

# Red Level A - Units 1-8

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The *Character Quality Language Arts* program is designed for families who desire to study God's Word, biblical principles, and godly character while developing excellent communication skills.

For more information about other curriculum items (including speech and debate), teaching tapes, greeting cards for homeschool moms and graduates, and additional materials written by the Reishes, contact:

Ray and Donna Reish

Training for Triumph

6456 E US 224 Craigville, IN 46731

(260) 597-7415 [trainingfortriumph@mchsi.com](mailto:trainingfortriumph@mchsi.com)

[www.trainingfortriumphhomeschool.com](http://www.trainingfortriumphhomeschool.com)

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# Red 1A Week 1

Character Focus: Peacemaking

## Vocabulary Box

### Synonyms for *peacemaker*

ambassador      witness      evangelist  
apostle          reconciler      mediator  
missionary      soul-winner

## Vocabulary Box

### Antonyms for *peacemaker*

whisperer      trucebreaker      agitator  
divider          traitor          dissident  
dissembler      deceiver

## 1. Copying, Vocabulary, and Comprehension

### This Week's Passage

BASIC	<p>When Pachacuti began his reign of the Incan people, he worshipped the sun. He made the sun temple a beautiful place to worship. However, as he considered the sun, he realized that it always followed a set path. It performed certain tasks at certain hours, just like a common laborer. He also observed that just the passing of a small cloud could dim the radiance and warmth of the sun.</p> <p>Thus, Pachacuti became disappointed with sun worship. He began to study the Incan traditions. He read about Adam, Noah, and other Bible fathers. Eventually, he discovered the Lord and began to worship Him as the Creator of all things. (He also found that his Incan ancestors had worshipped the true God too. They had called the real God "Viracocha.")</p>
EXTENSION	<p>Pachacuti called together the royal priests. He told them about their error in worshipping the sun. He commanded that everyone pray to this true God. He taught that deepest awe and humility should be given to this God, and he even composed hymns for the people to sing to "Viracocha."</p> <p>Some of the sun priests gave allegiance to Viracocha, but others bitterly denounced this new God. Pachacuti wanted to keep peace, so he compromised. He did not continue to spread the truth about the real God to his kingdom.</p>
FURTHER	<p>His decision proved to be a tragedy. The Incan people didn't have light or truth. They became more corrupted and perverted. A hundred years after Pachacuti's death, the Incan Empire was conquered easily by the Spanish, despite the fact that the Incas had once been awesome.</p>

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

1. This passage is about a famous ruler named Pachacuti.
2. He ruled the Incan Empire.
3. He came to power in 1428, and his empire grew rapidly.
4. At its height, the Incan Empire included portions of present-day Columbia, Ecuador, Peru, Bolivia, Chile, and Argentina.
5. Pachacuti was also known for rebuilding a beautiful fortress city on top of a mountain as the capital.
6. The walls of the buildings he built had massive stones.

### Optional Penmanship Practice

And he said unto them,  
"Follow me, and I will  
make you fishers of men."

-Matthew 4:19

7. These stones were so well cut that they did not need mortar to hold them together -- and they still stand today.

Note: The word worshipped may be spelled with one p or two p's in our language.

<> **1b.** In the first paragraph of the passage, highlight the word *laborers*.

<> **1c.** Look up this word in a dictionary and write the definition in your own words on the lines provided.

**Definition of laborer**

---

---

<> **1d.** Based on the definition, use this word in a sentence on the lines provided.

**Sentence with laborer**

---

---

---

<> **1e.** In the first paragraph of the passage, highlight the word *beautiful*.

The word *beautiful* means "having beauty" or "excellent." This word is a strong adjective. Adjectives describe.

Your writing will be better if you try to use strong describers rather than just the first one you think of. For example, if the passage had said *nice* or *pretty* instead of *beautiful* you would not have the same picture in your mind.

<> **1f.** In the first and second copy box of the passage, highlight the following words.

- |          |          |         |
|----------|----------|---------|
| 1. small | 2. found | 3. told |
| 4. true  | 5. new   | 6. real |

<> **1g.** Choose three (Extensions choose four) of the words you highlighted, and look them up in a thesaurus. Write three *stronger* synonyms for each one on the lines provided.

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

Synonyms: A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

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

Synonyms: A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

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

Teacher Tip: *Aught* is an example of an unusual letter combination that makes the short o sound.

Further Study: Fill in a picture of a fish with "tissue paper art" by wrapping two inch squares of tissue paper around the eraser end of a pencil, dipping it in glue, and gluing it onto a fish you have drawn on a paper. Do this dozens of times with multicolored tissue paper to create a colorful fish.

Teacher Tip: If your Level A student is not used to taking notes, walk him through the note-taking process. Ask him which words he thinks will help him remember what the sentence said. Coach him as he takes notes. Also, feel free to write his notes for him as he dictates them to you, if necessary.

Teacher Tip: Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing came for came back, you could use the word returned to use less words but keep the original meaning.

#### Alternative Writing for Red 1A Week 1

- Write one paragraph about how we are to be soulwinners.
- Write one paragraph about the meaning of the word peace.
- Write two paragraphs about how Peter was a peacemaker.

Optional Spelling Practice: Unscramble the Basic words.

1. hgtacu \_\_\_\_\_
2. uattgh \_\_\_\_\_
3. thgsunola \_\_\_\_\_
4. thyguan \_\_\_\_\_
5. ghtreud \_\_\_\_\_
6. thyguah \_\_\_\_\_

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

Synonyms: A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

4. Extensions: \_\_\_\_\_

Synonyms: A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

<> **1h.** On the lines provided, write two synonyms for *peacemaker* from the shaded Vocabulary Box located at the beginning of this week's lesson.

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

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

<> **1i.** On the lines provided, use one of these words in a sentence about *Pachacuti*.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

<> **1l.** Optional: Make a minit-book containing this week's passage.

## 2. Spelling: Sounds of *aught* (Examples: caught, taught)

<> **2a.** In the third paragraph of the passage, highlight the word *taught*.

1. *Aught* makes the sound of *ot*.

2. There are only a few words that have *aught* in them, but this is still a very important rule.

3. Many people confuse the *aught* family and the *ought* family.

4. You will learn to spell these words by writing with them over and over.

5. To help you learn these spellings, you will just practice *aught* words this week (except Further Extension students)

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

## BASIC LEVEL

1. \_\_\_\_\_  
caught

3. \_\_\_\_\_  
taught

5. \_\_\_\_\_  
daughter

2. \_\_\_\_\_  
haughty

4. \_\_\_\_\_  
onslaught

6. \_\_\_\_\_  
naughty

## EXTENSIONS--OTHER AU AND OU WORDS

7. \_\_\_\_\_  
clause

9. \_\_\_\_\_  
laundry

11. \_\_\_\_\_  
thoughtful

8. \_\_\_\_\_  
saucer

10. \_\_\_\_\_  
caution

12. \_\_\_\_\_  
nought (meaning the number 0 or none)

## OPTIONAL

13. \_\_\_\_\_  
apostle

15. \_\_\_\_\_  
witness

14. \_\_\_\_\_  
missionary

## Review Words

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

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

<> **2c.** Add this week's new words to page 45 of your *Spelling Notebook*.

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

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

### Series of Three or More

<> **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.

### Key Word Outline

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually mean general ideas, not specific words):

- + can mean up, more, above, increase, better
- = can mean the result of, the same as, is equal to, means, like, occurred
- # can mean number, pound, or numeral
- Numbers can mean to (2), for (4), and can also stand for dates, time, etc.
- ---> can mean the result of, caused, said, showed, back, forward, front, to, like
- @ can mean at, to, from
- \$ can mean money, cost, expensive
- ^ can mean up, above, more
- ¶ can mean most important, more important
- “ ” can mean spoken words or special words
- < > can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

### Key Words

Writing a Key Word Outline is like Indian talk, back in the Pilgrims' day: How! Me Squanto!

### Key Words

Highlight your 3–5 words in each sentence before writing them. This will help you see at a glance if these are really the best words for the job.

### Sample Key Word Outline

Topic of Paragraph 1: Pachacuti; worshiped sun god then realized sun not really powerful

Sentence 1: Pachacuti 1st reigned --> worshiped sun god

Sentence 2: Pachacuti ----> sun temple +++  
place ----> worship

### Topic of Paragraph:

When you write the topic of the paragraph on the topic line, be sure you think about the main idea of the whole paragraph. Do not give details here—just the **main idea** of the paragraph.

Further Study: Have your teacher read to you a story or analogy used by Walter Wilson or some other evangelist to explain the Gospel, such as how Mr. Wilson used the peanut or Jesus used the four types of ground.

our sun is one of billions of stars god placed in the Milky Way Galaxy The sun is the main contributor of the earths warmth. it produces 99.999% of the light that warm the earth without the sun the earth would be totally dark the only light in our solar system would be the starlight from distant stars. even the closest of those stars shine only as brightly as a candle seen from a distance of ten miles without the son the moon wood be merely a black shadow moving across the sky. Venus mars and jupiter would bee recognized only as tiny black specks shining against the back-drop of the stars the sun is amazeing

### Making a Key Word Outline (KWO) and Writing From It, Plagiarizing, and Writing Others' Ideas

Follow these steps in outlining and writing from given material:

1. **Do not steal another person's words.** In making and writing from a Key Word Outline, it is important that you do not plagiarize. Plagiarizing is stealing another's words and using them as your own. When writing from a source (whether using a Key Word Outline or any other outlining technique), there is a danger of using another person's wording, phrasing, and writings instead of making your report your own.
2. **Do not write directly from a source.** To keep from plagiarizing, you should write an outline before you write a report—as opposed to writing directly from the source. By making an outline of the information (instead of writing your report directly from the book in which you get your information), you are removing yourself from the source, which will make you one step further away from another's words—and reduce the likelihood of plagiarizing.
3. **Use few words for outlining each sentence.** In making a Key Word Outline, you should only use a small number of words for outlining each sentence. This is another way plagiarism can be reduced. If you use twenty-five percent or less of the author's original words to outline a sentence, you will be forced to use your own wording for at least the remaining seventy-five percent. (This is why CQLA limits the number of words you are permitted to use to outline each sentence of a passage, while still making allowances for lengthier sentences.) For example, if the assignment permits you to use up to six words per sentence for the sentences you are outlining, try to use four or five instead, whenever possible. If you are allotted four or five words per sentence for outlining, try to get by with only three or four words.
4. **Use your own wording during outlining.** Another way to reduce plagiarism is to use your own wording even during the outlining process. What this means is that you can start using your own words and phrases during your Key Word Outline, as opposed to outlining the author's wording and phrasing. You are, essentially, removing yourself even further from your original source by outlining with your own words. Study the examples given below to see how you can use your own words during outlining:

Original passage:

Daniel and Samson were two men who lived extremely similar, yet contrasting, lives. They both lived under the dominion of enemy nations and were taken by force to serve in the lands of their enemies. Both were given leadership positions by God's direction--and were placed in confinement at some point during their service.

Key Word Outline Samples:

**Sentence 1 Original:** Daniel and Samson were two men who lived extremely similar, yet still contrasting, lives.

**Sentence 1 KWO Using Author's Words:** Daniel & Samson, 2 =similar/contrasting lives

**Sentence 1 KWO Using Your Own Words:** 2 w/ different & same situations = Daniel & Samson

**Sentence 2 Original:** They both lived under the dominion of enemy nations and were taken by force to serve in the lands of their enemies.

**Sentence 2 KWO Using Author's Words:** 2 lived /dominion enemy nations; forced serve

**Sentence 2 KWO Using Your Own Words:** 2 /rule opposing countries; forced slave-enemy

**Sentence 3 Original:** Both were given leadership positions by God's direction---and were placed in confinement at some point during their service.

**Sentence 3 KWO Using Author's Words:** 2=leadership/God & confined during service

**Sentence 3 KWO Using Your Own Words:** 2=captive while slaving; 2=called God/leadership

5. **Reword material and rework the sentence structures when writing from a Key Word Outline.** Even though you are writing from given material when writing from a Key Word Outline, you still want to eventually make that material your own. You do not want to write using the same words, phrases, and sentence structures that the author used. It might be general knowledge, but if you use the author's way of writing it, you are plagiarizing his or her words and sentences. Thus, you will want to reword the material and rework the sentence structures when you are writing from a Key Word Outline. In the sentences that were outlined above for you, you can use your new words (in your Key Word Outline), but rework the sentence structures so that you are writing the paragraph yourself, instead of copying from the author. Read the samples below to see how this is done.

Original Passage:

Daniel and Samson were two men who lived extremely similar, yet contrasting, lives. They both lived under the dominion of enemy nations and were taken by force to serve in the lands of their enemies. Both were given leadership positions by God's direction--and were placed in confinement at some point during their service.

Your Key Word Outline Using Your Own Wording:

**Sentence 1:** 2 w/ different & same situations = Daniel & Samson

**Sentence 2:** 2 /rule ---opposing countries; forced slave-enemy

**Sentence 3:** 2=captive while slaving; 2=called-God/leadership

Further Study: Make a booklet, computer poster, or newsletter containing several of a peacemaker's or peacemakers' stories or quotes.

Further Study: Have your teacher read a little bit to you about a famous ambassador, such as John Quincy Adams or Benjamin Franklin.

Further Study: Make a penmanship poster containing a word and definition of another type of peacemaker, such as ambassador, apostle, missionary, mediator, evangelist, reconciler, soul winner, and witness.

Optional Spelling Practice  
List your three most challenging spelling words below:

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

Optional Spelling Practice  
Unscramble the Extensions words.

1. seualc \_\_\_\_\_
2. yrdlaun \_\_\_\_\_
3. uasrec \_\_\_\_\_
4. taucnoi \_\_\_\_\_

Character Connection:  
Peacemaking -- Helping others become free from conflict.

Tips for Re-Writing the Passage:

1. The wording of your essay should not be copied from the passage.
2. You may use synonyms for some of your key words.
3. Your sentences should not contain less information than the sentences in the passage.
4. Do not look back in the passage unless absolutely necessary.
  - a. If you need help, re-read the whole passage.
  - b. Do not read each sentence from the passage as you write your own.
5. In your notebook, write your essay, using every other line.

Further Study: Read and study about the ant in a book about their work habits, such as IBLP's *Men's Manual II*, pages 226-230.

Optional Spelling Practice  
Circle the correct spelling of each Basic words.

1. caught coght
2. haught haughty
3. touwt taught
4. naught nawght
5. daughter dauhter
6. onslaught onslought

Your New Passage:

Two men, named Daniel and Samson, found themselves in different situations--and the same types of situations--during their lives. The similarities of these two men's lives include the fact that they both existed as slaves in enemy territory under the reign of countries who opposed and oppressed their own countries. They were both ordained of God to be in leadership in the foreign countries in which they were serving, and they were both held captive by these enemies while they were serving them.

6. **Discern whether you are writing from general information as opposed to writing from someone else's original ideas.** The passages from which you write in CQLA are usually general information--information that many Christians know and agree with. For example, most of us know that Daniel and Samson were both taken captive. Most of us know that God does not permit us to use His name in vain. It is general knowledge that being responsible is displaying godly character, etc.. However, there will be other times in which you write (especially when finding your own sources) using another person's ideas or themes. In other words, you will write something that is not common knowledge--or a viewpoint or theme that another person designed himself.
7. **Give credit to the original writer when something is not general knowledge.** When you write from another's ideas or theories, you need to cite that information. You will be taught how to cite sources throughout this book. This information is also provided in the Teacher's Guide. In a nutshell, however, you need to tell when an idea or theory you are writing about is not generally known--or when you are giving a point of view that you have devised from another's writing or point of view. In the given passages for this curriculum, people are sometimes quoted and the Bible is often quoted. These will give you opportunities to learn how to write using another person's words in a way that gives that person the credit he or she deserves.
8. **Cite the person's name when paraphrasing original (or non-general) information.** Many students are not aware that when you paraphrase someone else's words that are not general knowledge, you need to tell where you got that information or who first came up with that theory or idea. (Students often think that you only cite the source when the material is quoted directly.) There is disagreement among professionals as to when a source needs cited and when a source does not need cited in terms of whether something is commonly known or not. When this curriculum refers to general knowledge, it is describing information that you might get out of an encyclopedia or other "facts" source. Read the two examples given below to help you discern whether your information needs cited or not.
  - a. General Knowledge: There is no reason to tell that *World Book Encyclopedia* says that prairie dogs are furry rodents. It is an understood fact that they are rodents, and many would describe them as furry, or at least hairy. You do not need to tell that *Who's Who in Christian History* said that Charles Spurgeon lived with his grandparents during part of his childhood (unless you are writing a research paper or college term paper in which each piece of information must be cited). Nearly any biographical source about Charles Spurgeon would tell you that. It is not an original idea or theme.
  - b. Specific Knowledge: However, to say that Charles Spurgeon's grandfather had a significant influence on his ministry, you either need evidence, such as information about his living with his grandfather while growing up, etc., or you need to cite the person who said this in your paper. For example, you might write a few sentences about Charles Spurgeon's early years living with his grandparents and observing

his grandfather's faith, then say It would seem that Charles Spurgeon's grandfather had a profound influence on his future faith and ministry. Or, if you did not have space to provide the evidence for the grandfather's influence (explaining how young Charles lived with his grandparents for a number of years), you could cite your source that says his grandfather was a significant influence, paraphrase that information, and include it in that way. For example, your sentence might read something like this, *According to Smith in The Life of Spurgeon, Charles Spurgeon's grandfather had the most influence on his faith and ministry since the young Spurgeon lived with his grandparents during his formative years.* You are not quoting Smith directly, but you are giving Smith the credit for the idea that the grandfather influenced the younger Spurgeon---since you could not have known that had you not either read about Charles Spurgeon's time with his grandfather in detail or read someone else's words saying that information. (Note: You need to italicize a major work when you type it or underline it when you write it out by hand. Since the example sentence is given in italics (to keep from confusing you by using quotes to show that it is a sentence in your paper!), the major work The Life of Charles Spurgeon is underlined to show that it is a major work. Italicizing major works is more aesthetically pleasing than underlining, so it is recommended that you italicize it.)

