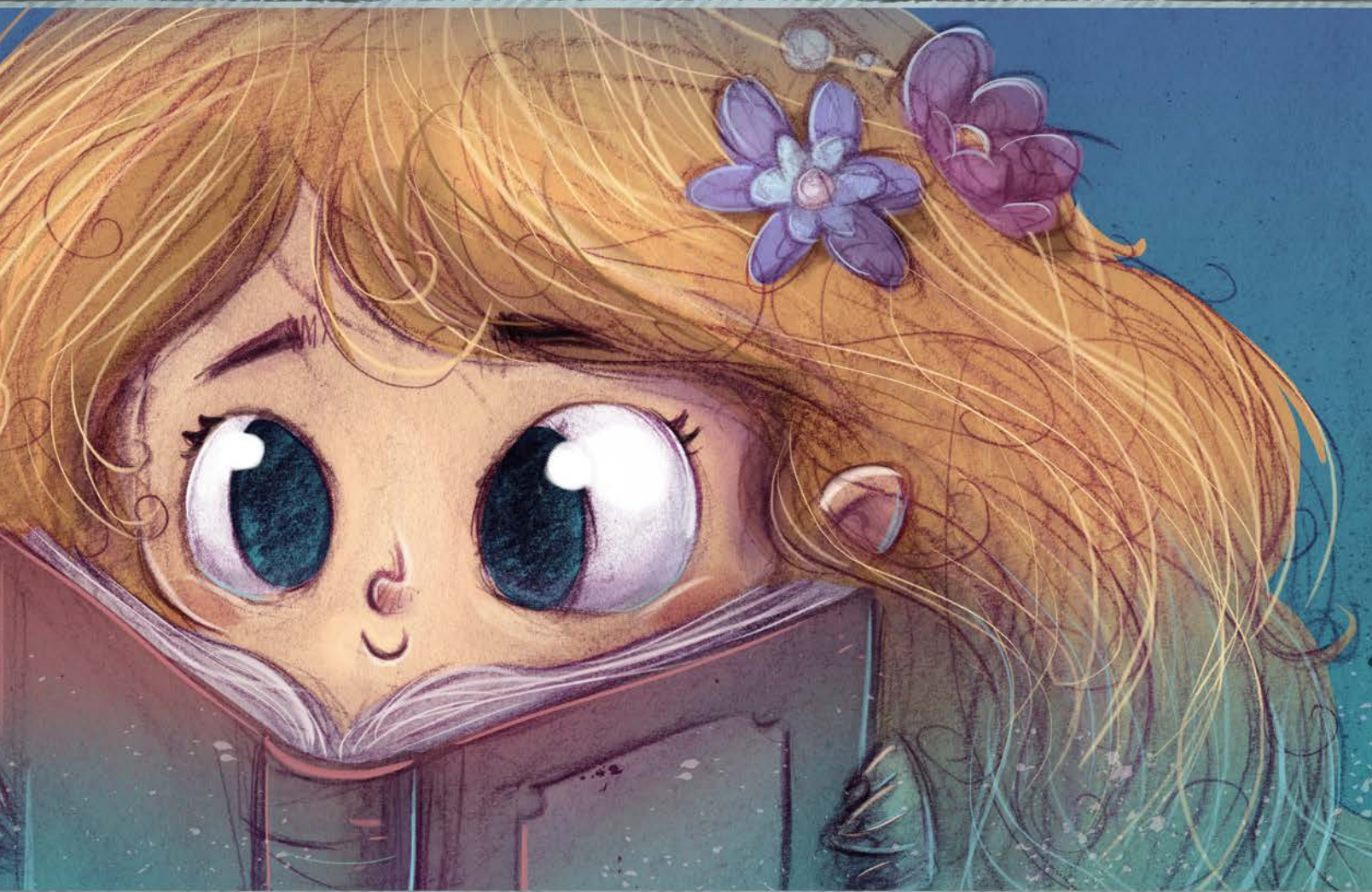


Language Lessons for a Living Education



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Using This Course

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Lesson Scheduling: Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, activities, and reviews are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



Approximately 20 to 30 minutes per lesson, five days a week



Includes answer keys for worksheets



Worksheets



Reviews are included to help reinforce learning and provide assessment opportunities



Designed for grade 3 in a one-year course

Course Objectives: Students completing this course will:

- ✓ Master state of being verbs, action verbs, and possessive nouns
- ✓ Review sentences, singular and plural nouns, adjectives and adverbs
- ✓ Identify abbreviations, proper use of punctuation marks, spelling, root words, compound words, and suffixes
- ✓ Create their own dictionary with words learned through the course
- ✓ Learn to create good paragraphs based on structure and comprehension
- ✓ Develop skills in using the dictionary and a thesaurus for spelling and vocabulary-building
- ✓ Explore the Scripture, parts of letter writing, copywork, and more!

Course Description

Language Lessons for a Living Education 3 is a Charlotte Mason–flavored approach to elementary language arts. Enjoy an engaging and effective language arts program for your elementary student. Students will move beyond pages of text and memorization to make real-world connections. This exciting new series will help guide your young learner toward mastery of reading, grammar, and vocabulary, as well as the mechanics of communication and writing. Utilizing phonics, observation, and reading comprehension through poems, stories, and real books as the foundation, your student will begin to write paragraphs.

The course is a story-based approach, using Charlotte Mason ideas for the modern homeschool student with character-building themes. Each quarter has five stories, two picture studies (one of which is biblically-based), and two poems (one of which is a Psalm). Using the spelling words and the Dictionary Worksheets, the student will create their very own dictionary as they move week by week through the material. This course incorporates picture study, memorization, grammar and punctuation, spelling and vocabulary, observation, and application through creating their own stories through pictures, sentences, paragraphs, poems, psalms, and letters. This course also develops reading skills and gently develops narration skills. Writing stamina is built up gradually. By the end of the course, students should be able to comfortably write a four to five sentence paragraph.

A Note from the Author

This course was written with inspiration from classic educators like Charlotte Mason and Emma Serl. It was also inspired by homeschool educators like David Marks, Angela O'Dell, Katherine Loop, and my colleagues, Craig Froman and Laura Welch. If you could put these people in a room, you would find they all have different thoughts on how to educate a child, yet they have all taught me something that has gone into this series. I have tried to take the effective principles from long ago and update them for a modern world with the hope of inspiring a new generation to communicate their faith, and the gospel, to their generation.

A special thanks goes to Becki Dudley who helped write the stories in this level. Thank you to Craig Froman who created the Make Your Own Dictionary concept. Also, thanks to Diana Bogardus for creating the cover, setting the tone and beautiful feel of this course. Thank you to Jennifer Bauer for the hours of design work to marry function with beauty. Thank you to Laura Welch and the proofers for their insights and wisdom.

I am indebted to the Moms of Masterbooks who give us valuable feedback on how to improve our curriculum to meet their needs. We do this for them. It is our goal to come alongside them and provide the tools they need to bring up a godly generation, known by the Lord. When the days feel long, I think of the impact our work is having on homeschooled children, and my strength is renewed. Thank you for allowing us to partner with you in the education of your children.

Of course, my children have taught me, for many years, principles of education that have surprised and inspired me. I have often marveled that nine children can grow up in the same home and be so different from each other. We truly are wonderfully and fearfully made. I have learned that curriculum needs to be flexible to meet the needs of the unique individuals God has entrusted to our care.

May God bless and keep you, and give you wisdom and strength, as you homeschool your children in the nurture and admonition of the Lord.

Blessings,

Kristen Pratt



About this Course

Children enjoy patterns. They like to have rhythms in life that they can count on. This course is set up in a pattern that students and teachers alike can rely on.

The first day of the weekly schedule is a special feature. Every other week starts with a short story. The weeks in between alternate between picture studies and reading poetry or a psalm. (Each quarter follows this pattern.) A light lesson follows.

The second and third days of the week cover writing topics such as grammar and punctuation. They are the tools put into the hands of the student to use on day four.

On the fourth day of the week, students read from *101 Favorite Stories from the Bible* by Ura Miller, published by Master Books. These stories may be read out loud by the teacher, student, or both. We encourage students to read as much as possible to strengthen their skills and stamina. There are three narration prompts following each reading. Next, the student will write out a Scripture verse for copy work. The student and teacher should memorize this Scripture verse together. Each story has a beautiful illustration that the student will sketch.

