

Blue 3-B: Week One

Character Focus: Orderliness

Vocabulary Box

Words that *describe* God's word

| | | |
|--------------------|--------------------------|-------------------|
| holy | inspired | reliable |
| genuine | complete | constant |
| truthful | acute | righteous |
| perfect | life-giving | convicting |
| accurate | unerring | authentic |
| resolute | thought-provoking | sharper |
| miraculous | unchangeable | God-breathed |
| affirmative | infallible | bona fide |
| impeccable | incontestable | incontrovertible |
| authoritative | irrefutable | |

Vocabulary Box

Words that *are associated with* an orderly person

| | | |
|-------------------|-------------------|--------------------|
| tidy | neat | organized |
| adept | precise | habitual |
| optimal | effective | disciplined |
| systematic | methodical | efficient |
| adroit | dexterous | impeccable |
| inexorable | arduous | assiduous |
| expeditious | complaisant | autonomous |
| punctilious | | |

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

| | |
|----------------|---|
| ALL | Punctuality is based on two imperative factors. The first aspect is a reverence for time; the second element is a respect for other people. In considering punctuality, we must evaluate both. |
| EXTENS | Time is one of our most precious assets. We are given a limited amount of it; we are accountable to God for how we use it. We are to reverence time because God created it. He established days, nights, weeks, months, and years. He also ordained seasons of the year and seasons of life. God designed the day for work and the night for rest. He desires for us to make the maximum use of every day and finish one week's work in six days. |
| FURTHER | Punctuality requires that we have a respect for other people and the time God has entrusted to them. Punctuality is a method of demonstrating the worth of people and their time by arriving for appointments before they begin. Failing to be punctual contravenes God's purposes in our lives. Tardiness becomes an offense to those who have to endure our lateness. When people are forced to wait, they tend to count the faults of the one who kept them waiting. As the time increases without the person's arrival, the list of faults that "waiter" mentally makes increases too. When we demonstrate genuine punctuality, we will show a reverence for time and a respect for other people. |

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

<> **1b.** In the third passage, highlight the following words:

1. contravenes 2. reverence

<> **1c.** Look up these words in the dictionary, and write the definitions and two synonyms for each on the lines provided.

Definition of *contravenes*

Synonyms of *contravenes*

1. _____ 2. _____

Definition of *reverence*

Synonyms of *reverence*

1. _____ 2. _____

<> **1d.** On the lines provided, write the vocabulary words *adept* and *systematic*.

1. _____ 2. _____

Note: The bold fonted words in the Vocabulary Boxes are those recommended for this level. Try to write with these in assignments involving the Vocabulary Boxes.

<> **1e.** On the lines provided, write two sentences about punctuality using the two vocabulary words you listed.

1. _____

2. _____

Character Focus: Some people say that you should not ask questions about the Bible, but the Bible is true, so it can stand up under questioning.

Optional Penmanship Practice

For verily I say unto you, till heaven and earth pass, one jot or one tittle shall in no wise pass from the law, till all be fulfilled.

Matthew 5:18

Character Focus: Something has to be tested before it can be proven.

Further Study: Read the book *The Morning Star of the Reformation* about John Wycliffe.

<> 1f. In the first paragraph of the passage, highlight the word *Punctuality*.

<> 1g. In the word you highlighted in the passage, highlight the letters *ity* in another color.

The word *punctuality* has a Latin affix (in this case, a suffix—letters added to the end of a word) of *ity*. **The suffix *ity* means “a state, quality, or act.”** The suffix *ity* makes a word into a noun.

In the case of *punctuality*, the word *punctual* (formerly an adjective used to describe a person or thing) becomes the noun *punctuality*—which means “the state of being punctual.”

<> 1h. On the lines provided, write three other words with the suffix *ity*, and write their definitions. Try to find three words you have never used in your writing before.

1. _____

2. _____

3. _____

<> 1i. In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted. (The DD box is in the Vocabulary Packet located in the back of your entire CQLA book.)

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

(8) Write a sentence using the word you studied on the lines provided.

Teacher Tip: The labels on the copy boxes indicate which paragraphs each level of students should copy and take dictation from. The paragraphs that the student should re-write for that week's writing assignment are indicated in the Key Word Outline section (Lesson #5) in Weeks One and Two.

<>1j. Extensions: Write a sentence about the character quality for this month using this DD word.