For the passages of given material, you do not need to be concerned with citing or not citing (unless the passage contains a quote). However, you will want to consider this information any time you gather information for an opening, closing, or continuing paragraph--and for times that you write from information you find yourself. You will learn more details about citing sources, including quotations, and paraphrasing information as you grow in your writing.

Further Study: Have someone read you a short story about someone's salvation experience.

Further Study: Make a minit-book containing four synonyms and two antonyms for peacemaker.

Further Study: Make a picture, booklet, or sketch showing the armor of God, which all peacemakers should wear.

Further Study: Memorize two verses of "Rescue the Perishing" by Fanny Crosby.

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

<> **4a.** Follow these steps to write a Key Word Outline for this week's passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3-5 words** that would most help you to remember the content of the sentence.
  - b. Write those **3-5 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat the steps above for all paragraphs and sentences in the passage.

Optional Spelling Practice  
Finish the Basic words.

1. c \_ \_ u g \_ \_ t
2. \_ \_ \_ \_ g h t y
3. t a \_ \_ h t
4. o n s l \_ \_ \_ \_ t
5. d \_ \_ u g \_ \_ t e r
6. h \_ \_ g h t \_

### Further Extension Only: Paragraph One of Body

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

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

\_\_\_\_\_

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

\_\_\_\_\_

Further Study: Memorize the "Pledge of Allegiance."

Further Study: Read a story about Mary Slessor, such as "Temple Runaway" on page 130 of *Missionary Stories With the Millers*.

Character Connection: John Calvin was a wise peacemaker. His publication *Institutes of the Christian Religion* significantly influenced many of the U.S. founding fathers.

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

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

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

Character Connection: Fanny Crosby, the author of "Rescue the Perishing," was a wise peacemaker. She was blinded as an infant due to a doctor's error. She wrote over six thousand hymns---many of which were about reconciliation and peacemaking.

### Extensions Only: Paragraph Two of Body

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

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

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

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

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

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

(You do not have to use parenthesis around this sentence if you have never written with parenthesis before.)

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

(You do not have to use parenthesis around this sentence if you have never written with parenthesis before.)

Further Study: Have someone read to you about Fanny Crosby in a book such as *Ambassadors for Christ*, *Al Smith's Treasury of Hymns*, or *Cloud of Witnesses*.

Character Connection: Stephen was a wise peacemaker who felt that reconciling men to God was more important than his earthly life.

Further Study: Count how many times the word *word* is written in I John 1:1-14. What *Word* is this referring to?

Further Study: Draw a picture or color a coloring page about the fishermen catching a lot of fish with Jesus and how Jesus told them to be fishers of men.

### Paragraph Three of Body

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

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

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

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

Further Study: Read about Stephen in a picture Bible or children's Bible.

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

(You may use up to eight words for sentence four. You may also divide sentence four into two sentences, if desired.)

Further Study: Read about wise peacemakers in a book of short essays, such as *Eternity in Their Hearts* by Don Richardson, *Peace Child* by Don Richardson, or *They Found the Secret*.

### Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_

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

(You may use up to eight words for sentence one. You may also divide sentence four into two sentences, if desired.)

Further Study: Look in Scripture for verses containing *messenger*, *speaking*, and *declare*.

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

Character Connection: A wise peacemaker will always work towards reconciliation in relationships.

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

(You may use up to eight words for sentence three. You may also divide sentence four into two sentences, if desired.)

### Paragraph Five of Body

Topic of Paragraph 5 \_\_\_\_\_

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

Further Study: Memorize three verses from the Romans road to salvation and explain what these mean to your teacher.

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

Further Study: Read about countries in which missionaries from your church minister in a book such as *Operation World*.

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

Optional Penmanship Practice  
But watch thou in all things, endure afflictions, do the work of an evangelist. . . .  
—II Timothy 4:5

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

(You may use up to eight words for sentence four. You may also divide sentence four into two sentences, if desired.)

Teacher Tip: If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a word the difficult word rhymes with that he already knows. (“Remember, would is from the would, could, should family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week’s Review Words from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his Review Words list for next week.)

Further Study: Make a wordless salvation book, bead necklace, or computer art to explain salvation to someone: black heart, red blood, white heart, green growth, gold streets.

## 5. Structural Analysis: Plural Nouns

<> 5a. In first copy box of the passage, highlight the words below:

1. tasks
2. hours
3. traditions
4. fathers
5. things
6. ancestors

All of these words are plural (more than one). For example:

There are several ways to make words plural.

1. One way is to change the spelling of the word completely.
  - a. When you change a word completely, you know that it needs to be done because it does not sound right without the word being changed, so this is a fairly easy rule.
    - 1) You do not say *two fishermans*.
    - 2) You say *two fishermen*.
  - b. There are only a small number of words in which you **change the word completely**, so it is best to memorize these words:
    - 1) child—children
    - 2) goose—geese
    - 3) man—men
    - 4) woman—women
2. The second way to make something plural is **not to change it at all**.
  - a. one sheep
  - b. two sheep
  - b. Very few words stay the same; in fact, there are so few, this rule is often forgotten, but it is still very important.
  - c. Again, it is best to memorize these few words:
    - 1) fish—fish (though fishes is also considered correct)
    - 2) deer—deer
    - 3) sheep—sheep
    - 4) moose—moose
3. If a word ends in *f*, you usually **change the *f* to *v*, and then add *es***—regardless of whether it adds a new syllable or not.
  - a. half—halves
  - b. hoof—hooves
  - c. leaf—leaves
  - d. wolf—wolves
  - e. An exception is: roof—roofs
4. If, when a word is made plural, you *hear a new syllable*, you should **add *es***.
  - a. These words will end in the following letters and letter combinations:
    - 1) s
    - 2) sh
    - 3) ch
    - 4) z
    - 5) x
  - b. You can be very sure that the word needs *es* added to it if, when you say the plural word, there is an extra syllable in it.
    - 1) perch—perches
    - 2) mess—messes
    - 3) ash—ashes
    - 4) crutch—crutches
    - 5) church—churches

5. Words ending in *y* have their own rules for making plural words:
  - a. When a word ends in a *vowel + y*, just add *s*.
    - 1) turkey—**turkeys**
    - 2) joy—**joys**
    - 3) monkey—**monkeys**
  - b. When a word ends in a *consonant + y*, change the *y* to *i* then add *es*.
    - 1) cry—**cries**
    - 2) fly—**flies**
6. When a word ends in *o*, one of these three rules applies:
  - a. If it ends in *consonant + o* only (and it is not a music word), add *es*.
    - 1) tornado—**tornadoes**
    - 2) halo—**haloes**
  - b. If it ends in the *vowel o*, add *s* only.
    - 1) radio—**radios**
    - 2) video—**videos**
  - c. If it is a music-related word (regardless of whether it is a *vowel + o* or *consonant + o*), add *s* only.
    - 1) piano—**pianos**      2) alto—**altos**
    - 3) banjo—**banjos**      4) soprano—**sopranos**
7. If none of the above rules apply, you just add *s* to the word.
  - a. one peacemaker
  - b. two peacemakers
  - c. This is the most common and easiest way to make a word plural.

<> **5b.** (T) Complete the following steps with your teacher:

1. Go around the room, and find one of something. Say its singular form aloud.
2. Then find another of that object, and say the plural form aloud.
3. Decide how it was made plural.
4. Optional: Write the singular spelling and the plural spelling on the whiteboard.
5. Continue this with other objects around the room.

<> **5c.** In the list provided, make each word plural.

- |                       |                        |
|-----------------------|------------------------|
| 1. _____<br>Christian | 2. _____<br>ambassador |
| 3. _____<br>fish      | 4. _____<br>apostle    |
| 5. _____<br>child     | 6. _____<br>kingdom    |
| 7. _____<br>divider   | 8. _____<br>man        |
| 9. _____<br>church    | 10. _____<br>disciple  |
| 11. _____<br>deer     | 12. _____<br>goose     |

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

1. Write any difficult words on the white board 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 sentence that he needs re-read—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.

Optional Penmanship Practice

Major Focus: Peacemaking is a way of life.

Further Study: View a video in which someone is reconciled to others via a peacemaker, such as *Treasures of the Snow* or *Pollyanna*.

Optional Spelling Practice  
Write a sentence using one of the Basic words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Further Study: Find the word *wisdom* ten times in the book of Proverbs and read each verse containing it.

Further Study: Memorize a Scripture about the ant, such as Proverbs 3:24-25.

Optional Penmanship Practice  
Peacemaking is a way of life.

Character Connection:  
*Wisdom* is seeing and responding to life's situations from God's perspective.

Optional Penmanship Practice  
The fruit of the righteous is a tree of life; and he that winneth souls is wise.  
-Proverbs 11:30

Further Study: Draw a picture of ants working together and write three sentences beneath it.

- |                         |                      |
|-------------------------|----------------------|
| 13. _____<br>ox         | 14. _____<br>ash     |
| 15. _____<br>sandal     | 16. _____<br>hill    |
| 17. _____<br>peacemaker | 18. _____<br>half    |
| 19. _____<br>hutch      | 20. _____<br>leaf    |
| 21. _____<br>alto       | 22. _____<br>baby    |
| 23. _____<br>fly        | 24. _____<br>soprano |
| 25. _____<br>fry        | 26. _____<br>guy     |
| 27. _____<br>toe        | 28. _____<br>store   |
| 29. _____<br>book       | 30. _____<br>tornado |

<> **5d.** Optional: In your notebook, write sentences with plural nouns.  
BASIC: Write ten sentences.  
EXTENSION: Write twelve sentences.  
FURTHER EXTENSION: Write fifteen sentences.

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

- <> **6a.** Follow these steps for writing your report 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 out loud to get it just the way you want it.
  4. Write your first sentence in your notebook, remembering to indent it.
  5. Repeat these steps for each line of notes, writing on every other line.

<> **6b.** Read your report aloud. Do you like the way it sounds?



## 8. Structural Analysis: Contractions

<> **8a.** In the last paragraph of the passage, highlight the word *didn't*.

This word is a contraction. Contractions are made when you combine two words and push out some of the letters. Examples:

1. *Did not* becomes *didn't*.
2. *Has not* becomes *hasn't*.

Contraction means squeeze. Therefore, contractions are words that have some of the letters squeezed out!

For example: **Could not** becomes **couldn't**. (The *o* has been squeezed out!)

In place of the squeezed out letter or letters, there is an apostrophe (or a comma in the air!). Examples:

1. **Should not** becomes **shouldn't**.
2. **Has not** becomes **hasn't**.

<> **8b.** On the lines provided, write the words that make up the contractions.

- |                    |                      |
|--------------------|----------------------|
| 1. _____<br>don't  | 2. _____<br>I'm      |
| 3. _____<br>he's   | 4. _____<br>wasn't   |
| 5. _____<br>she'll | 6. _____<br>they're  |
| 7. _____<br>I'll   | 8. _____<br>they'll  |
| 9. _____<br>it's   | 10. _____<br>weren't |

<> **8c. EXTENSIONS:** Combine the two words listed into contractions. Make sure that you squeeze out the right letters and put in the apostrophe.

- |                         |                        |
|-------------------------|------------------------|
| 1. _____<br>could + not | 2. _____<br>they + are |
| 3. _____<br>it + is     | 4. _____<br>are + not  |
| 5. _____<br>he + had    | 6. _____<br>she + will |

<> **8d.** Optional: In your notebook, write sentences using contractions.

BASIC: Write ten sentences.

EXTENSION: Write twelve sentences.

FURTHER EXTENSION: Write fifteen sentences containing information from a character book or another source.

## 9. FURTHER EXTENSION -- Composition/Creative Writing: Write Original Opening Paragraph

<> **9a.** Follow these steps for writing your opening paragraph:

1. Write an opening sentence at the beginning of your paragraph that tells what your report is about. This is called the thesis statement. (Note: You may write your catchy opening paragraph then end it with your thesis statement-- rather than beginning with it.)
2. Number your notes in the order you want them, and add any information you may have forgotten.
3. Using each set of notes for one sentence:
  - a. Read a line of note.
  - b. Think about what you want to say about those notes.
  - c. Say a sentence out loud that you want to use.
  - d. Write that sentence down.
  - e. Repeat these steps for all of your notes.
  - f. You may leave out some information that you do not want to include.
  - g. Write this paragraph in your notebook writing on every other line.

<> **9b.** Read your paragraph aloud. Do you like the way it sounds?

## 10. Composition: Edit and Revise Using the Checklist Challenge

<> **10.** Use the Checklist Challenge that follows this week's lesson to edit your report.

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 or code each revision in your rough draft as suggested in the *Teacher's Guide* or as directed by your teacher.

## 11. Spelling: Spelling Test

<> **11a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any Review Words.

<> **11b.** (T) Have your teacher check your Spelling Test.

<> **11c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

## 12. Dictation: Dictation Quiz

- <> **12a.** (T) In your notebook, take dictation from this week's passage, at the level directed by your teacher.
- <> **12b.** (T) Review your dictation with your teacher.
- <> **12c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

## 13. Composition: Final Copy Informative Report/Retelling From Given Material

- <> **13a.** Write the final copy of your report in your notebook (writing on every line), or type it on the computer.
- <> **13b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?
- <> **13c.** Optional: Make a minit-book containing your report.

## Extra Practice (Optional)

- 1E. In your notebook, write fifteen sentences containing plural nouns.
- 2E. In your notebook, write ten sentences about Peter containing contractions.
- 3E. In your notebook, copy ten sentences containing *ought* words from a character book or another source.
- 4E. In your notebook, write six Scriptures about soul-winning.
- 5E. Read a book about fishing.
- 6E. Make a minit-book containing your paragraph from this lesson.
- 7E. In your notebook, write a book report about the book you read in this lesson, using the book report outline from the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.



# Red 1A Week 1 Checklist Challenge

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.

- All ALL LEVELS  
 B BASIC LEVEL only  
 E EXTENSION only  
 E's Both EXTENSION and FURTHER EXTENSION  
 FE FURTHER EXTENSION only  
 B,E BASIC and EXTENSION only (No FURTHER EXTENSION)  
 All levels—checks will vary

- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).

All	All	All
E's	FE	FE

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.

All	All	All
E's	FE	FE

Circle each **verb** in each paragraph with a light colored 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

All	All	All
E's	FE	FE

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

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing
coming	visiting	sit	recline
go	hasten to	asked	interrogated
said	announced	write	pen
look	examine	answered	responded
walk	saunter	lie	stretch out
list	enumerate	become	develop
look	scan	see	determine
help	assist		

All	All	All
E's	FE	FE

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
fully	thoughtfully	interestingly	apparently	cautiously	again

All	All	All
E's	FE	FE

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

presumptuous	gracious	lengthy	trusted	courteous	infallible
--------------	----------	---------	---------	-----------	------------

meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	stringent

All	All	All
E's	FE	FE

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

very	really	many	such	good	like
walk	great	wonderful	fine	said	bad
made	small	told	given	gave	

All
-----

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

- Something catchy: Cowardly and Conquered
- Something bold: No Other Gods!
- A song title or line: Bring Them In
- A Scripture: Flee From Idolatry
- Something biblical: Worshipping the Creation Instead of the Creator
- Something about character: Peacemaker?
- Other: Pachacuti's Big Mistake

All
-----

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

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

All
-----

Add a sentence to the very end of your paragraph or essay that **restates the title** in some way. For example, if your title was **Pachacuti's Big Mistake**, you could close your report with, **Pachacuti's big mistake cost his people for years to come**. This is called the **closing sentence**. If you have already done this, highlight it as directed by your teacher.