The fifth day is when the student focuses on spelling and vocabulary, building a dictionary of words they can use in their writing.

There are patterns within the lessons themselves. Students are given a variety of activities that repeat themselves every so often. This creates familiarity without overdoing repetition.

Students' reading abilities, hand-eye coordination, and stamina vary widely at this age. We have started the course gently, gradually increasing the amounts of reading and writing. Feel free to adjust the pace according to the needs of your student. We have also given varied types of material in the back of the book to aid in the extra practice of key concepts.

There is review built into the course. You will find some topics repeated regularly. Others are repeated in the last quarter when the student will review most of the material they have learned. This is vital at this level since so many of the topics are fairly new to the student. It is the perfect opportunity to shore up any areas the student needs to work on.

We hope you enjoy using this course with your student. It is designed to foster a partnership between student and teacher, with the student gradually taking a lead role. Allowing the student's growing abilities, stamina, and interests to set the pace will strengthen the student's confidence. This confidence is the key that will help unlock communication success.



Teaching Helps

Stories, Poems, Psalms

The stories, poems, and psalms were designed for the teacher and student to read together. This gives reading practice and experience within the context of a short story or passage. This method fosters a partnership between the teacher and the student. It allows the teacher to see where the student excels and where the student needs some extra instruction. It also gives the student a safe place to practice their developing reading skills.

The sentences we suggest for the student to read are highlighted. The number, length, and complexity of the suggested sentences are gradually increased. These serve as suggestions only. The ability and stamina of the student should guide the pace. Some students will need a slower pace, while other students may want to read more than the suggested sentences.

The student should read as much of the story, poem, or psalm as possible. The teacher should help the student sound out difficult words and gently take over the reading if the student tires or is struggling. The goal is to build reading skills and stamina slowly, through practice. Care should be taken to stay light-hearted and encouraging. Students this age can become discouraged if reading doesn't come easily and quickly. Extra encouragement, patience, and instruction may be needed to smooth over the bumps and to keep the student engaged in the process.

If a student is struggling to read, sometimes their short-term memory needs to be developed. Reading is memory intensive. The student must remember the start of a word while sounding out the end. They must also remember what they read in the first part of the sentence as they finish reading the end of the sentence. Then they must remember the sequence of events within the story. There is a lot to remember, especially when they are concentrating on words they do not know. You can work on increasing short-term memory through memory games. You will find some in the back of the book.

The NASB is used for the psalms and all Scripture passages (unless otherwise noted) in this book, but you may use the version you prefer.

Independent Reading

Work with the student to pick a book for the student to read independently over the course of the week. Care should be taken to select a book within the student's reading ability.

Depending on the reading ability of the student, the book may be read orally, with the help of the teacher. Students may also choose to read the book independently, asking for help only when they come to a word they cannot read or do not understand.

You will find book suggestions in the back of the book.

Oral Narration

Oral narration (or telling back) helps a student develop listening skills and reading comprehension. These questions will help a student connect with the story and improve basic narration skills.

Oral narration is a skill that needs to be developed. Oral narration teaches the student to pay attention to the story and to think about what is happening. It fosters memory recall, which helps develop reading skills. The questions are meant to gently lead a student to the goal of being able to tell back a story on their own, with no prompts. Students will vary greatly in their ability to narrate back to the teacher a whole story. We suggest a slow approach, testing a student now and then to see if they can do it without the prompts.



Memorization

Throughout the course, there are opportunities to memorize short passages of Scripture, poems, etc. The teacher should participate with the student and memorize them, too. Students this age are naturally good at memorizing, but they may need some encouragement. Modeling and working together is the best way to encourage this skill.

The students will be memorizing Philippians 4:4–9 and Colossians 3:12–15, two verses at a time. Two weeks are given to learn each set of verses. The teacher should memorize the verses with the student. The class in the story earns a prize once they have recited the whole passage. It would be fun and rewarding (but optional) for you to provide a small prize for your student after they have memorized all the verses.

Writing a Paragraph

Students will be introduced to writing a paragraph. Each time a student is asked to write a paragraph, they are provided with a checklist to remind them of the structure of a paragraph. We have also provided this checklist in the back of the book. They are given the chance to write a paragraph with a variety of prompts to appeal to many types of students. For example, they are asked to write about things they like and are personal to them but sometimes the prompt is a picture.

Students may struggle to write a cohesive paragraph, but with practice, they will improve. It is good to remind students about using proper punctuation. If they make a mistake, have them correct it but encourage them about what a great job they did. There are different schools of thought regarding whether to correct spelling mistakes. Some do not want the student to learn to spell words the wrong way by having what they wrote imprinted. Others do not want to discourage the student's writing by having the student fix spelling mistakes. Students vary widely in their ability and personality. I would encourage

approaching it on a case-by-case basis. You know your student best!

If the student struggles to write a paragraph, you can shorten the assignment to the topic sentence, detail sentence, and a closing sentence. If the struggle is stamina, you may write part of the paragraph for the student. You may also want to have the struggling student organize their thoughts by reciting what they want to say to you before they start to write. You can also encourage the student by asking them questions to lead them through the process. For example, you could say, “Ok, you have a great topic sentence about your cat. What are some things you want to tell about your cat?”

Some students will not master writing a paragraph at this level. Some students will master it the first time they write one. The goal is for the student to improve over the school year, regardless of their ability level. Even writers who are slower to learn this skill can learn to love writing through lots of gentle encouragement.

Picture Sketching

Whether a student is naturally gifted at drawing or not, this activity develops hand-eye coordination, observation skills, and overall drawing abilities. Each Bible story has a beautiful image for the student to copy. Some students will be very detailed in their sketches while other students will draw the bare minimum. We encourage teachers to allow students to start where their abilities are. Progress is the goal, not perfection. We want students to enjoy the process. If drawing is difficult for the student, we recommend picking out one element of the picture for the student to draw. The student may want to use colored pencils to bring their sketches to life. Be sure to lavish the student’s attempts with praise and encouragement.

Spelling & Vocabulary

There are various types of activities to foster experience with words. The student should study how to spell the words and use them as often as possible.

Some students will struggle more than others with spelling. We have provided resources in the back of the book that include:

- A list of the spelling words organized by lesson for testing, practice, and Make Your Own Dictionary
- A place to keep a list of words to work on
- Extra spelling activities and games

Handwriting

While this is not a formal handwriting course, each time a student writes, it is an opportunity to practice handwriting. It is good to remind student to write neatly, using their best penmanship. Copywork at the back of the book may be used for more handwriting practice. We also suggest using Scripture as copywork for handwriting practice.

Create Your Own Dictionary!

With the teacher's help, the student will use the spelling words and the Dictionary Worksheets to create their very own dictionary.

The teacher will need to make copies of the Create Your Own Dictionary! sheets in the back of the book. They are also available for download on our website.

The student will write out the word, draw a picture that shows each word, and then finish with a simple definition.

This is a good opportunity to introduce a children's dictionary to the student. The teacher should demonstrate how to look up words in a dictionary and use it to complete the definitions. The student may use a simple definition rather than copy directly from the dictionary.

If the student struggles to add all the words to their dictionary, the teacher may let them pick fewer words. Let the student's ability and stamina be the guide.

The student is encouraged to remove the dictionary pages and continue to add words to it long after they have finished the course. The teacher may offer blank Create Your Own Dictionary! pages for this purpose.

Review

The fourth quarter reviews lessons the student has learned in the first three quarters. This is crucial for students to master the material. The lesson length is longer since the student is familiar with the material. If the student does not have the stamina to complete the longer lessons, there are several options. The teacher may read the work to the student, letting the student do the written portion. The teacher may allow the student to complete some of the problems orally. The teacher may also spread the work over several days, as needed.

Assessments

Two types of assessments are provided.

We have provided Quarterly Reviews within the curriculum at the end of each quarter. Each quarter has two Reviews covering punctuation, grammar, and writing. There is also a spelling Review. The three Reviews provided each quarter may be used as quizzes or tests for grading purposes.