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

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

Sounds of *g*

When *g* is followed by *a*, *o*, *u*, or a consonant other than *y*, it makes its hard sound (*g*) as in the following examples:

ga: gallant, gallop
go: governor, gold
gu: gusto, gumption
gl: glory, glad
gr: gravity, grindstone

Exceptions to this spelling rule:

gi: giving, gird
gn: gnat, gnome
gh: higher, tougher
gy: buggy, saggy

When *g* is followed by *e*, *i*, or *y*, it makes its soft sound as in the following examples:

ge: gemstone, generous
gi: giant, gigantic
gy: gymnasium, gypsy

2. Spelling/Structural Analysis: Soft and Hard *g* Sounds

Examples: gum, gem

<> **2a.** In the second and third paragraphs of the passage, highlight the words that contain either a hard *g* (e.g., *gave*) or a soft *g* (e.g., *generous*). Do not highlight silent *gh* or *ng* words.

The letter *g* often makes two sounds:

1. Soft *g* in the case of **gem**
2. Hard *g* in the case of **game**

The sound that *g* makes in individual words is usually determined by the letter directly following the *g*.

(1) When the letter *g* is followed by an *e*, *i*, or *y*, it makes the soft sound (*j*):

- a. gem
- b. gym
- c. giant

(2) When the letter *g* is followed by any consonant (other than *h* as in *gh*), *a*, *o*, or *u*, it makes the hard sound (*g*).

- ga: gallant, gallop
go: governor, gold
gu: gusto, gumption
gl: glory, glad
gr: gravity, grindstone

(3) Exceptions to this spelling rule:

- gi: given, gird
gn: gnat, gnome
gh: higher, tougher
gy: buggy, saggy

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

All

1. _____
triangle

3. _____
galliant

5. _____
gingerly

2. _____
vogue (Commonly Misspelled: Needs the *u* to make the *g* say *guh*)

4. _____
vigilante (Commonly Misspelled: Think vigil • ante)

6. _____
suggestion

7. _____
gracious (Commonly Misspelled: Syllabicate
gra/cious--the *i* makes the *c* say *suh*.)

9. _____
aghast

11. _____
geography

13. _____
strategy (Commonly Misspelled: 1 *t*, 1 *g*)

8. _____
language

10. _____
vague (Commonly Misspelled: Needs the *u* to
make the *g* say *guh*.)

12. _____
gorgeous (Commonly Misspelled: Think gorge-
ous)

14. _____
guillotine

Character Focus: Test-
ing verifies perma-
nence.

EXTENSIONS

15. _____
geological

16. _____
genealogy (Commonly Misspelled: Think gene-
a•logy)

FURTHER EXTENSION

17. _____
parallelogram (The word *parallel* is commonly
misspelled: 1 *r*, 2 *l*'s, 1; the only doubled letter is the
first *l*.)

18. _____
gregarious (Commonly Misspelled: Think
greg•a•rious)

OPTIONAL WORDS

19. _____
genuine

20. _____
accurate

21. _____
resolute

22. _____
miraculous

Review Words

<> 2c. Optional: Add **Review Words** to coordinating pages of your *Spelling Notebook*.

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

Optional Penmanship Practice

For verily I say unto you,
Till heaven and earth
pass, one jot or one tittle
shall in no wise pass from
the law, till all be fulfilled.

Matthew 5:18

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

Help Box for 2a.

You should have highlighted the following words:

- | | |
|----------|------------|
| 1. given | 2. God |
| 3. God | 4. God |
| 5. God | 6. begin |
| 7. God's | 8. genuine |

3. Editor Duty: Correct Given Paragraph(s)

Dates and Numbers, Superlatives

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

- (1) In the ED 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 all the paragraphs, highlight all of the dates and numbers.

- (3) In the first paragraph, highlight the superlative word.

On February 23, A.D. 303, the fullest power and fury of the roman government came crashing down on this church and many others the buildings was destroyed bibles were snatched and Christians were arrested and ultimately martyred

The Book these Christians loved were marked for complete destruction diocletian emperor of rome from A.D. 287–305, declared, “if these bibles are not destroyed they might become buried seed that would spring forth to influences others

Eusebius a early church historian described the fierceness of this persecution with these words: I saw with my own eyes the houses of prayer thrown down and razed to there foundations and the inspired sacred scriptures consigned to fire in the open marketplace

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. OPTIONAL:** Highlight the correct spelling of each **All** word

