

Booklet 1B Week 2

Character Focus: Alertness

Vocabulary Box

Synonyms for *to see with understanding*

distinguish	discern	notice
recognize	observe	ascertain
comprehend	perceive	detect
apprehend		

Vocabulary Box

Antonyms for *to see with understanding*

overlook	ignore	misunderstand
misinterpret	misjudge	

1. Copying, Vocabulary, and Comprehension

This Week's Passage

BASIC

Several years ago, a man named Arnold had a heart attack. After he recovered, the doctor told him not to pick up heavy objects. But one day Arnold saw a five-year-old boy playing in some cast-iron pipes. An eighteen-foot-long pipe rolled, and the boy tumbled under it. The pipe, weighing 1,800 pounds, rested on the trapped boy's head.

EXTEN

Without a thought for his heart, Arnold ran over and lifted the pipe. As he held it up, some girls pulled the little boy free.

FURTHER

When Arnold went back to try to pick up the pipe, he could not lift it. Neither could anyone else. In spite of his weak heart, Arnold had strength far beyond his normal capabilities because of the adrenaline that his body produced during the emergency.
—*Wisdom Booklet 1*

1a. Read this week's passage aloud.

This passage is about the role **vision** plays in achievements and adrenaline release. When Arnold saw the danger the little boy was in, his body went to work giving him the strength to rescue the boy.

1b. From the shaded Vocabulary Box, choose three synonyms for *to see with understanding*, and write them on the lines provided.

1. _____
2. _____
3. _____

1c. On the lines provided, write two sentences telling how sight affects our strength. Use two of the synonyms you listed.

1. _____

Optional Penmanship Practice

I will go in the strength of the Lord God; I will make mention of thy righteousness, even of thine only.

—Psalm 71:16

2. _____

1d. In this week’s passage, highlight the word *adrenaline*.

1e. Use a dictionary to look up the word *adrenaline*, and write the definition on the lines provided.

Definition of *adrenaline*

1f. Rewrite the last sentence of this week’s passage using a synonym for *adrenaline* (or several words explaining the word).

1g. In your notebook, copy this week’s passage at the level directed by your teacher.

1h. (T) Review your copy with your teacher, and correct any errors.

1i. Optional: Make a minit-book containing this week’s passage.

2. Spelling: *Gh* is Silent or Says *ff* (Examples: eight, tough)

2a. In the passage highlight the words that contain *eigh*.

The words you highlighted are examples of how the *eigh* family makes the sound for **long a (ay)**. *Eigh* is an unusual word family that does not sound as it is spelled. In *eigh*, the **gh** at the end is **completely silent**. Besides the silent *gh* sound, there is another sound often made by **gh—the ff sound**, as in the following words:

1. rough
2. tough
3. slough
4. enough

In the ***ough*** combination, the ***gh* says *ff***, as in the listed words.

In the ***eigh*** combination, the ***gh* is silent** as in the following words:

1. **weight**
2. **height**
3. **eight**

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

Help Box for 2a.

You should have highlighted the following words:

1. eighteen
2. weighing

Sounds of *gh*

Silent	Sound of <i>ff</i>
eight	tough
sleigh	enough
eighteen	rough

Teacher Tip: The combinations *gh* and *ph* are sometimes silent (e.g., *augh*) and sometimes say the consonant *ff* sound (e.g., *cough*, *phone*).

BASIC LEVEL

1. _____
rough

2. _____
tough

3. _____
eight

4. _____
cough

5. _____
weight

6. _____
laugh

EXTENSION

7. _____
roughly

8. _____
tougher

FURTHER EXTENSION

9. _____
weightless

11. _____
eighteen

10. _____
roughness

Optional Words

12. _____
perceive

14. _____
notice

13. _____
detect

15. _____
overlook

Review Words

2c. Add this week's new words (minus the Optional Words) to pages 46 and 47 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)

(Adverb Openers)

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 adverb openers, and place commas following them.
3. In the first paragraph, highlight the adverbs that are not at the beginning of the sentences.

The year was 1776. Actually it was christmas night along the potomac. Recently british general william howe had captured fort washington he now set out for winter quarters, leaving hessian colonel johannes rall in charge with 1,400 men at trenton. washingtons' men were greatly discouraged because of their recent defeats

washington had a plan he would cross the deleware at a point nine miles above the enemy, then take them by surprise at dawn. But would it work. He definitely sensed that the spirits of his men were low. Something was needed to spur them on

it was at this point that general washington read an essay to his men the essay written by thomas paine was entitled "the crisis." Amazingly without these words of inspiration washington and his men may have failed

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 consider 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 these steps for all of the paragraphs and sentences in the passage.

Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Alternative Essays for 1B Week 2

- Write 3–6 paragraphs about other physical changes that occur when the hypothalamus triggers adrenaline production.
- Write 3–6 paragraphs about the the endocrine system.

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

(You may use up to eight words for sentence three.)

5. Grammar: Prepositions

5a. In this week’s passage, highlight the prepositions.

Prepositions are words that **show one word in relation to another**. Students in Level A learn prepositions with a little toy and a bathroom tissue tube. Wherever they put the toy in relation to the tube is a preposition.

- 1. **over** the tube
- 2. **under** the tube
- 3. **in** the tube
- 4. **beside** the tube
- 5. **along** the tube

It will be easier for you to identify prepositions if you remember these **two Preposition-Check Sentences**:

- 1. **The girl prayed _____ the service.**
- 2. **The angel flew _____ the clouds.**

Generally speaking, if a word appropriately fits into one of those two Preposition-Check Sentences, it is a preposition.

- 1. The girl prayed **at** the service.
- 2. The girl prayed **after** the service.
- 3. The girl prayed **before** the service.
- 4. The girl prayed **during** the service.
- 5. The girl prayed **for** the service.
- 6. The girl prayed **in** the service.
- 7. The girl prayed **through** the service.
- 8. The girl prayed **throughout** the service.
- 9. The girl prayed **until** the service.

Help Box for 5a.

You should have highlighted the following words:

- 1. After* 9. up*
- 2. up* 10. up*
- 3. in 11. In
- 4. under 12. of
- 5. on 13. beyond
- 6. Without 14. of
- 7. for 15. during
- 8. over*

*These words are normally prepositions, but in our passage they are being used as adverbs to describe where Arnold held the pipe, where he ran, etc.

10. The angel flew **around** the clouds.
11. The angel flew **among** the clouds.
12. The angel flew **amidst** the clouds.
13. The angel flew **along** the clouds.
14. The angel flew **below** the clouds.
15. The angel flew **between** the clouds.
16. The angel flew **beyond** the clouds.
17. The angel flew **beneath** the clouds.
18. The angel flew **from** the clouds.
19. The angel flew **in** the clouds.
20. The angel flew **into** the clouds.
21. The angel flew **on** the clouds.
22. The angel flew **onto** the clouds.
23. The angel flew **over** the clouds.
24. The angel flew **off** the clouds.
25. The angel flew **to** the clouds.
26. The angel flew **with** the clouds.
27. The angel flew **within** the clouds.

The word **to** can function as two different parts of speech:

1. **A preposition:** “The angel flew **to the clouds.**”
2. Part of an **infinitive verb** phrase: “I have **to write** a letter.”

Some **prepositions can be used as adverbs** if they do **not** have an object following them. Some of these include *during, before, after, up, and over.*

5b. (T) Memorize and recite prepositions to your teacher.
(You may use the Preposition-Check Sentences, if necessary.)

BASIC LEVEL: Memorize and recite ten prepositions.

EXTENSION: Memorize and recite twelve prepositions.

FURTHER EXTENSION: Memorize and recite fifteen prepositions.

5c. Optional: Make a Grammar Card about prepositions, or add new information to an existing card.

5d. Study the Grammar Card about prepositions.

5e. In the sentences provided, find and highlight all of the prepositions. (Highlight all prepositions, not just ones at the beginning of the sentences.) There may be more than one in a sentence.

Note: The word *to* + verb is an example of when the word *to* is not being used as a preposition. When you see *to* + verb, do not highlight it since it is a special kind of verb called an *infinitive*—not a preposition.

1. First, it reveals the true nature of Christ.
2. It is the basis for success in life.
3. Lasting achievement is not possible without it.
4. It explains why things happen to us.

Grammar Card: Preposition (Abbreviated: PREP)

- Shows the position of one word to another
- A word is a preposition if it fits into one of two Preposition-Check Sentences:

–The girl prayed _____ the service.

–The angel flew _____ the clouds.

- The following words are prepositions, as they fit into one of the Preposition-Check Sentences:

–The angel flew **around** the clouds.

–The angel flew **about** the clouds.

–The girl prayed **at** the service.

–The girl prayed **before** the service.

- List of prepositions:

aboard	aside	by*	off	toward
about	at	down	on	under
above	before*	except	onto	underneath
along	because of	for	out	until
across	behind	from*	outside	up
after*	below	in	past	upon
against	beneath	into	through	with
amid	beside	inside	throughout	within
among	between	of	to	without
around	beyond			

*These words may be subordinators (if they have a verb within the group of words following them) or prepositions (if they have an object following them)

- *To* + verb is not a preposition; it is a special kind of verb called an infinitive
- Some prepositions act as other parts of speech:
 - She is lying down.* (*Down* is an adverb in this sentence.)
 - Before he left for work, she told him.* (*Before* is a subordinator in this sentence.)
 - They are going to run.* (*To run* is a special verb called an infinitive.)