We have also provided an Assessment form in the back of the book that may be used for grading purposes. It tracks mastery of concepts taught throughout the course.

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read Story • Page 21 Complete Lesson 1 Exercise 1 • Page 22			
	Day 2	Complete Lesson 1 Exercise 2 • Pages 23-24			
	Day 3	Complete Lesson 1 Exercise 3 • Page 25			
	Day 4	Complete Lesson 1 Exercise 4 • Page 26			
	Day 5	Complete Lesson 1 Exercise 5 • Pages 27-28			
Week 2	Day 6	Picture Study • Page 29 Complete Lesson 2 Exercise 1 • Page 30			
	Day 7	Complete Lesson 2 Exercise 2 • Page 31			
	Day 8	Complete Lesson 2 Exercise 3 • Pages 32-33			
	Day 9	Complete Lesson 2 Exercise 4 • Page 34			
	Day 10	Complete Lesson 2 Exercise 5 • Pages 35-36			
Week 3	Day 11	Read Story • Page 37 Complete Lesson 3 Exercise 1 • Page 38			
	Day 12	Complete Lesson 3 Exercise 2 • Pages 39-40			
	Day 13	Complete Lesson 3 Exercise 3 • Page 41			
	Day 14	Complete Lesson 3 Exercise 4 • Page 42			
	Day 15	Complete Lesson 3 Exercise 5 • Pages 43-44			
Week 4	Day 16	Read Poem • Page 45 Complete Lesson 4 Exercise 1 • Page 46			
	Day 17	Complete Lesson 4 Exercise 2 • Page 47			
	Day 18	Complete Lesson 4 Exercise 3 • Page 48			
	Day 19	Complete Lesson 4 Exercise 4 • Pages 49-50			
	Day 20	Complete Lesson 4 Exercise 5 • Pages 51-52			
Week 5	Day 21	Read Story • Page 53 Complete Lesson 5 Exercise 1 • Page 54			
	Day 22	Complete Lesson 5 Exercise 2 • Page 55			
	Day 23	Complete Lesson 5 Exercise 3 • Pages 56-57			
	Day 24	Complete Lesson 5 Exercise 4 • Page 58			
	Day 25	Complete Lesson 5 Exercise 5 • Pages 59-60			
Week 6	Day 26	Picture Study • Page 61 Complete Lesson 6 Exercise 1 • Page 62			
	Day 27	Complete Lesson 6 Exercise 2 • Page 63			
	Day 28	Complete Lesson 6 Exercise 3 • Pages 64-65			
	Day 29	Complete Lesson 6 Exercise 4 • Page 66			
	Day 30	Complete Lesson 6 Exercise 5 • Pages 67-69			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 31	Read Story • Page 69 Complete Lesson 7 Exercise 1 • Page 70			
	Day 32	Complete Lesson 7 Exercise 2 • Pages 71-72			
	Day 33	Complete Lesson 7 Exercise 3 • Pages 73-74			
	Day 34	Complete Lesson 7 Exercise 4 • Page 75			
	Day 35	Complete Lesson 7 Exercise 5 • Page 76			
Week 8	Day 36	Read Psalm 20 • Page 77 Complete Lesson 8 Exercise 1 • Page 78			
	Day 37	Complete Lesson 8 Exercise 2 • Pages 79-80			
	Day 38	Complete Lesson 8 Exercise 3 • Pages 81-82			
	Day 39	Complete Lesson 8 Exercise 4 • Page 83			
	Day 40	Complete Lesson 8 Exercise 5 • Page 84			
Week 9	Day 41	Read Story • Page 85 Complete Lesson 9 Exercise 1 • Page 86			
	Day 42	Do Lesson 9 Exercise 2 (Quarter 1 Review) • Pages 87-88			
	Day 43	Do Lesson 9 Exercise 3 (Quarter 1 Review) • Pages 89-90			
	Day 44	Complete Lesson 9 Exercise 4 • Page 91			
	Day 45	Complete Lesson 9 Exercise 5 • Page 92			
First Semester-Second Quarter					
Week 1	Day 46	Read Story • Page 93 Complete Lesson 10 Exercise 1 • Page 94			
	Day 47	Complete Lesson 10 Exercise 2 • Pages 95-96			
	Day 48	Complete Lesson 10 Exercise 3 • Pages 97-98			
	Day 49	Complete Lesson 10 Exercise 4 • Page 99			
	Day 50	Complete Lesson 10 Exercise 5 • Page 110			
Week 2	Day 51	Picture Study • Page 101 Complete Lesson 11 Exercise 1 • Page 102			
	Day 52	Complete Lesson 11 Exercise 2 • Pages 103-104			
	Day 53	Complete Lesson 11 Exercise 3 • Pages 105-106			
	Day 54	Complete Lesson 11 Exercise 4 • Page 107			
	Day 55	Complete Lesson 11 Exercise 5 • Page 108			
Week 3	Day 56	Read Story • Page 109 Complete Lesson 12 Exercise 1 • Page 110			
	Day 57	Complete Lesson 12 Exercise 2 • Pages 111-112			
	Day 58	Complete Lesson 12 Exercise 3 • Pages 113-114			
	Day 59	Complete Lesson 12 Exercise 4 • Page 115			
	Day 60	Complete Lesson 12 Exercise 5 • Page 116			
Week 4	Day 61	Read Poem • Page 117 Complete Lesson 13 Exercise 1 • Page 118			
	Day 62	Complete Lesson 13 Exercise 2 • Pages 119-120			
	Day 63	Complete Lesson 13 Exercise 3 • Pages 121-122			
	Day 64	Complete Lesson 13 Exercise 4 • Page 123			
	Day 65	Complete Lesson 13 Exercise 5 • Page 124			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 66	Read Story • Page 125 Complete Lesson 14 Exercise 1 • Page 126			
	Day 67	Complete Lesson 14 Exercise 2 • Pages 127-128			
	Day 68	Complete Lesson 14 Exercise 3 • Pages 129-130			
	Day 69	Complete Lesson 14 Exercise 4 • Page 131			
	Day 70	Complete Lesson 14 Exercise 5 • Page 132			
Week 6	Day 71	Picture Study • Page 133 Complete Lesson 15 Exercise 1 • Page 134			
	Day 72	Complete Lesson 15 Exercise 2 • Page 135-136			
	Day 73	Complete Lesson 15 Exercise 3 • Pages 137-138			
	Day 74	Complete Lesson 15 Exercise 4 • Page 139			
	Day 75	Complete Lesson 15 Exercise 5 • Page 140			
Week 7	Day 76	Read Story • Page 141 Complete Lesson 16 Exercise 1 • Page 142			
	Day 77	Complete Lesson 16 Exercise 2 • Page 143			
	Day 78	Complete Lesson 16 Exercise 3 • Page 144			
	Day 79	Complete Lesson 16 Exercise 4 • Page 145			
	Day 80	Complete Lesson 16 Exercise 5 • Page 146			
Week 8	Day 81	Read Psalm 23 • Page 147 Complete Lesson 17 Exercise 1 • Page 148			
	Day 82	Complete Lesson 17 Exercise 2 • Pages 149-150			
	Day 83	Complete Lesson 17 Exercise 3 • Pages 151-152			
	Day 84	Complete Lesson 17 Exercise 4 • Page 153			
	Day 85	Complete Lesson 17 Exercise 5 • Page 154			
Week 9	Day 86	Read Story • Page 155 Complete Lesson 18 Exercise 1 • Page 156			
	Day 87	Do Lesson 18 Exercise 2 (Quarter 2 Review) • Pages 157-159			
	Day 88	Do Lesson 18 Exercise 3 (Quarter 2 Review) • Pages 160-162			
	Day 89	Complete Lesson 18 Exercise 4 • Page 163			
	Day 90	Complete Lesson 18 Exercise 5 • Page 164			
		Mid-Term Grade			

Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Third Quarter					
Week 1	Day 91	Read Story • Page 165 Complete Lesson 19 Exercise 1 • Page 166			
	Day 92	Complete Lesson 19 Exercise 2 • Pages 167-168			
	Day 93	Complete Lesson 19 Exercise 3 • Pages 169-170			
	Day 94	Complete Lesson 19 Exercise 4 • Page 171			
	Day 95	Complete Lesson 19 Exercise 5 • Page 172			
Week 2	Day 96	Picture Study • Page 173 Complete Lesson 20 Exercise 1 • Page 174			
	Day 97	Complete Lesson 20 Exercise 2 • Pages 175-176			
	Day 98	Complete Lesson 20 Exercise 3 • Pages 177-178			
	Day 99	Complete Lesson 20 Exercise 4 • Page 179			
	Day 100	Complete Lesson 20 Exercise 5 • Page 180			
Week 3	Day 101	Read Story • Page 181 Complete Lesson 21 Exercise 1 • Page 182			
	Day 102	Complete Lesson 21 Exercise 2 • Pages 183-184			
	Day 103	Complete Lesson 21 Exercise 3 • Pages 185-186			
	Day 104	Complete Lesson 21 Exercise 4 • Page 187			
	Day 105	Complete Lesson 21 Exercise 5 • Page 188			
Week 4	Day 106	Read Poem • Page 189 Complete Lesson 22 Exercise 1 • Page 190			
	Day 107	Complete Lesson 22 Exercise 2 • Pages 191-192			
	Day 108	Complete Lesson 22 Exercise 3 • Pages 193-194			
	Day 109	Complete Lesson 22 Exercise 4 • Page 195			
	Day 110	Complete Lesson 22 Exercise 5 • Page 196			
Week 5	Day 111	Read Story • Page 197 Complete Lesson 23 Exercise 1 • Pages 198-199			
	Day 112	Complete Lesson 23 Exercise 2 • Pages 200-202			
	Day 113	Complete Lesson 23 Exercise 3 • Pages 203-204			
	Day 114	Complete Lesson 23 Exercise 4 • Page 205			
	Day 115	Complete Lesson 23 Exercise 5 • Page 206			
Week 6	Day 116	Picture Study • Page 207 Complete Lesson 24 Exercise 1 • Page 208			
	Day 117	Complete Lesson 24 Exercise 2 • Page 209			
	Day 118	Complete Lesson 24 Exercise 3 • Pages 210-211			
	Day 119	Complete Lesson 24 Exercise 4 • Page 212			
	Day 120	Complete Lesson 24 Exercise 5 • Pages 213-214			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 121	Read Story • Page 215 Complete Lesson 25 Exercise 1 • Page 216			
	Day 122	Complete Lesson 25 Exercise 2 • Pages 217-218			
	Day 123	Complete Lesson 25 Exercise 3 • Pages 219-220			
	Day 124	Complete Lesson 25 Exercise 4 • Page 221			
	Day 125	Complete Lesson 25 Exercise 5 • Page 222			
Week 8	Day 126	Read Psalm 47 • Page 223 Complete Lesson 26 Exercise 1 • Page 224			
	Day 127	Complete Lesson 26 Exercise 2 • Pages 225-226			
	Day 128	Complete Lesson 26 Exercise 3 • Pages 227-228			
	Day 129	Complete Lesson 26 Exercise 4 • Page 229			
	Day 130	Complete Lesson 26 Exercise 5 • Page 230			
Week 9	Day 131	Read Story • Page 231 Complete Lesson 27 Exercise 1 • Page 232			
	Day 132	Do Lesson 27 Exercise 2 (Quarter 3 Review) • Pages 233-234			
	Day 133	Do Lesson 27 Exercise 3 (Quarter 3 Review) • Pages 235-236			
	Day 134	Complete Lesson 27 Exercise 4 • Page 237			
	Day 135	Complete Lesson 27 Exercise 5 • Page 238			
Second Semester-Fourth Quarter					
Week 1	Day 136	Read Story • Page 239 Complete Lesson 28 Exercise 1 • Page 240			
	Day 137	Complete Lesson 28 Exercise 2 • Pages 241-242			
	Day 138	Complete Lesson 28 Exercise 3 • Pages 243-244			
	Day 139	Complete Lesson 28 Exercise 4 • Page 245			
	Day 140	Complete Lesson 28 Exercise 5 • Page 246			
Week 2	Day 141	Picture Study • Page 247 Complete Lesson 29 Exercise 1 • Page 248			
	Day 142	Complete Lesson 29 Exercise 2 • Pages 249-250			
	Day 143	Complete Lesson 29 Exercise 3 • Pages 251-252			
	Day 144	Complete Lesson 29 Exercise 4 • Page 253			
	Day 145	Complete Lesson 29 Exercise 5 • Page 254			
Week 3	Day 146	Read Story • Page 255 Complete Lesson 30 Exercise 1 • Page 256			
	Day 147	Complete Lesson 30 Exercise 2 • Pages 257-258			
	Day 148	Complete Lesson 30 Exercise 3 • Page 259			
	Day 149	Complete Lesson 30 Exercise 4 • Page 260			
	Day 150	Complete Lesson 30 Exercise 5 • Pages 261-262			
Week 4	Day 151	Read Poem • Page 263 Complete Lesson 31 Exercise 1 • Page 264			
	Day 152	Complete Lesson 31 Exercise 2 • Pages 265-266			
	Day 153	Complete Lesson 31 Exercise 3 • Pages 267-268			
	Day 154	Complete Lesson 31 Exercise 4 • Page 269			
	Day 155	Complete Lesson 31 Exercise 5 • Page 270			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 156	Read Story • Page 271 Complete Lesson 32 Exercise 1 • Page 272			
	Day 157	Complete Lesson 32 Exercise 2 • Pages 273-275			
	Day 158	Complete Lesson 32 Exercise 3 • Page 276			
	Day 159	Complete Lesson 32 Exercise 4 • Page 277			
	Day 160	Complete Lesson 32 Exercise 5 • Page 278			
Week 6	Day 161	Picture Study • Page 279 Complete Lesson 33 Exercise 1 • Page 280			
	Day 162	Complete Lesson 33 Exercise 2 • Pages 281-282			
	Day 163	Complete Lesson 33 Exercise 3 • Pages 283-284			
	Day 164	Complete Lesson 33 Exercise 4 • Page 285			
	Day 165	Complete Lesson 33 Exercise 5 • Page 286			
Week 7	Day 166	Read Story • Page 287 Complete Lesson 34 Exercise 1 • Page 288			
	Day 167	Complete Lesson 34 Exercise 2 • Pages 289-290			
	Day 168	Complete Lesson 34 Exercise 3 • Pages 291-292			
	Day 169	Complete Lesson 34 Exercise 4 • Page 293			
	Day 170	Complete Lesson 34 Exercise 5 • Page 294			
Week 8	Day 171	Read Psalm 67 • Page 295 Complete Lesson 35 Exercise 1 • Page 296			
	Day 172	Complete Lesson 35 Exercise 2 • Pages 297-299			
	Day 173	Complete Lesson 35 Exercise 3 • Pages 300-302			
	Day 174	Complete Lesson 35 Exercise 4 • Page 303			
	Day 175	Complete Lesson 35 Exercise 5 • Page 304			
Week 9	Day 176	Read Story • Page 305 Complete Lesson 36 Exercise 1 • Pages 306-307			
	Day 177	Do Lesson 36 Exercise 2 (Quarter 4 Review) • Pages 308-310			
	Day 178	Do Lesson 36 Exercise 3 (Quarter 4 Review) • Pages 311-312			
	Day 179	Complete Lesson 36 Exercise 4 • Page 313			
	Day 180	Complete Lesson 36 Exercise 5 • Page 314			
		Final Grade			

Move Up! Day

It was the start of a new school year. Micah and Claire were excited about Sunday school at their church. It was Move Up! Day, and they wondered who their teacher would be. The two friends found their new classroom and quickly took a seat. All the children were excited to see a special snack waiting for them! Before long, a friendly face popped into the class. It was Mr. Lopez! Micah, Claire, and the other students looked at each other, wondering if Mr. Lopez was going to introduce the new teacher. He began, “I have a special announcement to make. I hope you aren’t disappointed, but I am going to be your teacher again this year!” The students were surprised. Some of them giggled before the whole class clapped with joy. Mr. Lopez smiled, laughed, then thanked the class for their kindness.

