

CQLA Level Pre A - Units 1-8

Table of Contents

Unit 1.....	Weekly Instruction and Checklist Challenges.....	page 2
	.....Teacher’s Helps and Answer Keys.....	page 79
Unit 2.....	Weekly Instruction and Checklist Challenges.....	page 90
	.....Teacher’s Helps and Answer Keys.....	page 179
Unit 3.....	Weekly Instruction and Checklist Challenges.....	page 196
	.....Teacher’s Helps and Answer Keys.....	page 269
Unit 4.....	Weekly Instruction and Checklist Challenges.....	page 288
	.....Teacher’s Helps and Answer Keys.....	page 365
Unit 5.....	Weekly Instruction and Checklist Challenges.....	page 384
	.....Teacher’s Helps and Answer Keys.....	page 459
Unit 6.....	Weekly Instruction and Checklist Challenges.....	page 476
	.....Teacher’s Helps and Answer Keys.....	page 547
Unit 7.....	Weekly Instruction and Checklist Challenges.....	page 566
	.....Teacher’s Helps and Answer Keys.....	page 639
Unit 8.....	Weekly Instruction and Checklist Challenges.....	page 658
	.....Teacher’s Helps and Answer Keys.....	page 725

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 materials (including speech and debate), teaching tapes, and other materials written by the Reishes, contact:

Ray and Donna Reish
Training for Triumph
6456 E US 224 Craigville, IN 46731
(260) 597-7415 r.reish@mchsi.com

Copyright ©2003 Ray and Donna Reish

All rights reserved. No portion of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording, or otherwise—without prior written permission of the publisher.

Many thanks to IBLP for their development of the layout of which they reserve the rights.

Printed in the United States of America.

Red 1 Pre A Week 1

Character Focus: Peacemaking

Vocabulary Box

Synonyms of *peacemaker*

ambassador apostle witness soul-winner
missionary reconciler mediator evangelist

Vocabulary Box

Antonyms of *peacemaker*

whisperer trucebreaker agitator dissident
divider dissembler traitor deceiver

1. Copying, Vocabulary, and Comprehension

This Week's Passage

BASIC

Sam and Joe were playing together. They got mad at each other. They got into a fight. Their Mom came and saw them fighting. She made them stop and go to their rooms.

EXTEN

Mother came and told them the story of William Penn. Hundreds of years ago, William Penn made peace between white men and Indians. The state of Pennsylvania is named after him because of the good work he did.

READ

The boys made up. Then they saw that they should have peace, not war. Stories of William Penn are helping people see the value of peace even today!

Character Connection: Peacemakers (those who bring others to reconciliation) are wise.

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

1. This passage is about two brothers who got into a fight.
2. They learned to have peace with each other.

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

1. This is a state.
2. This state was named Pennsylvania in honor of William Penn.

<> **1c.** Look up this word in the dictionary, and write a sentence about it on the lines provided.

Optional Penmanship Practice

Blessed are the peacemakers; for they shall be called the children of God.

Matthew 5:9

Sentence about *Pennsylvania*

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

<> **1d.** Look this state up on a map, and write down two states that are touching Pennsylvania

1. _____
2. _____

<> **1e.** On the lines provided, use the word *peace* in a sentence about being a peacemaker.

Sentence containing *peace*

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

Further Study:
Memorize James 3: 13-18 about the tongue.

Words for Key Word Outline

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.

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

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

Character Connection: We are peacemakers for Jesus when we are "fishers of men."

2. Spelling: Plural Nouns (Examples: dog, dogs; mess, messes)

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the 2nd paragraph of the passage, highlight the following words:

1. Hundreds
2. years
3. Indians

1. These are all plural nouns.
2. There are many types of plural nouns.
3. In this lesson you will learn about two different kinds of plural nouns
4. The first one, and probably the most common and easiest one of all, is the kind that you just add s.
5. For instance:
 - a. dog, dogs
 - b. cat, cats
 - c. need, needs
 - d. want, wants
6. The list can go on, but I think you have the idea.
7. The second kind is a bit more difficult.
8. It is the kind that ends in *es*.
9. If a word ends in any of the following, you need to add an *es* to make it plural.
 - a. s.....**messes**
 - b. *sh*.....**ashes**
 - c. *ch*.....**churches**
 - d. z.....**fizzes**
 - e. x**axes**
10. Others include:
 - a. perch, **perches**
 - b. mess, **messes**
 - c. ash, **ashes**
 - d. crutch, **crutches**
 - e. church, **churches**

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

BASIC LEVEL

1. _____
dog

2. _____
dogs

3. _____
cat

4. _____
cats

5. _____
mess

6. _____
messes

Further Study: Have your teacher read a children's version of a book about someone who was reconciled, such as *My Heart, Christ's Home*, *Heidi* (Johanna Spyri), or *One Wintry Night* (Ruth Bell Graham).

