

# Booklet 1C Week 1

Character Focus: Alertness

## Vocabulary Box

### Synonyms for *to see with understanding*

distinguish	discern	apprehend
recognize	observe	ascertain
comprehend	perceive	detect
notice		

## Vocabulary Box

### Antonyms for *to see with understanding*

overlook	ignore	misunderstand
misinterpret	misjudge	

## 1. Copying, Vocabulary, and Comprehension

### This Week's Passage

BASIC

The year was 1776. It was Christmas night along the Potomac. British General William Howe had recently captured Fort Washington. He now set out for winter quarters, leaving Hessian Colonel Johannes Rall in charge with 1,400 men at Trenton. Washington's men were greatly discouraged because of their recent defeats. The weather was frigid. The Delaware River was icy, and their numbers were few.

EXTEN

Washington had a plan. He would cross the Delaware at a point nine miles above the enemy, then take them by surprise at dawn. But would it work? He could sense that the spirits of his men were low. Something was needed to spur them on.

FURTHER

It was at this point that General Washington read an essay to his men. It began, "These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country." Those words sank into the hearts of those weary soldiers with overwhelming conviction. They *could* do it. They *would* do it. By the Lord's grace, they *did* do it!  
—*Wisdom Booklet 1*

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

Because General George Washington perceived the needs of the soldiers, he read to them the essay "The Crisis," and history was made.

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

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

**1c.** On the lines provided, write three sentences with three of the synonyms that you listed. Describe how George Washington saw the needs of his army.

1. \_\_\_\_\_
- \_\_\_\_\_
2. \_\_\_\_\_
- \_\_\_\_\_
3. \_\_\_\_\_
- \_\_\_\_\_

**1d.** In the passage, highlight the words *summer soldier* and *sunshine patriot*.

These words are used as an analogy comparing those who will not stay in the battle with those who are only interested in *summer* and *sunshine*. This parallels the phrase *fair-weather friend*, describing someone who is only a friend when the weather is good—or when all is going well.

**1e.** In the passage, highlight the word *colonel*.

The word *colonel* is often confused in reading and spelling. The word *colonel* is pronounced like *kernel*, not *colonial*.

Did you notice the words *could*, *would*, and *did* are in italics? These are written in italics to draw special emphasis to them. When you read this passage aloud, you should read those three words with emphasis.

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

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

## 2. Spelling: Soft and Hard c (Examples: city, candy)

**2a.** In the passage, highlight the words that contain the letter *c*.

**2b.** In the list of words in the Help Box for 2a., highlight in each word the letter directly following the *c*, except for in the words *Christmas* and *charge*.

In spelling (or reading) words with the letter *c*, the letter directly following the *c* determines which sound the *c* makes.

The letter *c* makes its soft sound (*s*) when it is followed by the letters:

1. *e* as in *central*
2. *i* as in *city*
3. *y* as in *cygnet*

The letter *c* makes its hard sound (*k*) when it is followed by the letters:

1. *a* as in *candy*
2. *o* as in *cot*
3. *u* as in *cuff*
4. Any consonant (except in *ch* combinations)

### Soft and Hard c Sounds

When *c* is followed by an *e*, *i*, or *y*, it makes its soft sound (*s*):

*ce*: ceremony, celibacy  
*ci*: citadel, city  
*cy*: cygnet, cymbal

When *c* is followed by *a*, *o*, *u*, or a consonant other than *y*, it makes its hard sound (*k*):

*ca*: callous, camping  
*co*: company, college  
*cw*: cubicle, custard  
*cl*: clarify, clearly  
*cr*: creation, criterion

Exception: *ch*—  
 Christmas, cherish,  
 change

### Help Box for 2a.

You should have highlighted the following words:

1. Christmas
2. Potomac
3. recently
4. captured
5. Colonel
6. charge
7. discouraged
8. because
9. recent
10. icy
11. cross
12. could
13. crisis
14. service
15. country
16. conviction
17. could
18. grace

**Teacher Tip:** The letter *c* often makes two sounds:

1. Soft *c* (as in the case of *cent*)
2. Hard *c* (as in the case of *candy*)

The sound that *c* makes in individual words is usually determined by the letter directly following the *c*. When the letter *c* is followed by an *e*, *i*, or *y*, it makes its soft sound (*s*). When the letter *c* is followed by any consonant (other than *h* as in *ch*), or *a*, *o*, or *u*, it makes its hard sound (*k*).

**Teacher Tip:** When your student has difficulty pronouncing or spelling a word that contains the letter *c*, remind him to look at the letter directly following the *c*.