Mr. Lopez started the lesson by explaining that God likes it when we celebrate and give thanks to Him. He talked about the different feasts and celebrations described in the Bible. Mr. Lopez explained that the spring feasts are Passover, Unleavened Bread, First Fruits, and Pentecost. He said the fall Feasts are Trumpets, The Day of Atonement, and Tabernacles. Micah was surprised there are so many! They all sounded so strange, but he was eager to learn more about them. Mr. Lopez said they would learn a lot more about these special celebrations in the future, but for now, they would celebrate Move Up! Day with donuts and cider!



NARRATION
PRACTICE



TEACHER
NOTE

- Please review Reading and Narration tips at the beginning of the book.

- (1) How does this story start?
- (2) Why did Mr. Lopez come into the class?
- (3) What kind of celebrations did Mr. Lopez talk about?
- (4) How does the story end?

The Alphabet

**TEACHER
NOTE**

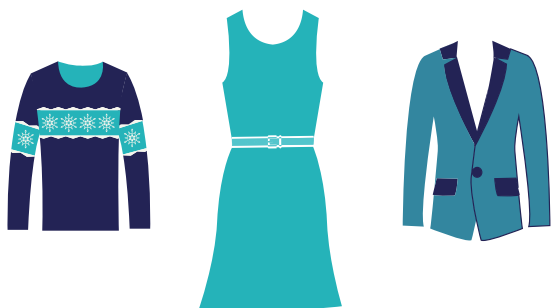
- There is an alphabet in the back of the book for students to review if needed.

Do you remember how to say your alphabet? Say it to your teacher.

Do you remember the vowels? Say them to your teacher.

Grouping

Draw a picture of something that goes with each group of items.



The Alphabet

Write your alphabet using colored pencils. Write the upper-case and the lower-case letters. Write the consonants with a blue pencil. Write the vowels with a red pencil.

(1)	_____

(2)	_____

(3)	_____

(4)	_____

(5)	_____

(6)	_____

(7)	_____

(8)	_____

(9)	_____

(10)	_____

(11)	_____

(12)	_____

(13)	_____

(14)	_____

(15)	_____

(16)	_____

(17)	_____

(18)	_____

(19)	_____

(20)	_____

(21)	_____

(22)	_____

(23)	_____

(24)	_____

(12)	_____

(13)	_____

(14)	_____

(15)	_____

(16)	_____

(17)	_____

(18)	_____

(19)	_____

(20)	_____

(21)	_____

(22)	_____

(23)	_____

(24)	_____

(25)	_____

(26)	_____

Name it!

Choosing each letter below, see how many things in the picture start with that letter. Check off each letter as you do this activity.



☐ a
☐ b
☐ c
☐ d
☐ e
☐ f
☐ g

☐ h
☐ i
☐ j
☐ k
☐ l
☐ m
☐ n

☐ o
☐ p
☐ q
☐ r
☐ s
☐ t
☐ u

☐ v
☐ w
☐ x
☐ y
☐ z

Capitalization and Punctuation

Do you remember what we use at the beginning of the first word when we write a sentence? Yes, a capital letter.

Do you remember what we end a sentence with? Yes, a punctuation mark.

Do you remember the three types of punctuation marks we use to end a sentence? We use a period, question mark, or an exclamation point.

Write the correct punctuation mark after each sentence.

(1) What are the feasts in the Bible _____

(2) Mr. Lopez is our teacher _____

(3) I can't wait to eat a donut _____

Write a sentence that asks a question.

Did you start your sentence with a capital letter? Did you end it with a question mark? If not, be sure to fix it.

Independent Reading**TEACHER
NOTE**

- See instructions for Independent Reading in the front of the book.
- Discuss with the student who an author is and where the name of the author can be found.



Short -a and -e Sound Words

We are going to work with words that make the short -a and -e sound.

Learn to spell these words:

ask, basket, candy, damp, stand,
check, every, help, left, next

Choose spelling words to fill in the blanks in the sentences.

- (1) Micah needed _____ to reach the sweet
_____.
- (2) He will _____ if he can put the pretty flowers in
the _____.
- (3) Claire's shirt was _____ after she _____ it
in the rain.
- (4) Claire and Micah will _____ to each
other.
- (5) Micah and Claire _____ answer to
make sure they are right.

Write a fun sentence using at least two of your spelling words. Be sure to start your sentence with a capital letter and end it with a punctuation mark.

Write your spelling words on notecards. Write one word on each card. You may create right-brain flashcards with your words. (See page 346 for right-brain flashcard ideas.)

Optional Activities



**TEACHER
NOTE**

- If student needs more practice, you may assign these additional activities.

Write your spelling words.

(1)	<hr/> <hr/> <hr/>	(6)	<hr/> <hr/> <hr/>
(2)	<hr/> <hr/> <hr/>	(7)	<hr/> <hr/> <hr/>
(3)	<hr/> <hr/> <hr/>	(8)	<hr/> <hr/> <hr/>
(4)	<hr/> <hr/> <hr/>	(9)	<hr/> <hr/> <hr/>
(5)	<hr/> <hr/> <hr/>	(10)	<hr/> <hr/> <hr/>

Ask your teacher to read each spelling word. Spell the word out loud to your teacher and use it in a sentence.



**CREATE YOUR
OWN DICTIONARY!**



**TEACHER
NOTE**

- See instructions for Dictionary in the back of the book.

Feast of Tabernacles

The children were curious about the tent sitting next to Mr. Lopez's desk. Mr. Lopez settled the class down and read from Leviticus 23 about the Feast of Tabernacles. He explained that a tabernacle is a temporary place to live. It is like a tent, except it is made from branches. He said the first and eighth day of this feast is a Sabbath.

At a set time every fall, the people were to live in their tent for seven days to remind them of when God brought the Israelites out of Egypt, where they were slaves. Mr. Lopez reminded the children that we all were once a slave to sin. When Jesus paid for our sin and we accept Him, we start on a journey of following the Lord, just like the Israelites did in the wilderness. He also reminded the children that we are on a journey to heaven. This world is only our temporary place to live, just like when we stay in a tent. Jesus said He is preparing a permanent home for us in heaven.

Mr. Lopez shared some interesting things about the Feast of Tabernacles. He said that it is possible the pilgrims celebrated this holy week in what we now call Thanksgiving. He said some people think Jesus was born during this feast week. Jesus celebrated the Feast of Tabernacles, and Zechariah 14:16 says that someday, all nations will celebrate this feast! Once again, Mr. Lopez had given the children a lot to think about as they left their class.



- (1) What holy week is this story about?
- (2) How were the people supposed to celebrate this holy week?
- (3) Why do you think Mr. Lopez had a tent next to his desk?
- (4) What were the interesting things Mr. Lopez shared about the Feast of Tabernacles?

Rhyming

Write a word that rhymes with each word. Remember, rhyming words have the same ending sound. The ending does not have to be spelled the same.

dog _____

rest _____

name _____

blue _____

jump _____

time _____

sew _____

take _____

Write two sentences end with a rhyme. You may use the rhyming words above.

1st Quarter Review (Each question is 4 points)

a b c d e f g h i j k l m n o p q r s t u v w x y z

(1) Circle the vowels in the alphabet.

(2) Underline the consonants in the alphabet

Match the common noun with the proper noun.

(3) holiday

Fido

(4) dog

Bible

(5) city

Kentucky

(6) park

Christmas

(7) book

Yellowstone

(8) state

Cleveland

Circle the pronouns in the sentences:

(9) He will say a prayer before lunch.

(10) Hand me the cup.

(11) They will enjoy the meal.

(12) We are full.

Add -s or -es to the end of the words to make them plural.

(13) church _____

(14) toy _____

Change these words to make them plural.

(15) city _____ (16) leaf _____

Write the plural form of each word.

(17) child _____ (20) deer _____
(18) goose _____ (21) man _____
(19) person _____

Fill in the blank with a possessive noun.

(22) The _____ room was clean.

Write *it's* or *its* correctly in the sentences.

(23) The mouse lost _____ cheese.
(24) _____ under the couch.

Fill in the blank with a plural possessive noun.

(25) The _____ eggs were about to hatch.

1st Quarter Review (Each question is 4 points)

(1) Write a sentence that asks a question.

(2) Write a sentence that makes a statement.

(3) Say the days of the week to your teacher.

(4) Say the months of the year to your teacher.

Match the months to how many days it has. **Note:** February is tricky! It has two answers.

(5) January 28

(6) February 29

(7) March 30

(8) April 31

(9) May 31

(10) June

(11) July 28

(12) August 29

(13) September 30

(14) October 31

(15) November

(16) December

Label the sentences. Put an **IM** for Imperative, **D** for Declarative, **E** for Exclamatory and **IN** for Interrogative:

(16) _____ Why did the priest blow the shofar?

(17) _____ I like apples slices dipped in honey.

(18) _____ Stop that dog!

(19) _____ Bring me that book.

(20) Write a sentence using an interjection.

(21) Write a sentence addressing someone.

(22) Write your initials. _____

Write the correct abbreviations.

(23) Mister _____ (24) Missus _____

Underline the subject of the sentence. Circle the predicate of the sentence.

(25) The cat caught a mouse.

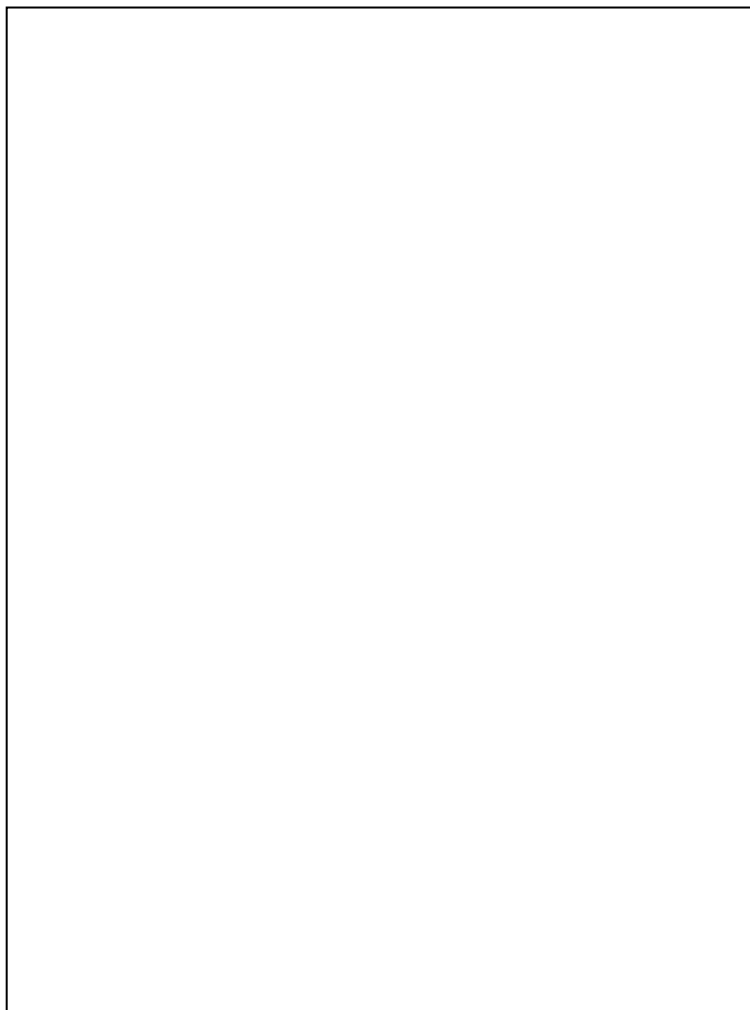
READING
COMPREHENSION

Read pages 26–27 of *101 Favorite Stories of the Bible* with your teacher.

Answer the questions on page 27.

Copy Psalm 145:18, then memorize it with your teacher.

Copy the picture on page 27. You may draw the whole picture or only the people. Color your picture.



Copy the caption from page 27.



Spelling Review

Use your flashcards to practice your spelling words.

You may:

- Ask someone to quiz you on how to spell the words
- Play spelling games found in the back of the book
- Create your own spelling games
- Use each word in a sentence and say them to your teacher



Students may choose their own spelling words this week for their dictionary. They may add their words to the spelling words section in the back of the book.

Tell your teacher a story about what you see in this picture.



A Celebration

Today was December 31. Mr. Lopez thought it would be fun to have a celebration today since New Year's Eve fell on a Sunday this year. He had asked the students to think back over the special feast days they had studied and plan a special celebration. They would invite all the other Sunday school classes for one BIG feast in the auditorium!

There was excitement in the air as Mr. Lopez started the feast by blowing the shofar. Then the Sunday school students led everyone in a prayer of thanksgiving. Micah's and Jin's fathers had agreed to cook pancakes and sausage while some of the other parents pitched in with the remaining items for the feast. All the students from the class helped serve the food.

Before the celebration began, Claire and Ava had put paper and pens on each table along with instructions for everyone to make a list of some things they were thankful for during the last year. While they were eating, many people stood and shared their list with everyone. There were many smiles and lots of applause as they listened to all the blessings of God. Pastor Pruitt stood and remarked how good it is to remember and share these things, and he quoted Psalm 107:1, "Oh give thanks to the Lord; call upon His name; make known His deeds among the peoples!" Then he suggested they make this feast an annual event at the church!

With full hearts and bellies, everyone headed to the morning worship service.



- (1) What idea did Mr. Lopez have?
- (2) What are some things they did at the celebration?
- (3) What is Psalm 107:1 about?
- (4) What are some things you are thankful for?

Memorization

Memorize Psalm 107:1 with your teacher.



A *fact* is something that is true.

An *opinion* is how someone feels about something. It may or may not be true.



Study the picture. Write **F** for fact or **O** for opinion next to each sentence about the picture.

(1) _____ It is snowing.

(2) _____ The birds are hungry.

(3) _____ The birds are sitting on a branch.

(4) _____ The birds want to fly south.

2nd Quarter Review (Each question is 4 points)**Action Verbs**

Circle the verb in each sentence. Tell whether the verb is in the present or past tense.

- (1) Claire runs to class. _____ tense
- (2) Claire ran to class. _____ tense

Fill in the blank with the correct state of being verb for each sentence.

is am are

- (3) He _____ a nice boy.
- (4) I _____ late for work.
- (5) We _____ going to church.

was were

- (6) Micah and Claire _____ thankful.
- (7) Mr. Lopez _____ giving away Bibles.

be been being

(8) Ruth was _____ kind to Naomi.

(9) Ruth and Naomi have _____ on a long trip.

(10) They will _____ in Israel soon.

Circle the adjectives in the sentences. Then underline the nouns.

(11) The stinky skunk ran under the porch.

(12) The slow slug moved along the leaf.

Underline the adverbs in the sentences.

(13) The cat climbed the tree quickly.

(14) The girl sang a song yesterday.

In the sentences below, underline the prepositional phrase then circle the preposition.

(15) Claire walked by the cat.

(16) The ball went over the roof.

Match the words with the correct meaning.

- | | |
|----------|---------------|
| (17) to | number |
| (18) too | also or a lot |
| (19) two | direction |

Match the words with the correct meaning.

- | | |
|--------------|---------------------|
| (20) there | belonging to others |
| (21) their | they are |
| (22) they're | a place |

Write **a**, **an**, or **the** correctly in the sentences.

(23) Jin was in _____ Christmas play at church.

(24) Micah gave _____ cookie to Ava.

(25) Claire put on _____ apron.

2nd Quarter Review (Each question is 4 points)

Circle the conjunctions in the sentences.

- (1) I love pie, but I am full.
- (2) You can have apples and grapes.

Match the words to create a compound word:

- | | |
|-----------|-------|
| (3) tooth | boy |
| (4) cow | ball |
| (5) foot | brush |

Write the correct contractions:

- (6) did not _____ (7) they are _____

Add quotation marks to the sentence below.

- (8) Mom said, Use kind words with each other.

Underline the title in the sentence below.

- (9) Passport to the World is a fun book to read.

Put the following words under the correct guide words:

duck door

donut

draw

dry

dye

- (10) _____ (11) _____

A sentence must express a complete thought. Cross out each line that is not a sentence:

(12) I love my parrot.

(13) Name is Polly.

Underline the subject of each sentence. Circle the predicate sentence.