All	All	All
E's	FE	FE

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	FE
-----	----

Use **one of this month's vocabulary words** in your essay (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

All	E's	FE
-----	-----	----

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

FE	FE	FE
----	----	----

Add one **prepositional phrase opener** as indicated. If it is long, or if you hear a pause after it, follow it with a comma. If you have already done this, highlight it as directed by your teacher. Examples:

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

FE
----

Start one or more of your sentences with an **adverb** (*ly* word) (or more than one, according to your level). 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.

E's

Add one **interjection** to the beginning of one of your sentence, or add a new sentence with an interjection in it to your essay (or do this more than one time, according to your level). 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.

All	All	All
E's	FE	FE

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



# Red 1A Week 2

Character Focus: Peacemaking

## Vocabulary Box

### Synonyms for *peacemaker*

ambassador      witness      evangelist  
apostle          reconciler      mediator  
missionary      soul-winner

## Vocabulary Box

### Antonyms for *peacemaker*

whisperer      trucebreaker      agitator  
divider          traitor          dissident  
dissembler      deceiver

## 1. Copying, Vocabulary, and Comprehension

### This Week's Passage

BASIC

Walter Wilson was good at starting conversations with people. He would talk to them about their souls. He said that if you want to help others, you should start talking about things they like first. Once someone is your friend, then you can tell that person about Jesus.

EXTEN

If Mr. Wilson saw someone who had just bought a newspaper, he would ask him if he knew about the most famous story that was ever written. Then he would tell how the story of Jesus' birthday is in newspapers, letters, calendars, and many other places. He would tell the person that God "advertised" Jesus' birthday so that everyone would know about Him.

FURTH

Walter Wilson would tell the person about Jesus. He would tell him that God wants everyone to be born again. Then he would ask the person if he had ever sought for Jesus and been born again.

### Optional Penmanship Practice

Say not ye, There are yet four months and then cometh the harvest? behold, I say unto you, Lift up your eyes, and look on the fields; for they are white already to harvest.

And he that reapeth receiveth wages, and gathereth fruit unto life eternal: that both he that soweth and he that reapeth may rejoice together.

John 4:35–36

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

This passage is about a soul winner named Walter Wilson. He was a great witness for Jesus and led many people to the Lord. He had a lot of creative methods to help others make their peace with God.

<> **1b.** In the second paragraph of the passage, highlight the word *advertised*.

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

### Definition of *advertise*

---

---

---

<> **1d.** Based on the definition, use this word in a sentence on the lines provided.

### Sentence containing *advertise*

---

---

---

<> **1e.** On the lines provided, write two synonyms for *peacemaker* from the shaded Vocabulary Box located at the beginning of this week's lesson.

**Synonyms for *peacemaker***

1. \_\_\_\_\_ 2. \_\_\_\_\_

<> **1f.** On the lines provided, use one of these words in a sentence about Walter Wilson.

**Sentence about Walter Wilson**

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

<> **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: *Ought* Words (Example: bought)

<> **2a.** In the passage highlight the words in the last two paragraphs that have *ought* in them.

*Ought* makes the sound of *ot*. Last week you learned that *ought* makes this same sound. Because of this, you must learn when to use *ought* and when to use *ought*. This is done mostly by memorizing and grouping the words that are spelled the same together.

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

**BASIC LEVEL**

1. \_\_\_\_\_ 2. \_\_\_\_\_  
bought bought

3. \_\_\_\_\_ 4. \_\_\_\_\_  
fought wrought

5. \_\_\_\_\_ 6. \_\_\_\_\_  
sought thought

**EXTENSION**

7. \_\_\_\_\_ 8. \_\_\_\_\_  
afterthought thoughtful

**FURTHER EXTENSION**

9. \_\_\_\_\_ 10. \_\_\_\_\_  
overwrought forethought

Teacher Tip: *Ought* is an example of an unusual letter combination that makes the short o sound.

Help box for 2a.  
You should have highlighted the following words:  
1. bought  
2. sought

Sample Key Word Outline  
Topic of Paragraph 1:  
Soul-winning in the life of Walter Wilson  
Sentence 1: WW good talking people  
Sentence 2: WW talked about souls

Topic Line  
When you write the topic of the paragraph on the topic line, be sure you think about the main idea of the whole paragraph. Do not give details here—just the main idea of the paragraph. For example, "Walter Wilson talks with others."

Teacher Tip: Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

Alternative Writing for Red  
1A Week 2

- Write a two-paragraph essay about how you can be a fisher of men.
- Write an informative paragraph on some other peacemaker like D. L. Moody or Samuel Morris.

Character Connection:  
God prepares cultures and peoples for the wise peacemakers He will send to them.

Teacher Tip: Highlight your 3-5 words in each sentence before writing them. This will help you see at a glance if these are really the best words for the job.

OPTIONAL

11. \_\_\_\_\_  
reconciler

12. \_\_\_\_\_  
soul-winner

13. \_\_\_\_\_  
evangelist

REVIEW WORDS

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

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

<> **2c.** Add this week's new words to pages 45 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 six sentences using six of the spelling words.

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

#### Plural Nouns

<> **3.** Complete the following steps:

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

BASIC LEVEL: Correct only first paragraph.

EXTENSION: Correct first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the spelling errors, and correct them, if you have not already done so.

3. In all three paragraphs, highlight the plural nouns.

The young doctor and his wife new that something had to be done they had com to a smal toun in missouri to establish a medacal practice, but so far their income had not even been sufficient to pay the rent. The residents looked to more estab-lished doctors for there treatment, and most of the new doctors patients were charety cases

The new-married couple kneeled beside the sofa in there little cottage and prayed that the lord would do two things. first, they prayed that He would send a difficult case on whom other doctors had gave up. second they prayed that the patient would have enough resources to pay for the services that were gave.

No sooner had they finished when the phone rung. They looked at each other with excitement until the caller simply asked, would you be willing to take a charity case. The doctor agreed but wondered how god would use this situation to answer his prayers. His wife reminded him of the words of a song: "God moves in mysterious ways, His wonders to perform".

# 4. Study Skills/Prewriting: Key Word Outline

<> **4a.** Follow these steps to write a Key Word Outline for this week’s passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3-5 words** that would most help you to remember the content of the sentence.
  - b. Write those **3-5 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat the steps above for all paragraphs and sentences in the passage.

## Paragraph One of Body

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

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

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

\_\_\_\_\_

## Paragraph Two of Body

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

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

\_\_\_\_\_

(You may use seven words for sentence one.)

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

\_\_\_\_\_

(You may use six words for sentence two.)

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

\_\_\_\_\_

## EXTENSIONS: Paragraph Three of Body

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

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

Topic of Paragraph Line

The "Topic of Paragraph Line" that is above each paragraph of each essay is provided as a comprehension and a composition exercise. As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.

As a composition exercise, its merits are endless. It is one of the first keys that CQLA uses to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years become very adept at knowing when a paragraph ends and when a new one should be started. It narrows the student's thinking to see that everything I write in this paragraph has to be about that topic.

Do not let your students skip this vital step! The "Topic of Paragraph Line" is different than many other outlining tools (like the KWO) that require a student to use no more than a certain number of words, write in phrases or sentences only, etc. On this line, students may use as many words as they desire and may write phrases or complete sentences. Encourage your students to use this line to help them.

Further Study: Draw a map showing places in which missionaries from your church minister.

Further Study: Make a picture depicting the verse, "Go ye into all the world."

Teacher Tip: Use the Grammar Card section of the *Teacher's Guide* for more prepositions. Any time your student gets stuck on prepositions, just make a motion of his little toy around the tube to give him a visual reminder of prepositions. This object lesson will stick with him. Don't be concerned if your youngest Level A student continues to highlight the infinitives (to + verb). That can be confusing for young writers.

Further Study: Study about the Chinese dress that the wise peacemaker Hudson Taylor wore in order to better relate to the people he ministered to.

Further Study: Make a Chinese meal and serve it with chopsticks in honor of Hudson Taylor.

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

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

## 5. Grammar: Prepositions

<> **5a.** In the first two paragraphs of the passage, highlight the following words:

- |         |                                  |                                |
|---------|----------------------------------|--------------------------------|
| 1. with | 2. to (not to in phrase to help) | 3. about (four times in a row) |
| 4. of   | 5. in                            | 6. about                       |

We call these words prepositions. Prepositions are words that show position. You can remember what prepositions are if you remember this rhyme: **Prepositions show position.**

<> **5b.** Another way you can remember the many words that are prepositions is to do the following:

1. Get an empty bathroom tissue tube and a small toy animal or character.
2. Hold your little character in various positions around the tissue tube.
3. All of the words you use to describe where your character is in comparison to the tube are prepositions:

a. <b>above</b> the tube	b. <b>aboard</b> the tube	c. <b>against</b> the tube
d. <b>around</b> the tube	e. <b>at</b> the tube	f. <b>along</b> the tube
g. <b>beneath</b> the tube	h. <b>below</b> the tube	i. <b>beside</b> the tube
j. <b>between</b> the tube	k. <b>beyond</b> the tube	l. <b>from</b> the tube
m. <b>for</b> the tube	n. <b>in</b> the tube	o. <b>into</b> the tube
p. <b>on</b> the tube	q. <b>onto</b> the tube	r. <b>over</b> the tube
s. <b>through</b> the tube	t. <b>throughout</b> the tube	u. <b>under</b> the tube
v. <b>with</b> the tube	w. <b>within</b> the tube	

<> **5c.** Put your bathroom tissue tube and character in a small plastic bag and keep for future preposition practice.

There is one preposition that can be confusing. It is the preposition *to*.

1. The word *to* is usually a preposition: The toy went **to** the tube.
2. Sometimes it is not a preposition.
3. When the word *to* is followed by a verb, it is a special verb, not a preposition:

a. to write	b. to read
c. to run	d. to jump
4. This special verb is called an infinitive.

<> **5d.** (T) Practice the rhyme, **Prepositions show position**, until you can recite it for your teacher.

<> **5e.** (T) Practice prepositions with your bathroom tissue tube and character until you can recite prepositions to your teacher.

BASIC: Recite fifteen prepositions.

EXTENSION: Recite eighteen prepositions.

FURTHER EXTENSION: Recite twenty prepositions.

<> **5f.** In the sentences provided, highlight the prepositions.

Note: Some have more than one preposition!

Note: Do not highlight the word *to* when it has a verb following it, like *to write*, etc.

1. No peace is possible until a person is brought into a right relationship with God.
2. Peacemaking in the world is achieved by accepting agreed upon goals.
3. We represent the nation of God, which is composed of all Christians.
4. In 1817, Adoniram Judson sailed from America to Burma.
5. The amount of light that comes from stars is hard for our minds to comprehend.
6. Stars produce light through a process called nuclear fusion.
7. Thousands of Huguenots fled from France to Switzerland.
8. There are more than twenty species of fungi that lie in wait to infect the moist and sweaty parts of the body.
9. A peacemaker leads others to salvation and spiritual growth.
10. A peacemaker must try to make peace between God and man.
11. Before a peacemaker “goes,” he must put on the whole armor of God.
12. A great missionary movement started in Antioch.
13. History confirms that God has placed within each culture stories that reveal Himself and spiritual truth.
14. Don Richardson was a missionary to a tribe in New Guinea.
15. He led many of the tribesmen to Christ.
16. He explained salvation to them through one of their customs.
17. God raised up Walter Wilson to do great works for Him. (*Up* is an adverb here.)
18. He began by conducting street meetings as a teenager.
19. He led others to Jesus.
20. He talked to them about things they thought were interesting.

<> **5g.** Optional: In your notebook, write sentences using prepositions, and highlight the prepositions.

BASIC LEVEL: Write five sentences.

EXTENSION: Write eight sentences.

FURTHER EXTENSION: Write eight sentences containing information from a character book or another source.

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

<> **6a.** Follow these steps for writing your report 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 out loud to get it just the way you want it.

### Tips for Rewriting the Passage:

1. The wording of your essay should not be copied from the passage.
2. You may use synonyms for some of your key words.
3. Your sentences should not contain less information than the sentences in the passage.
4. Do not look back in the passage unless absolutely necessary.
  - a. If you need help, re-read the whole passage.
  - b. Do not read each sentence from the passage as you write your own.
5. In your notebook, write your essay using every other line.

### Optional Spelling Practice

List your three most challenging spelling words below:

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### Optional Spelling Practice

Finish the Basic words.

1. b \_ ought
2. b \_ \_ ght
3. f \_ ug \_ t
4. wr \_ \_ ght
5. sou \_ \_ t
6. t \_ ou \_ \_ t

Further Study: Have your teacher read to you in the book of Proverbs the various places where fools are discussed.

Character Connection: Stars give direction to lost people in the physical sense in the same way that peacemakers are to give direction to lost people in the spiritual sense.

Further Study: Learn to find the Big Dipper and the North Star.

4. Write your first sentence in your notebook, remembering to indent it.
5. Repeat these steps for each line of notes, writing on every other line.

<> **6b.** Read your report aloud. Do you like the way it sounds?

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

Adjectives, Contractions

<> **7.** Complete the following steps:

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

BASIC LEVEL: Correct only first paragraph.

EXTENSION: Correct first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the second paragraph, highlight the contractions.
3. EXTENSIONS: In all three paragraphs, highlight the descriptive adjectives.

When Walter were seventeen years old, he met a godly scottish minister who taken a personal interest in helping him grow to spiritual maturity. They spent many hours discussing spiritual matters; however, the chief love and burden on the heart of this saintly man was soul-winning

Soon the aging man became seriously ill. Just before he died he asked Walter to knelt by he bed so he could pray for him. The minister uttered, Lord, I'm old. Soon i won't be able to preach or witness any longer. Make this lad my successor; endue him with power from on high".

That godly mans life and prayer made a deep impact on Walters life. Soon he began to look for oppourtunities to witness for christ he team up with a christian friend and together them decided to conduct street meeting in downtown kansas City. This excited Walter since he wanted too be a minister. He were beginning his lifes ministry

Further Study: Learn the names of some of our closest stars.

Further Study: Make a star collage with various colors of stars cut out of various types of paper and glued onto a small poster board or tag board.

## 8. FURTHER EXTENSION -- Study Skills/ Prewriting: Write Outline for Original Opening Paragraph

<> **8.** 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 out loud to yourself, and consider the options for opening your essay.
  - a. A Scripture passage: "Go into all the world..."
  - b. A song--A line from "Rescue the Perishing"
  - c. A story: When Jesus told Peter he would become a fisher of men
  - d. A definition: Soul winner means...
  - e. An example in Scripture: Compare Walter Wilson to Peter
  - 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:
  - 1) Write only notes—not complete sentences.
  - 2) It is okay if you have too much information. You can omit some later when it is time to write.
3. Do not worry about the exact order of the notes; you will be arranging them when you are ready to write.
4. Write your notes on the lines provided.

### Opening Paragraph Notes

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Optional Spelling Practice  
Circle the correct spelling of each Basic word.

1. bought	bott
2. fought	fote
3. saught	sought
4. wrought	wraught
5. thought	thot

Optional Spelling Practice  
Unscramble the Basic words.

1. bghtou \_\_\_\_\_
2. ougthf \_\_\_\_\_
3. rouhgtw \_\_\_\_\_
4. ghstou \_\_\_\_\_
5. thgthuo \_\_\_\_\_
6. brghtou \_\_\_\_\_

## 9. Grammar and Comprehension: Prepositional Phrases and Details

Do you remember what you learned earlier in the week about prepositions?