### Alternative Essays for 1C Week 1

- Read the book entitled *The Bulletproof George Washington*, and write a book report using the Book Report Outline found in the Appendix of the *Teacher's Guide*.
- Write a short biographical essay about Thomas Paine, the author of "The Crisis."
- Write a summary of Thomas Paine's essay "The Crisis."

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

#### BASIC LEVEL

1. \_\_\_\_\_  
century

2. \_\_\_\_\_  
courier

3. \_\_\_\_\_  
crisis

4. \_\_\_\_\_  
recently

5. \_\_\_\_\_  
service

6. \_\_\_\_\_  
Christmas

7. \_\_\_\_\_  
capturing

#### EXTENSION

8. \_\_\_\_\_  
conviction

9. \_\_\_\_\_  
centurion

#### FURTHER EXTENSION

10. \_\_\_\_\_  
colonel

11. \_\_\_\_\_  
colonial

#### Optional Words

12. \_\_\_\_\_  
discern

15. \_\_\_\_\_  
ascertain

13. \_\_\_\_\_  
comprehend

16. \_\_\_\_\_  
perceive

14. \_\_\_\_\_  
notice

#### Review Words

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2d.** Add this week's new words (minus the Optional Words) to page 56 of your *Spelling Notebook*.

**2e.** Optional: Add your review words to the correlating pages of your *Spelling Notebook*.

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

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

### 3. Editor Duty: Correct Given Paragraph(s) (Prepositions, Prepositional Phrases)

□ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.  
**BASIC LEVEL:** Correct only the first paragraph.  
**EXTENSION:** Correct the first and second paragraphs.  
**FURTHER EXTENSION:** Correct all three paragraphs.
2. In the first paragraph, highlight all of the prepositions.
3. **EXTENSIONS:** In the second paragraph, highlight with another color all of the prepositional phrases.

After the flood noah and his family began to repopulate the earth all of their descendants spoke the same language. rather than spreading throughout the world they stayed in one area and lay the foundations for a highly developed city later known as babylon godless humanism, with it's practice of astrology, became the motivating force of this system

The people decided to use their great intellectual abilities to build a huge tower that would "reach unto the heaven." Some scholars think there actual purpose was to design a observatory from which to examine the heavens for evil purposes god declared that nothing would restrain them from achieving they're imaginations

This account reveals that it is god who created different languages. although his original purpose in doing so was to restrain mans sinful ambition god has also purposed to use the different languages to bring glory to himself. the Book of Revelation declares that the multitude of worshippers around the throne in heaven will include those redeemed "out of every kindred and tongue and people and nation"

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

#### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

#### KWO Tips

Keep these things in mind as you make your outline:

1. Use only 3–5 words.
2. Use words that will best help you; these may be verbs, adverbs, adjectives, names, etc.
3. You may use symbols without including them in your 3–5 words. (Examples: +, =, #, 2)
4. When taking notes on quoted portions of the passage, you may copy the entire quotation word-for-word.

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

Sentence 7 \_\_\_\_\_

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

Sentence 7 \_\_\_\_\_

#### Help Box 5a.

You should have highlighted the following words:

- |          |          |
|----------|----------|
| 1. along | 11. of   |
| 2. for   | 12. at   |
| 3. in    | 13. to   |
| 4. with  | 14. in   |
| 5. at    | 15. from |
| 6. of    | 16. of   |
| 7. at    | 17. into |
| 8. above | 18. of   |
| 9. by    | 19. with |
| 10. at   | 20. by   |

Note: The words *out* and *on* are used as adverbs in the passage.

## 5. Grammar: Prepositions

**5a.** In the passage, highlight the prepositions. (Note: Do not highlight the word *to* when used as an infinitive.)

There are over fifty *prepositions*. The following **Preposition-Check Sentences** will make them easier for you to remember. If a word appropriately fits into one of these two sentences, it is a preposition.

1. The angel flew \_\_\_\_\_ the clouds.
2. The girl prayed \_\_\_\_\_ the service.

The word *to* is used as a preposition—most of the time. Sometimes it is part of a verb phrase known as an *infinitive*. An *infinitive* is a **special verb phrase** called a *verbal* that is made up of **to + verb**.

- |             |            |
|-------------|------------|
| 1. to go    | 4. to see  |
| 2. to run   | 5. to be   |
| 3. to write | 6. to have |

When you see the word *to*, you can tell that it is an infinitive if it has a **verb** following it (*to read*). You will know *to* is functioning as a preposition when it is followed by its **object**—noun or pronoun (*to the store*).

