

Red 1 Pre A  
Week 3

# Red 1 Pre A Week 3

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**

There was a small boy named Hudson Taylor. He heard his dad pray at dinner for people in China who did not know Jesus. He knew his dad and mom prayed that he would be a missionary in China someday.

**EXTENSION**

When Hudson was older, he tried to be good, but he did some bad things. One day he saw that only God could help him stay away from the bad things. He asked God to help him. God did! From then on, he knew he was supposed to be a missionary in China.

*Cloud of Witnesses A Book of Children's Godly Heroes.*

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

1. This passage is about Hudson Taylor.
2. Hudson Taylor was a missionary to China.
3. He was a peacemaker because he shared God's love.

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

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

### Definition of *missionary*

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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.

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





## 2. Spelling: Ay Words (Example: bay, day)

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

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

1. pray                      2. someday

3. stay                      4. away

1. These are all words that end in *ay*.
2. This week you are going to learn about these kinds of words.
3. Do you remember when your teacher taught you what the vowels are?
4. You may have learned this saying:  
a, e, i, o, u, and sometimes y
5. You may also remember one of these rhymes:  
**a. When two vowels go walking, the first one does the talking**  
**b. When two vowels go out to play a game, the first one always says its own name.**
6. In the words you highlighted, *y* is used as a vowel!
7. It makes the first vowel say its long sound.
8. For instance:  
a. **way**  
b. **day**  
c. **may**  
d. **say**
9. The *y* at the end of the words is like a vowel that makes the first vowel say its own name!

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

### BASIC LEVEL

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

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

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

4. \_\_\_\_\_  
lay

5. \_\_\_\_\_  
may

6. \_\_\_\_\_  
nay

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?"

### Synonyms 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.

**Teacher Tip:** It is especially difficult for a new writer to look at a large blank area and realize that he has to fill that space! Take his original essays one sentence at a time, and write for him, if needed. Do whatever you can do to make his early writing experiences positive---and build a love for reading and writing in him from the beginning.

### EXTENSION

7. \_\_\_\_\_  
away

8. \_\_\_\_\_  
pray

9. \_\_\_\_\_  
stay

10. \_\_\_\_\_  
today

### Review Words

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<> **2d.** Add this week's new words to page 53 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.

#### ALL LEVELS:

1. hudson taylor were a missionary

2. he was a christian

3. we should bee peacemakers.

4. god changed hudson taylor

**EXTENSION:**

5. the people from china liked hudson

6. he walked through the door?

7. she have a long list

8. they love gods Word

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

## 4. Study Skills/Prewriting: Outline Original Biographical Report

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

1. This week you will get to write your own one paragraph report!
2. You will be writing a paragraph about somebody.
3. It will be a biography.
4. A biography is a story about someone's life.
5. You will be writing about Hudson Taylor.
6. He was a missionary to China.

<> **4b.** Choose one aspect about Hudson Taylor that you can write one paragraph about. You might want to choose one of the following:

**Optional Penmanship Practice**

The people who know their God shall be strong, and carry out great exploits.

Daniel 11:32

**Further Study:** Memorize the "Pledge of Allegiance."

**Character Connection:** John Calvin was a wise peacemaker. His publication "Institutes of the Christian Religion" greatly influenced many of the US founding fathers.

**Optional Spelling Practice**  
Unscramble these Basic words:

yaw \_\_\_\_\_

yal \_\_\_\_\_

yad \_\_\_\_\_

sya \_\_\_\_\_

yam \_\_\_\_\_

yan \_\_\_\_\_

Character Connection: Study Bible stories which have "helpers" in them. Examples include Naaman's servant girl, Barnabas helping Paul, Mark helping Luke, and Aaron helping Moses. Helpers are very important.

- a. Hudson Taylor's parents praying for him to be a missionary
- b. When Hudson Taylor got saved
- c. When Hudson Taylor started the Inland China Mission
- d. Other

- <> **4c.** Once you have chosen your topic, have your teacher read a section about that topic aloud from a book about Hudson Taylor and talk about which parts you will want in your report.
- <> **4d.** On the "topic" line below, have your teacher write the topic you chose for your whole paragraph.
- <> **4e.** Write four to six words on each sentence line about Hudson Taylor. Just write main words that will help you write good sentences later. (Be sure all of the lines are about the same part of Hudson Taylor's life since a paragraph should be about the same thing.)