- <> **9a.** (T) If you do not remember eight prepositions, get out your bathroom tissue tube and little character and review them until you can recite at least eight of them to your teacher.
1. Do you remember the rhyme, **Prepositions show position?**
  2. One of the reasons it is so important to learn prepositional phrases is because the main subject of the sentence is not found in a prepositional phrase.
  3. If you learn to recognize prepositional phrases well, you can mark through them in your sentences and easily find the subjects—without all those extra words getting in your way.
  4. This will be especially helpful later when you write longer sentences and you get confused about matching up the subject with the verb.
  5. A phrase is a group of words that is **not** a real sentence.
  6. The preposition is the first word of a part of the sentence called the prepositional phrase (PP).
  7. A prepositional phrase has the following characteristics:
    - a. It is a **group of words**.
    - b. It **begins with a preposition**.
    - c. It **ends with an object** of the preposition (usually a noun).

- <> **9b.** In the first two paragraphs of the passage, place parentheses around the following prepositional phrases:
- |                       |   |
|-----------------------|---|
| 1. with people        | 2. to them                                |
| 3. about their souls  | 4. about things they like                 |
| 5. about Jesus        | 6. about the famous story                 |
| 7. of Jesus' birthday | 8. in newspapers, letters, calenders etc. |
| 9. about Him          |   |

Optional Spelling Practice  
Write a sentence using one of the Extensions words.

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Character Connection:  
The opposite of wisdom is foolishness.

Teacher Tip: The prepositions *about* and *up* are also commonly used as adverbs. When they are used as adverbs (*She hung up* and *They drove about.*), they will not have the rest of the prepositional phrase following them (the object of the preposition, etc.). This will be confusing for your Level A student, so just tell him, when he comes to one of these words used as an adverb, that sometimes certain prepositions are describers instead of prepositions and leave it at that. If he highlights these as prepositions, do not worry about it.

Optional Penmanship Practice

Saying, where is he that is born king of the Jews? for we have seen his star in the east and are come to worship him.

-Matthew 2:2

Character Connection: A star was what brought the wise men to Jesus, just like peacemakers today bring people to Jesus.

Further Study: Read a book about someone who took the gospel to an unreached people group, such as *The Savage, My Kinsman* by Elizabeth Elliot or *Nate Saint: On a Wing and a Prayer*.

1. These are all PP's!
2. They each start with a preposition and end with the object of the preposition.
3. You can tell when the prepositional phrase ends because it ends with a noun or a pronoun—the object of the prepositional phrase.
4. For example, in the PP (prepositional phrase) about their soul, you find the following:
  - a. The PP starts with the preposition *about*.
  - b. It ends with the noun *soul*.
5. Do you see how all of the groups of words in the list above are prepositional phrases?

<> 9c. In the list in 9b, highlight the last words in the prepositional phrases.

These are all the objects of the prepositional phrase—the last word in the PP.

<> 9d. Look back in the passage, and use the prepositional phrases to answer the questions listed.

Example: What was Dr. Wilson good at? At starting conversations

1. Walter Wilson was good at starting conversations with whom? \_\_\_\_\_
2. He would talk to whom? \_\_\_\_\_
3. He would talk about what? \_\_\_\_\_
4. You should start talks about what? \_\_\_\_\_
5. Once someone is your friend, you can tell them about what? \_\_\_\_\_
6. Ask him if he knows about what? \_\_\_\_\_
7. The story of what is advertized? \_\_\_\_\_
8. Where was His birth advertised? \_\_\_\_\_
9. Everyone should know about what? \_\_\_\_\_

<> 9e. Optional: In your notebook, write sentences with prepositional phrases in them and highlight the prepositional phrases.

BASIC LEVEL: Write eight sentences.

EXTENSION: Write ten sentences. Use information from a character book or another source.

FURTHER EXTENSION: Write twelve sentences using information from a character book or another source.

## 10. FURTHER EXTENSION -- Composition/Creative Writing: Write Original Opening Paragraph

<> 10a. Follow these steps for writing your opening paragraph:

1. Write an opening sentence at the beginning of your paragraph that tells what your paragraph is about.
2. Number your notes in the order you want them, and add any information you may have forgotten.
3. Using each set of notes for one sentence:

- a. Read a line of notes.
- b. Think about what you want to say about those notes.
- c. Say a sentence out loud that you want to use.
- d. Write that sentence down.
- e. Repeat these steps for all of your notes.
- f. You may leave out some information that you do not want to include.
- g. Write this paragraph in your notebook, writing on every other line.

Optional Penmanship Practice

The fruit of the righteous is a tree of life; and he that winneth souls is wise.

-Proverbs 11:30

<> **10b.** Read your paragraph aloud. Do you like the way it sounds?

## 11. Composition: Edit and Revise Using the Checklist Challenge

- <> **11.** Use the Checklist Challenge that follows this week's lesson to edit your report.
- 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 or code each revision in your rough draft as suggested in the *Teacher's Guide* or as directed by your teacher.

Optional Spelling Practice

Finish the sentences using the Basic words.

- 1. Bobby went to the store and \_\_\_\_\_ a watermelon.
- 2. Bobby \_\_\_\_\_ a watermelon to the church picnic.
- 3. Johnny and Sammy \_\_\_\_\_ over the watermelon.
- 4. Sammy \_\_\_\_\_ he should get the biggest piece of watermelon.

## 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.

Optional Spelling Practice

Write a sentence using one of the Basic words.

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## 14. Composition: Final Copy Informative/Retelling Report From Given Material

- <> **14a.** Write the final copy of your report in your notebook, writing on every line, or type it on the computer.

Further Study: Read John 13: 1-20.

Further Study: Read about feet in a human body book, such as *My Magnificent Machine* or *More About My Magnificent Machine*.

Further Study: Learn the song "Our God Reigns" in which the feet that bring the gospel are described.

Further Study: Read a Trailblazer historical fiction book about a peacemaker, such as *Imprisoned in the Golden City* about Adonirum Judson or *Shagheid to China* about Hudson Taylor. (You may also read short stories of these peacemakers in *Cloud of Witnesses* or *Missionary Stories with the Millers*.)

<> **14b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

<> **14c.** Optional: Make a minit-book containing your report.

## Extra Practice (Optional)

1E. In your notebook, write at least ten *ought* words.

2E. In your notebook, write ten sentences about Walter Wilson.

3E. Read a book about Walter Wilson.

4E. In your notebook, write ten sentences that have compound words in them.

5E. In your notebook, copy six Scriptures about soul-winning.

6E. Write your Scriptures from this lesson in a minit-book.

7E. In your notebook, write twelve sentences that have prepositional phrases in them.

8E. Make a minit-book containing one of the Extra Practice assignments.

9E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.



# Red 1A Week 2 Checklist Challenge

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.

- All ALL LEVELS
- B BASIC LEVEL only
- E EXTENSION only
- E's Both EXTENSION and FURTHER EXTENSION
- FE FURTHER EXTENSION only
- B,E BASIC and EXTENSION only (No FURTHER EXTENSION)
- All levels—checks will vary

- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).

All  All  E's  FE

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

All  All  E's  FE

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

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing
coming	visiting	sit	recline
go	hasten to	asked	interrogated
said	announced	write	pen
look	examine	answered	responded
walk	saunter	lie	stretch out
list	enumerate	become	develop
look	scan	see	determine
help	assist		

All  All  E's  FE

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
fully	thoughtfully	interestingly	apparently	cautiously	again

All  All  E's  FE

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

presumptuous	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	stringent

All  All  E's  FE

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 All E's FE

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

very	little	really	many	such	good	big
like	walk	great	wonderful	fine	said	

All

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

- Something catchy: Soul Winner for Christ!
- Something comical: The Most Advertised Story in the World
- Something bold: One Who Told Others!
- A song title or line: Tell the Whole World
- A Scripture: Go Into All the World
- Something biblical: A Laborer for the Harvest
- Something about character: Helping Others Make Peace With God
- Other: Wilson the Winner

E's FE

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

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

All FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

FE

Add one **coordinating conjunction** with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the CC. If you have already done this, highlight it as directed by your teacher.

- For example: We all benefit from God's grace, **for** He does not show partiality.

All E's FE

Use **one of this month's vocabulary words** in your report (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

All All E's FE

Use **one of this month's vocabulary words** in your report (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

All

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

FE

Start one or more of your sentences with an **adverb** (*ly* word) (or more than one, according to your level). 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.

E's

Add one **interjection** to the beginning of one of your sentence, or add a new sentence with an interjection in it to your report (or do this more than one time, according to your level). 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.

All

All

E's

FE

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



# Red 1A Week 3

Character Focus: Peacemaking

## Vocabulary Box

### Synonyms for *peacemaker*

ambassador	witness	evangelist
apostle	reconciler	mediator
missionary	soul-winner	

## Vocabulary Box

### Antonyms for *peacemaker*

whisperer	trucebreaker	agitator
divider	traitor	dissident
dissembler	deceiver	

## 1. Copying, Vocabulary, and Comprehension

### This Week's Passage

<b>BASIC</b>	<p>It is hard to understand just how much light a star gives. Just one piece of a star the size of a flashlight lens looks like 300,000 candles. That is some bright star!</p> <p>The sun is the star closest to us. It gives us light and keeps us warm. The Bible says that the sun will never fail.</p>
<b>EXTENSION</b>	<p>Every second, many explosions happen within each star. This causes a star to give off light and heat. Scientists think that the explosions in stars also make them shrink away slowly.</p> <p>Although a star looks white, it is actually made up of different colors. When you look at it through a special glass called a prism, you are able to see all the different colors. Some of the colors are brighter, and some of them are missing entirely.</p>
<b>FURTHER</b>	<p>There are many stars we cannot see because they are not as bright as the ones we do see shining in front of them. We would be able to see many stars (even during the day) if the sun were not so bright. In the city (even at night), you can see even fewer stars because of all the lights. You can see stars best of all when it is extremely dark outside and there are no other distracting lights.</p> <p>The Bible tells us that Christians are like stars. We turn others to the Gospel. "And they that be wise shall shine as the brightness of the firmament, and they that turn many to righteousness as the stars for ever and ever" Daniel 12:3.</p>

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

This passage describes stars -- their brightness, colors, distance, and more. Christians should be like stars shining for Jesus.

<> **1b.** Look up the words *star* and *sun* in the dictionary, and write their definitions in your own words on the lines provided.

### Definition of *star*

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### Optional Penmanship Practice

To the Unknown God.  
Whom therefore ye ignorantly worship, him declare I unto you.

Acts 17:23b

## Definition of *sun*

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<> **1c.** On the lines provided, write a sentence using the one of the above words.

## Sentence using *star* or *sun*

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<> **1d.** On the lines provided, write synonyms for *peacemaker* from the shaded Vocabulary Box located at the beginning of this week's lesson.

1. \_\_\_\_\_ 2. \_\_\_\_\_

<> **1e.** Using one of the synonyms you listed for peacemaker, write one sentence about Christians and stars.

## Sentence about Christians and stars

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<> **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.

<> **1h.** Optional: Make a minit-book containing this week's passage.

## 2. Spelling: *Ay* Says Long *a* (Examples: pray, play)

<> **2a.** In the third paragraph of the passage, highlight the word *away*.

When *ay* is alone together, it makes the sound of long *a*. You may have learned that sometimes there are six vowels -- "a, e, i, o u, and sometimes y." In the case of *ay* words, the *y* is acting like a vowel, making the *a* say its long sound.

When *ay* is at the end of a one syllable word, it nearly always says long *a*:

1. clay                      2. play                      3. may                      4. hay

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

### BASIC LEVEL

1. \_\_\_\_\_  
someday

2. \_\_\_\_\_  
hayride

Teacher Tip: The spelling combination *ay* can say the long *a* sound at the end of one-syllable words (i.e. hay, bay) and occasionally at the end of longer words (i.e. hurray).

Optional Spelling Practice

Unscramble the

Extensions words.

1. brhtiayd \_\_\_\_\_
2. direvawy \_\_\_\_\_
3. satayr \_\_\_\_\_
4. steyready \_\_\_\_\_

3. \_\_\_\_\_  
today

5. \_\_\_\_\_  
stray

7. \_\_\_\_\_  
Saturday

EXTENSION

9. \_\_\_\_\_  
birthday

FURTHER EXTENSION

11. \_\_\_\_\_  
yesterday

OPTIONAL

13. \_\_\_\_\_  
divider

REVIEW WORDS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_  
mayor

6. \_\_\_\_\_  
prayer

8. \_\_\_\_\_  
essay

10. \_\_\_\_\_  
astray

12. \_\_\_\_\_  
driveway

14. \_\_\_\_\_  
traitor

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<> **2c.** Add this week's new words to page 53 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 six sentences using six of the spelling words.

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

#### Prepositions

<> **3.** Complete the following steps:

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

BASIC LEVEL: Correct only first paragraph.

EXTENSION: Correct first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. Highlight prepositions in all three paragraphs.

BASIC: Highlight six prepositions.

EXTENSION: Highlight ten prepositions.

FURTHER EXTENSION: Highlight twelve prepositions.

the sun are our closer star. It give us direct light, warm the earth during the day, and gives reflected light off the surface of the moon at night. if the sun were to suddenly disappear, it is estimated that it would take the worlds population less then 3 days to burn up all the fuel in the world in a attempt to just stay warm

Without the sun, the only light in our solar system would be the light from distant stars. Even the closest of these stars shines only as brightly as a candle seen from a distance of ten miles. Without the sun, The moon would merely be a black shadow moving across the sky. Venus mars and jupiter could be recognized only as tiny black specks silhouetted against the backdrop of the stars

Its comforting to no that Scripture confirms that the sun will never fail. It will remain a constant source of warmth and light until gods appointed time. Than it will be darkened as at the time of judgment described in joel 2:31.

## 4. Study Skills/Prewriting: Outline Two or Three Original Informative Paragraphs about Something Only Visible by God

You have done some writing assignments using Key Word Outlines (KWO), so you probably know how easy they make writing. In this assignment you will be writing a Key Word Outline from various sources about how God sees differently than we see.

This will be different from the KWO in weeks one and two of CQLA as you will find the information you want to include in your report yourself. Also, you will not write a KWO line for each sentence from your source. You will just choose the parts of your source that relate directly to your topic and take notes on those parts in a way that you can write from these notes sentence by sentence. You will choose two things (or three) that only God sees (but we cannot see) for an informative (to inform somebody; also caused expository -- to expose something) report.

### Alternative Writing for 1A Week 3

- Write a 3–4 paragraph essay about how stars illustrate the glory of a peacemaker.
- Write a 3–4 paragraph biography of John Calvin.
- Read a biography of John Calvin, Hudson Taylor, Walter Wilson, or some other peacemaker, and write a book report using the appendix found in the *Teacher's Guide*.

### Overview of This Informative Writing Assignment

You will be writing and outlining an informative report about Something only God can see. Your report will contain the following:

- I. The following topics are things that we cannot see. **Choose two (BASIC) or three (FURTHER EXTENSION) areas** about which you would like to write your paragraphs or choose one thing we cannot see that you think you can write two or three paragraphs about:
  - a. A baby in his mother's womb (We can only see the baby with ultrasound!)
  - b. The blood flowing through our bodies
  - c. The roots of the trees going down into the ground
  - d. The inside of a chicken egg before it hatches
  - e. How our hearts pump
  - f. The inside of our hearts
  - g. A seed as it sprouts inside the ground
  - h. Our thoughts

## II. Number of paragraphs in the body of your report:

- a. **Basic** students will write **2** paragraphs.
- b. **Extensions** students will write **3** paragraphs.

## III. Sentences per paragraph:

- a. **Basic** students will write **5-7** sentences per paragraph.
- b. **Extensions** students will write **6-8** sentences per paragraph.

## IV. Opening paragraph:

- a. **Basic and Extension** students will **not** write an **opening paragraph**. You will be assigned an opening sentence/thesis statement in the Checklist Challenge, just to ensure that you have one. It would be better for you to write your thesis statement now at the very beginning of your report-in the beginning of the first paragraph of the body.
- b. **Further Extension** students **will** write an **opening paragraph**. You may use any clever, interesting, or attention-getting idea; be sure to include an opening sentence/thesis statement for your entire report within this opening paragraph (may be at the very end of the opening paragraph, if desired).

## V. Closing paragraph:

**No students** will add a **closing** paragraph to your report. In the Checklist Challenge, you will be asked to add a closing sentence in which you either restate your thesis sentence or your title (if it improves your report, of course). You may choose to do that now or wait until you complete the Checklist Challenge.

## VI. Sources:

**All** students will use **one source**. It may be an encyclopedia or overview-type of source (book or online) or an entire book about your topic. Students may use more than one source, if desired.

## Steps for Writing a Report From Source Material

1. Choose material that is at your reading level and writing level.
2. Start with an overview-type of source-and take notes or mark this source for possible main topics for your report.
3. Add other sources if desired.
3. Outline carefully and thoroughly.
4. Write the body.
5. Further Extension: Outline and write opening paragraph.
6. Complete the Checklist Challenge.
7. Write your final copy.