Sometimes a word will function as an adverb instead of a preposition. You will know it is an adverb when no object follows it and it answers one of the adverb questions. A preposition acting as an adverb will often come at the end of a sentence (*spur them on*) and will answer the questions that adverbs answer.

- |                    |                             |
|--------------------|-----------------------------|
| 1. When? (before)  | 3. How? (up)                |
| 2. Where? (upward) | 4. To what extent? (beyond) |

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

**5c. Study the Grammar Card about prepositions.**

**5d. (T) Memorize and recite prepositions to your teacher.**

**BASIC LEVEL:** Recite twenty prepositions.

**EXTENSIONS:** Recite twenty-five prepositions.

**5e. In the sentences provided, highlight the prepositions.**

Note: There may be more than one preposition in some sentences.

**Example:** **In** this passage, we see that the pen **of** the Godly is mightier than the sword.

- Vladimir Ulyanov experienced great sorrow during his life.
- His father died at the time when Vladimir was only sixteen years old.
- His brother was arrested due to his involvement in a plot to assassinate the czar.
- His sister was arrested because of her contact with her brother.
- Vladimir was expelled from school for participating in a local demonstration.
- A friend gave Vladimir a copy of *Das Kapital*.
- Das Kapital* was written by Karl Marx.
- He read it with great enthusiasm.
- This work fed the flames of revolution in Vladimir's heart.
- This work helped transform him into the gruesome tyrant that he became.
- This man is known to most as Nikolai Lenin.
- What destruction was brought to Lenin's life by the written word!
- The pen can be used for good.
- The pen can be used for great evil.
- It brought destruction to Lenin's life.

## 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.)

### 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:** Be sure your Level C student does the memorization/recitation work for the prepositions. It is important that he learn to easily recognize prepositions.

- ❑ **5f. Optional:** In your notebook, write sentences using prepositions, and highlight the prepositions.

**BASIC LEVEL:** Write fifteen sentences.

**EXTENSIONS:** Write twenty sentences containing information from the Wisdom Booklet or another source.

## 6. Composition/Creative Writing: Write a Rough Draft Informative Essay 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 of 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. Editor Duty: Correct Given Paragraph(s) (Prepositional Phrases, Infinitives, Sentence Openers)

- ❑ **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 the first paragraph, highlight the prepositional phrases.
3. In the second paragraph, highlight each infinitive—*to* + verb.
4. **FURTHER EXTENSION:** In the last paragraph, highlight the sentence openers, and place commas following them, if you have not already done so.

### Help Box for 8a.

You should have placed parentheses around the following phrases:

1. (along the Potomac)
2. (for winter quarters)
3. (in charge)
4. (with 1,400 men)
5. (at Trenton)
6. (of their recent defeats)
7. (at a point)
8. (above the enemy)
9. (by surprise)
10. (at dawn)
11. (of his men)
12. (at this point)
13. (to his men)
14. (in this crisis)
15. (from the service)
16. (of their country)
17. (into the hearts)
18. (of those weary soldiers)
19. (with overwhelming conviction)
20. (by the Lord's grace)

Just as Jesus saw the multitudes with understanding and compassion so he calls us to do the same early in his ministry Christ instructed his disciples to see the spiritual needs of those around them. He compared the multitudes to fields of a ready harvest

Later in his ministry Jesus told his disciples to pray that God would send out laborers into His harvest. The laborers need be only few in number if they perceive the needs of people and are trained to meet those needs

At the end of his ministry Jesus commanded his disciples to go into the harvest and continue the work he had begun. As Christ saw needs so should we. As our lives are in tune with the Spirit of God He will give us discernment and we will not overlook the real needs of people around us

## 8. Grammar/Sentence Structure: Prepositional Phrases

A prepositional phrase is a group of words that **begins with a preposition** and **ends with an object** of the preposition.

The object of the preposition is the last word of the prepositional phrase. The object of the preposition is a noun or pronoun. It may come right after the preposition (*to her*) or there may be one or more words between the preposition and its object (*to the little girl*).

**8a. In the passage, place parentheses around the prepositional phrases.**

There are two good reasons for learning prepositions and prepositional phrases.

1. The subject of the sentence is usually **not** in a prepositional phrase.
2. Prepositional phrases are good **sentence openers**.

Inexperienced writers often begin all of their sentences with a subject followed by a verb. Experienced writers add variety to their writing by using various sentence openers.