Teacher Tip: Be sure your Level B student does the memorization/recitation work with prepositions. It is important that he learn to recognize prepositions easily.

Teacher Tip: Phrases and dependent clauses can be very confusing to students. Do not be concerned if your student thinks a dependent clause is really a phrase, or vice versa. Eventually, he will learn that a phrase contains a few words, generally without a subject and verb, and a dependent clause normally does contain a subject and a verb (and has a subordinator at the beginning).

Optional Penmanship Practice

Hear my voice, O God, in my prayer: preserve my life from fear of the enemy.
—Psalm 64:1

Preposition Practice

The pen is **under** the eraser.

The book is **upon** the desk.

The eraser is **in** the drawer.

The book is **on** the bookcase.

Teacher Tip: It is crucial for students to learn prepositions thoroughly because the subject of the sentence is not found in a prepositional phrase. If students can recognize and eliminate prepositional phrases in sentences, they can more easily find the subjects of the sentences.

5. God's ultimate purpose in our lives is to conform us to the image of Christ.
6. Only with this concept in mind can we understand how all things work together for good.
7. The ear is the first sensory organ developed in the womb.
8. At least eighty percent of the communication in our lives depends upon attentiveness.
9. The degree of attentiveness you have reached is revealed as you pray, listen to sermons, hear the instructions of parents, converse with others, receive discipline, and read books.
10. During the week that you are working on a particular character quality, expect God to give you specially-designed situations that will help you understand the quality better and apply it more deeply.
11. How should we gather a crowd for the hearing of the Gospel?
12. What does Jesus show us about the importance of meeting people's immediate needs?
13. When Jesus saw the multitudes, He was aware of each individual.
14. The inward motivation of Christ should motivate us to desire a servant's heart.
15. We should use the examples of the Bible as the pattern for our ministry.
16. We should be encouraged by Jesus' example when we see different responses to our presentation of the Gospel.
17. We tend to train our eyes to see what is important to us.
18. Wisdom is training our eyes to see what is important to God.
19. The mountains of Palestine offered a place of quietness.
20. Jesus frequented this wilderness for private prayer and undisturbed teaching.
21. When Jesus saw the multitudes, He saw more than just a crowd of people.
22. When He saw each individual need, he was moved with compassion.
23. God chose the mountain of Zion to illustrate His rule, His protection, and His holiness.
24. Those who are on a mountain have a clearer, larger perspective.
25. Jesus' Sermon on the Mount was to increase the spiritual perspective of His hearers.
26. Moses went up into Mount Sinai in 1491 B.C. to receive God's Law.
27. He wanted to show His disciples how they could apply its teachings to their everyday lives.
28. Jesus saw that the multitudes came from a large geographical area.
29. This area covered over one hundred miles of difficult travel.

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 paragraph aloud. Do you like the way it sounds?

7. Editor Duty: Correct Given Paragraph(s)

(Adverb Openers, Proper Nouns)

❑ **7.** Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In all of the paragraphs, highlight the three adverb openers, and place commas following them, if you have not already done so.
3. In the last paragraph, highlight the proper nouns, and capitalize any that you have not already capitalized.

jesus traveled the dusty roads between nazareth and capernaum, teaching in the synagogues and proclaiming the kingdom of god. quickly reports of his powerful message and healing touch spread throughout the regions of palestine carpetmakers from bethsaida farmers from magdala and artisans from tiberias eagerly followed him up the grassy slopes of galilee. Eagerly some had already responded to his message of repentance. Others had heard stories of signs and miracles and were drawn to the mountainside by curiosity

many who heard his sermon on the mount must have journeyed on foot as far as 100 miles to hear this new teacher sent from god rugged hill country arid valleys and treacherous mountains could not discourage their desperate souls and hungry hearts. Attentively these people listened as christ explained the characteristics of the future citizens of heaven

8. Grammar/Sentence Structure:

Prepositional Phrases

Prepositional phrases are phrases (parts of a sentence) that **begin with a preposition** and **end with an object** (*cloud* or *service* is the object in our Preposition-Check Sentences). Prepositional phrases add interest to sentences by giving readers more information. For example, which of the following sentences gives the reader more information?

1. The boy jumped.
The boy jumped **over the stick**.
2. The man was grateful.
The man was grateful **to God**.
3. The Pilgrims came.
The Pilgrims came **across the ocean**.

Help Box for 8a.