Follow these steps for this assigned report:

- <> **4a.** Choose material that is at your reading level and writing level.

- a. Look for books that are laid out in a user-friendly format (either all about one topic or about multiple topics, with a section dedicated to your topic). User-friendly means that the book is easy to find information in.
- b. Check for readability/write-ability levels of your text.
- c. Do not shy away from juvenile literature for source material. They are often more user-friendly than adult sources, written at middle school reading levels, less detailed than longer adult sources, and more fun to read and study.
- d. There are many tried and true books out there to write from. These include Usborne books, Eyewitness books, Dorling-Kindersley books, and many, many more. They can often be found in the library and are sometimes over-sized or larger books containing many pictures and sidebars.
- e. Be careful of the age of the source material. Many subjects, especially scientific and geographical topics, change rapidly. If you use a source from twenty years ago for one of these areas, your information may not be up-to-date.
- f. For this report, you may consider any of the following sources or choose a different one altogether.
  - i. Bible
  - ii. Easy science book
  - iii. Devotional
  - iv. Elementary science textbook
  - v. Other

**<> 4b.** Start with an overview-type of source-and take notes or mark this source for possible main topics for your report.

- a. As you start out getting a broad idea of your subject, always keep in mind the length of the assignment. With each aspect of your topic that you come to, you want to be thinking Oh, this would work for a major topic or paragraph or This would not work because it is too detailed, and I am only writing five paragraphs. The number of sentences and paragraphs you will be writing should always be at the forefront of your mind when gathering material-to ensure that you get enough material, but not too much.
- b. Once you have found your source that you think will give you the overview you need to get an idea of what you might want to include in your paper, follow these steps:
  - i. Read your entire overview source first to determine its contents.
  - ii. Read your entire overview source again, this time while marking your source with notes (either sticky notes along the edges or highlighters) to indicate any parts or section headings that you think might make good sections or paragraphs for your report. You are not locked in to using these, but this overview book will give you some ideas of paragraph topics, what your topic's major areas are, etc. While marking your overview source, keep in mind the assignment length--and remember, you will probably not be able to use every aspect of your topic that your overview source does. You will likely be writing less than your source has, so choose the aspects of your topic that either best fulfill the assignment or sound the most interesting to you.

Specifically, you might like a source book that contains any or all of the following:

- i. Sidebars with further explanation of the material
- ii. Section headings that indicate what the next section is about
- iii. Pictures, graphs, and drawings that help to explain difficult information
- iv. Short chapters, but more chapters, that begin anew with each aspect of your topic
- v. Vocabulary words or other challenging/ technical terms in bold font or italics and defined somewhere--either directly in the text, in a sidebar, or in a glossary (list of terms and their definitions located in the back of the book)
- vi. Detailed Table of Contents that not only lists the chapter titles but also the section headings, if possible
- vii. Index in the back of the book that tells you specifically on what page each minor topic can be found.
- viii. Summaries at the ends of the chapters that briefly tell you what the chapters contain

## Readability of Source Material

1. If you are unable to "word call," that is, to read/sound out, the words of your source, the source will probably be too difficult for you to use. To be sure you can at least read the words of your source, try one of these readability tests:
  - a. The five finger rule: If you are unable to read five words or more on a page of the source you are considering, that source is probably too difficult.
  - b. The 19/20 rule: If you cannot read at least nineteen out of twenty words, the source is probably too hard. This usually equates to no more than one misreading in a short paragraph or two in a longer one.
2. Keep in mind when you are considering readability of your source (the ease in which you can read the material and comprehend it) that your comprehension of the material must be high enough to not only briefly understand the content--but also high enough to be able to take notes and write from it.

<> **4c.** Optional: Add more sources, if desired. You are only required to have one source, but if you would like to use more than one, you may.

<> **4d.** Outline carefully and thoroughly.

When you do Key Word Outlines over material given to you, you just take a group of paragraphs and write an outline using key words from each sentence of each paragraph. However, when you research and find your own information, you will not take notes on every paragraph and every sentence of your source! That is why you used an overview source first--to get an idea of your paragraph topics (or section topics). In order to outline from your source material, you need to know more about the book(s) you will be writing from.

Follow these tips to outline your report:

1. Re-skim your overview source to see if there are any aspects of your topic that you have missed and might want to include in your report and highlight these new "finds" or mark them with sticky notes.
2. Take notes following these steps:
  - i. Look back at your sticky notes or highlighted overview source to find the major aspects of your topic that you want to include in your report.
  - ii. Decide if each of these aspects could be one paragraph in length. If so, you may write these paragraph topics on the Topic of Paragraph lines provided--in the order you think you want to include them. (For example, first half of pregnancy baby grows/ can't feel it yet)
  - iii. Once you have your paragraph topics determined, use of your source to fill in the details, writing enough information that you can write directly from your notes without looking back in your source later.
  - iv. Remember, your outline is for you. You need to be able to write your report from your outline only.
  - v. You will take notes sentence by sentence for each paragraph (with each line of notes being one sentence) you will want to write, but you will have a chance to re-order it later, so do not be too concerned with getting each sentence in exactly the right order or what to do if you find information later in your research that should be near the beginning of the paragraph, etc.
  - vi. You may write down too much information and omit some of it later when you are writing, if needed, but do not write down too little information.
  - vii. Be sure to include anything in your notes that is difficult to spell or technical in nature (i.e. dates, names, places, etc.), so you do not have to look these things up when it is time to write.
  - viii. You may or may not use all of the sentence lines, according to the number of sentences assigned to you.
  - ix. Further Extension: Since you will be writing an opening paragraph later, keep your eyes open during the research for the body of your report for anything that you might want to include in this paragraph. If you find something that might work for the opening, flip over to the note taking section for it, and jot that information down there.

### **Paragraph One of Body**

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

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

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

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

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

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

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

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

Sentence 8 \_\_\_\_\_

### **Paragraph Two of Body**

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

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

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

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

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

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

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

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

Sentence 8 \_\_\_\_\_

### **EXTENSIONS: Paragraph Three of Body**

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

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

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

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

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

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

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

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

Sentence 8 \_\_\_\_\_

Sample Outline for **Two Paragraphs About** How Roots Grow

**Topic of Paragraph 1:** Roots hidden, but are most important parts as they give nutrients to tree

**Sentence 1:** +++ important part tree not leaves, branches, trunk

**Sentence 2:** +++ important part hidden below ground

**Sentence 3:** = tree's roots

**Sentence 4:** Roots = water & nutrients from ground

**Sentence 5:** Without roots ---tree die

**Topic of Paragraph 2:** Roots spider web like, grow bigger than tree

**Sentence 1:** Roots spread --- like spider's web

**Sentence 2:** Roots can be > than rest/tree

**Sentence 3:** Reason trees ~~grow~~ close together

**Sentence 4:** Roots would mix up

**Sentence 5:** Web allows tree get +++ water than straight down

**Sentence 6:** Unseen roots=everything else grow

**Sample Two Paragraph Body** (with opening sentence already in place)

The most important part of the tree is not the leaves, branches, or trunk. The vital part is hidden down below the ground. It is the tree's root. Roots are how a tree gets water and nutrients from the ground. Without them, the tree would die.

Roots spread out and form a web like a spider's web. A tree's roots can be bigger than all the rest of the tree. That is why trees can't grow too close together; their roots would get mixed up together. This large web allows the tree to get more water than it could if the roots just went straight down. These unseen roots are what make every other part of the tree able to grow.

## 5. Grammar: Prepositional Phrase Openers

<> **5a.** In the fifth paragraph of the passage, highlight the following phrase: *In the city*.

1. As you might have noticed, this is a prepositional phrase.
2. When a prepositional phrase comes at the beginning of a sentence, it is called a prepositional opener.
3. Prepositional openers are creative ways of starting sentences, and, once you have learned to use them, they are a lot of fun.
4. There are only a few rules about prepositional openers:
  - a. If the opener is five words or longer, you use a comma after the PP opener. For example:  
**From the creation day itself**, God has wanted man to be in a relationship with Him.
  - b. If there is more than one prepositional phrase in the opener, then use a comma after the opener.
    - i. **In the early part of the sixteenth century**, thousands of Christians were persecuted in France.
    - ii. **In the sixth century before Christ**, a plague struck Athens.
  - c. If the PP opener is shorter than five words but you hear a pause in between the phrase and the rest of the sentence, use a comma.
    - i. **In the 1920s**, a missionary arrived in the Central African Republic.
    - ii. **Eight years later**, a missionary visited the village.
  - d. If the PP opener is shorter than five words, and you do not hear a pause, don't put a comma in.
    - i. **From the first day** a Bible was in his hand.
    - ii. **In the sky** the stars move in perfect order.

<> **5b.** In the sentences provided, highlight each of the PP openers in one color and the comma following each one in a different color. (Note: Some of the short PP openers do not have commas following them.)

<> **5c.** Extensions: Underline the other prepositions throughout the sentences.

1. In each generation, God has raised up outstanding soul-winners. (*up is used as an adverb here.*)
2. In France, a young Christian named John Calvin wrote an appeal to the king.
3. From France many Christians went to Switzerland.
4. Under Calvin's leadership they formed a city based on Scripture.
5. Between our feet and our witness, there are many analogies.
6. Above all, a peacemaker leads others to salvation.
7. Through God we can be true peacemakers.
8. Within each culture there are redemptive analogies.
9. In our daily lives, we have many opportunities to be peacemakers.
10. Beyond our sun there are billions of stars.
11. In the sixth century before Christ, a devastating plague struck the city of Athens, Greece.
12. From a priest they learned the truth.
13. In their city, they worshiped many gods, yet they had failed to worship the one true God.
14. On the island of Crete, there lived a priest who could tell them what to do.
15. In a short time they decided to send for him.
16. In time, this action led to a platform for Paul to speak about the true God.

<> **5d.** Optional: In your notebook, write sentences with prepositional phrase openers.

**BASIC LEVEL:** Write ten sentences.

**EXTENSION:** Write twelve sentences.

**FURTHER EXTENSION:** Write fifteen sentences containing information from a character book or another source.

## 6. Composition/Creative Writing: Write Original Informative Report of Something Only Visible by God (Rough Draft of Body)

<> **6a.** Now you are ready to write an informative report, following these steps:

1. Read the notes you made for the first paragraph of the body of your report.
2. Number these notes in the order you think they would sound best. Add more information that comes to mind as you are ordering your notes, and mark through anything you do not think you will want to use.
3. Write the first paragraph of the body.
4. Repeat the steps above for the remainder of the body of your report.
5. Write on every other line in your notebook.

<> **6b.** Read the body of your report aloud. Do you like the way it sounds?

Optional Spelling Practice

Write a sentence using one of the Basic words.

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Optional Spelling Practice

Write a sentence using one of the Extensions words.

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Optional Spelling Practice  
Unscramble the Basic words.

1. sdyamoe \_\_\_\_\_
2. sesay \_\_\_\_\_
3. tasruady \_\_\_\_\_
4. reyarp \_\_\_\_\_
5. yadot \_\_\_\_\_
6. yomar \_\_\_\_\_
7. rayst \_\_\_\_\_
8. yahdire \_\_\_\_\_

Teacher Tip: Encourage your Level A student to come up with creative openings for his reports. Have him read the body of his report and try to think of an opening that ties into the body and captures the reader's attention.

## 7. FURTHER EXTENSION -- Study Skills/Prewriting: Take Notes for Original Opening Paragraph

- <> 7. Now that you have the body of your essay written, you are ready to write notes for an original opening paragraph. Follow these steps:
1. Read the body of your report aloud to yourself, and consider the options for opening your essay.
    - a. A Scripture passage: You Formed Me in My Mother's Womb
    - b. A song: "Into My Heart" is a popular Sunday school song....
    - c. A story: About a chick hatching
    - d. A definition: The heart is...
    - e. An example in Scripture: The Bible says the heart is wicked above all.
    - 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 report, 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 too much information. 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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## 8. FURTHER EXTENSION---Composition/Creative Writing: Write Original Opening Paragraph

- <> 8a. Follow these steps for writing your opening paragraph:
1. Write an opening sentence at the beginning of your paragraph that tells about your paragraph.
  2. Number your notes in the order you want them, and add any information you may have forgotten.

3. Using each set of note for one sentence:
  - a. Read a line of notes.
  - b. Think about what you want to say about those notes.
  - c. Say a sentence out loud that you want to use.
  - d. Write that sentence down.
  - e. Repeat these steps for all of your notes.
  - f. You may leave out some information that you do not want to include.
  - g. Write this paragraph in your notebook, writing on every other line.

<> **8b.** Read your paragraph aloud. Do you like the way it sounds?

## 9. Spelling: Spelling Test

- <> **9a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any Review Words.
- <> **9b.** (T) Have your teacher check your Spelling Test.
- <> **9c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

### Optional Spelling Practice

Finish the Basic words.

1. s \_ m \_ \_ ay
2. h \_ \_ ride
3. t \_ da \_
4. m \_ yor
5. stra \_
6. pr \_ ye \_
7. Sa \_ \_ rd \_ y
8. e \_ \_ a \_

## 10. Dictation: Dictation Quiz

- <> **10a.** (T) In your notebook, take dictation from this week's passage, at the level directed by your teacher.
- <> **10b.** (T) Review your dictation with your teacher.
- <> **10c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

## Extra Practice (Optional)

- 1E. In your notebook, write a paragraph about Hudson Taylor.
- 2E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.
- 3E. In your notebook, write ten *ay* words.
- 4E. Read a book about Hudson Taylor.
- 5E. In your notebook, copy from a character book or another source, six sentences that contain prepositional openers.
- 6E. Make a minit-book containing one of this week's paragraphs.
- 7E. In your notebook, write sentences containing prepositions.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.





# Red 1A Week 4

Character Focus: Peacemaking

## Vocabulary Box

### Synonyms for *peacemaker*

ambassador      witness      evangelist  
apostle          reconciler      mediator  
missionary      soul-winner

## Vocabulary Box

### Antonyms for *peacemaker*

whisperer      trucebreaker      agitator  
divider          traitor          dissident  
dissembler      deceiver

## 1. Copying, Vocabulary, and Comprehension

### This Week's Passage

BASIC

God put a special star in the sky when Jesus was born. Some wise men who lived in the east saw this star. They knew it was a sign. It meant that a baby king had been born. These wise men wanted to visit the precious baby, so they followed the star for a long way. The wise men were led by a star to Christ.

EXTENSIONS

Many believe the wise men saw a grouping of the planets Mars, Jupiter, and Saturn. Such a happening is unusually rare, but one is known to have occurred in the spring of 7 B.C. This is the same year that Jesus was thought to be born, and the shepherds “watch their sheep by night” only in the spring when the sheep are giving birth to their lambs. The wise men followed the star to find peace.

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

The wise men were able to find Jesus because the star showed them the way. Just like this star, we are suppose to let the Lord's light shine through us, so others can be led to the Lord.

<> **1b.** On the lines provided, write two antonyms for *peacemaker* from the shaded Vocabulary Box located at the beginning of this week's lesson.

1. \_\_\_\_\_ 2. \_\_\_\_\_

<> **1c.** On the lines provided, use one of these words in a sentence about someone who is *not* a peacemaker.

### Sentence about someone who is not a peacemaker

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

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

<> **1f.** Optional: Make a minit-book containing this week's passage.

### Optional Penmanship Practice

There is one glory of the sun, and another glory of the moon, and another glory of the stars: for one star differeth from another star in glory.

I Corinthians 15:41

## 2. Spelling: Sounds of *ch* (Examples: Christ, chief, chute)

<> **2a.** In the passage, highlight the words that have *ch* in them.