- | | |
|----------------|------------|
| 1. triangle | triangel |
| 2. vogua | vogue |
| 3. gallient | galliant |
| 4. vigilante | vigilant |
| 5. gingerly | ginerle |
| 6. suggestun | suggestion |
| 7. gracious | grashus |
| 8. languge | language |
| 9. aghast | agast |
| 10. vaggue | vague |
| 11. geograffy | geography |
| 12. gorgeous | gorgus |
| 13. strategy | stratagy |
| 14. guillitine | guillotine |

<> **4b. OPTIONAL:** Highlight the correct spelling of each **Extensions** word

- | | |
|----------------|------------|
| 15. geological | geologucal |
| 16. genealogy | geneoligy |

<> **4c. OPTIONAL:** Highlight the correct spelling of each **Further Extension** word.

- | | |
|-------------------|---------------|
| 17. parallelugram | parallelogram |
| 18. gregarious | gregareous |

Opening Paragraph

Remember that opening paragraphs should catch the attention of the reader. Be sure yours is interesting and appealing—causing the reader to want to read the entire essay.

<> 4d. **OPTIONAL:** Highlight the correct spelling of each **Optional** word.

- | | |
|----------------|-----------|
| 19. genuine | jenuine |
| 20. accerate | accurate |
| 21. resolute | rezolute |
| 22. miraculous | miraculus |

<> 4e. **OPTIONAL:** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

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

KWO: Writing a Key Word Outline is kind of like Squanto may have talked with the Pilgrims when he first met them: "How! Me Squanto!"

Alternative Writing for Blue 3-B: Week One

- Write a report of two to three paragraphs about how the calendar was established.
- Write two to three paragraphs about Julius Caesar.

5. Study Skills/Prewriting: Key Word Outline

<> 5. Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of the entire paragraph.
 - b. Write the topic of that paragraph on the Topic of Paragraph 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 remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for sentence one.

- c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

(You may choose to divide Sentence Two into two sentences, or plan to write a compound sentence that contains a semicolon or coordinating conjunction.)

Sentence 3 _____

Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

(You may choose to divide Sentence Two into two sentences, or plan to write a compound sentence that contains a semicolon or coordinating conjunction.)

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

KWO 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, important

= can mean the result of, the same as, equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), dates, and periods of time

→ 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 spoken words or special words

< > can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

Character Focus: In the 1700s a philosopher named Voltaire said, "One hundred years from my days there will not be a Bible in the earth except one that is looked upon by an antiquated curiosity-seeker." That was more than two hundred years ago, and there are more Bibles now than in Voltaire's day!

Sentence 6

Sentence 7

Paragraph Three of Body

Topic of Paragraph 3

Sentence 1

Sentence 2

Sentence 3

Sentence 4

Sentence 5

Sentence 6

Sentence 7

Sample KWO
Paragraph One
Topic of paragraph 1:
Punctuality two factors
Sentence 1: Punctuality
based 2 (+++) factors
Sentence 2: First—reverence
time; second—respect people
Sentence 3: Must evaluate
both

Sample Paragraph from KWO
(Paragraph 1)
There are two factors that most
affect punctuality. Initially, there
is the idea of reverence of time.
Second, there is the respect of peo-
ple. One who wants to demon-
strate punctuality must consider
both aspects.

6. Punctuation: Semicolons Used to Combine Two Complete, Related Sentences

<> 6a. In the first and second paragraphs of the passage, highlight the semicolons.

This is an example of two sentences combined with a semicolon between them. Sometimes in writing it is good to have short sentences and sometimes it is better to have long sentences. Sentence variety is what makes writing “sing.”

Sentence variety includes using various sentence openers, using differing sentence structures, and implementing various sentence combining techniques so that the sentences are not all short, normal, subject-verb formats.

Using a semicolon is one of those excellent sentence variety techniques that you should be able to do. **Combining two complete sentences with a semicolon between the two is a lot like combining two complete sentences with a comma and a cc (FANBOYS).**

1. Each side of the semicolon must have a complete (real) sentence.
2. Each side of the semicolon must be related to each other.

Combining two sentences into one with a semicolon creates a compound sentence.

A compound sentence is a sentence that contains two complete sentences (or independent clauses).

<> 6b. Highlight the sentences on each side of the semicolons in the sentences written in the Help Box for 6a.

Grammar Card: Semicolon

- **Used to combine two complete, related sentences:**
 - Each side must contain a complete sentence
 - Each side must be related to each other and about the same topic: We should be grateful to God; we should be grateful to others.
- **Also used to separate items in a series when some items in the series already contain commas**



Each side must be a complete sentence (independent clause) in order to combine the two sentences with a semicolon. This creates a compound sentence.

