

# Blue 3-A: Week One

Character Focus: Orderliness

## Vocabulary Box

Words that describe God's Word (adjective)

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 describe an orderly person (adjective)

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

Before 132 A.D., people noticed that there were warnings in nature that an earthquake might occur. The Chinese are thought to have been the first to experience these phenomena. These signs were displayed by livestock, wells, and even the ground.

Yes, people in China could predict earthquakes by watching the behavior of their farm animals. Their livestock would often run around and stumble when a quake was about to start its groaning. Goats and sheep are especially sensitive to the earth's rumblings. They can actually sense an earthquake three or four minutes before its onset.

EXTENS

Additionally, the Chinese noticed that their wells had unusual characteristics before an earthquake. A well would contain less water than it previously had if a tremor might be "visiting." When the water supply was dwindling, the people knew the land might soon do its dance.

FURTHER

Even the earth itself would warn the Chinese that the ground might be shaking before long. Sometimes the people would spot new hills in the land. Out of no where, fresh mounds would pop up. When this happened, the Orientals ascertained that a quake was on the horizon.

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

<> 1b. From the shaded Vocabulary Box, choose three words that describe God's Word, and write them on the lines provided.

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

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

<> 1c. On the lines provided, use two of these words in sentences about the passage.

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

<> 1d. In the first paragraph of the passage, highlight the word *earthquakes*.

<> 1e. Look up this word in the dictionary, scientific source, or internet, and write the definition in your own words on the lines provided.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<> 1f. On the lines provided, write one sentence using the word earthquake and Chinese.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<> 1g. In the passage, highlight the word *earth* one time.

1. Did you notice that the word *earth* was not capitalized in the passage?

2. The word *earth* is not usually capitalized.

3. The exception to this is when it is found in a text with other planets.

4. The other planets are capitalized; thus, when the word earth is listed with them all of them are capitalized.

5. For example, it is interesting to study *Earth, Mars, and Jupiter*.

<> 1h. List all of the planets on the lines provided. Be sure to capitalize each one at the beginning.

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

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

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

**Teacher Tip:** Occasionally a word contains fewer phonetic components than sight word components, and should simply be memorized. A good example of this in early writing stages is the word *you*.

### Writing Dates

Always write dates with these rules:

1. Abbreviations should not be used in formal writing.

2. Whether or not the words are three words or more, dates should be written in numerical form.

### Optional Penmanship Practice

Did not our heart burn within us, while he talked with us by the way, and while he opened to us the Scriptures?

Luke 24:32

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

<> 1i. Look this word up in the dictionary. Is your definition close to what it means?

<> 1j. 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.

**Further Study:** Read Matthew 5-7 and list each of the ten commandments that are referred to, along with the words of Christ as He further explained each one.

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

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

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

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<> 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.

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

**Teacher Tip:** Do not be concerned if your Level A student cannot remember all of the grammar terms yet. The most important thing is that he knows what to do in his essay with each type of word.

**Character Focus:** Some people say they can do things they have never done. It is easy for them to boast like this, but they cannot prove they can do something until they try.

## 2. Spelling/Structural Analysis: Numbers

**Examples: two, twenty, one hundred**

<> 2a. In the first paragraph of the passage, highlight the numbers and number words.  
The three general rules for properly writing and spelling numbers are as follows:

1. **When writing a number that requires two words or less to write in words, use words to express it:**
  - a. ten
  - b. twenty
  - c. five hundred
2. **When writing a number that requires three words or more to write in words, use numbers to express it:**
  - a. Write 125, not one hundred twenty-five.
  - b. Write 3,003, not three thousand and three.
3. **When writing numbers between twenty-one and ninety-nine that are spelled with two number words, put a hyphen (-) between the two words.**
  - a. twenty-four
  - b. fifty-five
  - c. seventy-nine

**Teacher Tip:** The word *my* is also a personal pronoun in addition to being an interjection. Explain the two meanings for the word *my* to your student.

#### 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

= 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

Arrows 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 more important, most important

" " can mean spoken words or special words

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

**4. Most number-words are sight words—they must be learned by sight because they often break phonics rules.**

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

#### All

1. \_\_\_\_\_  
twenty-six

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

5. \_\_\_\_\_  
hundred

7. \_\_\_\_\_  
thirty-three

#### EXTENSIONS

9. \_\_\_\_\_  
forty-eight

#### FURTHER EXTENSION

11. \_\_\_\_\_  
five hundred, sixty-three (as needed for  
check writing)

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

4. \_\_\_\_\_  
ninety

6. \_\_\_\_\_  
eight

8. \_\_\_\_\_  
sixty-nine

10. \_\_\_\_\_  
eight thousand

12. \_\_\_\_\_  
forty million (not *fourty*)

#### Review Words

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

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

<> **2c.** Add this week's new words to page 94 of your *Spelling Notebook*.