To begin a sentence with a prepositional phrase opener, follow the PP with a comma if any one of the following applies:

1. It is **five words or longer**.
  - a. Example: **In** using detailed and elaborate writing, you should use prepositional phrase openers.
  - b. Example: **In** order to write well, you should sometimes use prepositional phrase openers.
2. There are **two prepositional phrases in a row**.
  - a. Example: **During** your writing **of** lengthy reports, try to add some prepositional phrase openers.
  - b. Example: **From** the beginning **of** writing, prepositional phrase openers added interest to writing.
3. You hear a **definite pause**—regardless of the length of the PP.
  - a. Example: **In time**, you will become a good writer.
  - b. Example: **For now**, try to use prepositional phrase openers whenever it sounds right.

Do not follow the PP with a comma if it is less than five words and you do not hear a definite pause.

1. Example: **About** noontime the campers arrived.
2. Example: **For** the time being we will come early.

**8b. Optional: Make Grammar Cards about prepositional phrases and prepositional phrase openers, or add new information to existing cards.**

**8c. Study the Grammar Cards about prepositional phrases and prepositional phrase openers.**

### Grammar Card: Subject—Main Subject

- **Who** or **what** the sentence is about
- Person or object performing the action in the sentence
- Usually found in subject part of the sentence
- Usually a noun or pronoun
- Easier to find if prepositional phrases and sub clauses are identified and isolated, since the subject of the sentence is not found in a prepositional phrase

### 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*

### 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.

### Grammar Card: Subject-Verb Agreement

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



## Transition Sentence

A transition sentence:

1. Takes the reader from one paragraph to the next.
2. Includes something from the previous paragraph and the topic of the next paragraph, if possible.
3. May be the final sentence of the preceding paragraph or the first sentence of the new paragraph.
4. Introduces the reader to the topic of the next paragraph.

## Teacher Tip:

Encourage your Level C student to design creative openings for his report. Have him read the body of his report and think of an opening that ties into the body and captures the reader's attention.

## Main Subjects

Main subjects have the following characteristics:

1. They are not found in prepositional phrases.
2. They are not found in sentence openers such as clauses. (A clause will often have a subject, but not the main subject of the sentence.)
3. They are what the sentence is about.

- 8d.** In the sentences from exercise 5e., place parentheses around the prepositional phrases for the prepositions you already highlighted.
- 8e.** Optional: In your notebook, write sentences using prepositional phrases, and highlight the prepositional phrases.

**BASIC LEVEL:** Write ten sentences.

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

## 9. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph for an Informative Essay

- 9a.** Now that you have the body of your essay written, you are ready to write notes for an original opening paragraph to go with the body. Follow these steps:
1. Read the body of your essay aloud to yourself, and consider the options for opening your essay.
    - a. Scripture passage
    - b. Song
    - c. Story
    - d. Definition
    - e. Example in Scripture
    - f. Something you want to open and close your essay with (a continuing poem, verse, story, etc.)
  2. Now that you have decided how you are going to open your essay, you are ready to write notes for your opening paragraph. Follow these steps:
    - a. Write only notes—not complete sentences.
    - b. It is okay if you have more information than you need. You can omit some later when it is time to write.
    - c. Do not worry about the exact order of the notes; you will be arranging them when you are ready to write.
    - d. Write your notes on the lines provided.

### Notes for Opening Paragraph

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- 9b.** Using your notes for your opening paragraph, write the opening paragraph of your essay in your notebook, writing on every other line.

# 10. Grammar: Determining Subjects by Identifying Prepositional Phrases

In this lesson, you will learn to identify prepositional phrases so that you can find main subjects in sentences. In a complex sentence it can be difficult to determine the main subject of the sentence in order to match it with the right form of the main verb.

1. Correct: Only **one** of the children **is** coming.
2. Incorrect: Only **one** of the children **are** coming.
3. Correct: The boy or the **girls** of the class **are** coming.
4. Incorrect: The boy or the **girls** of the class **is** coming.
5. Correct: The **children**, just coming in from the storm, **were** scared.
6. Incorrect: The **children**, just coming in from the storm, **was** scared.

The difficulty when writing with proper subject-verb agreement is that complex sentences have prepositional phrases, describers, clauses, etc., that make it difficult to identify the main subjects.

For this reason, it is helpful to recognize prepositional phrases and isolate them in order to see the remaining main subject (and describers) and the verb or verb phrase. This makes subject-verb agreement much easier.

Remember, the subject of the sentence is **who** or **what** the sentence is about. Now that you are writing more complex sentences, you will need to watch for “distracters” words and phrases that distract from the subject.

## 10a. In the passage, circle the simple subjects of the sentences.

This should be fairly easy since you have already identified the prepositional phrases. Remember, **the subject of the sentence is never in the prepositional phrase**. However, on rare occasions, a PP may be the subject of a sentence. If you have trouble finding the subject, remember to ask yourself *who* or *what* performed the verb of the sentence.

## 10b. (T) Recite twenty prepositions to your teacher. (You may use the Proposition-Check Sentences, if desired.)

## 10c. Optional: Make a Grammar Card about subject/verb agreement, or add new information to an existing one.

## 10d. Study the Grammar Card about subject/verb agreement.

## 10e. In the sentences provided, complete the following steps:

1. Place parentheses around the prepositional phrases.
  2. Highlight the main subject (not the subjects within clauses—just the main subject of each sentence).
  3. Highlight with another color the verbs (action or being).
1. The hypothalamus is located in the lower center of the brain.
  2. By being alarmed every time we see sin, we benefit from the adrenaline which our body releases as well as from the power which the Holy Spirit gives us to resist temptation.
  3. With this physical and spiritual power through our position in Christ, we are able to either flee or to stand fast when evil comes.
  4. According to Scripture, sometimes the believer is to flee.

### Help Box for 10a.

You should have circled the following words:

1. year
2. It
3. British General William Howe
4. He
5. men
6. weather
7. Delaware River
8. numbers (subject of second part of the compound sentence)
9. Washington
10. He
11. it
12. He
13. Something
14. It
15. It
16. These (subject of the first quoted sentence)
17. soldier . . . patriot (compound subject of the quotation)
18. words
19. They
20. They
21. they

5. As a vasodilator, epinephrine also opens the blood vessels of the skeletal muscles.
6. All three factors combine to create a surge of energy that is often called the “second wind.”
7. Both sympathetic and parasympathetic activities of the autonomic nervous system are controlled by the hypothalamus.
8. When threatened, the body automatically dilates the pupils of the eye, allowing more light to enter the eye.
9. Only 150,000 hairs are located on the scalp.
10. The purpose of goose bumps is to insulate the body from heat loss during cold weather.
11. In warm weather they serve as tiny cooling towers.
12. Each hair acts like a wick to increase the evaporation of perspiration.
13. To slow the heart down, impulses travel from the hypothalamus to the heart through the vagus nerve.
14. Norepinephrine and acetylcholine work together like the accelerator and brakes of a car.
15. For a quick start, the accelerator may be floored.
16. If the car goes too fast, the driver removes his foot from the accelerator and applies the brakes.
17. Stress also stimulates the body to conserve water.
18. This conservation is accomplished through the hypothalamus, which prompts the pituitary gland to release ADH.
19. As ADH flows into the blood stream, it causes the kidneys to retain water.
20. The lack of saliva results in a dry mouth.

## 11. Prewriting/Composition: Take Notes and Write an Original Closing Paragraph for an Informative Essay

**□ 11a.** Lastly, you are ready to write notes for the closing paragraph of your essay on *to see with understanding*. Follow these instructions:

1. Consider how you want to close your essay. For example:
  - a. Continue the opening that you started with (the story, poem, Scripture, song, etc.).
  - b. Summarize your essay—If you choose to do this, be sure you do not repeat your entire report in this paragraph. Just summarize the essay, repeat the highlights only, or draw it to a conclusion.
  - c. Focus on another aspect of *seeing with understanding*, and tie all three of the areas together.
2. Write enough notes for 4–10 sentences in your notebook, again not worrying about the order, having too much, etc.

### Notes for Closing Paragraph

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#### Closing Paragraph

You might want to tie your closing paragraph into your opening paragraph by continuing a quotation, making reference to something you wrote in the opening, or continuing a story. Strong closings tie the entire report together and leave the reader satisfied with his reading.

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**11b.** Now write the closing paragraph of your essay following the same steps as you did for the body.

## 12. Composition: Edit and Revise

- 12.** Use the Checklist Challenge that follows 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.

## 13. Spelling: Spelling Test

- 13a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any Review Words.
- 13b.** (T) Have your teacher check your Spelling Test.
- 13c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

## 14. Dictation: Dictation Quiz

- 14a.** (T) In your notebook, take dictation from this week's passage, at the level directed by your teacher.
- 14b.** (T) Review your dictation with your teacher.
- 14c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

**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.

**Teacher Tip:** Revising essays and completing the Checklist Challenge is easier if your student used a computer to type his rough draft. After making revisions to his paper copy, he can make the changes to his report on the computer and print it.