You should have placed parentheses around the following words:

1. After he recovered
2. in some cast-iron pipes
3. under it
4. on the trapped boy's head
5. Without a thought
6. for his heart
7. In spite
8. of his weak heart
9. beyond his normal capabilities
10. of the adrenaline
11. during the emergency

Grammar Card: Prepositional Phrase (Abbreviated: PP)

- Prepositional phrases are phrases that begin with a preposition and end with an object of the preposition:
 - over** the *cloud* (*Cloud* is the object of the preposition *over*.)
 - during** the *service* (*Service* is the object of the preposition *during*.)
- Differences between subordinate clauses and prepositional phrases:
 - A phrase does **not** have a subject and verb: *before the morning*
 - A clause **does** have a subject and verb: *before the morning sun rose*

4. Richard had a thankful look.
Richard had a thankful look **on his face**.
5. Richard's family died.
Richard's family died **from the sickness**.

- 8a.** In this week's passage, place parentheses around the prepositional phrases throughout the sentences.
- 8b.** Optional: Make a Grammar Card about prepositional phrases, or add new information to an existing one.
- 8c.** Study the Grammar Card about prepositional phrases.
- 8d.** In the sentences provided, place parentheses around the prepositional phrase openers.
1. In algebraic expressions, the unknown number is expressed by a letter.
 2. In the math process, we will build into our minds at least twenty-five vital character qualities.
 3. In the story of the hungry five thousand, what character qualities did the disciples have to demonstrate?
 4. After the meal, the disciples picked up the remaining pieces of bread and fish.
 5. In addition to the food for the people, how many times would the boy's food offering have been multiplied as a result of the Lord's blessing?
 6. In one dimension, Adam plus Eve equals two individuals.
 7. In another dimension, Adam plus Eve equals one.
 8. Without Scripture as the guiding rule, man tends to misuse mathematics for his own purposes.
 9. Without these words of inspiration, Washington and his men may have failed.
 10. At a low ebb in Vladimir's life, a friend gave him a copy of Karl Marx's *Das Kapital*.
 11. To Vladimir's soul, it brought destruction.
 12. In His ministry, Jesus told His disciples to pray that God would send out laborers into His harvest.
 13. In the Gospels, Jesus commanded His disciples to go into the harvest and continue the work which He had begun.
 14. After recognizing these differences, we must discern which ones are changeable and which ones are unchangeable.
 15. In order to avoid both of these pitfalls, we must be in a constant attitude of prayer and learn how to ask appropriate questions.
 16. On this basis, he is able to restore an offending brother rather than reject him.
 17. After the flood, Noah and his family began to repopulate the earth.
 18. With their great intellectual abilities, the people decided to build a huge tower which would "reach unto the heaven."

19. In doing so, He has built into each language a witness of Himself and of His workings through history.
20. In the New Testament, the explanation of ideas and concepts is paramount.
21. With its ability to explain abstract knowledge, the Greek language appealed equally to the intellectual and to the common man.
22. With increased travel and trade, the Greek language became the major medium of communication.

9. Grammar/Sentence Structure: Prepositional Phrase Openers

Besides giving the reader more information, prepositional phrases are especially helpful as sentence openers (the first part of a sentence). When we write, we often use a subject followed by a verb at the beginning of our sentences, such as in the following examples:

1. The **dog jumped**.
2. The **boy prayed**.
3. The **Pilgrims came**.
4. The **man said** thanks.
5. The **woman was** grateful.

It makes writing more interesting when you use prepositional phrases to start some of your sentences, rather than always using subjects followed by verbs. For example, notice how these sentences give more information when prepositional phrase openers are added.

1. **Across the stream**, the dog jumped.
2. **In the morning**, the boy prayed.
3. **To the new world**, the Pilgrims came.
4. **For all God had done for him**, the man said thanks.
5. **With her face glowing**, the woman was grateful.

9a. In this week’s passage, highlight the prepositional openers with a different color than you used for the prepositional phrases.

Generally speaking, these are the punctuation rules for prepositional phrase openers:

1. When a prepositional phrase opener has **five words or more** (or two prepositional phrase openers in a row)—**follow it with a comma**.
2. When a prepositional phrase opener is **fewer than five words**, and you do not hear a definite pause—do **not follow it with a comma**.
3. When a prepositional phrase opener is **fewer than five words**, and you hear a definite pause—**follow it with a comma**.

9b. Optional: Make a Grammar Card about prepositional phrase openers, or add new information to an existing card.

9c. Study the Grammar Card about prepositional phrase openers.

Teacher Tip: Much of comma usage with openers is subjective—whether or not you hear a pause when you read it. Help your student “hear” where commas belong in prepositional phrase openers.

Grammar Card: Prepositional Phrase Opener

- Place a comma after a prepositional phrase opener when:
 - It is five words or more: *In the very dark woods, we found him.*
 - It is two prepositional phrases in a row: *In the woods under a rock, we found the bird.*
 - It is followed by a definite pause, or it is needed to make the sentence clear—even if it is short: *With that in mind, let us pray.*

Help Box 9a.

You should have highlighted the following phrases:

1. After he recovered, (really a subordinate clause since it contains a subject and verb)
2. Without a thought for his heart, (double *pp*)
3. In spite of his weak heart, (double *pp*)

- 9d. Optional: In your notebook, write sentences with prepositional phrase openers.**

BASIC LEVEL: Write ten sentences.

EXTENSION: Write fifteen sentences.

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

Grammar Card: Subject—Main Subject and Simple Subject

- Main subject:
 - Who or what the complete sentence (the independent clause) is about
 - The person or object performing the action of the sentence
 - 1) Usually found in the subject part of the sentence
 - 2) Usually a noun or pronoun
 - To find the main subject, isolate prepositional phrases and subordinate clauses, since the subject of the sentence is not found in prepositional phrases and subordinate clauses.
Example: *In the case of Christians following after Christ, we should seek Him early in the morning because He will be found.* (The main subject of this sentence is the word that is the subject of the independent clause—the complete sentence—not the subjects of the clauses.)
 - The main subject is the subject of the complete sentence without its modifiers, articles, etc.
- Simple subjects:
 - A word or words that are the simple subjects of subordinate clauses (dependent clauses), independent clauses (complete sentence), or phrases
 - There may be several in a sentence, depending on how many clauses, phrases, etc., are in a sentence
Example: *In the case of Christians following after Christ, we should seek Him early in the morning because He will be found.* (three simple subjects—one in each clause)

Help Box for 10c.

You should have highlighted the following words:

1. (After he recovered,) the *doctor*
2. (Without a thought for his heart,) *Arnold* (In spite of his weak heart,) *Arnold*

10. Grammar: Simple Subject

To write well, it is important for students to be able to find the simple subjects of sentences. This enables the student to match the subject with the proper form of the verb, and any other words that need to match in number and in tense. The simple subject of the sentence is who or what the sentence is about. It is often found in the beginning of the sentence, and it is usually a noun or a pronoun. To determine the simple subject of the sentence, ask yourself the following questions:

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

Because the subject of the sentence is **not** found **within prepositional phrases**, you will be able to find simple subjects much more easily if you have first **isolated all prepositional phrases**.

Some sentences have **more than one subject**. This is called a **compound subject**. If you have trouble finding the simple subject of the sentence, find the main verb of the sentence and ask yourself who or what is doing the action of that verb.

- 10a. Optional: Make a Grammar Card about subjects, or add new information to an existing card.**
- 10b. Study the Grammar Card about subjects.**
- 10c. Highlight all of the simple subjects from the prepositional phrase opener assignment earlier in the week (Assignment 8d).**

- 10d. Optional: In your notebook, complete the following steps:**

1. Write fifteen sentences containing information from the Wisdom Booklet or another source.
2. Place parentheses around all prepositional phrases.
3. Highlight the simple subjects in each of these sentences.

11. Composition: Edit and Revise

- 11. 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.

12. Spelling: Spelling Test

- 12a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any Review Words.
- 12b.** (T) Have your teacher check your Spelling Test.
- 12c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

13. Dictation: Dictation Quiz

- 13a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- 13b.** (T) Review your dictation with your teacher.
- 13c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

14. Composition: Final Copy Informative Essay

- 14a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- 14b.** 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?
- 14c.** Optional: Make a minit-book containing your essay.

Extra Practice (Optional)

- 1E. In your notebook, write ten sentences containing prepositional phrase openers. In your sentences, use information from the Wisdom Booklet or another source.
- 2E. In your notebook, write more notes about adrenaline or something related to it from the Wisdom Booklet or another source.
- 3E. In your notebook, write your essay about adrenaline, using your Key Word Outline from this lesson.
- 4E. Edit and revise your essay from this week, using this week's Checklist Challenge.
- 5E. Make a minit-book containing your essay from this lesson.
- 6E. In your notebook, write eight *gh* words.
- 7E. Read ten of the places in the Bible where strength is discussed.
- 8E. Find ten sentences with prepositional phrases in the Wisdom Booklet or another source, and copy them into your notebook. Place parentheses around the prepositional phrases.
- 9E. Write sentences using eight of the vocabulary words from the Vocabulary Boxes.
- 10E. In a minit-book, write ten sentences, and highlight the simple subjects.
- 11E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Optional Penmanship Practice

I am weary of my crying:
my throat is dried: mine
eyes fail while I wait for
my God.

—Psalm 69:3

1B Week 2 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		

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

several	boy	saw	tumbled	ran	lifted
pick	lift	told	doctor	rolled	rested
went	try	weak			

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

E's E's E's

Highlight one existing adverb in each paragraph. Remove these adverbs, and change the words they modify to stronger words so that the adverbs you have highlighted are no longer needed. Examples:

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

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?” Examples:

- The *extremely* kind lady prayed for us. (modifies the adjective *kind*)
- He shouted *very* loudly. (modifies the adverb *loudly*)

All All All

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		

All

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

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

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 your opening sentence in some way. This is called the closing sentence and should conclude your report. If you have already done this, highlight it as directed by your teacher.

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.

All All All

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

All All All

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

All

Start one or more of your sentences with an adverb (*ly* word). Place a comma where you hear a pause. The comma may be directly after the adverb or shortly after it. If you have already done this, highlight it as directed by your teacher. Examples:

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

All

Add one or more prepositional phrase openers to each paragraph. 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, . . .”
- “Of all the miracles of Your creation, . . .”
- “From the beginning, . . .”
- “For all of this and more, . . .”
- “With careful thought and planning, . . .”
- “In reverence and adoration, . . .”
- “Out of Your creative genius, . . .”

All

All

All

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

1B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *to see with understanding*

distinguish observe
recognize perceive
comprehend notice
apprehend ascertain
discern detect

Antonyms for *to see with understanding*

overlook misjudge
misinterpret misunderstand
ignore

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Several years ago, a man named Arnold had a heart attack. After he recovered, the doctor told him not to pick up heavy objects. But one day Arnold saw a five-year-old boy playing in some cast-iron pipes. An eighteen-foot-long pipe rolled, and the boy tumbled under it. The pipe, weighing 1,800 pounds, rested on the trapped boy's head.

EXTENSION

Without a thought for his heart, Arnold ran over and lifted the pipe. As he held it up, some girls pulled the little boy free.

FURTHER EXTENSION

When Arnold went back to try to pick up the pipe, he could not lift it. Neither could anyone else. In spite of his weak heart, Arnold had strength far beyond his normal capabilities because of the adrenaline that his body produced during the emergency.

—*Wisdom Booklet 1*

2. Spelling: *Gh* is Silent or Says *ff* (Examples: eight, tough)

BASIC LEVEL

1. rough 3. eight 5. weight
2. tough 4. cough 6. laugh

EXTENSION

7. roughly 9. weightless 12. perceive
8. tougher 10. roughness 13. detect

11. eighteen 14. notice
15. overlook

TT: The combinations *gh* and *ph* are sometimes silent (e.g., *aught*) and sometimes say the consonant *ff* sound (e.g., *cough*, *phone*).

3. Editor Duty: Correct Given Paragraph(s)

(Adverb Openers)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
2 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

(You may use up to eight words for sentence three.)

5. Grammar: Prepositions

Day Three

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

7. Editor Duty: Correct Given Paragraph(s)

(Adverb Openers, Proper Nouns)

8. Grammar/Sentence Structure: Prepositional Phrases

Day Four

9. Grammar/Sentence Structure: Prepositional Phrase Openers

10. Grammar: Simple Subject

11. Composition: Edit and Revise

Day Five

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

14. Composition: Final Copy Informative Essay

Extra Practice (Optional)

1B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *to see with understanding*

distinguish
recognize
comprehend
apprehend
discern

Antonyms for *to see with understanding*

overlook
misjudge
misinterpret
misunderstand
ignore

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Several years ago, a man named Arnold had a heart attack. After he recovered, the doctor told him not to pick up heavy objects. But one day Arnold saw a five-year-old boy playing in some cast-iron pipes. An eighteen-foot-long pipe rolled, and the boy tumbled under it. The pipe, weighing 1,800 pounds, rested on the trapped boy's head.

EXTENSION

Without a thought for his heart, Arnold ran over and lifted the pipe. As he held it up, some girls pulled the little boy free.

FURTHER EXTENSION

When Arnold went back to try to pick up the pipe, he could not lift it. Neither could anyone else. In spite of his weak heart, Arnold had strength far beyond his normal capabilities because of the adrenaline that his body produced during the emergency.

—*Wisdom Booklet 1*

2. Spelling: *Gh* is Silent or Says *ff* (Examples: eight, tough)

BASIC LEVEL

1. rough 3. eight 5. weight
2. tough 4. cough 6. laugh

EXTENSION

7. roughly 9. weightless 12. perceive
8. tougher 10. roughness 13. detect

FURTHER EXTENSION

11. eighteen 14. notice
15. overlook

TT: The combinations *gh* and *ph* are sometimes silent (e.g., *aught*) and sometimes say the consonant *ff* sound (e.g., *cough*, *phone*).