Topic of Paragraph:

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Sentence One

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Sentence Two

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Sentence Three

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Further Study: Study Noah and the ark to understand how God preserved animals through the flood.

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Sentence Four

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Sentence Five (Extension)

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Sentence Six (Extension)

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**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 that the grammar they are learning can be used in their writing.)

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.

## 5. Grammar: Main Subject

- <> **5a.** Read this week's passage aloud with your teacher.
- <> **5b.** Highlight the *He* at the beginning of the 2nd and 3rd sentences of the 1st copy boxes.
1. The word **He** in these sentences is what each of the sentences is about!
  2. When you find the main word near the beginning of a sentence, you are finding the sentence's main subject.
  3. The main subject is what the sentence is about!
  4. Both of these sentences are about **He**.
  5. Of course, we know from the first sentence that **he** is Hudson Taylor.
  6. Both of these sentences are about Hudson Taylor because they say **he** near the beginning of them!
- <> **5c.** Have your teacher say many sentences to you orally that begin with the main subject and practice telling her what the main subject is in each one.
- <> **5d.** In the sentences provided, highlight the main subjects. (Hint: It is the first word or two of three in each of these sentences!)

### All

1. Hudson Taylor went to China.
2. Jamie said he liked the book.
3. He made a desk.
4. She cooked corn.
5. They worked on the porch.
6. We talked a long time.
7. Sarah and Kara lived uptown.
8. Grant played with the truck.
9. Breanna smiled so sweetly.
10. Josiah and Jacob worked hard.

### Extension

11. Jamie liked ice cream.
12. Cami taught the younger kids.

- 13. Kara wrote a funny story.
- 14. Sam hid in the backyard.
- 15. Jon looked out the window.

## 6. **Composition and Revising:** Writing a Rough Draft Biographical Report

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

<> **6b.** Now that you have your notes ready, you are ready to write about your person. Follow these tips for writing your essay:

- a. Look at your notes from Assignment Four.
- b. Read through your notes with your teacher and do the following:
  - i. Add more notes if you think of something else you want to include.
  - ii. Number the notes in the order you want them to appear in your essay.
  - iii. Ask your teacher for more ideas that you might want to add to your notes, and add these to your notes.
- c. Write the first sentence of your essay by following these steps:
  - i. Read the notes you made for sentence one.
  - ii. Say a sentence out loud from those notes.
  - iii. Keep saying that sentence in different ways until you like the way your sentence sounds.
  - iv. After you have the sentence just the way you want it, write it on the lines below or have your teacher write it for you.
  - v. Write the rest of your essay following the steps provided above.

**Note: Be sure to indent the first sentence of your first paragraph.**

Optional Spelling Practice	
Circle the correct spelling of Extension words.	
staye	stay
pray	prae
away	awae
tooday	today

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## 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

_____	_____
_____	_____
_____	_____

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<> **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.

## 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:**

There was a \_\_\_\_\_ boy named Hudson Taylor. He heard

his \_\_\_\_\_ pray \_\_\_\_\_ dinner

\_\_\_\_\_ people in China who \_\_\_\_\_ not know

Jesus. He knew his \_\_\_\_\_ and \_\_\_\_\_ prayed that he

would \_\_\_\_\_ a missionary \_\_\_\_\_ China someday.

**Extension:**

\_\_\_\_\_ Hudson was older, he \_\_\_\_\_

to be \_\_\_\_\_, but he \_\_\_\_\_ some  
\_\_\_\_\_ things. \_\_\_\_\_ day he  
\_\_\_\_\_ that \_\_\_\_\_ God could  
\_\_\_\_\_ him \_\_\_\_\_ away from the  
\_\_\_\_\_ things. \_\_\_\_\_ asked \_\_\_\_\_  
\_\_\_\_\_ help \_\_\_\_\_ From  
then \_\_\_\_\_,  
\_\_\_\_\_ was supposed to \_\_\_\_\_  
\_\_\_\_\_ missionary \_\_\_\_\_  
\_\_\_\_\_

<> **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.