Further Study: Read a book about John Wycliffe and the men who worked with him called “Lollards.”

Did you notice that on each side of the semicolon there is a complete sentence? That is, **each side could stand alone as a sentence**. Did you also notice that the sentence on each side of the semicolon is related to the other?

<> **6c.** Study the Grammar Card about semicolons.

<> **6d. Optional:** Make a Grammar Card about semicolons, or add new information to an existing card.

<> **6e.** In the sentences provided, combine two sentences into one using a comma and a coordinating conjunction or a semicolon.

Example: We must examine ourselves on a regular basis. The heart is deceitful above all things.

(1) With semicolon: *we must examine ourselves on a regular basis; the heart is deceitful above all things.*

(2) With comma-cc: *we must examine ourselves on a regular basis, for the heart is deceitful above all things.*

Optional: You may write your sentences on the lines provided, if desired.

1. God's laws are expressions of His love. They provide protection for all who keep them.

2. Others cast them aside as being out of date or irrelevant. They pay with their lives for their lack of understanding.

3. These principles must be properly discerned and correctly applied. Understanding His perspective in applying His laws helps us to do this.

4. When you love a person, you give that person first place in your life. This means giving them consistent loyalty and devotion.

5. Jesus said the second law is like the first one. James says the second law is the "royal law."

6. The word royal denotes that which is kingly or magnificent. It was actually used to refer to things which belonged to a sovereign or part of a sovereign's right.

7. Freedom is not the power to do what we want. It is the power to do what we ought.

8. The words sowing and reaping reveal one of the most significant aspects of the law. It is the principle of cause and effect.

Further Study: Relate the following aspects of canning foods to God preserving His Word:

- 1) Preparing the food (Hebrews 1:1-2);
- 2) Purifying the container (II Peter 1:20-21);
- 3) Heating to remove impurities (Ps. 12:6);
- 4) Sealing the contents (Rev. 22:18-19);
- 5) Storing for use (I Pet 1:10-12);
- 6) Eating for nourishment (Jer. 15:16).

Further Study: Learn the words to the hymn "The Bible Stands."

9. The word reap denotes the process of gathering a harvest. Its expanded meaning includes receiving something as a reward or as the fruit of one's labors.

10. One of the clearest confirmations of the timelessness of the Old Testament law is seen in the way God has written its basic principles in the hearts of every person in the world. There is a universal "moral consciousness" of right and wrong that is consistent with Old Testament law.

<> 6f. Extensions: On the lines provided, write five sentences with semicolons, containing information from this week's passage.

(1)

(2)

(3)

(4)

(5)

Help Box for 6a.

You should have highlighted the semicolons in the following sentences:

1. The first aspect is a reverence for time; the second element is a respect for other people.
2. We are given a limited amount of it; we are accountable to God for how we use it.

7. Write On: Paragraph Combining

By now, you have learned that a paragraph is a unit of thought--that is, a paragraph is all about one thing.

When you are writing about multiple topics, it is easy to combine paragraphs into a report. **You just put one topic in one paragraph, then start another paragraph, and put a new topic in that one.**

For example, if you are writing a report with four paragraphs about four different weather phenomenon, you can write one paragraph of six to eight sentences about tornadoes, another paragraph about hurricanes, another paragraph about volcanoes, and a final paragraph about tsunamis. Then you add an opening and a closing--and wahla! You have a report.

<> 7a. In the first paragraph of the passage, underline the first sentence of the first paragraph with a light colored highlighter.

This sentence *Punctuality is based on two imperative factors*, is the thesis statement for the entire essay. It tells the reader that this essay is about two important aspects of punctuality. The first paragraph then goes on to introduce those two factors--reverence for time and respect for other people. **The first paragraph of this week's passage is the opening paragraph. It introduces the entire essay.**

<> 7b. In the second paragraph of the passage, underline the first sentence with a light colored highlighter.

This sentence, *Time is one of our most precious assets*, **introduces the topic of the second paragraph--the paragraph about reverence for time.** (Remember, the thesis statement for the entire essay said that there are two factors about punctuality? This paragraph is going to talk about the first one.) This is called the opening sentence (or topic sentence)-

Further Study: Learn what the word *kosher* means and how kosher meat differs from nonkosher meat. Can you discover why God says that meat prepared this way is healthier?

-telling the topic of the entire paragraph. (Or it can be called the transition sentence, bridging the gap between the first paragraph and the second paragraph--the opening paragraph and the first paragraph of the body.)

<> **7c.** In the third paragraph of the passage, underline the first sentence with a light colored highlighter.

This sentence, *Punctuality requires that we have a respect for other people and the time God has entrusted to them*, tells the topic of the third paragraph of the essay--respect for people and their time.

One essay--about punctuality. Three paragraphs--one paragraph for the opening and two for the body.

The opening paragraph introduced the topic, and the two paragraphs of the body described the two factors of punctuality. (The closing sentence at the end of the third paragraph is the closing statement for the entire essay, rather than having a separate closing paragraph.)

Are you starting to see how you can divide up information all about one topic into separate paragraphs? Yes, this week's passage is all about one topic--but each aspect of that topic is described in separate paragraphs.

You will need to understand this fully in week three of this unit as you will be writing a multi-paragraph report about one topic--about one weather phenomenon. **Each aspect of your weather activity will need to go into each paragraph.**

8. Optional Spelling Practice: Six "S" Spelling Secret

<> **8a. Optional:** Take a spelling "pre-test" in your notebook.

<> **8b. Optional:** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the work sheet for any words you misspelled in your pre-test.

<> **8c. Optional:** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided at the end of this weekly lesson. (Be sure to put one letter in each square to help you see how long each word is.)

9. Composition/Creative Writing: Write a Rough Draft Essay From a Key Word Outline

<> 9a. Follow these steps for writing your rough draft essay from your Key Word Outline:

- (1) Re-read the entire passage to recall its content.
- (2) Read your first line of notes and consider what you want your sentence to say.
- (3) Practice saying your sentence aloud to get it just the way you want it.
- (4) Write your first sentence in your notebook, or key your report on the computer.
- (5) Be sure to double space your report to make inputting the Checklist Challenge revisions easier.
- (6) Indent the beginning of each paragraph five spaces.
- (7) Repeat these steps for each line of notes, writing on every other line.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA Teacher's Guide.

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

Optional Penmanship Practice

"The Bible Stands"

The Bible stand like a
rock undaunted
'Mid the raging storms of
time;
Its pages burn with the
truth eternal,
And they glow with a
light sublime.

The Bible stands tho' the
hills may tumble,
It will firmly stand when
the earth shall crumble;
I will plant my feet on its
firm foundation,
For the Bible stands.

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: their, there, they're

<> 10a. In the third paragraph of the passage highlight the word *their*.

The words *there*, *their*, and *they're* are Wacky Words because they are homophones.

Homophones are words that sound the same but are spelled differently and have different meanings.

You will remember what a homophone is if you remember that *homo* means same and *phone* means hear...thus, **homophones are words that sound the same when you hear them**, but are not the same when you see them.

You can remember many homophones if you learn little tricks. *There*, *their*, and *they're* also have little memory tricks!

Optional Penmanship Practice

Heaven and earth shall
pass away, but my words
shall not pass away.

Matthew 24:35

Further Study: Read
*Give Me Liberty: The
Uncompromising
Statesmanship of
Patrick Henry* by David
J. Vaughan.

Further Study: Study what an archaeologist does and some of the ways he does it.

1. There

- Has the word *here* in it.
- Remember, **here** and **there**.
- Used when you say **There are....or There is**.

2. Their

- Their* has the word *heir* in it.
- Remember **heir** is the owner of the throne.
- Their** is a pronoun that shows ownership.
- We call this a possessive pronoun.
- The **heirs** are the owners of the throne. The throne is **theirs**.

3. They're

- They're is a contraction.
- If you get into the habit of always saying the two words of the contraction (rather than the one word contraction), you will know when to use they're.**
- For example, do not say *They're coming to dinner*. Say, *they are coming to dinner*.
- Then you will know **not** to use *Their coming to dinner* or *There coming to dinner*.

Further Study: Write out each phrase of the hymn "The Bible Stands," and see if you can find Scripture passages that may have been in the author's mind as he wrote this song.

<> **10b.** Fill in each blank provided with the correct Wacky Word--*their, there, or they're*.

- They will all share _____ toys with each other.
- _____ forced to wait because of the man's tardiness.
- We will wait _____ until everyone arrives.

Character Focus: God said loving Him is the most important law, and all the other laws are based on it.

<> **10c.** On the lines provided, write three sentences using this lesson's Wacky Words.