# 1C 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.

Check every sentence in each paragraph to make sure that each sentence is a complete sentence (CAVES):

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

Check your essay to make sure each paragraph contains all five parts of a paragraph (OCCTI):

- Opening sentence
- Closing sentence
- Content all the same (same subject)
- Three or more sentences
- Indented

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		

All All All All All

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:

<b>Instead of</b>	<b>Use</b>	<b>Instead of</b>	<b>Use</b>
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

Place three adverbs in your essay in three different positions. Examples:

- At the beginning of the sentence: “*Joyfully*, he shouted the answer.”
- At the end of the sentence: “He shouted the answer *joyfully*.”
- Just before the word it modifies: “He *joyfully* shouted the answer.”
- Just after the word it modifies: “He shouted *joyfully* the answer.”

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 transition sentence to the beginning of the second paragraph or at end of the first paragraph. Be sure your transition sentence takes the reader smoothly from the first paragraph to the second paragraph. If you have already done this, highlight it as directed by your teacher.

All

Add three SSS5’s in a row to one paragraph for emphasis. For example: “We prayed. We fasted. We believed.” If you have already done this, highlight them as directed by your teacher.

All All All All All

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

All All All All All

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

B

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.”

B

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.”

B

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, . . .”

E's

E's

E's

E's

E's

Add different sentence openers (also known as introductory material or nonessential information) to your essay. If you have already done this, highlight it as directed by your teacher. You may choose:

- A subordinate clause opener: “Because sheep can teach us a lot, . . .”
- A prepositional phrase opener: “In learning about sheep, . . .”
- An *ing* opener: “Learning about sheep, . . .”
- An *ed* opener: “Created for good works, we should seek to please God.”
- A short PP that requires a comma: “From the start, . . .”
- An *ly* word (adverb): “Creatively, God designed . . .”
- An *ly* phrase or clause followed by a comma: “Creatively designing all things, God made man.”
- A conjunctive adverb: “Thus, we should be grateful . . .”
- An interjection: “Yes, we should be grateful . . .”
- Other nonessential material of your choice: “Other than this, . . .”

E's

E's

Combine two sentences into one in each paragraph using the conciseness technique of your choice. If you have already done this, highlight it as directed by your teacher. You may choose from the following:

- Appositive usage
- Subordinate clause placement
- Compound verbs, nouns, etc.
- Another nonessential opener
- Prepositional phrase placement
- Parenthetical phrases
- Conjunctive adverbs
- Colon usage
- Dash preceding clause or phrase
- Semicolon between two complete sentences
- Coordinating conjunction between two complete sentences

All

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

All

All

All

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





# 1C Week 1 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *to see with understanding*

distinguish observe  
recognize perceive  
comprehend apprehend  
notice ascertain  
discern detect

##### Antonyms for *to see with understanding*

overlook misjudge  
misinterpret misunderstand  
ignore

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The year was 1776. It was Christmas night along the Potomac. British General William Howe had recently captured Fort Washington. He now set out for winter quarters, leaving Hessian Colonel Johannes Rall in charge with 1,400 men at Trenton. Washington's men were greatly discouraged because of their recent defeats. The weather was frigid. The Delaware River was icy, and their numbers were few.

### EXTENSION

Washington had a plan. He would cross the Delaware at a point nine miles above the enemy, then take them by surprise at dawn. But would it work? He could sense the spirits of his men were low. Something was needed to spur them on.

### FURTHER EXTENSION

It was at this point that General Washington read an essay to his men. It began, "These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country." Those words sank into the hearts of those weary soldiers with overwhelming conviction. They *could* do it. They *would* do it. By the Lord's grace, they *did* do it!  
—*Wisdom Booklet 1*

## 2. Spelling: Soft and Hard c (Examples: city, candy)

### BASIC LEVEL

- |             |              |
|-------------|--------------|
| 1. century  | 5. service   |
| 2. courier  | 6. Christmas |
| 3. crisis   | 7. capturing |
| 4. recently |              |

### EXTENSION

8. conviction  
9. centurion

### FURTHER EXTENSION

10. colonel  
11. colonial

### Optional

12. discern  
13. comprehend  
14. notice  
15. ascertain  
16. perceive

**TE:** The letter *c* often makes two sounds:

- Soft *c* (as in the case of *cent*)
- Hard *c* (as in the case *candy*)

The sound that *c* makes in individual words is usually determined by the letter directly following the *c*. When the letter *c* is followed by an *e*, *i*, or *y*, it makes its soft sound (*s*). When the letter *c* is followed by any consonant (other than *b* as in *cb*), or *a*, *o*, or *u*, it makes its hard sound (*k*).

