

Blue 3-C: 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	<p>By 1771, Voltaire was banished permanently from France for speaking and writing inflammatory words, but his writings had already done enough damage there. He went to Prussia. When he offended King Fredrick, he went to Sweden. While traveling, he continued to export his ideas. Some were wise principles of freedom, but many were wild thoughts of anarchy. He denied anyone the power to rule him and said of the Bible that, "One hundred years from my day there will not be a Bible on the earth except one that is looked upon by an antiquarian curiosity-seeker."</p>
EXTENS	<p>Voltaire's writing continued to infiltrate all of Europe and was read by peasant and ruler alike. Some were impressed; some were outraged; some decided to put Voltaire's theories to work. In the 1790s, France turned itself upside down. In less than a decade, it went from monarchy to anarchy to tyranny.</p> <p>A few short years later the monarchy was restored to France, and Voltaire's influence began to dissipate. He is still studied in history texts, of course, along with all of the other past influences. But the only ones who read his books now are history or philosophy "curiosity-seekers."</p> <p>On the other hand, the Bible can be found in almost every home in the English-speaking world. Two hundred years after Voltaire predicted its demise, the <i>Guinness Book of World Records</i> declared God's Word to be the most printed book in the world. It has held that position since the invention of the printing press.</p>
FURTHER	<p>Voltaire's power was once considered the most significant in Europe. The more time that passes since his death, however, the more his copious words fade. Few people alive today can tell you anything that Voltaire said. On the other hand, however, most people know at least something from the Bible. As Voltaire's esoteric influence withers and collects dust on museum shelves, the Bible stands—two hundred years ago, now, and forever.</p>

↔ **1a.** Read this week's passage aloud.

This passage is another example of how God's Word stood the test of time when others' words did not.

In the first paragraph of this week's passage, highlight the word *antiquarian*.

↔ **1b.** Look up this word in the dictionary, and write its definition on the lines provided.

↔ **1c.** On the lines provided, write four words that describe God's Word from the shaded Vocabulary Box.

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

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.

↔ **1d.** On the lines provided, write three sentences about the passage using three of the words you listed in 1c.

1. _____

2. _____

3. _____

↔ **1e.** In the second paragraph of the passage, highlight the words *anarchy* and *monarchy*.

↔ **1f.** Look these words up in the dictionary, and write their definitions on the lines provided.

1. _____

2. _____

Teacher Tip: A syllable is a sound that is made by one vowel sound. A syllable may or may not contain a consonant (e.g., l, a). When syllabating words, each syllable must contain a vowel sound. This sound may be made of a y, one vowel, or a vowel combination (e.g., by, joy, read, beau). Syllables that end in a consonant are "closed" syllables. When a two-syllable word has a short vowel sound at the beginning, that syllable is called a "closed" syllable because it ends with a consonant. In the case of double-consonant-in-the-middle words, one consonant goes with the first syllable and the second consonant goes with the second syllable (e.g., hap/py).

Teacher Tip: Do not underestimate this spelling tip. Your student will need to know this in order to spell longer words later. If he does not seem to understand the syllabating, have him say the words slowly, syllable by syllable, and point out to him how the first syllable has a short vowel sound since it is a "closed syllable" (meaning the syllable ends with a consonant), so it must end in a consonant.

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

Double Consonants in the Middle of Words

First syllable short

- 1. ap/ple
- 2. sun/ny
- 3. dif/fer

R-controlled first syllable

- 1. car/riage
- 2. hur/ry
- 3. mer/ry

Other (schwa, etc.)

- 1. ap/point
- 2. ac/quaint
- 3. ac/cuse

Single Consonant in the middle keeps first syllable long

- 1. o/pen
- 2. fo/cus
- 3. sta/tion

To syllabicate means "to divide into syllables."

Character Focus: Some scientists attack the Bible by saying that the very first part (the story of creation) is wrong, but there is no reason not to believe the Bible is completely true from the very start.

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

Character Focus: People who do not believe that God created the earth like it says in Genesis are called evolutionists.

<> 1g. In the words *anarchy* and *monarchy* in the passage, highlight the root *arch* with a different colored highlighter.

The root *arch* is a Greek root meaning "first or to rule." The prefix *an* means *not*. The prefix *mon* comes from the prefix *monos*, which means "alone."

<> 1h. On the lines provided, do the "vocabulary math" to come up with the meanings of these words without using a dictionary.

- 1. mon (only; one) + arch (to rule) = _____
- 2. an (not) + arch (to rule) = _____

Do you see how you can unlock many, many words without even having a dictionary handy by using knowledge of roots and affixes?