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

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

#### Help Box for 2a.

You should have highlighted the following:

1. 132
2. three
3. four

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

#### Pronouns

<> 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 of the paragraphs, highlight the pronouns.

**BASIC LEVEL:** Highlight six pronouns.

**EXTENSION:** Highlight eight pronouns.

**FURTHER EXTENSION:** Highlight nine pronouns

#### Optional Penmanship Practice

I will . . . praise thy name .  
. . . for thy truth: for thou  
hast magnified thy word  
above all thy name.

Psalm 138:2

god gave us the law. the law is god's way to tell us what we should and should not do. Many people try to make the law seem hard to follow, but god makes it simple. he said all the other laws is based on two crucial laws

the first one are the great commandment. It say to love god with all of your heart soul mind and strength. If we love god, we will follow His law. when you love someone, you want to make him happy. god is pleased when we do what He says

the other important law is to love you neighbor as yourself. god says everyone is our neighbor. When we love people, we will not do things to hurt them We will not steal from them or kill them. These are two laws that we will follow if we love our neighbor If we truly love our neighbor and truly love the Lord, we will keep the whole law

**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* and *contagious*).

## 4. Optional Spelling Practice: Choose the Correct Spelling

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

- |                 |              |
|-----------------|--------------|
| 1. twenty-six   | twentee-six  |
| 2. thirteen     | thurteen     |
| 3. sevan        | seven        |
| 4. ninety       | ninetty      |
| 5. hundrad      | hundred      |
| 6. eight        | eaght        |
| 7. thurty-three | thirty-three |
| 8. sixtty-nine  | sixty-nine   |

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

- |                    |                |
|--------------------|----------------|
| 9. forty-eight     | foorty-eight   |
| 10. eight thoosand | eight thousand |

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

- |                               |                           |
|-------------------------------|---------------------------|
| 11. five hundred, sixty-three | five hundrad, sixty-three |
| 12. forty-millium             | forty-million             |

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

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

### Alternative Writing for Blue 3-A: Week One

- Write one paragraph comparing the Bible and another religious book.
- Write one paragraph about the story of a modern translator.

Character Focus: Just because someone keeps most of the laws in the Old Testament, does not mean that he or she loves God. The Pharisees kept the law, but they did not love God, but if someone does love God, he will want to please Him and do what He said.

## 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.

**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.

### Paragraph One of Body

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

### Paragraph Two of Body

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



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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

### **Paragraph Three of Body**

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

### **Paragraph Four of Body**

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

## 6. Write On: Personification

<>6 a. In the passage, highlight the following phrases:

- (1) quake was about to start its groaning
- (2) tremor might be "visiting"
- (3) earth might soon do its dance

These phrases are unusual. They are unusual because groaning is not normally something a quake does; visiting is not usually something a tremor does; and dancing is generally not something the earth does. These phrases each contain a special writing technique known as personification.

Personification means that the writer is giving human qualities (or actions) to a non-human entity. It will be easy for you to remember what this means when you remember that the word personification has person in it--"person" qualities. It also has ification, like from the word "identification."

Basically, a non human is "identifying" with "person" qualities. Personfication--a non human entity taking on human characteristics.

For instance, the quake "groans"--something usually only people or animals do. Also, the tremor "visits"--something that is certainly only done by humans. And the earth "dances"--which it really doesn't do, of course.

Personfication is an extremely fun writing technique!!! You can give all kinds of non-animated (or non-human) things human personalitiy--such as

1. The tree waving goodbye with its branches.
2. The tornado singing through the neighborhood.
3. The ground spitting lava like a water fountain squirting water.

<> 6b. On the lines provided, write three sets (Extensions: write four) of personification about earthquakes.

**ALL**

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

#### EXTENSIONS

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

## 7. Grammar: Dates, Numbers, and Places Within Text

<> **7a.** In the first paragraph of the passage, highlight the date.

1. Dates should always be written with these rules:

a. Abbreviations should not be used in formal writing.

b. Dates and years should generally be written in numerical form, or in numbers, not words.

1) February **26, 2001**

2) January **9, 1890**

2. Put a comma after a date found at the beginning of a sentence.

a. On August 26, **1832**, Adam Clarke passed away.

b. In **2001**, we went to Knoxville.

<> **7b.** In the sentences provided, highlight the dates with one color and the punctuation around the dates with another color.

**Note: A.D. and B.C. should be capitalized and followed by periods. B.C. is an abbreviation for a Latin word that tells us the time period was before Jesus. A.D. is an abbreviation for the Latin word that signifies the time was after the time of Christ.**

Example: On **July 3, 2004**, the little boy turned six years old.

1. On February 23, 303 A.D., Rome released their full wrath on the Christians.
2. The Edict of Milan was signed in 313 A.D.
3. From 500 A.D. to 900 A.D., scholars copied Scripture.
4. The Rosetta Stone was found by the French Army in 1799.
5. In 1382, someone said that every other person on the road was a Lollard.
6. In the spring of 1382, people met to discredit John Wycliffe.
7. John Wycliffe died in 1384.
8. In 1415, the church leaders burned Wycliffe's body.
9. The printing press was invented in 1453.
10. In 1524, William Tyndale left England, never to return.