### Day Two

## 3. Editor Duty: Correct Given Paragraph(s)

(Prepositions, Prepositional Phrases)

## 4. Study Skills/Prewriting: Key Word Outline

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
7 Sentences

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
5 Sentences

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
7 Sentences

## 5. Grammar: Prepositions

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

### Day Three

## 7. Editor Duty: Correct Given Paragraph(s)

(Prepositional Phrases, Infinitives, Sentence Openers)

## 8. Grammar/Sentence Structure:

Prepositional Phrases

## 9. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph for an Informative Essay

### Day Four

## 10. Grammar: Determining Subjects by Identifying Prepositional Phrases

## 11. Prewriting/Composition: Take Notes and Write an Original Closing Paragraph for an Informative Essay

## 12. Composition: Edit and Revise

### Day Five

## 13. Spelling: Spelling Test

## 14. Dictation: Dictation Quiz

## 15. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 1C Week 1 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *to see with understanding*

distinguish discern  
recognize observe  
comprehend perceive  
apprehend detect  
ascertain notice

##### Antonyms for *to see with understanding*

overlook ignore  
misinterpret misjudge  
misunderstand

## 1. Copying, Vocabulary, and Comprehension

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It was at this point that General Washington read an essay to his men. It began, "These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country." Those words sank into the hearts of those weary soldiers with overwhelming conviction. They *could* do it. They *would* do it. By the Lord's grace, they *did* do it!  
—*Wisdom Booklet 1*

## 2. Spelling: Soft and Hard *c* (Examples: city, candy)

### BASIC LEVEL

1. century                      5. service  
2. courier                      6. Christmas  
3. crisis                         7. capturing  
4. recently

### EXTENSION

8. conviction  
9. centurion

### FURTHER EXTENSION

10. colonel  
11. colonial

### Optional

12. discern  
13. comprehend  
14. notice  
15. ascertain  
16. perceive

**TI:** The letter *c* often makes two sounds:

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7 Sentences

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Topic of Paragraph 2 \_\_\_\_\_  
5 Sentences

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
7 Sentences

### Day Two

## 5. Grammar: Prepositions

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

## 7. Editor Duty: Correct Given Paragraph(s)

(Prepositional Phrases, Infinitives, Sentence Openers)

## 8. Grammar/Sentence Structure: Prepositional Phrases

### Day Three

## 9. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph for an Informative Essay

## 10. Grammar: Determining Subjects by Identifying Prepositional Phrases

## 11. Prewriting/Composition: Take Notes and Write an Original Closing Paragraph for an Informative Essay

## 12. Composition: Edit and Revise

### Day Four

## 13. Spelling: Spelling Test

## 14. Dictation: Dictation Quiz

## 15. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 1C 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 all of the prepositions.

3. **EXTENSIONS:** In the second paragraph, highlight with another color all of the prepositional phrases.

**After** the flood, **N**oah and his family began to repopulate the earth. **All of** their descendants spoke the same language. **R**ather than spreading **throughout** the world, they stayed **in** one area and **laid** the foundations **for** a highly developed city later known as **B**abylon. **G**odless humanism, **with its** practice **of** astrology, became the motivating force **of** this system.

The people decided to use their great intellectual abilities to build a huge tower that would “reach **unto the heaven**.” Some scholars think **their** actual purpose was to design **an** observatory **from which to examine the heavens for evil purposes**. **G**od declared that nothing would restrain them **from achieving their imaginations**.

This account reveals that it is **G**od **W**ho created different languages. **A**lthough **H**is original purpose in doing so was to restrain man’s sinful ambition, **G**od has also purposed to use the different languages to bring glory to **H**imself. **T**he Book of Revelation declares that the multitude of worshippers around the throne in heaven will include those redeemed “out of every kindred, and tongue, and people, and nation.”

## 5e. In the sentences provided, highlight the prepositions.

Note: There may be more than one preposition in some sentences.

**Example:** **In** this passage, we see that the pen **of** the Godly is mightier than the sword.

1. Vladimir Ulyanov experienced great sorrow **during** his life.
2. His father died **at** the time when Vladimir was only sixteen years old.
3. His brother was arrested due **to** his involvement **in** a plot to assassinate the czar.
4. His sister was arrested because **of** her contact **with** her brother.
5. Vladimir was expelled **from** school **for** participating **in** a local demonstration.
6. A friend gave Vladimir a copy **of** *Das Kapital*.
7. *Das Kapital* was written **by** Karl Marx.
8. He read it **with** great enthusiasm.