(14) Jin and Ava practiced for the play.

(15) Ava and her family prayed and read the Bible.

The sentences are mixed up! Help us fix the paragraph by matching them to the correct part of the paragraph.

(16) Topic
Sentence

You start with a topic sentence for the first piece of bread.

(17) First Detail
Sentence

A paragraph is like a sandwich.

(18) Second Detail
Sentence

Then you write an ending sentence for the bottom piece of bread.

(19) Third Detail
Sentence

I like to make paragraph sandwiches!

(20) Concluding
Sentence

You add detail sentences for the meat, cheese, and mustard.

Put an **IM** for Imperative, **D** for Declarative, **E** for Exclamatory and **IN** for Interrogative:

(21) _____ What is the true meaning of Christmas?

(22) _____ Jesus came to the earth as a baby.

(23) _____ Don't fall off the stage!

(24) _____ Go get the song list.

(25) Write a paragraph about a place you like to go.

Check off each part as you write your paragraph:

- ☐ Write the topic sentence. Remember to indent your topic sentence.
- ☐ Write 2-3 sentences that give details about your topic. (**Hint:** Some things you like about your pet, favorite food, or activity.)
- ☐ Write a concluding sentence.

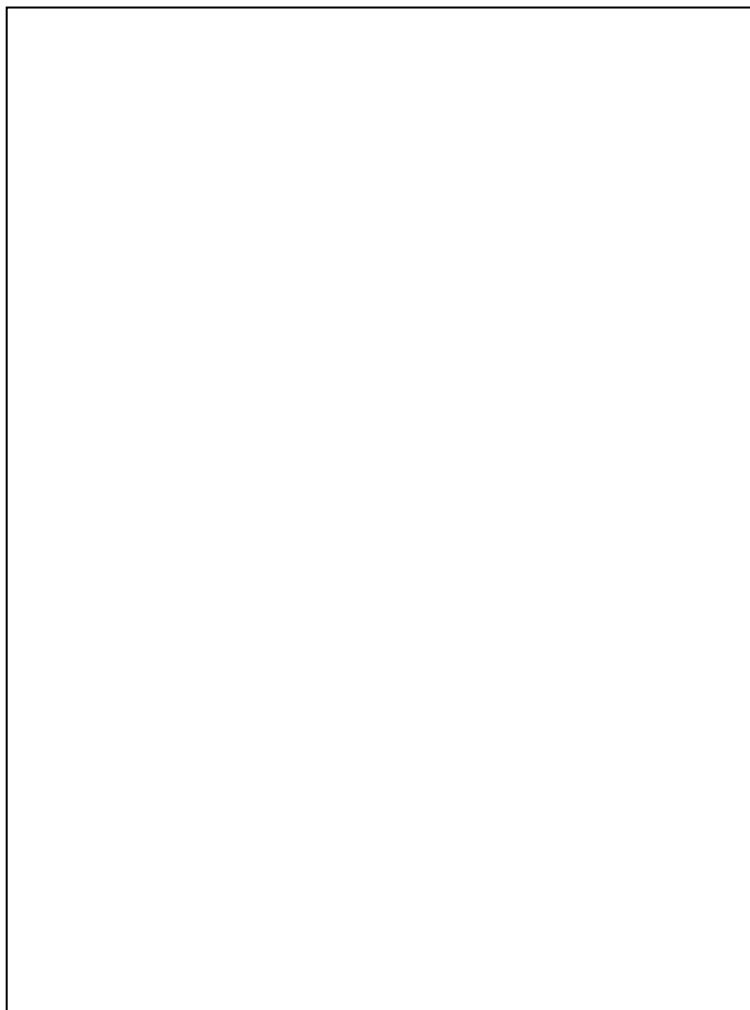
READING
COMPREHENSION

Read pages 44–45 of *101 Favorite Stories of the Bible* with your teacher.

Answer the questions on page 45.

Copy Psalm 140:12, then memorize it with your teacher.

Copy the picture on page 45. You may draw the whole picture or only the people. Color your picture.



Copy the caption from page 45.



Spelling Review

Use your flashcards to practice your spelling words.

You may:

- Ask someone to quiz you on how to spell the words
- Play spelling games found in the back of the book
- Create your own spelling games
- Use each word in a sentence and say them to your teacher

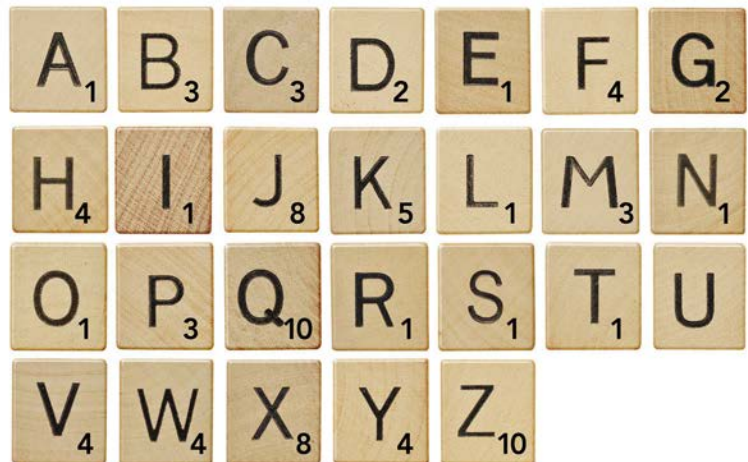


Students may choose their own spelling words this week for their dictionary. They may add their words to the spelling words section in the back of the book.

Add it up!

Each letter has a number with it. Add up the combined number for each of the following words:

- (1) play _____
- (2) lazy _____
- (3) church _____
- (4) cookies _____
- (5) singing _____
- (6) Christmas _____
- (7) Which words have the smallest number? Write them



here: _____

Passover

Mr. Lopez asked the class if they remembered the celebrations, or feasts, that they learned about a few months ago. Claire thought, *“How could we forget Mr. Lopez blowing that big ram’s horn for the Feast of Trumpets?!”* He reminded them of the Day of Atonement, where one goat was sacrificed while the other went free. He talked about the Feast of Tabernacles, where God’s people camped out for about a week as a reminder that our time here is temporary.

Mr. Lopez explained that there is a very special holiday, or holy day, called Passover. “Most people know this celebration as Easter, but the Bible calls it Passover.”

“Do you remember learning about Moses and the Exodus?” Mr Lopez asked. “During the last plague, the angel of death passed over — where we get the word Passover — the homes of those who had killed a lamb and put its blood on their doorway. The first born in those homes did not die.”

“God also told the people they were to remove all leaven from their homes and not eat leavened bread for a week.” Mr. Lopez explained, “Leaven is yeast and makes bread rise. They had to eat their bread flat. Many believe leaven is a symbol of sin and this reminds us to remove it from our lives.”

Mr. Lopez continued, “After that dark Passover night, God’s people left Egypt and the bondage of slavery.” He then glanced at the clock and realized they were out of time. What a place to end! He encouraged the students to come back next week to hear the best part about Passover. He also said they might want to discuss Passover with their parents and to read, as a family, the Bible’s account of the first Passover in Exodus.

**NARRATION
PRACTICE**

- (1) What celebrations did Mr. Lopez remind the class about?
- (2) What special holiday is this story about?
- (3) What did God's people do for this holiday?
- (4) How does this story end?

**TEACHER
NOTE**

- You may want to read about the Exodus with your students. The full story is covered in chapters 1-13. The tenth plague and the Passover begin at chapter 11. Please use discretion with your children when covering hard topics such as this.

Memorization

Mr. Lopez's class memorized Philippians 4:4-9 and Colossians 3:12-15. See if you can say all the verses at once. It may take some practice!

Grouping

Write a word that goes with the others in each group.

cow : horse : _____

lion : giraffe : _____

maple : pine : _____

bus : car : _____



**GRAMMAR
PRACTICE****Review: Proper Nouns, Pronouns**

Do you remember what a proper noun is? A proper noun names a person, place, or thing. A proper noun begins with a capital letter.

Write a sentence using a proper noun.

Did you start your sentence with a capital letter? Did you end it with a punctuation mark? If not, be sure to fix it.

Do you remember what a pronoun is? A pronoun takes the place of a noun.