3. Editor Duty: Correct Given Paragraph(s)

(Adverb Openers)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
2 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

(You may use up to eight words for sentence three.)

Day Two

5. Grammar: Prepositions

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

7. Editor Duty: Correct Given Paragraph(s)

(Adverb Openers, Proper Nouns)

Day Three

8. Grammar/Sentence Structure: Prepositional Phrases

9. Grammar/Sentence Structure: Prepositional Phrase Openers

10. Grammar: Simple Subject

11. Composition: Edit and Revise

Day Four

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

14. Composition: Final Copy Informative Essay

Extra Practice (Optional)

1B Week 2 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 adverb openers, and place commas following them.

3. In the first paragraph, highlight the adverbs that are not at the beginning of the sentences.

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

The year was 1776. **Actually**, it was **C**hristmas night along the **P**otomac. **Recently**, **B**ritish **G**eneral **W**illiam **H**owe had captured **F**ort **W**ashington. **H**e **now** set **out** for winter quarters, leaving **H**essian **C**olonel **J**ohannes **R**all in charge with 1,400 men at **T**renton. **W**ashington's men were **greatly** discouraged because of their recent defeats.

Washington had a plan. **H**e would cross the **D**elaware at a point nine miles above the enemy, then take them by surprise at dawn. But would it work? He definitely sensed that the spirits of his men were low. Something was needed to spur them on.

It was at this point that **G**eneral **W**ashington read an essay to his men. **T**he essay written by **T**homas **P**aine was entitled "**T**he **C**risis." Amazingly, without these words of inspiration, **W**ashington and his men may have failed.

5e. In the sentences provided, find and highlight all of the prepositions. (Highlight all prepositions, not just ones at the beginning of the sentences.) There may be more than one in a sentence.

Note: The word *to* + verb is an example of when the word *to* is not being used as a preposition. When you see *to* + verb, do not highlight it since it is a special kind of verb called an *infinitive*—not a preposition.

1. First, it reveals the true nature **of** Christ.
2. It is the basis **for** success **in** life.
3. Lasting achievement is not possible **without** it.
4. It explains why things happen **to** us.
5. God's ultimate purpose **in** our lives is to conform us **to** the image **of** Christ.
6. Only **with** this concept **in** mind can we understand how all things work together **for** good.
7. The ear is the first sensory organ developed **in** the womb.
8. **At** least eighty percent **of** the communication **in** our lives depends **upon** attentiveness.

Teacher Tip: Do not consider it incorrect if your student changes "1400" to "fourteen hundred." When written that way, it only requires two words and, thus, is acceptable in word form. When written as "one thousand four hundred," four words are required, and it would be incorrect to write it out in words.

9. The degree **of** attentiveness you have reached is revealed as you pray, listen **to** sermons, hear the instructions **of** parents, converse **with** others, receive discipline, and read books.
10. **During** the week that you are working **on** a particular character quality, expect God to give you specially-designed situations which will help you understand the quality better and apply it more deeply.
11. How should we gather a crowd **for** the hearing **of** the Gospel?
12. What does Jesus show us **about** the importance **of** meeting people's immediate needs?
13. When Jesus saw the multitudes, He was aware **of** each individual.
14. The inward motivation **of** Christ should motivate us to desire a servant's heart.
15. We should use the examples **of** the Bible as the pattern **for** our ministry.
16. We should be encouraged **by** Jesus' example when we see different responses **to** our presentation **of** the Gospel.
17. We tend to train our eyes to see what is important **to** us.
18. Wisdom is training our eyes to see what is important **to** God.
19. The mountains **of** Palestine offered a place **of** quietness.
20. Jesus frequented this wilderness **for** private prayer and undisturbed teaching.
21. When Jesus saw the multitudes, He saw more than just a crowd **of** people.
22. When He saw each individual need, he was moved **with** compassion.
23. God chose the mountain **of** Zion to illustrate His rule, His protection, and His holiness.
24. Those who are **on** a mountain, have a clearer, larger perspective.
25. Jesus' Sermon **on** the Mount was to increase the spiritual perspective **of** His hearers.
26. Moses went up **into** Mount Sinai **in** 1491 B.C. to receive God's Law. (*Up is an adverb here.*)
27. He wanted to show His disciples they could apply its teachings **to** their everyday lives.
28. Jesus saw that the multitudes came **from** a large geographical area.
29. This area covered **over** one hundred miles **of** difficult travel.