EXTENSION

7. _____
ash

8. _____
ashes

9. _____
joy

10. _____
joys

Review Words

Further Study: Learn the song "Fishers of Men."

<> **2d.** Add this week's new words to page 81 of your *Spelling Notebook*.

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

<> **2f.** Optional: In your notebook, write six sentences using six of the spelling words.

3. Editor Duty: Correct Given Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

Optional Spelling Practice:
Finish extension words.

1. j _____ y

2. _____ sh

3. as _____ e _____

4. _____ y _____

ALL LEVELS:

1. sam and joe was playing together
2. they got into a fight?
3. there mom came and saw them fighting
4. she maid them stop and go too their roomes
5. mother came and told them the story of william penn

Further Study: Have your teacher read 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.

EXTENSION:

6. hundreds of years ago, he made piece
7. he made peace between white men and indians
8. a state was named after Him.

<> **3c.** Review your Editor Duty sentences with your teacher.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

4. Study Skills/Prewriting: Key Word Outline for Sentence Writing

<> **4a.** Read this week's passage aloud with your teacher.

<> **4b.** In this lesson, you will learn how to write sentences using thoughts from this week's passage. To do this, follow these steps:

1. In each of the sentences provided, highlight two, three, or four words that you think are important and will help you remember what the sentence is about.
2. Write those two to four words on the lines below the sentence.
3. Beneath those words, complete the following steps:
 - a. Cover up the sentence that is provided for you.
 - b. Read your two to four words aloud, and try to think of what the sentence said.
 - c. When you think you remember what the sentence said, try to write a sentence on the lines that is a lot like the one provided for you ---but with some of your own words in it instead.
 - d. Try to make it say the same thing but with some of **your** words instead.

e. **Here is a sample for you:**

- Original sentence: Sam and Joe were playing together.
- Words I will highlight: **Sam** and **Joe** were **playing** together.
- Write those words. Sam Joe playing
- My new sentence: One summer day Joe and Sam were playing together outside.

Optional Penmanship Practice

Blessed are the peacemakers; for they shall be called the children of God.

Matthew 5:9

ALL LEVELS:

1. Sam and Joe were playing together.

Words you highlighted:

Your new sentence:

2. Their Mom came and saw them fighting.

Words you highlighted:

Your new sentence:

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

3. She made them stop and go to their rooms.

Words you highlighted:

Your new sentence:

Further Study: Read about the character quality of *wisdom* on pages 187-190 of *The Power for True Success* (IBLP publication).

EXTENSION:

4. Mother came and told them the story of William Penn.

Words you highlighted:

Your new sentence:

5. Hundreds of years ago, William Penn made peace between white men and Indians.

Words you highlighted:

Your new sentence:

Teacher Tip: Key Word Outline Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent 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

Further Study:

Memorize John 3:16 and recite it to your teacher, along with an explanation of how you would tell a non-believer what that verse means.

5. Grammar: Prepositions

<> **5a.** Read this week's passage aloud with your teacher.

<> **5b.** In the 1st paragraph of the passage, highlight the following words:

1. at (each other)

2. into (a fight)

3. to (their rooms)

1. We call those words (at, into, to) all prepositions.
2. *Prepositions* is a big word.
3. It is a grammar term that might sound confusing.
4. Prepositions are really not hard at all though!
5. Prepositions are words that show position.
6. You will remember this if you learn the rhyme ***Prepositions Show Position!***
7. The words you highlighted all show position:
 - a. At....at each other
 - b. Into....into a fight
 - c. To...to their rooms
8. CQLA uses a little trick to help you learn prepositions easily!

<> **5c.** Get out a little toy animal or character, an empty bathroom tissue tube, and a little zip-type bag that can hold the toy and the tube when you are finished with this lesson. Complete the following steps:

- a. Place the toy in different positions around the tube.
- b. Say where the toy is in relation to the tube.
- c. These words are prepositions!
 - i. **along** the tube
 - ii. **around** the tube
 - iii. **before** the tube
 - iv. **below** the tube
 - v. **beneath** the tube
 - vi. **between** the tube
 - vii. **from** the tube
 - viii. **in** the tube
 - ix. **into** the tube
 - x. **on** the tube
 - xi. **onto** the tube
 - xii. **through** the tube
 - xiii. **with** the tube
 - xiv. **within** the tube

<> **5d.** Place your toy and tissue tube in your baggy and save it for another time of practicing prepositions.

<> **5e.** Recite as many prepositions to your teacher as you can remember.

<> **5f.** Highlight the preposition at the beginning of each phrase.

1. with each other
2. at each other
3. into a fight
4. to them
5. to their rooms
6. of William Penn
7. of years ago
8. between white men and Indians
9. after him
10. with each other
11. towards the Lord
12. from Him

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or “giving him the answers”! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues (“Try adding a word that means the same as ‘kind.’”), guiding him with questions (“What do you think you could put in for walk here?”), or giving him choices (“Why don’t you try one of these: pretty, beautiful, lovely, gorgeous?”). Gradually, you will have to tell him less and less of what to do, and he will “guide” himself through the Checklist Challenge.

6. Composition and Revising: Complete the Checklist Challenge for Sentences

<> **6a.** Read this week’s passage with your teacher.

<> **6b.** In this assignment, you will be learning how to make the sentences you wrote earlier better! To do this, follow these steps:

(1) Choose sentences that you wrote in Assignment Four that you can work on making better:

BASIC: Choose two sentences.

EXTENSION: Choose four sentences.

(2) On the lines provided copy the sentences you chose.

Optional Spelling Practice:
Circle the correct spelling.

- 1. doggs dogs
- 2. doog dog
- 3. catt cat
- 4. catz cats
- 5. mess mezz
- 6. messs messes

(1) _____

(2) _____

(3) _____

4. _____

- <> **6c.** In the sentences you copied on the lines above, use the Checklist Challenge at the end of this week's lesson to revise your sentences. Follow these steps:
- (1) Read each item in the Checklist Challenge and complete that task for each sentence.
 - (2) Highlight each item you put in your sentence as you complete it.
 - (3) Check off each item in the CC.

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Mini-Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

7. Spelling: Spelling Test

- <> **7a.** Read this week's passage aloud with your teacher.
- <> **7b.** On the lines provided, take a Spelling Test consisting of this week's words and any Review Words.

BASIC LEVEL

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

EXTENSION

- | | |
|----------|-----------|
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

Review Words

_____	_____
_____	_____
_____	_____
_____	_____

<> **7c.** Have your teacher check your Spelling Test.

<> **7d.** Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

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

1. Write any difficult words on the whiteboard for your student before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to him to remind him of its contents.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
4. Re-read the first sentence to him a few words at a time (or more if he can handle more). Go as slowly or as quickly as your student can handle.
5. Re-read any of the sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

8. Dictation: Dictation Quiz

<> **8a.** Read this week's passage aloud with your teacher.

<> **8b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

- (1) Be sure to put capitals at the beginning of the words that need capitals.
- (2) Be sure you put end marks at the end of sentences.
- (3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
- (4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All:

_____ and _____ were playing together.

They _____ at each other. They

_____ into a fight. Their Mom _____ and

_____ them fighting. She _____ them

_____ and _____ to their _____.

Extension:

Mother _____ and told _____ the story of

William Penn. Hundreds of years _____, William Penn

_____ peace between _____

_____ and Indians. The _____ of Pennsylvania

_____ named _____ him because

_____ work

_____.

<> **8c.** Review your dictation with your teacher.

<> **8d.** Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

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

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, would is from the would, could, should family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. 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.)

9. Composition: Final Copy of Sentences

<> **9a.** Choose your best sentence(s) from Assignment Six, and copy it/them on the lines provided.

Basic: Copy one sentence.

Extension: Copy two sentences.

All:

1. _____

Extension:

2. _____

<> **9b.** Review your sentences with your teacher to make sure there are no mistakes in them.

Red Pre A Week 1 Checklist Challenge

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.

All ALL LEVELS

E EXTENSION only

- Each box will indicate the number of changes that need to be completed.

All All E E

Read each paragraph to your teacher or an older sibling. Together, listen for sentences that sound unclear. Focus on **content errors** at this time.

All All E E

Circle all action verbs in your sentences with a light colored highlighter. These are words that a person does, such as:

walk speak go help run say help write jump

All All E E

Choose one verb in each sentence that you circled earlier and mark it out. Write a stronger verb in its place.

Example: Use *view* instead of *look*, use *recline* instead of *sit*, use *skipping* instead of *walking*.

E E

Check every sentence to make sure that each sentence is a complete sentence -- **CAVES**:

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

All All E E

Add one describer (adverb or adjective) to each sentence. You may select one from the list below or choose one of your own:

wonderful gracious lengthy trusted courteous infallible
only totally joyfully willingly completely never

E

Use one of this month's vocabulary words in one your sentences (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.

E

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 E

Edit each sentence with your teacher, and correct any usage or spelling errors.