The pronoun “I” is the type of proper noun that always needs to be capitalized.

Write a sentence using “I” as a pronoun:

Remember: Singular means one. Plural means more than one.

Singular Pronouns	Plural Pronouns
I me you	we they them us
he him she her it	

Rewrite the sentences using the correct pronoun for the underlined parts:

(1) Claire loves her cat.

(2) Claire and Ava gave the cat food.

Tell your teacher about some proper nouns in this picture. Also, give a pronoun for each proper noun.



Review: Sentences and Punctuation

Do you remember the three different kinds of punctuation marks? They are a period, question mark, and an exclamation point.

Write a sentence that ends with a period.

Write a sentence that ends with a question mark.

Write a sentence that ends with an exclamation point.

Do you remember the four types of sentences? You may need to ask your teacher to help you read their names. They are:

Imperative: a command that ends with a period

Declarative: a statement that ends with a period, too

Exclamatory: an exclamation that has emotion and ends in an exclamation point

Interrogative: a question that ends with a question mark

What kind of sentences are these? Put an **IM** for Imperative, **D** for Declarative, **E** for Exclamatory, and **IN** for Interrogative:

(1) _____ Why did Claire feel sad?

(2) _____ I like going to church.

(3) _____ Stop that car!

(4) _____ Bring me a Bible.

Do you remember how to use commas? Put commas in the right place in each sentence.

Hint: Some sentences have more than one comma.

- (5) Bring the dirty clothes here Jin.
- (6) Micah saw building blocks a skateboard and games in Jin's room.
- (7) Micah please bring the skateboard here.
- (8) You God are worthy of praise.

Do you remember what an interjection is? An interjection is a word that expresses emotion or feelings.

Write the correct punctuation mark for the interjection in each sentence.

- (9) Wow God is good.
- (10) Oh did you finish your math?





Blends

We are going to work with words that have the blends
ng, nk, nt, pt, sk, and st.

Learn to spell these words:

crept, feast, hang, kept, prank,
skate, stink, strong, test, toast

Write silly sentences until you have used all the spelling words. Put as many words as you can into each sentence.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are eight sets of these lines provided for writing.

Circle each of the spelling words in your sentences.

Write your spelling words on notecards. Write one word on each card. You may create right-brain flashcards with your words.



Language Lessons for a Living Education Level 3 — Worksheet Answer Keys

Answers are given for numbered problems on the worksheets.

Lesson 1; Exercise 3; Day 3

1. What are the feasts in the Bible?
2. Mr. Lopez is our teacher.
3. I can't wait to eat a donut!

Lesson 1; Exercise 5; Day 5

1. Micah needed help to reach the sweet candy.
2. He will ask if he can put the pretty flowers in the basket.
3. Claire's shirt was damp after she left it in the rain.
4. Claire and Micah will stand next to each other.
5. Micah and Claire check every answer to make sure they are right.

Lesson 2; Exercise 2; Day 7

- | | | |
|------------|--|-------------|
| 1. holiday | | Whiskers |
| 2. cat | | Bible |
| 3. city | | Ohio |
| 4. park | | Christmas |
| 5. book | | Yellowstone |
| 6. state | | Boston |

Lesson 2; Exercise 3; Day 8

- | | | |
|-------------|--|----|
| 1. January | | 28 |
| 2. February | | 29 |
| 3. March | | 30 |
| 4. April | | 31 |
| 5. May | | |
| 6. June | | |

- | | | |
|--------------|--|----|
| 7. July | | 28 |
| 8. August | | 29 |
| 9. September | | 30 |
| 10. October | | 31 |
| 11. November | | |
| 12. December | | |

Lesson 2; Exercise 5; Day 10

1. drink
2. doctor
3. lunch
4. adopt
5. under
6. slip
7. admit
8. until
9. such
10. pond

Lesson 3; Exercise 2; Day 12

1. Mr. Lopez started the class. He
2. Claire read her Bible. She
3. Micah and Claire were late for class. They
4. I will give you an apple.
5. He will say a prayer before lunch.
6. Hand me the cup.
7. Pass the plates to them.
8. They will enjoy the meal.
9. We are full.
10. She sent us to wash the dishes.

Lesson 3; Exercise 5; Day 15

1. away
2. brain
3. game
4. nail
5. pray

6. raise
7. sail
8. state
9. take
10. today

Lesson 4; Exercise 2; Day 17

1. buses
2. orphans
3. churches
4. boxes
5. smiles
6. bushes
7. hands
8. messes

Lesson 4; Exercise 5; Day 20

V	S	U	X	M	B	I	U	M	Q	S	T
H	L	Q	O	E	N	R	N	Q	X	E	H
S	E	T	W	A	E	N	B	Z	C	A	E
K	E	E	P	L	E	H	A	U	S	T	M
U	P	C	N	R	D	G	B	H	P	Q	E
M	T	E	A	S	Y	V	Y	O	O	I	Y
G	O	N	T	S	B	R	E	E	Z	E	A
B	T	C	L	E	A	N	B	R	S	L	I
M	E	J	A	Z	K	L	E	S	P	D	C

Lesson 5; Exercise 1; Day 21

- | | | | | |
|----|--------|--------|---------|-------|
| 1. | jump | toss | ball | run |
| 2. | horse | cow | chicken | lion |
| 3. | shoe | puzzle | frisbee | ball |
| 4. | flower | rose | tulip | peony |

Lesson 5; Exercise 2; Day 22

1. toys
2. tornadoes

3. zoos
4. tomatoes
5. patios
6. monkeys

Lesson 5; Exercise 3; Day 23

1. IN Why did the priest blow the shofar?
2. D I like apples slices dipped in honey.
3. E Stop that dog!
4. IM Bring me that book.
5. Oops! I dropped the plate.
6. Oh, were you in line?
7. Hey! Don't touch the hot stove.

Lesson 6; Exercise 2; Day 27

1. city cities
2. leaf leaves
3. country countries
4. knife knives

Lesson 6; Exercise 3; Day 28

1. I am going to read about the Sabbath, Micah.
2. Claire, did you memorize the verse?
3. What, God, did you want us to remember?

Lesson 6; Exercise 5; Day 30

1. grow
2. road
3. moan
4. cold
5. hope
6. alone
7. woke
8. most
9. yellow
10. open

Lesson 7; Exercise 2; Day 32

1. cactus = catci

2. child = children
3. corn = corn
4. deer = deer
5. fish = fish
6. goose = geese
7. man = men
8. moose = moose
9. mouse = mice
10. octopus = octopi
11. ox = oxen
12. person = people
13. seaweed = seaweed
14. sheep = sheep
15. woman = women

Lesson 7; Exercise 3; Day 33

1. John Quincy Adams = J. Q. A.
2. William Howard Taft = W. H. T.
3. Mister Ms.
4. Miss Mrs.
5. Missus Mr.
6. Doctor Det.
7. Reverend Prof.
8. Detective Dr.
9. Professor Rev.
10. Honorable Sen.
11. Senator Pres.
12. Representative Hon.
13. President Rep.
14. Captain Sgt.
15. General Capt.
16. Sergeant Gen.

Lesson 8; Exercise 1; Day 36

1. The fox is asleep. The fox is hungry.
The fox is thirsty. The fox is happy.

Lesson 8; Exercise 2; Day 37

1. The mouse lost its cheese.
2. It's under the couch.
3. The dog's bone was heavy.
4. The dogs' bowls were the same.
5. The dogs were playing.

Lesson 8; Exercise 3; Day 38

1. The cat caught a mouse.
2. The fox played in the field.

Lesson 8; Exercise 5; Day 40

1. about
2. done
3. eight
4. laugh
5. much
6. myself
7. seven
8. shall
9. start
10. today

Lesson 9; Exercise 2; Day 42

1. a b c d e f g h i j k l m n o p q r s t u v w x y z
2. a b c d e f g h i j k l m n o p q r s t u v w x y z
3. holiday Fido
4. dog Bible
5. city Kentucky
6. park Christmas
7. book Yellowstone
8. state Cleveland
9. He will say a prayer before lunch.
10. Hand me the cup.
11. They will enjoy the meal.
12. We are full.
13. church = churches
14. toy = toys