<> **7c. Optional:** In your notebook, write sentences containing dates.

**BASIC LEVEL:** Write six sentences.

**EXTENSION:** Write eight sentences.

**FURTHER EXTENSION:** Write ten sentences.

Help Box for 7a.

You should have highlighted the following date:

132 A.D.

## 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 worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet 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 From a Key Word Outline

<> **9a.** Follow these steps for writing your rough draft report 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 report aloud. Do you like the way it sounds?

## 10. Vocabulary/Structural Analysis: Wacky Words

### Homophones: were, we're

<> 10a. In the first paragraph highlight the word *were*.

1. The word *were* is a Wacky Word!
2. It is a homophone that has a Wacky Word partner.
3. The word **were** is a BHL verb.
4. It just shows that someone **is** or **was**.
5. The word *we're* is the contraction for **we are**.
6. When you come across a contraction in your reading (or you are about to write using one), say the words that comprise the contraction (*we are*) to see if they fit in the spot: The dogs *we're/were* running.
  - i. Dogs we are (*we're*) running? No.
  - ii. Dogs were running? Yes.

<> 10b. Fill in each blank provided with the correct Wacky Word--*were* or *we're*.

1. We \_\_\_\_\_ pleased with her response.
2. \_\_\_\_\_ going to her violin recital.

<> 10c. On the lines provided, write three sentences using *we're* and *were*.

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

# 11. Grammar: Interjection Sentence Openers

<> 11a. In the first paragraph of the passage, highlight the word Yes.

<> 11b. With a different color, highlight the comma following the word Yes.

## One-Word Sentence

It is okay to have a one-word sentence if it is an interjection or for special emphasis, such as “You, what?”

## Interjections

Interjections are interjected into a sentence!

Interjections must have some kind of punctuation following them, such as:

Comma: **Yes**, I have been diligent.

Exclamation mark: **Wow!** He worked hard.

1. The word yes can be used as an interjection.

**2. An interjection is a word that is added to a sentence—or interjected.**

3. When someone interjects something into a sentence, they just add it to what is already being said.

4. Interjections are easy to learn because there are not many of them.

5. You probably already know most of the interjections.

- |        |         |
|--------|---------|
| a. my  | b. well |
| c. on  | d. wow  |
| e. yes | f. no   |

6. It might help if you learn them in the following rhyme:

My, Well, Oh

Wow, Yes, No!

7. When writing with interjections at the beginning of sentences, you can write them one of two ways:

a. Follow the interjection with a comma since you hear a pause after the interjection.

1) **Well**, it is up to us to be diligent.

2) **Yes**, the Bible teaches us how to be diligent.

b. Follow the interjection with an exclamation mark (an excited mark!), and then use a capital letter for the next word, since you will be starting a new sentence.

1) **Wow!** The Bible is so interesting.

2) **Yes!** I am trying to be diligent.

<> 11c. (T) Memorize the interjection rhyme, and recite it to your teacher.

<> 11d. In your notebook, write sentences with interjections.

**BASIC LEVEL:** Write six sentences.

**EXTENSION:** Write eight sentences.

**FURTHER EXTENSION:** Write eight sentences, with four of them containing information from a character book.

## 12. Composition and Editing: Edit and Revise Using the Checklist Challenge

- <> 12. Use the Checklist Challenge located after this week's lesson to edit your report.
- (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*.

## 13. Optional Spelling Practice: Write That Word!

- <> 13a. **Optional:** On the lines provided, write two spelling words that you have never used in writing.

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

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

- <> 13b. **Optional:** Complete the following steps for one of the words you listed in 13a.

- (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.

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<> **13c. Optional:** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

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

## 14. Spelling: Spelling Test

- <> **14a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **14b.** (T) Have your teacher check your Spelling Test.
- <> **14c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 15. Dictation: Dictation Quiz

- <> **15a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **15b.** (T) Review your dictation with your teacher.
- <> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## 16. Composition: Final Copy Informative Report From Given Material

- <> **16a.** Write the final copy of your essay in your notebook, writing on every line.  
If you prefer, you may type it on the computer.
- <> **16b.** 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?
- <> **16c. Optional:** Make a minit-book containing your essay.

### Optional: Extra Practice

- 1E. In your notebook, write ten number words.
- 2E. In your notebook, write seven sentences with interjections.
- 3E. In your notebook, copy ten sentences about earthquakes from a science book or encyclopedia.
- 4E. In your notebook, write four Scriptures about earthquakes.
- 5E. Make a minit-book containing your Scripture from the Extra Practice assignments.
- 6E. Read a nonfiction book or part of a nonfiction book about earthquakes.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher..