

Booklet 1A Week 1

Character Focus: Alertness

Vocabulary Box

Synonyms for *to see with understanding*

distinguish	discern	recognize
observe	comprehend	perceive
apprehend	detect	ascertain
notice		

Vocabulary Box

Antonyms for *to see with understanding*

overlook	ignore	misinterpret
misjudge	misunderstand	

1. Copying, Vocabulary, and Comprehension

This Week's Passage

BASIC

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.

EXTEN

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

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.

Optional Penmanship Practice

And seeing the multitudes, he went up into a mountain.

—Matthew 5:1

❑ **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. mak**er**
 - b. chos**en**

❑ **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. _____
slopes

2. _____
came

3. _____
ride

4. _____
time

5. _____
miles

6. _____
make

7. _____
those

8. _____
home

EXTENSION

9. _____
chose

10. _____
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.

FURTHER EXTENSION

11. _____
carpetmakers

12. _____
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.

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.

Long Vowel with a Silent e (v-c-e)

<u>a</u>	<u>i</u>	<u>o</u>	<u>u</u>
cake	nice	rode	mule
gave	fine	rope	cute
hate	time	hope	cube

Two Rhymes for v-c-e Words

1. When two vowels go walking, the first one does the talking.
2. When two vowels go out to play a game, the first one always says its own name.

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 there 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 | 5. Many |
| 2. Some | 6. land, valleys, mountains |
| 3. Others | 7. They |
| 4. they | 8. He |

Alternative Essays for 1A Week 1

- Read a book about the early ministry of Jesus, and write a book report using the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- Rewrite a passage from the History Resource or another source, about the geography and culture of Judea and Galilee.
- Write a paragraph about the mountain on which Jesus spoke the Sermon on the Mount.

Sample KWO

Topic of Paragraph 1:
People follow Jesus
Sentence 1:
Carpetmakers, farmers,
others follow Jesus

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.

Teacher Tip: It is acceptable for your student to consider one word to be the main subject (*strength*) or the descriptors (*our physical strength*) to be the main subject.

Speaking and Writing

Writing is spoken words written down. If you can talk well, you can write well. Write what you are thinking—but be very descriptive to make it interesting!

Plagiarizing

Avoid using the exact wording you remember from the passage. Using their wording is called *plagiarizing*, and it is stealing! Reword the sentence to make it your own. Use synonyms for words from the passage.

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 *describer*. A describer is a word that describes, or tells about something.

The special kind of describer you will learn about in this lesson is an *adjective*. An adjective is a describer that **describes things**, such as:

Optional Penmanship Practice

“Open My Eyes, That I May See”

Open my eyes that I
may see,

Glimpses of truth Thou
hast for me.

Good Writers Do Not Use Weak Adjectives

Instead of Use

big	large gigantic huge massive monstrous enormous
pretty	lovely beautiful attractive darling dazzling cute
small	tiny minute minuscule miniature
nice	precious gentle considerate compassionate tender
good	outstanding, excellent above-average stupendous
bad	horrible horrendous awful terrible negative

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.

Help Box for 7a.

You should have highlighted the following:

1. many→others
(How many others?)
2. grassy→slopes
(What kind of slopes?)
3. His→message
(Whose?)
4. His→miracles
(Whose?)
5. His→sermon
(Whose?)
6. one hundred→
miles (How many
miles?)
7. rugged→land
(What kind of
land?)
8. deep→valleys
(What kind of
valleys?)
9. high→mountains
(What kind of
mountains?)

Teacher Tip: In WBLA, we focus on descriptive adjectives (*billy* land) rather than nondescriptive ones (*His* miracles).

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.

Teacher Tip: If the adjective assignments are too difficult for your younger student, work orally with him.

Practice describing things around the room. Be sure you use the term *descriptive adjectives* throughout your work with him since that is what they are called in the Checklist Challenge.

Adjectives

Remember, you can find the adjectives by finding the nouns and looking for words that describe those nouns.

Optional Penmanship Practice

And there followed Him great multitudes of people from Galilee, and from Decapolis, and from Jerusalem, and from Judaea, and from beyond Jordan.

—Matthew 4:25

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!

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.)

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.

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).

ALL LEVELS

FURTHER EXTENSION only

BASIC LEVEL only

BASIC and **EXTENSION** only (No **FURTHER EXTENSION**)

EXTENSION only

All levels—checks will vary

EXTENSIONS

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 *ly* 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:

<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
walking	skipping	lie	stretch out
list	enumerate	become	develop
look	scan	see	determine
help	aid		

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

wonderful	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	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	follow	come	hear	give	tell
said	walk	very	really		

All All E's

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

All

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”

All

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 . . .”

All

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.**”

E's

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

All All E's

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

All All E's

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.)

FE

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.”

E's

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.

All All E's

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

Synonyms for *to see with understanding*

distinguish comprehend
observe detect
apprehend recognize
notice perceive
discern ascertain

Antonyms for *to see with understanding*

overlook misunderstand
misjudge misinterpret
ignore

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)

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

Day Three

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

Vocabulary Box

Synonyms for *to see with understanding*

distinguish comprehend
observe detect
apprehend recognize
notice perceive
discern ascertain

Antonyms for *to see with understanding*

overlook misunderstand
misjudge misinterpret
ignore

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

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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

TT: 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)

1A Week 1 Answer Keys

□ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the 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.

Teacher Tip: When reviewing these sentences with your student, ask him questions. For example, "Who came to hear Jesus?" or "Who gathered to hear the Gospel?" This will help him see that the main subject of each sentence is *who* or *what* is doing the main action of the sentence.

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.

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.

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?"

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.

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!

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!