7. Complete the following steps:

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

2. In all of the paragraphs, highlight the three adverb openers, and place commas following them, if you have not already done so.
3. In the last paragraph, highlight the proper nouns, and capitalize any that you have not already capitalized.

Jesus traveled the dusty roads between **N**azareth and **C**apernaum, teaching in the synagogues and proclaiming the kingdom of **G**od. **Quickly**, reports of **H**is powerful message and healing touch spread throughout the regions of **P**alestine.

Carpetmakers from **B**ethsaida, farmers from **M**agdala, and artisans from **T**iberias eagerly followed him up the grassy slopes of **G**alilee. **Eagerly**, some had already responded to **H**is message of repentance. Others had heard stories of signs and miracles and were drawn to the mountainside by curiosity.

Many who heard **H**is **Sermon on the Mount** must have journeyed on foot as far as **one hundred** miles to hear this new **T**eacher sent from **G**od. **R**ugged hill country, arid valleys, and treacherous mountains could not discourage their desperate souls and hungry hearts. **Attentively**, these people listened as **C**hrist explained the characteristics of the future citizens of heaven.

□ 8d. In the sentences provided, place parentheses around the prepositional phrase openers.

1. (In algebraic expressions), the unknown number is expressed by a letter.
2. (In the math process), we will build into our minds at least twenty-five vital character qualities.
3. (In the story) (of the hungry five thousand), what character qualities did the disciples have to demonstrate? (**double prepositional phrase opener**)
4. (After the meal), the disciples picked up the remaining pieces of bread and fish.
5. (In addition) (to the food) (for the people), how many times would the boy's food offering have been multiplied as a result of the Lord's blessing? (**triple prepositional phrase opener**)
6. (In one dimension), Adam plus Eve equals two individuals.
7. (In another dimension), Adam plus Eve equals one.
8. (Without Scripture as a guiding rule), man tends to misuse mathematics for his own purposes.
9. (Without these words) (of inspiration), Washington and his men may have failed. (**double prepositional phrase opener**)
10. (At a low ebb) (in Vladimir's life), a friend gave him a copy of Karl Marx's *Das Kapital*. (**double prepositional phrase opener**)
11. (To Vladimir's soul), it brought destruction.

Teacher Tip: The word *teacher* is not always a proper noun. It is a proper noun in this paragraph only because it is being used as a name for Jesus.

12. (In His ministry), Jesus told His disciples to pray that God would send out laborers into His harvest.
13. (In the Gospels), Jesus commanded His disciples to go into the harvest and continue the work which He had begun.
14. (After recognizing these differences), we must discern which ones are changeable and which ones are unchangeable.
15. (In order to avoid both) (of these pitfalls), we must be in a constant attitude of prayer and learn how to ask appropriate questions. (**double prepositional phrase opener.**)
16. (On this basis), he is able to restore an offending brother rather than reject him.
17. (After the flood), Noah and his family began to repopulate the earth.
18. (With their great intellectual abilities), the people decided to build a huge tower which would “reach unto the heaven.”
19. (In doing so), He has built into each language a witness of Himself and of His workings through history.
20. (In the New Testament), the explanation of ideas and concepts is paramount.
21. (With its ability to explain abstract knowledge), the Greek language appealed equally to the intellectual and to the common man.
22. (With increased travel and trade), the Greek language became the major medium of communication.

□ 10c. Highlight all of the simple subjects from the prepositional phrase opener assignment earlier in the week (Assignment 8d).

1. (In algebraic expressions), the unknown **number** is expressed by a letter.
2. (In the math process), **we** will build into our minds at least twenty-five vital character qualities.
3. (In the story) (of the hungry five thousand), what character qualities did the **disciples** have to demonstrate? (**tricky subject in a question sentence**)
4. (After the meal), the **disciples** picked up the remaining pieces of bread and fish.
5. (In addition) (to the food) (for the people), how many times would the boy’s food **offering** have been multiplied as a result of the Lord’s blessing? (**tricky subject in a question sentence**)
6. (In one dimension), **Adam plus Eve** equals two individuals.
7. (In another dimension), **Adam plus Eve** equals one.
8. (Without Scripture as a guiding rule), **man** tends to misuse mathematics for his own purposes.
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18. (With their great intellectual abilities), the **people** decided to build a huge tower which would "reach unto the heaven."
19. (In doing so), **He** has built into each language a witness of Himself and of His workings through history.
20. (In the New Testament), the **explanation** of ideas and concepts is paramount.
21. (With its ability to explain abstract knowledge), the Greek **language** appealed equally to the intellectual and to the common man.
22. (With increased travel and trade), the Greek **language** became the major medium of communication.