____________________________ 7. ____________________________
ride those

4. ____________________________ 8. ____________________________
time home

Extension

9. ____________________________ 10. ____________________________
chose chosen

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

Help Box for 2a. You should have highlighted the following words:
1. slopes
2. came
3. came
4. miles

Teacher Tip: The v-c-e pattern means that the syllable contains a long vowel followed by a consonant and a silent e. The e at the end of the word or syllable is often called a silent e. It makes the vowel say its long sound. The silent e defers to the first vowel and lets it speak while the e remains silent.
Teacher Tip: The words *some, one, give, and are* look like v-c-e words, but the first vowel is not long. If your student highlights these, tell him they do not follow the rules.

FURTHER EXTENSION

11. ____________________________ 12. ____________________________
carpetmakers peacemakers

Review Words

________________________________ ________________________________________
________________________________ ________________________________________
________________________________ ________________________________________

❑ 2c. Add this week’s new words to pages 14–17 of your *Spelling Notebook*.

❑ 2d. Every day this week, study these words and any others you have listed in your Review Words section.

❑ 2e. Optional: In your notebook, write eight sentences using eight of the spelling words.

3. Editor Duty: Correct Given Paragraph(s)

(Main Subjects)

❑ 3. Complete the following steps:

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

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

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

   **Further Extension:** Correct all three paragraphs.

2. In the first paragraph, highlight the main subject of each sentence.

   - Noah and his family began to have more and more children. Their children all spoke the same language. They stayed in one area and started a highly-developed city, rather than spreading throughout the world. This city was known as Babylon.

   - The people of Babylon eventually became very godless. They practiced astrology and other forms of witchcraft. They decided to use their advanced skills to build a huge tower that would reach to heaven. Some people think they wanted to study the heavens for evil reasons.

   - God declared that nothing would keep them from going toward their evil goals. Because of this, God confused their language. God created different languages! Even though the people of Babylon was caused to speak different languages because of their evil, God used it for good.
4. Study Skills/Prewriting: Key Word Outline

4. 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 that paragraph.
      b. Write the topic of the entire paragraph on the topic 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 to 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 the steps above for all paragraphs and sentences in the passage.

EXTENSIONS: 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 _______________________________________________________________

Paragraph Three of Body

Topic of Paragraph 3 _______________________________________________________
Sentence 1 _______________________________________________________________
Sentence 2 __________________________________________________________________

5. Grammar: Main Subjects

5a. In the passage, highlight the following words:
   1. Carpetmakers, farmers, others
   2. Some
   3. Others
   4. they
   5. Many
   6. land, valleys, mountains
   7. They
   8. He
The words you highlighted in the passage are all the main subjects of the sentences. The main subject is the word or words in the sentence about which the entire sentence is written. It is usually at the beginning of the sentence. A main subject is usually one of the following:

1. A noun (person, place, thing, or idea)
2. A pronoun (a word that replaces nouns—he, she, it, they, etc.)

A sentence can have one subject, two subjects, or even three or more subjects. A sentence can have one main subject at the beginning and another subject later in the sentence.

Finding the subject of the sentence is not hard. Just ask the question, Who or what did the action? For example, in the sentences in our passage, the subjects each do the action. The subject may also indicate a state of being, in the case of a Be, a Helper, Link verb.

Answer the questions below for each sentence of the passage, and you will easily find the main subjects:

1. Who followed Jesus? Carpetmakers, farmers, others (three subjects)
2. Who had already responded to Him? Some
3. Who had heard about His miracles? Others
4. Who came to see Him in person? They
5. Who had heard His Sermon on the Mount and came to hear Him again? Many
6. What could not stop them? land, valleys, mountains (three subjects)
7. Who listened alertly? They
8. Who taught them? He

In review, main subjects have the following characteristics:

1. They are the person or thing the sentence is about.
2. They usually come at the beginning of the sentence.
3. They usually are nouns or pronouns.
4. They tell who or what did the action, or indicate a state of being.

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

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

Example: Our physical strength is affected by our vision.

1. The multitude came to hear Jesus.
2. The crowd gathered to hear the Gospel.
3. People desired to hear God’s answers.
4. Jesus saw each person.
5. Jesus began His ministry.
6. Jesus had lasting answers for people.
7. We train our eyes to see.
8. The mountains gave a quiet place.
9. Jesus went to the wilderness.
10. Jesus saw more than a crowd.
11. Those on the mountain can see better.
12. The Sermon on the Mount helped people.
13. Moses went up to Mount Sinai.
14. Jesus went up into a mountain.
15. Jesus showed His disciples how to follow Him.
16. Newborn babies see.
17. Babies’ eyes have not learned to focus yet.
18. Their vision is blurred.
19. Muscles must learn to move.
20. Errors in focusing can develop.
21. Jesus began to expound the Law.
22. The mountains will pass away.
23. God’s Word will live forever.
24. Mountains provide barriers.
25. God is accurate.
26. He is precise.
27. We understand God’s character.
28. He designed laws based on math.

❑ **5C. Optional:** In your notebook, write sentences with the subject at the beginning of each one, and highlight the subject.

**BASIC LEVEL:** Write six sentences.

**EXTENSION:** Write ten sentences.

**FURTHER EXTENSION:** Write ten sentences containing information from the Wisdom Booklet or another source.

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

❑ **6a.** Follow these steps for writing your essay 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.

❑ **6b.** Read your essay aloud. Do you like the way it sounds?

### 7. Grammar: Adjectives

In the last lesson you learned about finding the simple subjects in sentences. In this lesson, you will learn about a special *descriptor*. A descriptor is a word that describes, or tells about something. The special kind of descriptor you will learn about in this lesson is an *adjective*. An adjective is a descriptor that describes things, such as:

<table>
<thead>
<tr>
<th>Instead of</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>large</td>
</tr>
<tr>
<td>gigantic</td>
<td>huge</td>
</tr>
<tr>
<td>massive</td>
<td>monstrous</td>
</tr>
<tr>
<td>enormous</td>
<td>enormous</td>
</tr>
<tr>
<td>pretty</td>
<td>lovely</td>
</tr>
<tr>
<td>beautiful</td>
<td>attractive</td>
</tr>
<tr>
<td>darling</td>
<td>dazzling</td>
</tr>
<tr>
<td>cute</td>
<td>cute</td>
</tr>
<tr>
<td>small</td>
<td>tiny</td>
</tr>
<tr>
<td>minute</td>
<td>miniscule</td>
</tr>
<tr>
<td>miniature</td>
<td>tiny</td>
</tr>
<tr>
<td>nice</td>
<td>precious</td>
</tr>
<tr>
<td>gentle</td>
<td>considerate</td>
</tr>
<tr>
<td>compassionate</td>
<td>compassionate</td>
</tr>
<tr>
<td>tender</td>
<td>tender</td>
</tr>
<tr>
<td>good</td>
<td>outstanding</td>
</tr>
<tr>
<td>excellent</td>
<td>excellent</td>
</tr>
<tr>
<td>above-average</td>
<td>above-average</td>
</tr>
<tr>
<td>stupendous</td>
<td>stupendous</td>
</tr>
<tr>
<td>bad</td>
<td>horrible</td>
</tr>
<tr>
<td>horrendous</td>
<td>horrendous</td>
</tr>
<tr>
<td>awful</td>
<td>awful</td>
</tr>
<tr>
<td>terrible</td>
<td>terrible</td>
</tr>
<tr>
<td>negative</td>
<td>negative</td>
</tr>
</tbody>
</table>
1. Nouns
   a. person
   b. place
   c. thing
   d. idea
2. Pronouns—words that take the place of nouns
   a. he, she, they, we
   b. him, her, them, us
   c. those, this, that

Adjectives are fun to learn because you can use them to describe things all around you. Pick up an object and take turns going around the room, saying words that describe that object—these are adjectives!

Examples:

1. black eraser, dirty eraser, small eraser, old eraser, whiteboard eraser, Mom’s eraser, cheap eraser
2. blue pen, long pen, messy pen, old pen, expensive pen, smooth pen, ink pen, clear pen

Each word before eraser and pen is an adjective. Adjectives describe people and things. Adjectives answer these questions:

1. What kind? (big eraser)
2. Which one? (that eraser)
3. How many? (five erasers)
4. Whose? (Mom’s eraser)

The best kinds of adjectives (describers) are those that tell what kind. Adjectives that tell what kind are called descriptive adjectives, because they describe things better than other adjectives. When you write essays, you should use adjectives that are the most descriptive.

☐ 7a. In the first two paragraphs of the passage, highlight all of the adjectives and draw an arrow from each of them to the words they describe.

☐ 7b. In the sentences provided, highlight all of the adjectives.

Example: God sees all things.

1. God is a precise God.
2. God is an accurate God.
3. We will enjoy God’s true character.
4. God designed good laws.
5. Jesus fed the hungry people.
6. We need to learn good character.
7. We will become alert Christians.
8. We will become precise students.
9. They wanted Christ’s help.
10. The boy had five loaves.
11. The boy had two fish.
12. God wants us to bear much fruit.
13. We should be good stewards.
14. The helpful disciples picked up the leftovers.
15. The foolish man did not plan.
16. Math is a basic subject.
17. Washington's men were defeated.
18. They were upset soldiers.
19. It was cold weather.
20. They were near an icy river.
21. Washington had a good plan.
22. He planned a surprise attack.
23. His men had low spirits.
24. Washington read a great paper to them.
25. It told them they could have a good victory.
26. They had a real victory.
27. The helpful paper encouraged them.
28. It had a great message.
29. It gave them true hope.

7c. Further Extension: Complete the following steps:
1. In your notebook, write 6–10 sentences that have descriptive adjectives.
2. Highlight the adjectives in one color, and draw an arrow to the words they describe.

8. Editor Duty: Correct Given Paragraph(s) (Main Subjects)

8. Complete the following steps:
1. In the paragraphs provided, make corrections at the level directed by your teacher.
   - Basic Level: Correct only the first paragraph.
   - Extension: Correct the first and second paragraphs.
   - Further Extension: Correct all three paragraphs.
2. In the first and second paragraphs, highlight the main subject of each sentence.
The year was 1776. It was Christmas night along the river. Fort Washington had just been captured. Washington's men were discouraged because of their defeats. The weather was frigid, and the river was icy.

Washington had a plan. He would cross the river at a certain place and take the enemy by surprise. The spirits of his men were low. He needed something to encourage them.

George Washington read an essay to his men. It was an essay written by Thomas Paine. It encouraged Washington's men to continue. Thomas Paine had used the pen for good—not evil!

9. Composition: Edit and Revise

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

10. Spelling: Spelling Test

- **10a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any Review Words.
- **10b.** (T) Have your teacher check your Spelling Test.
- **10c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

11. Dictation: Dictation Quiz

- **11a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- **11b.** (T) Review your dictation with your teacher.
- **11c.** (T) 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. You may consider after the dictation quiz 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.)
12. Composition: Final Copy
Informative Essay

❑ 12a. Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.

❑ 12b. Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

❑ 12c. Optional: Make a minit-book containing your essay.

Extra Practice (Optional)

1E. In your notebook, write ten words ending in *silent e* (v-c-e pattern).

2E. In your notebook, write five sentences about the boy who gave the loaves and fishes to Jesus.

3E. Read a book about mountains.

4E. In your notebook, write five sentences about *alertness*.

5E. In your notebook, copy five Scriptures about *alertness or attentiveness*.

6E. In a minit-book, write your Scriptures from this lesson.

7E. In your notebook, write six sentences that start with a simple subject, and highlight each simple subject.

8E. In your notebook, write ten sentences using the following adjectives:

- alert
- careful
- attentive
- still
- detailed
- joyful
- aware
- perceptive
- watchful
- intense

9E. Make a minit-book containing one of the Extra Practice assignments.

10E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

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.
1A Week 1 Checklist Challenge

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).

<table>
<thead>
<tr>
<th>All Levels</th>
<th>FURTHER EXTENSION only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Level only</td>
<td>Basic and Extension only (No FURTHER EXTENSION)</td>
</tr>
<tr>
<td>Extension only</td>
<td>All levels—checks will vary</td>
</tr>
</tbody>
</table>

Read each paragraph of your essay aloud to your teacher or an older sibling. Together, listen for sentences that sound unclear. Correct only content errors at this time.

Circle each verb in each paragraph with a highlighter. This will make it easier to add / remove words 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)

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

**Instead of**
- found
- coming
- go
- said
- look
- walking
- list
- look
- help

**Use**
- discovered
- visiting
- hasten to
- announced
- examine
- skipping
- enumerate
- scan
- aid

**Instead of**
- looking
- sit
- asked
- write
- answered
- lie
- become
- see

**Use**
- appearing
- recline
- interrogated
- pen
- responded
- stretch out
- develop
- determine

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

- wonderful
- gracious
- meek
- meager
- courageous
- fulfilling
- some
- said

- lengthy
- trusted
- valiant
- understanding
- preoccupied
- horrendous
terrible

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

**Banned Words List**

- some
- said
- follow
- come
- hear
- give
- tell
- very
- really
Add an adverb (ly word or other) to each paragraph. You may select one from the list below or choose one of your own:

- only
- totally
- joyfully
- willingly
- completely
- never
- practically
- significantly
- closely
- finally
- diligently
- seldom
- cheerfully
- carefully
- laboriously
- gladly
- slowly
- later
- extremely
- gratefully
- happily
- sometimes
- always
- tomorrow

Create a title for your essay, and put it at the top of the essay. Consider the following ideas:

- Something catchy: “No Mountain Too High”
- Something comical: “Over Hill, Over Dale”
- Something bold: “Gotta Hear Jesus!”
- A song title or line: “Every Promise in the Book is Mine”
- A Scripture: “And Seeing the Multitudes”
- Something Biblical: “Followers”
- Something about character: “Alert and Attentive”

Add a sentence to the beginning of your paragraph or essay that describes the whole paragraph or essay. This is called the topic sentence. If you have already done this, highlight it as directed by your teacher.

- Write a sentence that describes your essay without telling the reader exactly what it is about.
- Do not say: “In this essay you will learn about . . .”

Add a sentence to the very end of your paragraph or essay that restates the title in some way. This is called the closing sentence. If you have already done this, highlight it as directed by your teacher. If your title was, “No Mountain Too High,” you might consider closing your essay with, “There was no mountain too high to stop the people from hearing Jesus.”

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

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

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.)

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

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

Add one or more sets of descriptive double adjectives separated with and or a comma. If you have already done this, highlight it as directed by your teacher.

Edit each paragraph of your essay with your teacher, and correct any usage or spelling errors.
1A Week 1 Teacher’s Helps
For a Five-Day Week

Day One

Vocabulary Box

<table>
<thead>
<tr>
<th>Synonyms for to see with understanding</th>
<th>Antonyms for to see with understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>distinguish</td>
<td>comprehend</td>
</tr>
<tr>
<td>observe</td>
<td>detect</td>
</tr>
<tr>
<td>apprehend</td>
<td>recognize</td>
</tr>
<tr>
<td>notice</td>
<td>perceive</td>
</tr>
<tr>
<td>discern</td>
<td>ascertain</td>
</tr>
<tr>
<td>overlook</td>
<td>misunderstand</td>
</tr>
<tr>
<td>misjudge</td>
<td>misinterpret</td>
</tr>
</tbody>
</table>

1. Copying, Vocabulary, and Comprehension

**BASIC LEVEL**

Carpetmakers, farmers, and many others followed Jesus up the grassy slopes. Some had already responded to His message of repentance. Others had heard about His miracles, and they came to see Him in person.

**EXTENSION**

Many who heard His Sermon on the Mount came on foot one hundred miles to hear Him again. Rugged land, deep valleys, and high mountains could not stop them.

**FURTHER EXTENSION**

They listened alertly as Jesus told about the people who would be in heaven. He taught them saying, “Blessed are the poor in spirit” and “Blessed are the meek.” —Wisdom Booklet 1

2. Spelling/Structural Analysis: Long Vowel With Silent e at the End (Examples: cake, bite, bike)

**BASIC LEVEL**

1. slopes
2. came
3. ride
4. time
5. miles
6. make
7. those
8. home

**EXTENSION**

9. chose
10. chosen

**FURTHER EXTENSION**

11. carpetmakers
12. peacemakers

**TE:** The v-c-e pattern means that the syllable contains a long vowel followed by a consonant and a silent e. The e at the end of the word or syllable is often called silent e. It makes the vowel say its long sound. The silent e defers to the first vowel and lets it speak while the e remains silent.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Main Subjects)

Day Three

4. Study Skills/Prewriting: Key Word Outline

**EXTENSIONS: Paragraph One of Body**

Topic of Paragraph 1
3 Sentences

**Paragraph Two of Body**

Topic of Paragraph 2
2 Sentences

**Paragraph Three of Body**

Topic of Paragraph 3
2 Sentences

5. Grammar: Main Subjects

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

7. Grammar: Adjectives

Day Four

8. Editor Duty: Correct Given Paragraph(s)

(Main Subjects)

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)
1A Week 1 Teacher’s Helps
For a Four-Day Week

Day One

1. Copying, Vocabulary, and Comprehension
   **BASIC LEVEL**
   Carpetmakers, farmers, and many others followed Jesus up the grassy slopes. Some had already responded to His message of repentance. Others had heard about His miracles, and they came to see Him in person.

   **EXTENSION**
   Many who heard His Sermon on the Mount came on foot one hundred miles to hear Him again. Rugged land, deep valleys, and high mountains could not stop them.

   **FURTHER EXTENSION**
   They listened alertly as Jesus told about the people who would be in heaven. He taught them saying, “Blessed are the poor in spirit” and “Blessed are the meek.” —Wisdom Booklet 1

2. Spelling/Structural Analysis: Long Vowel With Silent e at the End (Examples: cake, bite, bike)
   **BASIC LEVEL**
   1. slopes
   2. came
   3. ride
   4. time
   5. miles
   6. make
   7. those
   8. home

   **EXTENSION**
   9. chose
   10. chosen

   **FURTHER EXTENSION**
   11. carpetmakers
   12. peacemakers

   **TE** The v-c-e pattern means that the syllable contains a long vowel followed by a consonant and a silent e. The e at the end of the word or syllable is often called silent e. It makes the vowel say its long sound. The silent e defers to the first vowel and lets it speak while the e remains silent.

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

Day Two

4. Study Skills/Prewriting: Key Word Outline
   **EXTENSIONS: Paragraph One of Body**
   Topic of Paragraph 1
   3 Sentences

   **Paragraph Two of Body**
   Topic of Paragraph 2
   2 Sentences

   **Paragraph Three of Body**
   Topic of Paragraph 3
   2 Sentences

5. Grammar: Main Subjects

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

Day Three

7. Grammar: Adjectives

8. Editor Duty: Correct Given Paragraph(s)
   **(Main Subjects)**

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)
3. Complete the following steps:
   1. In the paragraphs provided, make corrections at the level directed by your teacher.
      BASIC LEVEL: Correct only the first paragraph.
      EXTENSION: Correct the first and second paragraphs.
      FURTHER EXTENSION: Correct all three paragraphs.
   2. In the first paragraph, highlight the main subject of each sentence.

   Noah and his family began to have more and more children. Their children all spoke the same language. They stayed in one area and started a highly-developed city, rather than spreading throughout the world. This city was known as Babylon.

   The people of Babylon eventually became very godless. They practiced astrology and other forms of witchcraft. They decided to use their advanced skills to build a huge tower that would reach to heaven. Some people think they wanted to study the heavens for evil reasons.

   God declared that nothing would keep them from going toward their evil goals. Because of this, God confused their language. God created different languages! Even though the people of Babylon were caused to speak different languages because of their evil, God used it for good.

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

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

   Example: Our physical strength is affected by our vision.
   1. The multitude came to hear Jesus.
   2. The crowd gathered to hear the Gospel.
   3. People desired to hear God’s answers.
   4. Jesus saw each person.
   5. Jesus began His ministry.
   6. Jesus had lasting answers for people.
   7. We train our eyes to see.
   8. The mountains gave a quiet place.
   9. Jesus went to the wilderness.
   10. Jesus saw more than a crowd.
   11. Those on the mountain can see better.
   12. The Sermon on the Mount helped people. (or just Sermon)
   13. Moses went up to Mount Sinai.
14. **Jesus** went up into a mountain.
15. **Jesus** showed His disciples how to follow Him.
16. Newborn **babies** see.
17. Babies’ **eyes** have not learned to focus yet.
18. Their **vision** is blurred.
19. **Muscles** must learn to move.
20. **Errors** in focusing can develop.
21. **Jesus** began to expound the Law.
22. The **mountains** will pass away.
23. **God’s Word** will live forever.
24. **Mountains** provide barriers.
25. **God** is accurate.
26. **He** is precise.
27. **We** understand God’s character.
28. **He** designed laws based on math.

**Teacher Tip:** Do not consider your student’s answer incorrect if he highlights the adjective before the simple subject with the simple subject.

**Teacher Tip:** Explain to your student that sometimes adjectives are also possessive nouns (Washington’s men). These answer the question “Whose?”

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**7b. In the sentences provided, highlight all of the adjectives.**

**Example:** God sees all things.

1. God is a **precise** God.
2. God is an **accurate** God.
3. We will enjoy God’s **true** character. **(two adjectives describing one noun; one of them is a possessive noun used as an adjective)**
4. God designed **good** laws.
5. Jesus fed the **hungry** people.
6. We need to learn **good** character.
7. We will become **alert** Christians.
8. We will become **precise** students.
9. They wanted Christ’s help.
10. The boy had **five** loaves.
11. The boy had **two** fish.
12. God wants us to bear **much** fruit.
13. We should be **good** stewards.
14. The **helpful** disciples picked up the leftovers.
15. The **foolish** man did not plan.
16. Math is a **basic** subject.
17. Washington’s men were defeated.
18. They were **upset** soldiers.
19. It was **cold** weather.
20. They were near an **icy** river.
21. Washington had a **good** plan.
22. He planned a **surprise** attack.
23. His men had **low** spirits.
24. Washington read a **great** paper to them.
25. It told them they could have a **good** victory.
26. They had a **real** victory.
27. The **helpful** paper encouraged them.
28. It had a **great** message.
29. It gave them **true** hope.

**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.

### 8. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
   **Basic Level:** Correct only the first paragraph.
   **Extension:** Correct the first and second paragraphs.
   **Further Extension:** Correct all three paragraphs.

2. In the first and second paragraphs, highlight the main subject of each sentence.

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The **year** was 1776. **It** was Christmas night along the river. **Fort Washington** had just been captured. Washington’s **men** were discouraged because of their defeats. The **weather** was frigid, and the **river** was icy.

*Compound sentence contains two subjects.*

Washington **had a plan.** He **would cross the river at a certain place and take the enemy by surprise.** The **spirits** of his men were low. He **needed something to encourage them.**

George **Washington read an essay to his men.** It was an essay written by **Thomas Paine.** It encouraged **Washington’s men to continue.** **Thomas Paine had used the pen for good—not evil!**

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