<> 1i. On the lines provided, write five more words with any of the roots from this lesson (*an, mon, archan, arch*), and write what you think they mean based on what you already know.

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

<> 1j. Now, look up the exact definitions and check them with what you wrote in 1i. Write your findings below.

- 1. _____
- 2. _____
- 3. _____

4. _____

5. _____

↔ **1k.** 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.

Teacher Tip: The Definition Dissection (DD) box used in each week's vocabulary lessons is provided in the back of this book in a packet entitled "Vocabulary Packet." There are actually two of these packets available there: one for you to give to your student and one for you to keep for yourself (to help your student but also to have available to photocopy should your student's copy get soiled or worn out during the school year).

The DD box in the "Vocabulary Packet" contains six different techniques that your student needs to learn in order to unlock the meanings of unfamiliar words. You may desire to go through the DD box with him, one technique per week, until he feels confident doing the DD assignments by himself. (Of course, you may work with him on the DD techniques longer than six weeks, if needed.)

Have your student put the "Vocabulary Packet" at the beginning of each weekly lesson when he moves onto a new lesson. It should be inserted right into his three-ring binder since he will be using it on the first day of each weekly lesson.

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.

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

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

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

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

2. **Spelling:** Spellings for the *ee-un* Sound at the End of Words

Examples: Indian, envious, stronium, miscellaneous

<> 2a. In the first paragraph of the passage, underline the word *antiquarian*.

This word has one of the spelling combinations you will be studying this week. There are many spelling combinations—in the middle and at the ends of words—in which a vowel (nearly any vowel) says the sound of long *e* (*ee*) and another vowel or vowel combination says the sound of short *u*. There are many combinations for spelling this *ee-un* sound, such as the following:

- | | |
|-------------------------------|------------------------------|
| 1. <i>ian</i> : Indian | 2. <i>ious</i> : envious |
| 3. <i>ium</i> : stronium | 4. <i>iate</i> : immediate |
| 5. <i>ial</i> : controversial | 6. <i>ual</i> : ineffectual |
| 7. <i>eous</i> : hideous | 8. <i>ient</i> : recipient |
| 9. <i>ia</i> : malaria | 10. <i>ium</i> : equilibrium |
| 11. <i>ious</i> : dubious | |

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

ALL

1. _____
totalitarian (Commonly Misspelled: Think total • i • tarian)

3. _____
controversial (Commonly Misspelled: contro • versial)

5. _____
vicarious (Commonly Misspelled: 1 c, 1 r - think vicar • ious)

7. _____
verbiage

9. _____
superfluous (Commonly Misspelled: Think super and fluous)

11. _____
vacuous (Commonly Misspelled: 1 c ; vac / u / ous)

13. _____
prosenium

2. _____
stronium

4. _____
ineffectual (Commonly Misspelled: Think in • effect • ual)

6. _____
genealogical (Commonly Misspelled: not geneo)

8. _____
equilibrium (Commonly Misspelled: 3 i's)

10. _____
miscellaneous (Commonly Misspelled: Think mis • cell • a - neous)

12. _____
archeology

14. _____
colloquial (Commonly Misspelled: 2 l's; think think collo and quial)

EXTENSIONS

15. _____
encyclopedia (Commonly Misspelled: en / cy / clo / pe / di / a)

16. _____
sumptuous (Commonly Misspelled: Think sump • tuous)

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!"

FURTHER EXTENSION

17. _____
bicentennial (Commonly Misspelled: 1 c; 1 t; 3 n's --bi/cen/ten/ni/al)

19. _____
parsimonious (Commonly Misspelled: par/sim/o/ni/ous)

18. _____
schizophrenia (Commonly Misspelled: Made of Greek roots *schizo*-split and *phrenia*-mental disorder)

20. _____
onomatopoeia

Optional Words

21. _____
accurate

22. _____
resolute

23. _____
affirmative

24. _____
impeccable

Review Words

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 72 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages 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 **ten sentences** using ten of the spelling words.

3. Editor Duty: Correct Given Paragraphs

Colon, Spelling

<> 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 the first paragraph, insert a colon to introduce the partial quote following the lengthy (complete sentence) speech tag.

(3) In all the paragraphs, highlight and correct all of the spelling and homophone errors.

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.

the new testament book that is often referred to most in defence of "disregarding the old testament" is galatians yet in that very book the clearest and strongest descriptions of a law exists. Every believer will be governed by law that reads, in part; ". . . for whatsoever a man soweth, that shall he also reap".

The words *sowing* and *reaping* establishes one of the most important aspects of the Law that of cause and affect. Many people have the mistaken idea that they can live as they please and their will be no consequences for whatever they do. God however states just the opposite. He makes it extremely clear that we are responsible for our words thoughts deeds attitudes and motives

The word *sow* originally meant "to scatter" or "to propagate". In farming it take on the connotation of "scattering seed for the purpose of growth and production". God uses it to picture a persons' actions thoughts words and deeds indicating that they are planted and will reproduce according to they're kind the word *reap* denote the process of gathering a harvest. It's expanded meaning include receiving something as a reward or as the fruit of ones' labors

Further Study: Read stories in the Bible of heroes who stayed faithful to God, such as Daniel; Shadrach, Meshach, and Abednego; Noah; and others.

Further Study: Read Genesis 1-2.

4. Optional Spelling Practice: Choose the Correct Spelling

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

- | | |
|------------------|---------------|
| 1. totalitarian | totalitarian |
| 2. stronuim | stronium |
| 3. controvereal | controversial |
| 4. ineffectual | ineffectuil |
| 5. vicarious | vicarous |
| 6. geneological | genealogical |
| 7. verbiage | vebeage |
| 8. equilibrium | equilibrium |
| 9. superfluous | superflous |
| 10. miscellanous | miscellaneous |
| 11. vacuous | vacous |
| 12. archeology | archeology |
| 13. proseneum | prosenium |
| 14. colloquial | colloqueal |

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

- | | |
|------------------|--------------|
| 15. encyclopedia | encyclopedea |
| 16. sumptous | sumptuous |

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

- | | |
|-------------------|--------------|
| 17. bicentenial | bicentennial |
| 18. schizophrenia | schizofrenia |
| 19. parsimonious | parsimoneous |
| 20. onomatopeia | onomatopoeia |

Further Study: Relate the following aspects of canning to God's preservation of His Word:

- 1) preparing the food (Hebrews 1:1-2)
- 2) purifying the container (II Peter 1:20-21)
- 3) heating to remove impurities (Psalms 12:6)
- 4) sealing the contents (Rev 22:18-19)
- 5) storing for use (I Peter 1:10-12)
- 6) eating for nourishment (Jer 15:16)

Further Study: Read about William Tyndale and the Bishop of London. How did every attempt of the bishop to stop the spread of Bibles only help it?

Further Study: Study the history of the printing press and how it was developed. Why was the printing press important for the spread of Christianity?

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

- | | |
|-----------------|-------------|
| 21. accurate | accurite |
| 22. resoloot | resolute |
| 23. affirmative | affirmateve |
| 24. impecable | impeccable |

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

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

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

Alternative Writing for Blue 3-C: Week One

- Write a three to four paragraph essay about another person's words that the Bible would not last and how those words became void.
- Write a two to three paragraph commentary on the verse Matthew 5:18 using Bible handbooks and a concordance.
- Write another verse to the song "The Bible Stands."

Character Focus: People used to attack the Bible because it talked about people like the Hittites and Babylonians and there were no other historical records of those people at that time. Now archaeologists have found evidence that these people existed just like the Bible 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 _____

(You may use up to seven words for Sentence One.)

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

(You may take notes for the first part and write the quote word for word in your notes for Sentence Six.)

Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

(You may break into 3 SSS5's; you may use semicolons to join three short, complete sentence as is done in the passage; or you may combine the three with comma-coordinating conjunction between each one.)

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 _____

Paragraph Five of Body

Topic of Paragraph 5 _____

Sentence 1 _____

Sentence 2 _____

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

→ 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

Sentence 3 _____

Sentence 4 _____


Sentence 5 _____

6. Grammar: Nouns (Common and Proper)

<> 6a. In the first copy box of the passage, highlight the proper and common nouns. (Do not highlight the pronouns.)

Grammar Card: Noun—Common

- Common nouns include the following:
 - **Person:** girl, boy, baby
 - **Place:** city, playground, yard
 - **Thing:** box, ball, book
 - **Idea:** love, joy, hope
- Often the subject of a sentence; may also be the direct or indirect object or object of the preposition of a sentence

 **Common nouns are the “common” names of people, places, things, or ideas.**

Grammar Card: Noun—Proper Noun

- Noun that **names a specific person, place, or thing—the proper name of a common noun.**
- All first words, last words, and important words are capitalized in proper nouns: *Through Gates of Splendor*
- Generally, words that are not at the beginning or end of a title that are prepositions, articles, or pronouns of three letters or less are not capitalized.
- Proper nouns include:
 - Names of **groups of people or nationalities:** Irish
 - A person’s **name:** Donna
 - Names of **battles/wars:** World War II
 - Days, months, holidays:** June, Christmas
 - Titles**—songs, books, movies, etc.: *God’s Smuggler*
 - Names of **organizations:** Training for Triumph
 - Names of God:** Lord
 - References to God:** Him
 - Names of **places:** Indiana
 - Names of **bodies of water, mountains, landmarks, ships, memorials, buildings, cities, states, streets, countries:** Atlantic Ocean, Jefferson Memorial

A **noun** is a word or a group of words that is one of the following:

1. a **person**
2. a **place**
3. a **thing**
4. an **idea**

You write with nouns all of the time! Sometimes you put nouns at the beginning of your sentences—as the subjects:

1. The **boy** rode.
2. The **girl** sang.

Sometimes you put nouns at the end of your sentences—as the objects:

1. The boy rode his **bike**.
2. The girl sang the **song**.

Nouns can be either common or proper.

Common nouns are the **general names** of things. Examples:

1. boy
2. girl
3. town
4. street
5. box
6. love

Proper nouns are the **specific names** of things. Examples:

1. Jonathan
2. Kara
3. Knoxville
4. Oak Street

Of course, you have learned since elementary school that proper nouns are capitalized. Here is a quick review of the capitalization rules for proper nouns.

1. Always capitalize the **first and last word of a proper noun**—regardless of the length of these words: *The Bullet-Proof George Washington*.

2. Capitalize all words of a proper noun that are **four letters or longer**—regardless of the type of these words: *Missionary Stories With the Millers*.
3. Capitalize all words of a proper noun that are three letters or less if they are:
 - a. Proper nouns—*The **God** of Abraham*
 - b. Verbs—*To **Be** a God-Seeker*
 - c. Important words to the title—*Let **Me** Be a Woman*
 - d. First or last words of a title - ***To the Top***

Understanding what a noun is can be easy; understanding how nouns are used can be more difficult. The problem you will encounter in identifying nouns in sentences is that like the other basic parts of speech (pronouns, adjectives, adverbs, verbs, conjunctions, interjections, and prepositions), words that are usually nouns can function as other parts of speech, as well.

Nouns used as other parts of speech, are shown in the following examples:

1. Rule
 - a. Noun: This is the **rule**.
 - b. Verb: He will **rule** the kingdom.
2. Elderly
 - a. Noun: Give gifts to the **elderly**.
 - b. Adjective: The **elderly** man walked down the street.

Thus, you must determine not only if that type of word **could** be a noun, but also if it is being **used** as a noun in that sentence.

A noun may be used as many other parts of speech, so you will need to learn the function those parts of speech can have in a sentence:

1. Subject: The **rule** of the king is final. (still a noun)
2. Verb: The king will **rule** the kingdom. (no longer a noun)
3. Adjective: The **ruling** king will come today. (no longer a noun)
4. Object of the preposition: He is the final voice of the **rule**. (still a noun)
5. Direct object: The king will take the **rule**. (still a noun)

Sometimes when a noun is used as another part of speech, it is no longer considered a noun. This happens when a noun is used as a verb and when a noun is used as an adjective, like in the previous examples of *rule* and *elderly*.

Generally speaking, if a word has *a*, *an*, or *the* (articles or noun markers—marking nouns for you) before it, the word is probably a noun. Now, the exception to this is in the case of a describer—an adjective or adverb. When you have an adjective or adverb before a noun, you can put *a*, *an*, or *the* before the describer (if the describer comes before a noun):

1. **the** lovely tree
2. **a** kind person
3. **an** unforgettably long moment

Still, in those cases, each of the noun markers tell you a noun is coming—but the describers are there first. Of course, in the case of a proper noun, a noun marker usually does not come before it:

1. Not - the Donna
2. Not - the Washington, D.C.

<> **6b.** Study the Grammar Cards about nouns and proper nouns.

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*).

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.

◁ **6c. Optional:** Make Grammar Cards about nouns and proper nouns, or add new information to existing cards.

◁ **6d.** In the sentences provided, highlight the common and proper nouns.

Note: Do not highlight the pronouns such as *him, her, they, their, etc.*

Note: Most sentences have more than one noun—often performing various functions! Only highlight the nouns (common and proper) that are being used as nouns.

1. When Jesus spoke with the lawyer, He made it clear that the entire Old Testament was to be viewed through the Great Law and the Royal Law.
2. Its commandments, precepts, statutes, testimonies, and judgments were to be translated on the basis of how they most accurately fulfill these two commandments.
3. The word royal denotes that which is kingly, noble, or magnificent.
4. The royal law not only denotes the authority that our Sovereign has in giving it to us, it also described our character when we keep it.
5. As we obey the law of liberty, we experience freedom to accomplish God's will for our lives.
6. Freedom is not the right to do what we want, but the power to do what we ought.
7. Thus, God's law provides both the direction and limitation we need to keep on the right track.
8. License denotes exorbitant freedom, an excess of liberty, or freedom abused.
9. The law and commandments of the Old Testament are identical in principle with the law of liberty and the commandments of the New Testament.
10. This is true because the law is a unity.
11. To break one part is to break the whole law.
12. 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.
13. There is a universal “moral consciousness” of right and wrong that is consistent with Old Testament law.
14. It is possible for a person or a culture to sear or defile the conscience.
15. However, its witness is still there and will testify against them.
16. Conscience literally means “with an inner knowledge.”
17. It denotes inner moral awareness.
18. The word mind refers to that part of a person that thinks and reasons.
19. A law is the declaration of a state that produces identical results under the same conditions.
20. God states that we gain approval by becoming the unique individuals He has intended us to be.
21. God states that we gain independence by inward harmony and obedience to the authority He has placed over us.
22. God states that we gain admiration by acknowledging our failures and asking for forgiveness from those we have offended.
23. God states that we “get even” with those who offend us by doing all the good we can for them.

24. God states that we will be exalted by humbling ourselves and exalting others.
25. God states that we gain respect by yielding our personal rights to Him and then to others.
26. God states that the way to greatness is to be the servant of everyone.
27. God states that the way to prosperity is by giving all we have to Him and then to others as He directs.
28. God states that we will gain joy by welcoming and responding correctly to irritations and trials over which we have no control.
29. God states that the way to enjoy life is to die to our desires so that He can give us His desires.
30. God states that we will discover a meaningful life by giving our life to Him in order to achieve His purposes.

↔ **6e. Extensions:** Fill in the blank below with the indicated form of each word as shown in the example.

Permanent:

1. Noun: She got a *permanent* at the beauty shop.
2. Adjective: His words were not *permanent*
3. Adverb: He was *permanently* banished.

Write:

1. Noun: _____

2. Verb: _____

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.

Speak:

1. Noun: _____

2. Verb: _____

Character Focus: Testing verifies permanence.

3. Adjective:

Spread:

1. Noun:

2. Verb:

3. Adjective:

Offer:

1. Noun:

2. Verb:

Turn:

1. Noun:

2. Verb:

3. Adjective:

Help Box for 6a.

You should have highlighted the following words:

- | | | | |
|----------------|-------------|--|----------------------------------|
| 1. 1771 | 2. Voltaire | 3. France | 4. words |
| 5. writings | 6. damage | 7. Prussia | 8. King Fredrick |
| 9. Sweden | 10. ideas | 11. Some (used as a noun here) | |
| 12. principles | 13. freedom | 14. many (used as a noun here) | |
| 15. thoughts | 16. anarchy | 17. anyone (sometimes considered a pronoun) | |
| 18. power | 19. Bible | 20. One hundred (Sometimes numbers are considered adjectives rather than nouns--either way is acceptable.) | |
| 21. years | 22. day | 25. one | 26. seeker (or curiosity-seeker) |
| 23. Bible | 24. earth | | |

* *Voltaire's* is a proper possessive noun. It is fine if your student highlighted it or didn't.

* Note: *Some* is a tricky word. Some grammar handbooks consider it to be a pronoun; some a noun; still others an adjective. When it describes a noun, it is used as an adjective (*some candy*). It is acting as a noun, so we'll call it a noun.

7. Write On: Negative Words

Negative words negate (or do away with) the positive. You probably remember that a prefix (affixes attached to the beginning of a word) changes the *meaning* of a word. In some cases, the prefix makes the word mean just the opposite of what it previously meant.

For example, proper means right or appropriate--but improper means not right or not appropriate. The following prefixes can mean no or not:

a. non
c. a

b. im
d. dis

◁▷ **7a.** List twenty words that begin with a negative prefix, such as *non*, *im*, *dis*, etc., and negate the root word.

- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |

8. **Composition/Creative Writing:** Write a Rough Draft Report From a Key Word Outline

◁▷ **8a.** Follow these steps for writing your report from your Key Word Outline:

- (1) Re-read the entire passage to recall its content.
- (2) Read your first line of notes and think about 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; remember to indent it.
- (5) Repeat these steps for each line of notes, writing on every other line.

◁▷ **8b.** Read your report aloud. Do you like the way it sounds?

9. Optional Spelling Practice: Six “S” Spelling Secret

<> **9a. Optional:** Take a spelling "pre-test" in your notebook.

<> **9b. 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.

<> **9c. 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.)

10. Grammar/Sentence Structure: Dashes

<> **10a.** In the passage, highlight the dash (not the hyphen in *curiosity-seekers*).

Dashes can be used for special emphasis. They set off non-essential information in much the same way a comma is used.

They can also be used instead of parentheses to set off parenthetical phrases. When they are used to set off parenthetical phrases, they are used to **emphasize** the information—not de-emphasize it like parentheses do.

Thus, dashes can be used to set off one word, a group of words, or an entire sentence.

When using dashes for non-essential or parenthetical information, be sure to do the following:

1. Use a **double hyphen** to make a dash.
2. Put the dash **on each side of the information if it is in the middle of a sentence.**
3. Put it only **before the information if it is at the end of the sentence.** (Do not end the information with a dash and then your sentence's end mark.)

<> **10b.** Study the Grammar Card about dashes.

<> **10c. Optional:** Make a Grammar Card about dashes or add new information to an existing card.

Grammar Card: Dash

- Shows an abrupt break in thought.
- Is similar to parentheses, but is used to **emphasize the words.**
- Made with two hyphens before and after a group of words: Jesus was meek—the meekest man that ever lived—all throughout His earthly life.
- Many have one word or a phrase, a clause, or a complete sentence following it or contained within it.
- Different than parentheses in that it can be used to set off essential or non-essential information.
- May be used in place of a semicolon or colon when more emphasis is needed.
- May be used to separate an afterthought or an interrupter.



A dash is one of the most versatile punctuation marks — and may be used in place of a comma, parenthesis, colon, semicolon, etc. However, be sure you do not over-use dashes in writing.

11. **Composition and Editing:** Edit and Revise Using the Checklist Challenge

- <> 11. Use the Checklist Challenge that follows this week's lesson to edit your report.
- (1) Check off each item as it is completed.
 - (2) Complete each revision for each paragraph, as indicated.
 - (3) Insert revisions into your rough draft paragraphs that are in your notebook.
 - (4) Highlight each revision in your rough draft as suggested in the *Teacher's Guide* or as directed by your teacher.

12. **Optional Spelling Practice:** Write That Word!

- <> 12a. **Optional:** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

- <> 12b. **Optional:** Complete the following steps for one of the words you listed in 12a.

- (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.

- <> 12c. **Optional:** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

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

13. Spelling: Spelling Test

- <> **13a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **13b.** (T) Have your teacher check your Spelling Test.
- <> **13c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

14. Dictation: Dictation Quiz

- <> **14a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **14b.** (T) Review your dictation with your teacher.
- <> **14c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

15. Composition: Final Copy Informative Report From Given Material

- <> **15a.** Write the final copy of your report in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **15b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

Optional: Extra Practice

- 1E. In your notebook, write twenty sentences with words containing *an*, *arch*, and *mon*, containing information from a character book or another source.
- 2E. In your notebook, write more notes about a story concerning the permanence of God's Word, such as one about William Tyndale, somebody in Russia under the Soviet Union, Wycliffe Bible Translators, or others.
- 3E. In your notebook, write your paragraph(s) using your outline from this lesson.
- 4E. Use this week's Checklist Challenge to edit and revise your paragraph from above.
- 5E. In your notebook, write thirty words with *ee-un* in the middle or the end.
- 6E. Read ten of the passages in the Bible discussing *permanence*, *reliability*, *trustworthiness*, *longevity*, etc. of the Bible.
- 7E. Find fifteen sentences with dashes from a character book or another source, and copy them into your notebook.
- 8E. In your notebook, write sentences using all of the vocabulary words from the shaded Vocabulary Boxes located in the beginning of this booklet.
- 9E. In your notebook, write fifteen sentences with dashes.
- 10E. Read a book about Bible translators or printing, such as Gutenberg, Tyndale, etc.
- 11E. Write a book report about the book you read in this lesson. You may use the Book Report Guide provided in the Appendix of the *Teacher's Guide*.
- 12E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.