- _____

- _____

3. _____

11. EXTENSIONS--Study Skills/Pre-Writing/ Composition: Take Notes and Write an Original Closing Paragraph

<> **11a. Extensions:** Now that you have written the body of your essay, you are ready to write notes for an original closing paragraph.

Follow these steps:

- (1) Read the body of your essay aloud to yourself, and consider these options for closing your essay:
 - a. A Scripture concerning doing all for God's glory, a time for all things, or putting others before yourself
 - b. A poem or rhyme about punctuality, tardiness, or time
 - c. A short one-paragraph story about someone who was late and the result of that tardiness
 - d. The dictionary definition of *tardiness* or *punctuality*, including synonyms, antonyms, and a colorful explanation of those words
- (2) Now that you have decided how you are going to close your essay, you are ready to write notes for your closing paragraph. Follow these steps:
 - a. Write only notes—not complete sentences.
 - b. It is okay if you have more information than you need. You can omit some later when it is time to write.
 - c. Do not worry about the exact order of the notes; you will be arranging them when you are ready to write.
 - d. Write your notes on the lines provided.
 - e. You may plan to move the final sentence of the passage somewhere in your closing paragraph rather than leaving it at the end of the second paragraph of the body.

Notes for Closing Paragraph

<> 11b. Extensions: Using your notes for your closing paragraph, write the closing paragraph of your essay in your notebook, writing on every other line.

Finding the subject of a sentence can be very confusing to students. It is often thought that the subject is an easy grammar concept—after all, finding a sentence’s subject is one of the first grammar skills taught to young students.

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You have learned two areas of “subject” study in this curriculum:

1. Subject part
 - a. This is the part of the sentence that **contains the sentence’s main subject, any words that come before the main subject (openers), and any describers of the subject.**
 - b. It is usually the **first part** of the sentence.
2. Main subject (also called simple subject in some grammar handbooks)
 - a. This is the **complete sentence’s (the “real” sentence’s) subject.**
 - b. You may consider the main subject to be the one-word subject of the “real” sentence or the one-word subject with the describers surrounding it.
 - c. **The complete (or real) sentence, in which you must find the main subject, is often called an independent clause.** This means that it is the clause that can stand all by itself if all other parts of the sentence (all phrases, subordinate clauses, etc.) are removed.
 - d. Sometimes a sentence’s main subject is found later in the sentence, following sentence openers, etc.

With all this talk about subjects, you may wonder why you need to learn about them at all. What effect do they have on good writing?

Good writers can spot all of the subjects throughout their sentences and match up the various subjects with their correlating verbs to ensure subject-verb agreement.

A good writer can also tell where the “real sentence” (also called the independent clause) begins and ends--and where that independent clause’s main subject is found.

<> 12a. In the first paragraph of the passage, highlight the main subject of each sentence.

The main subjects you located in the passage were fairly simple ones because there were no sentence openers and distracters (clauses and phrases preceding the subject) to work around.

Of course, you had to understand that a compound sentence (two sentences joined together as one with a semicolon or a cc) has a main subject in each side of it -- since each side is a complete sentence in order to be combined.

(The sentence with a semicolon contains two sentences joined into one--thus, each part of the compound sentence contains its own main subject (*aspect* in the first half of the sentence and *factor* with second half of the sentence).

Finding the main subject in a sentence with openers and distracters is much more difficult. You must remember that the “real sentence” (or independent clause) does not begin until the sentence opener(s) ends. This is why CQLA emphasizes mentally removing (or isolating with parentheses and brackets) all sentence openers. Then you can determine your sentence’s main subject.

Grammar Card: **Subject—Main Subject, Simple Subject, Other Subject, and Subject Part**

- **Main subject:**
 - Who or what the complete sentence (the independent clause) is about
 - The person or object performing the main action of the sentence
 - 1) Usually found in the subject part of the sentence
 - 2) Usually a noun or pronoun
 - To find the main subject, isolate prepositional phrases and subordinate clauses, since the subject of the sentence is not found in prepositional phrases and subordinate clauses.

Example: (In the case) (of Christians) (following after Christ), **we** should seek Him early (in the morning) (because He will be found). The main subject of this sentence is the word that is the subject of the independent clause—the complete sentence—not the subjects of the clauses.
 - Also called the simple subject



The goal of subject study is to be able to match all subjects in a sentence with correlating verbs. Sometimes this is easier to do if you locate the sentence’s many subjects. Each regular sentence (not compound) usually has one main subject. The subject part is the first half of the sentence—including the sentence’s main subject and anything before it in the sentence (ie. sentence openers are in the subject part since they come *before* the sentence’s main subject).

Subject Terminology

The terms for “subjects” vary from handbook to handbook, sometimes the terms “main subject” and “simple subject” are used interchangeably. In CQLA, we will differentiate between the two.

Main Subject

The main subject:

1. Is the subject of the “real” (or complete) sentence.
2. Is not found in a sentence opener.
3. Is often found at the beginning of a sentence.
4. It is acceptable to consider the main subject to include only one word or one word plus its describers and articles.
5. Often called the “simple subject” Since it is the subject of the sample part of the sentence--the “real part.”

➤ **12b.** In the last two sentences of the last paragraph in the passage, complete the following steps:

- (1) Place brackets around the two sentence openers (both subordinate clauses):
As the time increases without the person’s arrival and *When we demonstrate genuine punctuality*
- (2) Highlight the word *list* in the next to the last sentence. This is that sentence’s main subject.
- (3) In the last sentence, highlight the word *we*. Believe it or not, this is the sentence’s main subject!

In the next to the last sentence, the sentence order is very confusing—which makes it difficult to find the main subject. Technically, if the sentence were in a normal subject-verb pattern, it would read: *The list of faults the “waiter” mentally makes increases too*. Thus, *the list of faults the “waiter” mentally makes* is the subject part; *list* is the main subject of the sentence.

When might you need to know something so detailed as that in order to become an excellent communicator? If you were writing that sentence, you would want to be sure that you realize *list* is the subject and *does* is the verb in order to match them correctly. You need to be sure your sentence says *list increases* and not *list increase* (which is easy to do since *of faults* is in there, too!). Remember, the main subject of a sentence or even the other subjects throughout sentences are not usually in prepositional phrases.

Subordinate (also called dependent) clauses and prepositional phrases may come later in the sentence—and sometimes cause confusion in finding the main subject of the sentence.

For instance, in the passage the following sentence has the subject-verb pattern and then a subordinate clause in the last half of the sentence: *We are to reverence time because God created it*.

If all of the clauses, phrases, and describers confuse you in finding the main subject of a sentence, just get rid of them mentally (or place parentheses around them, if needed). This will help you narrow down the sentence to the “bare bones.” *We are to reverence time*.

➤ **12c.** Study the paragraph below to see how you can mentally remove distracters in order to find the main subject of your sentences.

Note: The parentheses () indicate prepositional phrases. The brackets [] indicate subordinate clauses.

Punctuality requires [that we have a respect (for other people and the time God has entrusted (to them))]. Punctuality is a method (of demonstrating) the worth (of people and their time) (by arriving) (for appointments) [before they begin.] Failing to be punctual contravenes God’s purposes (in our lives.) It becomes an offense (to those) [who have to endure our lateness.] [When people are forced to wait,] they tend to count the faults (of the one) [who kept them waiting.] [As the time increases (without the person’s arrival,)] so does the list (of faults) that “waiter” mentally makes increases too.

<> 12d. Find the main subject and main verb of each sentence below after some of the distracters are isolated for you.

1. Punctuality is based (on two important factors.)
2. The first factor is a reverence (for time); the second is a respect (for other people.)
3. Time is one (of our most precious assets;) we are given a limited amount (of it;) we are accountable (to God) (for how we use it.)
4. We are to reverence time [because God created it.]
5. He established days, nights, weeks, months, and years.
6. He also established seasons (of the year) and seasons (of life.)
7. God designed the day (for work) and the night (for rest.)
8. He desires [for us to make full use] (of every day) and finish one week's work (in six days.)
9. Punctuality requires [that we have a respect] (for other people) and the time God has entrusted (to them.)
10. Punctuality is a way (of demonstrating) the worth (of people and their time) [(by arriving) (for appointments) (before they begin.)]
11. Failing to be punctual hinders God's purposes (in our lives.)
12. It becomes an offense (to those) [who have to endure our lateness.]
13. [When people are forced to wait,] they tend to count the faults (of the one) [who kept them waiting.]
14. [As the time increases (without the person's arrival,)] the list increases too.

<> 12e. Study the Grammar Card about main subjects.

<> 12f. Optional: Make a Grammar Card about main subjects.

<> 12g. In the sentences provided, highlight the main subject of each sentence. If you have difficulty finding them, get rid of the distracters (phrases, subordinate clauses, and describers) by placing parentheses and brackets around them.

All

1. In reality, we gain approval by becoming the unique individuals God intended us to be.

2. By covering up our mistakes and failures, we think that we will gain admiration.
3. God tells us that we gain admiration by acknowledging our failures and asking for forgiveness from those we have offended.
4. We do not “get even” with those who offend us by hurting and avoiding them.
5. We “repay” those who offend us by doing all the good we can for them.
6. The Scriptures show us that we are exalted when we humble ourselves and exalt others.
7. Ultimately, we do not gain respect when we demand our personal rights.
8. Actually, we gain respect when we yield our personal rights.
9. We think that we gain prosperity by holding on to what we have.
10. Truly, the way to prosperity is to give all we have to Him and others.
11. We cannot gain joy by avoiding irritations and trials.
12. We become joyful when we welcome and respond correctly to trials.
13. We are wrong if we think the way to enjoy life is to satisfy all of our desires.
14. God states that the way to enjoy life is to die to our desires.
15. When God allows trials in our lives, His purpose is to refine our faith.

Extensions

16. By looking or acting like someone else who is accepted, we think we can gain approval.
17. To some people, independence is gained when they get out from under the authority over them.
18. Regardless of what the world says, we are not exalted when we point out the faults of others.
19. By giving our life to Him in order to achieve His purposes, we will discover a meaningful life.
20. By dying to our desires, we can enjoy life to the fullest.

<> 12h. Further Extension: For the sentence openers provided, add a main subject and a main verb (and any other words you need in order for your sentences to make sense). Do you see how you can combine a sentence opener with a complete sentence to create a more complex detailed sentence?

Example: When we are accountable to God, we will use our time more wisely.

(1) When we respect other people, _____

(2) Truly, _____

(3) Since God desires us to make full use of every day, _____

(4) When we are punctual, _____

(5) By the end of the day, _____

Help Box for 12a.

You should have highlighted the following words:

1. Punctuality
2. aspect (or The first aspect)
3. element (or the second element) (main subject of the second half of the compound sentence)
4. we

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 of his misspelled dictation words you will have him add to next week's **Review Words**. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning as it is not a spelling he is familiar with or at his level. In that case, do not put it on his **Review Words** list for next week.)

***Note:** If your student misspelled a word in his dictation quiz that you think he should already know (either because he has had the word previously or it is at his spelling level), you may choose to add it to next week's Review Words section. Just be sure you do not add so many words from his spelling test, dictation quiz, and composition assignment that he is unable to learn them adequately. Also, if you must remove or omit some, keep words that have spelling commonalities so that your student can study these together (for instance, *infectious*

Checklist Challenge

Do not do anything in the Checklist Challenge that makes your essay sound worse! The Checklist Challenge is for improving essays. If some portion of it does not improve your essay, you may omit that step (with your teacher's permission).

13. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> 13. Use the Checklist Challenge located after this week's lesson to edit your essay.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge, you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the CQLA *Teacher's Guide*.

14. Optional Spelling Practice: Write That Word!

<> 14a. Optional: On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> 14b. Optional: Complete the following steps for one of the words you listed in 14a.

- (1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.
- (2) On the lines provided, write a sentence containing that word.

<> **14c. Optional:** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

15. Spelling: Spelling Test

- <> **15a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **15b.** (T) Have your teacher check your Spelling Test.
- <> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

16. Dictation: Dictation Quiz

- <> **16a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **16b.** (T) Review your dictation with your teacher.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

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

1. Write any difficult words from the passage he will be quizzed over 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. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying "pause" when your student should put a comma in and "stop" when he should put a period in.)
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 in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

Note: In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

17. **Composition:** Final Copy Essay From Given Material

<> **17a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.

<> **17b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

Optional: Extra Practice

- 1E. In your notebook, write fifteen sentences containing semicolons.
- 2E. In your notebook, write more notes about punctuality from a character book.
- 3E. In your notebook, write another essay about punctuality, using your Key Word Outline from this lesson.
- 4E. Edit and revise your composition from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write thirty hard and soft *g* words that you have never used before in your writing.
- 6E. Read a children's story to a younger sibling about someone who was always late.
- 7E. Write a book report about the children's story you read. You may use the Book Report Guide provided in the Appendix of the *Teacher's Guide*.
- 8E. Write twelve sentences about punctuality, and highlight the main subject of each one.
- 9E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.