Ch has several sounds:

1. *k* as in Christian
2. *ch* as in chief (or choo choo)
3. *sh* as in chute

Oftentimes it is difficult to remember the following rules:

1. Whether you spell *ch* words that sound like *sh* with a *ch* or *sh*
2. Whether you spell *ch* words that sound like *k* with a *c* or *k* or *ch*

Remember, *ch* has at least three different sounds; these are the keys:

1. *ch=k*: Christmas
2. *ch=sh*: chalet
3. *ch=ch*: church

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

### BASIC LEVEL

1. \_\_\_\_\_  
chief

2. \_\_\_\_\_  
chute

3. \_\_\_\_\_  
Christian

4. \_\_\_\_\_  
Christmas

5. \_\_\_\_\_  
change

6. \_\_\_\_\_  
chef

7. \_\_\_\_\_  
machine

8. \_\_\_\_\_  
echo

### EXTENSION

9. \_\_\_\_\_  
scheme

10. \_\_\_\_\_  
wrench

### FURTHER EXTENSION

11. \_\_\_\_\_  
approach

12. \_\_\_\_\_  
chaotic

### OPTIONAL

13. \_\_\_\_\_  
trucebreaker

14. \_\_\_\_\_  
deceiver

Sounds of Ch		
Ch=ch	Ch=sh	Ch=k
choose	chute	Christ
choice	Chicago	Christian
chimp	chandelier	Christmas
chives	chivalry	christening
chaff	Chevrolet	chasm

Help Box for 2a.  
You should have highlighted the following words:  
1. Christ  
2. Such  
3. watch

## Review Words

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Teacher Tip: The letters *c* and *h* together form what is called a consonant digraph. A consonant digraph is different from a consonant blend in that each sound of the consonant does not continue to make its original sound. The two consonants together now form a new sound. *Ch* is often more confusing than the others because it makes at least three different sounds. The true *ch*-digraph makes the *ch* sound as in *choo-choo*.

<> **2c.** Add this week's new words to page 18 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 six sentences using six of the spelling words.

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

### Prepositional Phrase Openers

<> **3.** Complete the following steps:

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

BASIC LEVEL: Correct only first paragraph.

EXTENSION: Correct first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first two paragraphs, highlight the prepositional phrase openers.

3. EXTENSIONS: Highlight all of the prepositional phrases (not just the prepositional phrase openers).

On that day, peace flooded the heart of john calvin. God changed his heart toward obedience. it were like a bright light

After johns conversion, god worked through his father to help him make a clean break with the state church. john calvin studied law because his father wanted him too be a lawyer john was true turning his life over to god

Friends who was upset about religious questions came to johns house in paris. He comforted and challenged them with words from scripture. In a matter of time, john began to proclaim the peace of god throughout the french countryside

## 4. Composition: Edit and Revise Using the Checklist Challenge

<> **4.** Use the Checklist Challenge that follows this week's lesson to edit your report.

1. Check off each item as it is completed.

2. Complete each revision for each paragraph, as indicated.

3. In your notebook, insert revisions into your rough draft paragraphs that are.

4. Highlight or code each revision in your rough draft as suggested in the *Teacher's Guide* or as directed by your teacher.

## 5. Grammar/Punctuation: Main Subject

<> **5a.** In the first paragraph of the passage, highlight the following words:

- |             |             |
|-------------|-------------|
| 1. God      | 2. wise men |
| 3. They     | 4. It       |
| 5. wise men | 6. wise men |

1. The words you highlighted in the passage are each the main subject of a sentence.
2. **A main subject is the word or words in the sentence that the whole sentence is about.**
3. The main subject is usually **at the beginning of the sentence.**
4. It tells **the person or thing that does the action** in the sentence.
5. A main subject is usually either of the following:
  - a. Noun (person, place, thing, or idea)
  - b. Pronoun (word that replaces a noun—he, she, it, they, etc.)
6. A sentence can have one subject, two subjects, or even three subjects or more.
7. A sentence can have one subject at the beginning, and then later in the sentence have another subject doing something different, but this is difficult and used only in advanced writing.
8. Finding the main subject of the sentence is not very hard.
9. All you have to do is ask the question, **“Who or what did the action?”**
10. For example, in the sentences in our passage, the subjects each do the action (or do the “being” in the case of a Be, a Helper, Link verb).
11. One rule is that the **main subject is never in a prepositional phrase.**
12. Answer the following questions for each sentence of the passage, and you will find the main subjects easily. (The main verb of each sentence is in bold font.)
  - a. Who **put** a star in the sky? **God**
  - b. Who **saw** the star? **wise men**
  - c. Who **knew** it was a sign? **They**
  - d. What **meant** a king had been born? **It**
  - e. Who **wanted** to visit the baby? **wise men**
  - f. Who was led to Christ? **wise men**

To review, a main subject has the following characteristics:

1. It is the **person or thing the sentence is about.**
2. It usually **comes at the beginning of the sentence.**
3. It is **usually a noun or pronoun.**
4. It tells **who or what did the action of the sentence.**
5. It is **never found in a prepositional phrase.**

<> **5b.** In the sentences provided, highlight the main subjects. (Hint: In short sentences that do not contain prepositional phrase openers or other sentence openers, the main subject is usually one of the first few words!) The prepositional phrases have already been isolated for you with parenthesis. Remember the main subject of the sentence is not found in a prepositional phrase.

Teacher Tip: Subjects can be confusing to students! This curriculum considers subjects as follows: 1. Main subject--The main subject of a sentence...the subject doing the main action. 2. Simple subject--The one word subject (main or other) that can be found in the real sentence or subordinate clauses. 3. Subject Part--The part of the sentence containing the sentence subject.

Optional Spelling Practice  
Unscramble the  
Extensions words.

1. hcsmee

2. ppaahcor

3. hcoaict

4. rwnhc

Optional Spelling Practice  
List your three most challenging spelling words below.

1. The Lord often uses unusual means to reach people.
2. The Burmese were set (in their ways.)
3. Today, thousands (of Gedeo Christians) worship (in over two hundred villages.)
4. The people accepted his message.
5. These men will bring you a message.
6. Some will react (to true peacemakers.)
7. He returned successfully (from his search.)
8. God always prepares the hearts (of those) (to whom) we are called to minister.
9. God directed Philip (to the Ethiopian eunuch.)
10. He will come.
11. Stars cannot be counted.
12. No two stars are exactly alike.
13. People are all different.
14. We are not exactly alike.
15. Peacemakers are sometimes (like stars.)

**Optional Spelling Practice**

Write a sentence using one of the Basic words.

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

### Prepositional Phrase Openers

<> 6. Complete the following steps:

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

BASIC LEVEL: Correct only first paragraph.

EXTENSION: Correct first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. Throughout the paragraphs, highlight the prepositional phrases.

during the 1500s, thousands of believers walked over the alps to settle in geneva switzerland. they helped john calvin start a biblically-based government. there witness greatly influenced the founding of america

messengers who walk on mountains must has feet that is in excellent condition or the message will not get through. after traveling over the rugged heights feet will be swelled and bruised. they will, however, be beautiful in the eyes of those who's lives were transformed by the Good News that they brought

they're is many conditions that hinder the function of the feet. feet also provides us with many illustrations of a witness. problems with our witness, like problems with our feet, can hinder are peacemaking

# 7. Grammar: Adjectives

<> **7a.** In the first paragraph of the passage, highlight the following phrases:

- 1. **special** star
- 2. **baby** king
- 3. **precious** baby

- 1. All of these phrases have adjectives in them.
- 2. An adjective is a describer.
- 3. It describes one of the following:
  - a. A noun (person, place, thing, or idea)
  - b. A pronoun (words that take the place of a noun)
- 4. Adjectives tell the reader more about the noun. For example:
  - 1. **Special** star gives you more details than just star.
  - 2. **Baby** king tells you the king was a baby.
- 5. Adjectives answer the following questions:
  - 1. How many? **thousand** pounds
  - 2. What kind? **baby** king
  - 3. Which one? **both** time and eternity
  - 4. Whose? **baby's** sister
- 6. The best kind of adjectives are ones that tell **what kind**. These are called *descriptive adjectives*.
- 7. In each of the phrases you highlighted, the first word is a descriptive adjective. The second word is the noun that each adjective describes.

Sometimes a noun can have more than one adjective describing it. For example: **sovereign** and **loving** hands.

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

Note: Do not highlight any of the following for this exercise:

- a. Articles used as adjectives: *a, an, the*
- b. Possessive pronouns as adjectives: *his, her, our, etc.*
- c. Other non-descriptive adjectives: *this, that, etc.*

- 1. We are commanded to go into all of the large world.
- 2. Evangelizing the entire world dismays most Christians. (*Most is not descriptive. It tells how many but not what kind.*)
- 3. One of the consequences of sin is eternal death.
- 4. That godly man made a deep impact on Walter.
- 5. Walter was once invited to speak at a public high school.
- 6. That young doctor was Walter Wilson.
- 7. The passing crowds stopped.
- 8. Learn the precise definition of the word peacemaker.
- 9. A terrible plague struck Athens.
- 10. Two white men came to the village.

<> **7c.** Optional: In your notebook, write sentences with descriptive adjectives.

Teacher Tip: In this passage, *wise* is a part of the two word noun *wise men*.

Teacher Tip: Some grammarians consider *Bright* and *Morning Star* to be a proper noun all in itself. Others consider *Bright* and *Morning* to be adjectives describing *Star*.

Optional Spelling Practice  
Write a sentence using one of the Extensions words.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Optional Spelling Practice  
Write your most difficult spelling word on the line.  
\_\_\_\_\_

BASIC: Write ten sentences.

EXTENSION: Write twelve sentences.

FURTHER EXTENSION: Write fifteen containing information from a character book or another source.

## 8. Spelling: Spelling Test

<> **8a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any Review Words.

<> **8b.** (T) Have your teacher check your Spelling Test.

<> **8c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

## 9. Dictation: Dictation Quiz

<> **9a.** (T) In your notebook, take dictation from this week's passage, at the level directed by your teacher.

<> **9b.** (T) Review your dictation with your teacher.

<> **9c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

Teacher Tip: Adjectives are fun to learn because you can use them to describe things in the room you are in right now.

1. Pick up an object.

2. Take turns going around the room, saying words that describe that object—these are adjectives!

3. For example:

a. Black eraser, dirty eraser, small eraser, old eraser, white board eraser, Mom's eraser, cheap eraser

b. Blue pen, long pen, messy pen, old pen, clear pen, expensive pen, smooth pen, writing pen

4. All of the words before eraser and pen are adjectives!

## 10. Composition/Creative Writing: Final Copy Original Informative Report About Something Only Visible to God

<> **10a.** Write the final copy of your report in your notebook, writing on every line, or type it on the computer.

<> **10b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

<> **10c.** Optional: Make a minit-book containing your essay.

### Extra Practice (Optional)

1E. In your notebook, write fifteen *ch* words.

2E. In your notebook, write ten sentences with information from a character book or another source; highlight the main subjects.

3E. In your notebook, write a paragraph about China.

4E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.

5E. Make a Key Word Outline from a paragraph in a character book.

6E. Rewrite the paragraph that you took notes from in 5E.

- 7E. Write the final copy of one of your paragraphs from this in a minit-book or type it on the computer with a cover page.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

# Red 1A Week 3&4 Checklist Challenge

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.

- All ALL LEVELS
- B BASIC LEVELS only
- E EXTENSION only
- E's Both EXTENSION and FURTHER EXTENSION
- FE FURTHER EXTENSION only
- B,E BASIC and EXTENSION only (No FURTHER EXTENSION)
- All levels—checks will vary

- Each box will indicate the number of changes that are required to be completed (normally one box for each paragraph).

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## To Be Completed During Week Four

All  All  E's  FE

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.

All  All  E's  FE

Circle each **verb** in each paragraph with a light colored 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

All  All  E's  FE

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

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing
coming	visiting	sit	recline
go	hasten to	asked	interrogated
said	announced	write	pen
look	examine	answered	responded
walk	saunter	lie	stretch out
list	enumerate	become	develop
look	scan	see	determine
help	assist		

All  All  E's  FE

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
fully	thoughtfully	interestingly	apparently	cautiously	again

All All E's FE

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

presumptuous   gracious   lengthy   trusted   courteous   infallible  
meek   meager   valiant   understanding   trustworthy   horrendous  
courageous   fulfilling   preoccupied   terrible   incapable   stringent

All

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

- Something catchy: Spider Web Roots
- Something comical: Boom-Boom, Boom-Boom
- Something bold: Hatched!
- A song title or line: I Feel Him in My Heart
- A Scripture: Like a Mother Hen
- Something biblical: Only God Sees
- Other: Hidden

All

Add a sentence to the very end of your paragraph or report that **restates the title** in some way. This is called the **closing sentence**. If you have already done this, highlight it as directed by your teacher.

All All E's FE

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

All

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight it as directed by your teacher. Examples:

- Joined by *and*: The **loving** and **gentle** Savior cares for us.
- Joined by a comma: The **loving, gentle** Savior cares for us.

E's

Add one set of **triple adjectives** (or more than one, according to your level). Remember to separate items in a series with commas with the final comma before the *and*. If you have already done this, highlight it as directed by your teacher. Example:

- The **creative, awesome, and marvelous** God of the universe cares for us.

All FE

Use **one of this month's vocabulary words** in your report (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

All FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

All All E's

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

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

All All E's FE

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



# Red 1 A Week 1 Teacher's Helps

## For a Five-Day Week

### Peacemaking

#### Vocabulary Box

Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	reconciler	whisperer	traitor
apostle	soul-winner	divider	deceiver
missionary	evangelist	dissembler	agitator
witness	mediator	trucebreaker	dissident

#### Day One

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

When Pachacuti began his reign of the Incan people he worshipped the sun. He made the sun temple a beautiful place to worship. However, as he considered the sun, he realized that it always followed a set path. It performed certain tasks at certain hours, just like a common laborer. He also observed that just the passing of a small cloud could dim the radiance and warmth of the sun.

Thus, Pachacuti became disappointed with sun worship. He began to study the Incan traditions. He read about Adam, Noah, and other Bible fathers. Eventually, he discovered the Lord and began to worship Him as the Creator of all things. (He also found that his Incan ancestors had worshipped the true God too. They had called the real God "Viracocha.")

#### EXTENSION

Pachacuti called together the royal priests. He told them about their error in worshipping the sun. He commanded that everyone pray to this true God. He taught that deepest awe and humility should be given to this God, and he even composed hymns for the people to sing to "Viracocha."

Some of the sun priests gave allegiance to Viracocha, but others bitterly denounced this new God. Pachacuti wanted to keep peace, so he compromised. He did not continue to spread the truth about the real God to his kingdom.

#### FURTHER EXTENSION

His decision proved to be a tragedy. The Incan people didn't have light or truth. They became increasingly corrupted and perverted. A hundred years after Pachacuti's death, the Incan Empire was conquered easily by the Spanish, despite the fact that the Incas had once been awesome.

### 2. Spelling: Sounds of *aught* (Examples: caught, taught)

<> 2a. In the third paragraph of the passage, highlight the word *taught*.

BASIC LEVEL	EXTENSIONS	OPTIONAL WORDS
1. caught	7. clause	13. apostle
2. haughty	8. saucer	14. missionary
3. taught	9. laundry	15. witness
4. onslaught	10. caution	
5. daughter	11. thoughtful	
6. naughty	12. nought (meaning none)	

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

Series of Three or More

#### Day Two

### 4. Study Skills/Prewriting: Key Word Outline Over Given Material

#### Further Extension: Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
5 Sentences

#### Extensions: Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
6 Sentences

#### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
4 Sentences

#### Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_  
3 Sentences

#### Paragraph Five of Body

Topic of Paragraph 5 \_\_\_\_\_  
4 Sentences

**Note: The student is permitted to use up to eight words for a few sentences this week**

### 5. Structural Analysis: Plural Nouns

<> 5a. In first copy box of the passage, highlight the words below:

- |               |              |
|---------------|--------------|
| 1. tasks      | 2. hours     |
| 3. traditions | 4. fathers   |
| 5. things     | 6. ancestors |

#### Day Three

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

### 7. Further Extension -- Study Skills/Prewriting: Write Outline for Original Opening Paragraph

#### Day Four

### 8. Structural Analysis: Contractions

<> 8a. In the last paragraph of the passage, highlight the word *didn't*.

### 9. Further Extension -- Composition/Creative Writing: Write Original Opening Paragraph

### 10. Composition: Edit and Revise Using the Checklist Challenge

#### Day Five

### 11. Spelling: Spelling Test

### 12. Dictation: Dictation Quiz

### 13. Composition: Final Copy Informative Report/Retelling From Given Material

Extra Practice (Optional)

# Red 1A Week 1 Teacher's Helps

## For a Four-Day Week

### Peacemaking

#### Vocabulary Box

Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	reconciler	whisperer	traitor
apostle	soul-winner	divider	deceiver
missionary	evangelist	dissembler	agitator
witness	mediator	trucebreaker	dissident

#### Day One

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

When Pachacuti began his reign of the Incan people he worshipped the sun. He made the sun temple a beautiful place to worship. However, as he considered the sun, he realized that it always followed a set path. It performed certain tasks at certain hours, just like a common laborer. He also observed that just the passing of a small cloud could dim the radiance and warmth of the sun.

