

Red 1 Pre A
Week 2

Red 1 Pre A Week 2

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

Jesus got into Peter's fishing boat. He went fishing with Peter and his friends. The men had not been catching fish. They were sad.

EXTEN

Jesus told the men to throw the net on the other side of the boat. They did not think they would catch any fish on that side either. Then they caught lots of fish! Jesus told them they would become fishers of men.

READ ONLY

People who share the Gospel with others are known as fishers of men. They are using their talents for God wisely. God wants all of us to be fishers of men.

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

Optional Penmanship Practice

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

Proverbs 11:30

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

1. A fisher of men is a peacemaker.
2. He is a man who "fishes" for men instead of fish.
3. He fishes for men and women to bring them to God.
4. Peacemakers are wise!
5. They bring people to God.

<> **1b.** In the 2nd paragraph of the passage, highlight the phrase *fishers of men*.

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

Definition of *fishers of men*

<> **1d.** On the lines provided, use the phrase *fishers of men* in a sentence.

Sentence containing *fishers of men*

<> **1e.** On the lines provided, copy this week's passage at the level directed by your teacher.

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

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

2. Spelling: Plural Nouns (Examples: child, children)

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

<> **2b.** In the first paragraph of the passage, highlight the following words one time each:

1. fish
2. man

1. These words are both plural nouns
2. Plural nouns are words that show more than one.
3. For instance, when there is one child, someone would say, *The **child** is outside playing.*
4. But when there is more than one child, someone would say, *The **children** are outside playing.*
5. In the next two weeks, you will learn about plural nouns.
6. In this lesson, you will learn about two different kinds of plural nouns.
7. You will learn about the kinds of plural nouns that **not** change when there is more than one and the kinds that change **completely**.
8. Plural nouns can be tricky because there are so many different kinds.
9. The first kind that you are going to learn does **not** change the spelling of the word. For instance:
 - a. I had one **fish**.
 - b. We had lots of **fish**.
 - c. We saw one **deer**.
 - d. We saw some **deer**.
 - e. There were were lots of **moose**.
 - f. There was one **moose**.
10. Those words do not change!
11. It is easy to make those words more than one.
12. The second kind that you are going to learn completely changes the word.
13. For instance:
 - a. There was one **goose**.
 - b. There were many **geese**.
 - c. There was one **man**.
 - d. There were ten **men**.
 - e. There was one **child**.
 - f. There were four **children**.

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

Optional Spelling Practice
Unscramble these basic words:

1. nma _____
2. eedr _____
3. mne _____
4. dik _____
5. shfi _____
6. skdi _____

Teacher Tip: If your Level Pre-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 that sentence said. Coach him as he takes his notes. If necessary, feel free to write his notes for him as he dictates them to you.

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.

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

BASIC LEVEL

1. _____
man

2. _____
men

3. _____
deer

4. _____
fish

5. _____
kid

6. _____
kids

EXTENSION

7. _____
child

8. _____
children

9. _____
half

10. _____
halves

Review Words

<> **2d.** Add this week's new words to page 85 and 86 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.

Further Study: Color a page with ants working together.

ALL LEVELS:

1. we should have peace

2. jesus were peaceful.

3. missionaries is wis.

4. jesus showed wisdom?

EXTENSION:

5. we shoul also be fishers of men

6. jesus friends was fishers of men

7. are you wise

8. Wisdom start by luving jesus

Further Study: Have someone read a biography of a peacemaker.

Optional Spelling Practice

Circle the correct spelling:

mann	man
men	min
deer	der
fish	fich
cid	kid
kides	kids

<> **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?"

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

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: Jesus got into Peter's fishing boat.
 - Words I will highlight: **Jesus** got **into Peter's** fishing **boat**.
 - Write those words. Jesus into Peter's boat
 - My new sentence: Jesus carefully climbed into Peter's boat.

ALL LEVELS:

1. Jesus got into Peter's fishing boat.

Words you highlighted:

Your new sentence:

Definition of wisdom:
Seeing and responding to life's situations from God's frame of reference.

2. He went fishing with Peter and his friends.

Words you highlighted:

Your new sentence:

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

3. The men had not been catching fish.

Words you highlighted:

Your new sentence:

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

EXTENSION:

4. Jesus told the men to throw the net on the other side of the boat.

Words you highlighted:

Your new sentence:

5. They did not think they would catch any fish on that side either.

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

Optional Spelling Practice

Use a spelling word in a sentence.

5. Grammar: Prepositions

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

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

1. into (Peter's fishing boat)
2. with (Peter and his friends)
3. on (the other side)
4. on (that side)

1. These words are all prepositions!

2. Last week you learned that *prepositions show position*.

<> **5c.** Memorize and recite the rhyme to your teacher: ***Prepositions show position!***

<> **5d.** Practice prepositions with your bathroom tissue tube and little character until you can recite five prepositions to your teacher:

- a. **aboard** the tube
- b. **above** the tube
- c. **against** the tube
- d. **along** the tube
- e. **around** the tube
- f. **at** the tube
- g. **below** the tube
- h. **beneath** the tube

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

- i. **beside** the tube
- j. **between** the tube
- k. **beyond** the tube
- l. **from** the tube
- m. **for** the tube
- n. **in** the tube
- o. **into** the tube
- p. **on** the tube
- q. **onto** the tube
- r. **over** the tube
- s. **through** the tube
- t. **throughout** the tube
- u. **under** the tube
- v. **with** the tube
- w. **within** the tube

<> **5e.** In the sentences provided, highlight the prepositions at the beginning.

BASIC LEVEL

1. Into the boat Peter went.
2. At the sea, Peter got fish.
3. On the other side, the men got fish.
4. With Jesus, they got lots of fish.
5. Over the side of the boat, they threw their nets.

EXTENSION

6. With Jesus' help, we can be fishers of men.
7. From Jesus, we learn to be a peacemaker.
8. With Peter and his friends, Jesus went fishing.
9. From Jesus' life, we see how to be a peacemaker.
10. From Jesus' teaching, we see wisdom.

<> **5f. Extension Only:** Finish each of the sentences with the preposition at the beginning. Use information from this week's passage.

1. Into the boat, _____

2. At the sea, _____

3. On the other side, _____

_____.

4. With Jesus, _____

_____.

5. Over the side of the boat, _____

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.)

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) Copy the sentences you chose on the lines provided.

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 on the checklist you put in your sentence as you complete it.
 - (3) Check off each box in the CC.

Optional Spelling Practice
Write one of your favorite spelling words.

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 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.)

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:

Jesus _____ into Peter's fishing

_____. He went fishing _____

Peter _____ his friends. The _____ had

not _____ catching fish. They were _____.

Extension:

Jesus told the _____ to throw the

_____ on the other _____ of the

_____. They did _____ think they

would catch any _____ on that side either. Then they caught

_____ of fish! Jesus _____ them they would

become fishers of _____

<> **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.

9. Composition: Final Copy of Sentences

<> **9a.** Choose your best sentences from Assignment Six, and copy 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 2 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 of the 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 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*.

All E

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

- **C**apital at beginning
- **A**ll make sense
- **V**erb
- **E**nd mark
- **S**ubject

All All E E

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	repeatedly

E

Use one of this month's vocabulary words in one of 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.

All 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.

Edit each sentence of your essay with your teacher. Make sure you have done each of the following items to each sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of each sentence?
3. Does the sentence "sound" correct?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you have pauses in your sentence that makes your sentence need commas?