9. This work fed the flames **of** revolution **in** Vladimir's heart.
10. This work helped transform him **into** the gruesome tyrant that he became.
11. This man is known **to** most as Nikolai Lenin.
12. What destruction was brought **to** Lenin's life **by** the written word!
13. The pen can be used **for** good.
14. The pen can be used **for** great evil.
15. It brought destruction **to** Lenin's life.

**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!

**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 the first paragraph, highlight the prepositional phrases.
3. In the second paragraph, highlight each infinitive—*to* + verb.
4. **FURTHER EXTENSION:** In the last paragraph, highlight the sentence openers, and place commas following them, if you have not already done so.

Just as **J**esus saw the multitudes **with understanding and compassion**, so **H**e calls us to do the same. **E**arly **in his ministry**, **C**hrist instructed **H**is disciples to see the spiritual needs **of those around them**. **H**e compared the multitudes **to fields of a ready harvest**.

Later in **H**is ministry, **J**esus told His **d**isciples **to pray** that **G**od would send out laborers into **H**is harvest. **T**he laborers need be only few in number if they perceive the needs of people and are trained **to meet** those needs.

**At the end of his ministry**, **J**esus commanded **H**is disciples to go into the harvest and continue the work **H**e had begun. **As Christ saw needs**, so should we. **As our lives are in tune with the Spirit of God**, **H**e will give us discernment, and we will not overlook the real needs of people around us.

**8d. In the sentences from exercise 5e., place parentheses around the prepositional phrases for the prepositions you already highlighted.**

1. Vladimir Ulyanov experienced great sorrow (during his life).
2. His father died (at the time) when Vladimir was only sixteen years old.
3. His brother was arrested due (to his involvement) (in a plot) to assassinate the czar.
4. His sister was arrested because (of her contact) (with her brother).
5. Vladimir was expelled (from school) (for participating) (in a local demonstration).
6. A friend gave Vladimir a copy (of *Das Kapital*).
7. *Das Kapital* was written (by Karl Marx).
8. He read it (with great enthusiasm).
9. This work fed the flames (of revolution) (in Vladimir's heart).

10. This work helped transform him (into the gruesome tyrant) that he became.
11. This man is known (to most) as Nikolai Lenin.
12. What destruction was brought (to Lenin's life) (by the written word)!
13. The pen can be used (for good).
14. The pen can be used (for great evil).
15. It brought destruction (to Lenin's life).

□ **10e. In the sentences provided, complete the following steps:**

1. Place parentheses around the prepositional phrases.
  2. Highlight the main subject (not the subjects within clauses—just the main subject of each sentence).
  3. Highlight with another color the verbs (action or being).
1. The **hypothalamus** **is located** (in the lower center) (of the brain).
  2. By being alarmed every time we see sin, **we** **benefit** (from the adrenaline) which our body releases as well as (from the power) which the Holy Spirit gives us to resist temptation.
  3. (With this physical and spiritual power) (through our position) (in Christ), **we** **are able to** either **flee** or **to stand** fast when evil comes.
  4. (According to Scripture), sometimes the **believer** **is to flee**.
  5. As a vasodilator, **epinephrine** also **opens** the blood vessels (of the skeletal muscles).
  6. All three **factors** **combine to create** a surge (of energy) that is often called the "second wind."
  7. Both sympathetic and parasympathetic **activities** (of the autonomic nervous system) **are controlled** (by the hypothalamus).
  8. When threatened, the **body** automatically **dilates** the pupils (of the eye), allowing more light to enter the eye.
  9. Only 150,000 **hairs** **are located** (on the scalp).
  10. The **purpose** (of goose bumps) **is to insulate** the body (from heat loss) (during cold weather).
  11. (In warm weather) **they** **serve** as tiny cooling towers.
  12. Each **hair** **acts** like a wick to increase the evaporation (of perspiration).
  13. To slow the heart down, **impulses** **travel** (from the hypothalamus) (to the heart) (through the vagus nerve).
  14. **Norepinephrine** and **acetylcholine** **work** together like the accelerator and brakes (of a car).
  15. (For a quick start), the **accelerator** **may be flooded**.
  16. If the car goes too fast, the **driver** **removes** his foot (from the accelerator) and **applies** the brakes. (compound main verbs)
  17. **Stress** also **stimulates** the body to conserve water.