Thus, Pachacuti became disappointed with sun worship. He began to study the Incan traditions. He read about Adam, Noah, and other Bible fathers. Eventually, he discovered the Lord and began to worship Him as the Creator of all things. (He also found that his Incan ancestors had worshipped the true God too. They had called the real God "Viracocha.")

#### EXTENSION

Pachacuti called together the royal priests. He told them about their error in worshipping the sun. He commanded that everyone pray to this true God. He taught that deepest awe and humility should be given to this God, and he even composed hymns for the people to sing to "Viracocha."

Some of the sun priests gave allegiance to Viracocha, but others bitterly denounced this new God. Pachacuti wanted to keep peace, so he compromised. He did not continue to spread the truth about the real God to his kingdom.

#### FURTHER EXTENSION

His decision proved to be a tragedy. The Incan people didn't have light or truth. They became increasingly corrupted and perverted. A hundred years after Pachacuti's death, the Incan Empire was conquered easily by the Spanish, despite the fact that the Incas had once been awesome.

### 2. Spelling: Sounds of *aught* (Examples: caught, taught)

<> 2a. In the third paragraph of the passage, highlight the word *taught*.

BASIC LEVEL	EXTENSIONS	OPTIONAL WORDS
1. caught	7. clause	13. apostle
2. haughty	8. saucer	14. missionary
3. taught	9. laundry	15. witness
4. onslaught	10. caution	
5. daughter	11. thoughtful	
6. naughty	12. nought ( <b>meaning none</b> )	

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

Series of Three or More

#### Day Two

### 4. Study Skills/Prewriting: Key Word Outline Over Given Material

#### Further Extension: Paragraph One of Body

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

5 Sentences

#### Extensions: Paragraph Two of Body

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

6 Sentences

#### Paragraph Three of Body

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

4 Sentences

#### Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_

3 Sentences

#### Paragraph Five of Body

Topic of Paragraph 5 \_\_\_\_\_

4 Sentences

**Note: The student is permitted to use up to eight words for a few sentences this week**

### 5. Structural Analysis: Plural Nouns

<> 5a. In first copy box of the passage, highlight the words below:

- |               |              |
|---------------|--------------|
| 1. tasks      | 2. hours     |
| 3. traditions | 4. fathers   |
| 5. things     | 6. ancestors |

#### Day Three

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

### 7. Further Extension -- Study Skills/Prewriting: Write Outline for Original Opening Paragraph

### 8. Structural Analysis: Contractions

<> 8a. In the last paragraph of the passage, highlight the word *didn't*.

### 9. Further Extension -- Composition/Creative Writing: Write Original Opening Paragraph

#### Day Four

### 10. Composition: Edit and Revise Using the Checklist Challenge

### 11. Spelling: Spelling Test

### 12. Dictation: Dictation Quiz

### 13. Composition: Final Copy Informative Report/Retelling From Given Material

### Extra Practice (Optional)

# Red 1A Week 1 Answer Keys

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

Series of Three or More

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.

Our sun is one of billions of stars God placed in the Milky Way Galaxy. The sun is the main contributor of the earth's warmth. It produces 99.999% of the light that warms the earth.

Without the sun, the earth would be totally dark. The only light in our solar system would be the starlight from distant stars. Even the closest of those stars shines only as brightly as a candle seen from a distance of ten miles.

Without the sun, the moon would be merely a black shadow moving across the sky. Venus, Mars, and Jupiter would be recognized only as tiny black specks shining against the backdrop of the stars. The sun is amazing! (or )

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!

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

5c. In the list provided, make each word plural:

- |               |                 |                   |
|---------------|-----------------|-------------------|
| 1. Christians | 2. ambassadors  | 3. fish or fishes |
| 4. apostles   | 5. children     | 6. kingdoms       |
| 7. dividers   | 8. men          | 9. churches       |
| 10. disciples | 11. deer        | 12. geese         |
| 13. oxen      | 14. ashes       | 15. sandals       |
| 16. hills     | 17. peacemakers | 18. halves        |
| 19. hutches   | 20. leaves      | 21. altos         |
| 22. babies    | 23. flies       | 24. sopranos      |
| 25. fries     | 26. guys        | 27. toes          |
| 28. stores    | 29. books       | 30. tornadoes     |

8b. On the lines provided, write the words that make up the contractions:

- |             |              |
|-------------|--------------|
| 1. do not   | 2. I am      |
| 3. he is    | 4. was not   |
| 5. she will | 6. they are  |
| 7. I will   | 8. they will |
| 9. it is    | 10. were not |



# Red 1A Week 2 Teacher's Helps

## For a Five-Day Week

### Peacemaking

#### Vocabulary Box

##### Synonyms for *peacemaker*

ambassador    reconciler  
 apostle        soul-winner  
 missionary    evangelist  
 witness        mediator

##### Antonyms for *peacemaker*

whisperer     traitor  
 divider        deceiver  
 dissembler    agitator  
 trucebreaker    dissident

#### Day One

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

Walter Wilson was good at starting conversations with people. He would talk to them about their souls. He said that if you want to help others, you should start talking about things they like first. Once someone is your friend, then you can tell that person about Jesus.

#### EXTENSION

If Mr. Wilson saw someone who had just bought a newspaper, he would ask him if he knew about the most famous story that was ever written. Then he would tell how the story of Jesus' birthday is in newspapers, letters, calendars, and many other places. He would tell the person that God "advertised" Jesus' birthday so that everyone would know about Him.

#### FURTHER EXTENSION

Walter Wilson would tell the person about Jesus. He would tell him that God wants everyone to be born again. Then he would ask the person if he had ever sought for Jesus and been born again.

### 2. Spelling: *Ought* Words (Example: bought)

Help Box for 2a.

You should have highlighted the following words:

1. bought
2. sought

BASIC LEVEL	EXTENSION	FURTHER EXTENSION	OPTIONAL
1. bought	7. afterthought	9. overwrought	11. reconciler
2. brought	8. thoughtful	10. forethought	12. soul-winner
3. fought			13. evangelist
4. wrought			
5. sought			
6. thought			

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

Plural Nouns

#### Day Two

### 4. Study Skills/Prewriting: Key Word Outline Over Given Material

#### Paragraph One of Body

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

4 Sentences

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

#### Paragraph Two of Body

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

3 Sentences

(You may use up to seven words for sentence one.)

(You may use up to six words for sentence two.)

#### EXTENSIONS: Paragraph Three of Body

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

3 Sentences

### 5. Grammar: Prepositions

<> 5a. In the first two paragraphs of the passage, highlight the following words:

- |                                |   |
|--------------------------------|---|
| 1. with                        | 2. to ( <i>not to in phrase to help</i> ) |
| 3. about (four times in a row) | 4. of                                     |
| 5. in                          | 6. about                                  |

#### Day Three

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

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

Adjectives, Contractions

### 8. FURTHER EXTENSION -- Study Skills/Prewriting: Write Outline for Original Opening Paragraph

#### Day Four

### 9. Grammar and Comprehension: Prepositional Phrases and Details

<> 9b. In the first two paragraphs of the passage, place parentheses around the following prepositional phrases:

- |                           |   |                           |
|---------------------------|---|---------------------------|
| 1. with people            | 2. to them                                | 3. about their souls      |
| 4. about things they like | 5. about Jesus                            | 6. about the famous story |
| 7. of Jesus' birthday     | 8. in newspapers, letters, calendars etc. |                           |
| 9. about Him              |   |                           |

### 10. FURTHER EXTENSION -- Composition/Creative Writing: Write Original Opening Paragraph

### 11. Composition: Edit and Revise Using the Checklist Challenge

#### Day Five

### 12. Spelling: Spelling Test

### 13. Dictation: Dictation Quiz

### 14. Composition: Final Copy Informative/ Retelling Report From Given Material

### Extra Practice (Optional)

# Red 1A Week 2 Teacher's Helps

## For a Four-Day Week

### Peacemaking

#### Vocabulary Box

Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	reconciler	whisperer	traitor
apostle	soul-winner	divider	deceiver
missionary	evangelist	dissembler	agitator
witness	mediator	trucebreaker	dissident

#### Day One

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

Walter Wilson was good at starting conversations with people. He would talk to them about their souls. He said that if you want to help others, you should start talking about things they like first. Once someone is your friend, then you can tell that person about Jesus.

#### EXTENSION

If Mr. Wilson saw someone who had just bought a newspaper, he would ask him if he knew about the most famous story that was ever written. Then he would tell how the story of Jesus' birthday is in newspapers, letters, calendars, and many other places. He would tell the person that God "advertised" Jesus' birthday so that everyone would know about Him.

#### FURTHER EXTENSION

Walter Wilson would tell the person about Jesus. He would tell him that God wants everyone to be born again. Then he would ask the person if he had ever sought for Jesus and been born again.

### 2. Spelling: *Ought* Words (Example: bought)

Help Box for 2a.

You should have highlighted the following words:

- bought
- sought

BASIC LEVEL	EXTENSION	FURTHER EXTENSION	OPTIONAL
1. bought	7. afterthought	9. overwrought	11. reconciler
2. brought	8. thoughtful	10. forethought	12. soul-winner
3. fought			13. evangelist
4. wrought			
5. sought			
6. thought			

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

Plural Nouns

#### Day Two

### 4. Study Skills/Prewriting: Key Word Outline Over Given Material

#### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
4 Sentences

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

#### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
3 Sentences

(You may use up to seven words for sentence one.)

(You may use up to six words for sentence two.)

#### EXTENSIONS: Paragraph Three of Body

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

### 5. Grammar: Prepositions

<> 5a. In the first two paragraphs of the passage, highlight the following words:

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. with                        | 2. to (not to in phrase to help) |
| 3. about (four times in a row) | 4. of                            |
| 5. in                          | 6. about                         |

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

#### Day Three

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

Adjectives, Contractions

### 8. FURTHER EXTENSION -- Study Skills/Prewriting: Write Outline for Original Opening Paragraph

### 9. Grammar and Comprehension: Prepositional Phrases and Details

<> 9b. In the first two paragraphs of the passage, place parentheses around the following prepositional phrases:

- |                           |   |                           |
|---------------------------|---|---------------------------|
| 1. with people            | 2. to them                                | 3. about their souls      |
| 4. about things they like | 5. about Jesus                            | 6. about the famous story |
| 7. of Jesus' birthday     | 8. in newspapers, letters, calendars etc. |                           |
| 9. about Him              |   |                           |

### 10. FURTHER EXTENSION -- Composition/Creative Writing: Write Original Opening Paragraph

#### Day Four

### 11. Composition: Edit and Revise Using the Checklist Challenge

### 12. Spelling: Spelling Test

### 13. Dictation: Dictation Quiz

### 14. Composition: Final Copy Informative/ Retelling Report From Given Material

### Extra Practice (Optional)

# Red 1A Week 2 Answer Keys

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

Plural Nouns

1. In the paragraphs provided, make corrections at the level directed by your teacher.  
BASIC LEVEL: Correct only first paragraph.  
EXTENSION: Correct first and second paragraphs.  
FURTHER EXTENSION: Correct all three paragraphs.
2. In the first paragraph, highlight the spelling errors, and correct them if you have not already done so.
3. In all three paragraphs, highlight the plural nouns.

The young doctor and his wife **new** that something had to be done. **They** had **com** to a **smal** **toun** in **Missouri** to establish a **medacal** practice, but so far their income had not even been sufficient to pay the rent. The **residents** looked to **more** established **doctors** for **their** treatment, and most of the new doctor's **patients** were **charety** **cases**. (**knew, come, small, town, medical, charity**)

The newly-married couple **knelt** beside the sofa in **their** little cottage and prayed that the **Lord** would do two **things**. **First**, they prayed that He would send a difficult case on whom the other **doctors** had **given** up. **Second**, they prayed that the patient would have enough **resources** to pay for the **services** that were **given**.

No sooner had they finished when the phone **rang**. They looked at each other with excitement until the caller simply asked, "**Would** you be willing to take a charity case?" The doctor agreed but wondered how **God** would use this situation to answer his **prayers**. His wife reminded him of the **words** of a song: "God moves in mysterious **ways**, His **wonders** to perform."

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!

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Teacher Tip: The difference between a phrase and a clause: a phrase is a group of words that does **not** contain both a subject and a verb; a clause contains both. If a clause can stand alone, it is a sentence (or independent clause.) If a clause cannot stand alone, it is called a dependent clause.

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

1. No peace is possible until a person is brought **into** a right relationship **with** God. (*Until is used as a subordinator here because it is the beginning of the subordinate clause, until a person is brought into a right relationship with God; your student will probably not know this; it is okay if he called it a preposition as it often is a preposition.*)
2. Peacemaking **in** the world is achieved **by** accepting agreed **upon** goals.
3. We represent the nation **of** God, which is composed **of** all Christians.
4. **In** 1817, Adoniram Judson sailed **from** America **to** Burma.
5. The amount **of** light that comes **from** stars is hard **for** our minds to comprehend. (*To comprehend is an infinitive.*)
6. Stars produce light **through** a process called nuclear fusion.
7. Thousands **of** Huguenots fled **from** France **to** Switzerland.
8. There are more than twenty species **of** fungi that lie **in** wait to infect the moist and sweaty parts **of** the body. (*To infect is an infinitive.*)
9. A peacemaker leads others **to** salvation and spiritual growth.

10. A peacemaker must try to make peace **between** God and man. (*To make is an infinitive here.*)
11. Before a peacemaker “goes,” he must put **on** the whole armor **of** God. (*Before is used as a subordinator here; your student will not know this, so it is fine if he highlighted it as a preposition.*)
12. A great missionary movement started **in** Antioch.
13. History confirms that God has placed **within** each culture stories that reveal Himself.
14. Don Richardson was a missionary **to** a tribe **in** New Guinea.
15. He led many **of** the tribesmen **to** Christ.
16. He explained salvation **to** them **through** one **of** their customs.
17. God raised **up** Walter Wilson to do great works **for** Him. (*Up is really an adverb here, but your Level A student does not have to know that.*)
18. He began **by** conducting street meetings as a teenager. (*As is actually used as a preposition here too since this is the beginning of the PP as a teenager.*)
19. He led others **to** Jesus.
20. He talked **to** them **about** things they thought were interesting.

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

Adjectives, Contractions

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

Teacher Tip: Your student may not be familiar with infinitives yet. When you and he come to a *to+verb*, remind him that it is a special verb, not a preposition.

When Walter **was** **seventeen** years old, he met a **godly** **Scottish** minister who **took** a **personal** interest in helping him grow to **spiritual** maturity. They spent **many** hours discussing **spiritual** matters; however, the **chief** love and burden on the heart of this **saintly** man was soul-winning. (**Capitalizing godly is optional; many is not truly a descriptive adjective since you can not put and between it and a descriptive one [many and beautiful].**)

Soon the aging man became seriously ill. Just before he died, he asked Walter to **kneel** by his bed, so he could pray for him. The minister uttered, “Lord, **I’m** old. Soon **I won’t** be able to preach or witness any longer. Make this lad my successor; endue him with power from on high.”

That godly man’s life and prayer made a deep impact on Walter’s life. Soon he began to look for opportunities to witness for **Christ**. **He** teamed up with a **Christian** friend, and together **they** decided to conduct street meetings in downtown **Kansas** City. This excited Walter since he wanted **to** be a minister. He **was** beginning his life’s ministry. (**Capitalizing godly is optional.**)

**9d.** Look back in the passage and use the prepositional phrases to answer the questions listed.

1. Walter Wilson was good at starting conversations with whom? **with people**
2. He would talk to whom? **to them**

3. He would talk about what? **about their souls**
4. You should start talks about what? **about things they like**
5. Once someone is your friend, you can tell that person about what? **about Jesus**
6. Ask him if he knows about what? **about the most famous story that was ever written**
7. The story of what is advertized? **of Jesus' birthday**
8. Where is His birth told? **in the newspapers, letters, calendars, and many other places**
9. Everyone should know about what? **about Him.**



# Red 1A Week 3 Teacher's Helps

## For a Five-Day Week

### Peacemaking

#### Vocabulary Box

Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	reconciler	whisperer	traitor
apostle	soul-winner	divider	deceiver
missionary	evangelist	dissembler	agitator
witness	mediator	trucebreaker	dissident

#### Day One

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

It is hard to understand just how much light a star gives. Just one piece of a star the size of a flashlight lens looks like 300,000 candles. That is some bright star!

The sun is the star closest to us. It gives us light and keeps us warm. The Bible says that the sun will never fail.

#### EXTENSION

Every second, many explosions happen within each star. This causes a star to give off light and heat. Scientists think that the explosions in stars also make the stars shrink away slowly.

Although a star looks white, it is actually made up of different colors. When you look at it through a special glass called a prism, you are able to see all the different colors. Some of the colors are brighter, and some of them are missing entirely.

#### FURTHER EXTENSION

There are many stars we cannot see because they are not as bright as the ones we do see shining in front of them. We would be able to see many stars (even during the day) if the sun were not so bright. In the city (even at night), you can see fewer stars because of all of the lights. You can see stars best of all when it is extremely dark outside and there are no other distracting lights.

The Bible tells us that Christians are like stars. We turn others to the Gospel. "And they that be wise shall shine as the brightness of the firmament, and they that turn many to righteousness as the stars for ever and ever" Daniel 12:3.

### 2. Spelling: Ay Says Long a (Examples: pray, play)

<> 2a. In the third paragraph of the passage, highlight the word *taught*.

#### BASIC LEVEL

- |             |            |           |
|-------------|------------|-----------|
| 1. someday  | 2. hayride | 3. today  |
| 4. mayor    | 5. stray   | 6. prayer |
| 7. Saturday | 8. essay   |           |

#### EXTENSION

- |             |            |
|-------------|------------|
| 9. birthday | 10. astray |
|-------------|------------|

#### FURTHER EXTENSION

- |               |              |
|---------------|--------------|
| 11. yesterday | 12. driveway |
|---------------|--------------|

#### OPTIONAL

- |             |             |
|-------------|-------------|
| 13. divider | 14. traitor |
|-------------|-------------|

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

Prepositions

#### Day Two

### 4. Study Skills/Prewriting: Outline Two or Three Original Informative Paragraphs About Something Only Visible By God

#### Paragraph One of Body

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

5-8 Sentences

#### Paragraph Two of Body

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

5-8 Sentences

#### Extensions: Paragraph Three of Body

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

5-8 Sentences

### 5. Grammar: Prepositional Phrase Openers

<> 5a. In the fifth paragraph of the passage, highlight the following phrase: *In the city*.

#### Day Three

### 6. Composition/Creative Writing: Write Original Informative Report of Something Only Visible by God

#### Day Four

### 7. FURTHER EXTENSION -- Study Skills/Prewriting: Take Notes for Original Opening Paragraph

### 8. FURTHER EXTENSION -- Composition/Creative Writing: Write Original Opening Paragraph

#### Day Five

### 9. Spelling: Spelling Test

### 10. Dictation: Dictation Quiz

### Extra Practice (Optional)

# Red 1A Week 3 Teacher's Helps

## For a Four-Day Week

### Peacemaking

#### Vocabulary Box

Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	reconciler	whisperer	traitor
apostle	soul-winner	divider	deceiver
missionary	evangelist	dissembler	agitator
witness	mediator	trucebreaker	dissident

#### Day One

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

It is hard to understand just how much light a star gives. Just one piece of a star the size of a flashlight lens looks like 300,000 candles. That is some bright star!

The sun is the star closest to us. It gives us light and keeps us warm. The Bible says that the sun will never fail.

#### EXTENSION

Every second, many explosions happen within each star. This causes a star to give off light and heat. Scientists think that the explosions in stars also make the stars shrink away slowly.

Although a star looks white, it is actually made up of different colors. When you look at it through a special glass called a prism, you are able to see all the different colors. Some of the colors are brighter, and some of them are missing entirely.

#### FURTHER EXTENSION

There are many stars we cannot see because they are not as bright as the ones we do see shining in front of them. We would be able to see many stars (even during the day) if the sun were not so bright. In the city (even at night), you can see fewer stars because of all of the lights. You can see stars best of all when it is extremely dark outside and there are no other distracting lights.

The Bible tells us that Christians are like stars. We turn others to the Gospel. "And they that be wise shall shine as the brightness of the firmament, and they that turn many to righteousness as the stars for ever and ever" Daniel 12:3.

### 2. Spelling: Ay Says Long a (Examples: pray, play)

<> 2a. In the third paragraph of the passage, highlight the word *away*.

#### BASIC LEVEL

- |             |            |           |
|-------------|------------|-----------|
| 1. someday  | 2. hayride | 3. today  |
| 4. mayor    | 5. stray   | 6. prayer |
| 7. Saturday | 8. essay   |           |

#### EXTENSION

- |             |            |
|-------------|------------|
| 9. birthday | 10. astray |
|-------------|------------|

#### FURTHER EXTENSION

- |               |              |
|---------------|--------------|
| 11. yesterday | 12. driveway |
|---------------|--------------|

#### OPTIONAL

- |             |             |
|-------------|-------------|
| 13. divider | 14. traitor |
|-------------|-------------|

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

Prepositions

#### Day Two

### 4. Study Skills/Prewriting: Outline Two or Three Original Informative Paragraphs About Something Only Visible By God

#### Paragraph One of Body

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

5-8 Sentences

#### Paragraph Two of Body

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

5-8 Sentences

#### Extensions: Paragraph Three of Body

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

5-8 Sentences

### 5. Grammar: Prepositional Phrase Openers

<> 5a. In the fifth paragraph of the passage, highlight the following phrase: *In the city*.

#### Day Three

### 6. Composition/Creative Writing: Write Original Informative Report of Something Only Visible by God

### 7. FURTHER EXTENSION -- Study Skills/Prewriting: Take Notes for Original Opening Paragraph

#### Day Four

### 8. FURTHER EXTENSION -- Composition/Creative Writing: Write Original Opening Paragraph

### 9. Spelling: Spelling Test

### 10. Dictation: Dictation Quiz

### Extra Practice (Optional)

# Red 1A Week 3 Answer Keys

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

### Prepositions

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

BASIC LEVEL: Correct only first paragraph.

EXTENSION: Correct first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. Highlight prepositions in all three paragraphs.

BASIC: Highlight six prepositions.

EXTENSION: Highlight ten prepositions.

FURTHER EXTENSION: Highlight twelve prepositions.

The sun **is** our **closest** star. It **gives** us direct light, **warms** the earth **during** the day, and gives reflected light **off** the surface **of** the moon **at** night. **If** the sun were to suddenly disappear, it is estimated that it would take the world's population less **than three** days to burn **up** all the fuel **in** the world **in** **an** attempt to just stay warm. (*To + a verb is not a prepositional phrase, but is an infinitive.*)

**Without** the sun, the only light **in** our solar system would be the starlight **from** distant stars. Even the closest **of** these stars shines only as brightly as a candle seen **from** a distance **of** ten miles. **Without** the sun, **the** moon would merely be a black shadow moving **across** the sky. Venus, **Mars**, and **Jupiter** could be recognized only as tiny black specks silhouetted **against** the backdrop **of** the stars. (**A comma is not needed between *tiny* and *black* since they do not meet the "test" for comma inclusion between two adjectives -- (1) Can you say *and* between them? and (2) Can you trade places with them?**)

**It's** comforting to **know** that Scripture confirms that the sun will never fail. It will remain a constant source **of** warmth and light **until** **God's** appointed time. **Then** it will be darkened **at** the time **of** judgment as described **in** **Joel** 2:31.

Teacher Tip: Your student could have highlighted any combination of the prepositions or prepositional phrases highlighted below.

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!

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

- 5b.** In the sentences provided, highlight each of the PP openers in one color and the comma following each one in a different color. (Note: Some of the short prepositional phrase openers do not have commas following them)

**<> 5c.** Extensions: Underline the other prepositions throughout the sentences.

1. **In** each generation, God has raised up outstanding soul-winners. (*Up is used as an adverb here.*)
2. **In** France, a young Christian named John Calvin wrote an appeal to the king.
3. **From** France, many Christians went to Switzerland.
4. **Under** Calvin's leadership, they formed a city based on Scripture.
5. **Between** our feet and our witness, there are many analogies.

6. Above all   , a peacemaker leads others to salvation.
7. Through God    we can be true peacemakers.
8. Within each culture    there are redemptive analogies.
9. In our daily lives   , we have many opportunities to be peacemakers.
10. Beyond our sun    there are billions of stars.
11. In the sixth century before Christ   , a devastating plague struck the city of Athens, Greece.
12. From a priest    they learned the truth.
13. In their city   , they worshiped many gods, yet they had failed to worship the one true God.
14. On the island of Crete   , there lived a priest who could tell them what to do.
15. In a short time    they decided to send for him.
16. In time   , this action led to a platform for Paul to speak about the true God.

# Red 1 A Week 4 Teacher's Helps

## For a Five-Day Week

### Peacemaking

#### Vocabulary Box

Synonyms for *peacemaker*

ambassador    reconciler  
apostle        soul-winner  
missionary    evangelist  
witness        mediator

Antonyms for *peacemaker*

whisperer     traitor  
divider        deceiver  
dissembler    agitator  
trucebreaker   dissident

#### Day One

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

God put a special star in the sky when Jesus was born. Some wise men who lived in the east saw this star. They knew it was a sign. It meant that a baby king had been born. These wise men wanted to visit the precious baby, so they followed the star for a long way. The wise men were led by a star to Christ.

#### EXTENSIONS

Many believe the wise men saw a grouping of the planets Mars, Jupiter, and Saturn. Such a happening is unusually rare, but one is known to have occurred in the spring of 7 B.C. This is the same year that Jesus was thought to be born, and the shepherds "watch their sheep by night" only in the spring when the sheep are giving birth to their lambs. The wise men followed the star to find peace.

### 2. Spelling: Sounds of *ch* (Examples: Christ, chief, chute)

Help Box for 2a. You should have highlighted the following words:

1. Christ
2. Such
3. watch

BASIC LEVEL	EXTENSION	FURTHER EXTENSION	OPTIONAL
1. chief	9. scheme	11. approach	13. trucebreaker
2. chute	10. wrench	12. chaotic	14. deceiver
3. Christian			
4. Christmas			
5. change			
6. chef			
7. machine			
8. echo			

#### Day Two

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

Prepositional Phrase Openers

### 4. Composition: Edit and Revise Using the Checklist Challenge

#### Day Three

### 5. Grammar/Punctuation: Main Subject

<> 5a. In the first paragraph of the passage, highlight the following words:

- |             |             |
|-------------|-------------|
| 1. God      | 2. wise men |
| 3. They     | 4. It       |
| 5. wise men | 6. wise men |

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

Prepositional Phrase Openers

#### Day Four

### 7. Grammar: Adjectives

<> 7a. In the passage, highlight the following phrases:

- |                         |                     |
|-------------------------|---------------------|
| 1. <b>special</b> star  | 2. <b>baby</b> king |
| 3. <b>precious</b> baby |                     |

#### Day Five

### 8. Spelling: Spelling Test

### 9. Dictation: Dictation Quiz

### 10. Composition: Final Copy Original Informative Report About Something Only Visible to God

### Extra Practice (Optional)

# Red 1A Week 4 Teacher's Helps

## For a Four-Day Week

### Peacemaking

#### Vocabulary Box

Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	reconciler	whisperer	traitor
apostle	soul-winner	divider	deceiver
missionary	evangelist	dissembler	agitator
witness	mediator	trucebreaker	dissident

#### Day One

#### 1. Copying, Vocabulary, and Comprehension

##### BASIC LEVEL

God put a special star in the sky when Jesus was born. Some wise men who lived in the east saw this star. They knew it was a sign. It meant that a baby king had been born. These wise men wanted to visit the precious baby, so they followed the star for a long way. The wise men were led by a star to Christ.

##### EXTENSIONS

Many believe the wise men saw a grouping of the planets Mars, Jupiter, and Saturn. Such a happening is unusually rare, but one is known to have occurred in the spring of 7 B.C. This is the same year that Jesus was thought to be born, and the shepherds "watch their sheep by night" only in the spring when the sheep are giving birth to their lambs. The wise men followed the star to find peace.

#### 2. Spelling: Sounds of *ch* (Examples: Christ, chief, chute)

Help Box for 2a. You should have highlighted the following words:

1. Christ
2. Such
3. watch

BASIC LEVEL	EXTENSION	FURTHER EXTENSION	OPTIONAL
1. chief	9. scheme	11. approach	13. trucebreaker
2. chute	10. wrench	12. chaotic	14. deceiver
3. Christian			
4. Christmas			
5. change			
6. chef			
7. machine			
8. echo			

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

Prepositional Phrase Openers

#### Day Two

#### 4. Composition: Edit and Revise Using the Checklist Challenge

#### 5. Grammar/Punctuation: Main Subject

<> 5a. In the first paragraph of the passage, highlight the following words:

1. God
2. wise men

3. They
5. wise men

4. It
6. wise men

#### Day Three

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

Prepositional Phrase Openers

#### 7. Grammar: Adjectives

<> 7a. In the passage, highlight the following phrases:

1. **special** star
2. **baby** king
3. **precious** baby

#### Day Four

#### 8. Spelling: Spelling Test

#### 9. Dictation: Dictation Quiz

#### 10. Composition: Final Copy Original Informative Report About Something Only Visible to God

#### Extra Practice (Optional)

# Red 1A Week 4 Answer Keys

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

### Prepositional Phrase Openers

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

BASIC LEVEL: Correct only first paragraph.

EXTENSION: Correct first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first two paragraphs, highlight the prepositional phrase openers.
3. EXTENSIONS: Highlight all of the prepositional phrases (not only those at the beginning of the sentences).

On that day, peace flooded the heart of John Calvin. God changed his heart toward obedience. It was like a bright light.

After John's conversion, God worked through his father to help him make a clean break with the state church. John Calvin studied law because his father wanted him to be a lawyer. John was truly turning his life over to God.

Friends who were upset about religious questions came to John's house in Paris. He comforted and challenged them with words from Scripture. In a matter of time, John began to proclaim the peace of God throughout the French countryside.

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!

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

- 5b. In the sentences provided, highlight the main subjects. (Hint: The main subject is usually one of the first few words!) The prepositional phrases have already been isolated for you with parenthesis. Remember, the main subject of the sentence is not found in a prepositional phrase.

1. The Lord often uses unusual means to reach people.
2. The Burmese were set (in their ways.)
3. Today, thousands (of Gedeo Christians) worship (in over two hundred villages.)
4. The people accepted his message.
5. These men will bring you a message.
6. Some will react (to true peacemakers.)
7. He returned successfully (from his search.)
8. God always prepares the hearts (of those) (to whom) we are called to minister.
9. God directed Philip (to the Ethiopian eunuch.)
10. He will come.
11. Stars cannot be counted.
12. No two stars are exactly alike.

Teacher Tip: At this level, your student might highlight a prepositional phrase as part of the subject (i.e. thousands of Gedeo Christians). Do not be concerned. He is at least understanding that the entire sentence is about that.

Teacher Tip: Your student may highlight the noun only as the main subject (Lord) or the article, describer, or pronouns preceding the main subject and the noun (The Lord).

13. **People** are all different.
14. **We** are not exactly alike.
15. **Peacemakers** are sometimes (like stars.)

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

### Prepositional Phrase Openers

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

During the 1500s, thousands of believers walked over the Alps to settle in Geneva, Switzerland. They helped John Calvin start a biblically-based government. Their witness greatly influenced the founding of America. (Capitalizing *biblically* is optional.)

Messengers who walk on mountains must have feet that are in excellent condition, or the message will not get through. After traveling over the rugged heights, feet will be swollen and bruised. They will, however, be beautiful in the eyes of those whose lives were transformed by the Good News that they brought. (Capitalizing *Good News* is optional.)

There are many conditions that hinder the function of the feet. Feet also provide us with many illustrations of a witness. Problems with our witness, like problems with our feet, can hinder our peacemaking.

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

Note: Do not highlight any of the following for this exercise:

- a. Articles used as adjectives: *a, an, the*
  - b. Possessive pronouns as adjectives: *his, her, our, etc.*
  - c. Other non-descriptive adjectives: *this, that, etc.*
1. We are commanded to go into all of the large world.
  2. Evangelizing the entire world dismays most Christians. Note: Technically, *most* is not a descriptive adjective since you cannot put *and* between it and a descriptive adjective. (For example, you wouldn't say *lovely and most necklace*.)
  3. One of the consequences of sin is eternal death.
  4. That godly man made a deep impact on Walter.
  5. Walter was once invited to speak at a public high school. (Some grammarians consider high school to be a common noun unit -- rather than *high* being an adjective describing school.)
  6. That young doctor was Walter Wilson.
  7. The passing crowds stopped.
  8. Learn the precise definition of the word peacemaker.
  9. A terrible plague struck Athens.

10. **Two** **white** men came to the village. (*Two* is not a true descriptive adjective in that a *an* and cannot be put between it and another descriptive adjective.)

