

6

Language Lessons for a Living Education



MB
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CURRICULUM



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About the Author:

Kristen Pratt works as an author and Curriculum Editor for Master Books, where she has been writing curriculum and consulting for the past eight years. She has been homeschooling her nine children for over twenty years, having graduated five so far from high school. She has helped thousands of homeschool families navigate curriculum choices through her own curriculum business and now through the Master Books® communities online and via the app.

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Table of Contents

Using This Course	4
Daily Schedule	13
Lesson 1: Reading, Analogy, Nouns, Sentences, Reading, Syllable Words.....	21
Lesson 2: Picture Study, Descriptive Writing, Plural Possessive Nouns, Sentences-Simple and Compound Subjects and Predicates, Reading, Closed Syllable Words.....	29
Lesson 3: Reading, Map Study, Pronouns, Interjections and Conjunctions, Reading, Prefix and Suffix Words	37
Lesson 4: Poem, ABAAB Poem Pattern, Verbs, Conjunctions, Reading, Syllable Words.....	47
Lesson 5: Reading, Sequencing, Verbs, Sentence Clauses and Conjunctions, Reading, Stressed Syllable Words	55
Lesson 6: Picture Study, Descriptive Writing, Linking Verbs, Clauses and Compound Sentences, Reading, Easy Rule Words.....	67
Lesson 7: Reading, Picture Observation, Verb Phrases, Commas, Reading, Easy Rule Words	77
Lesson 8: Proverbs, Couplets, Verb Tense, Quotation Marks, Titles, Reading, R-Controlled Words	87
Lesson 9: Reading, Rhyming-ABAB, 1st Quarter Review, Bible Genre, 1st Quarter Spelling Review	97
Lesson 10: Reading, Map Study, Verb Agreement; Collective Nouns, Dictionary Skills, Schwa Words	103
Lesson 11: Picture Study, Descriptive Writing, Helping Verbs, Contractions, Reading, oi, oy, ou, ow Words	113
Lesson 12: Reading, Acronyms, Verb Usage, Abbreviations-States, Reading, The Letter Y Words.....	123
Lesson 13: Poem, AABCCB Pattern Poems, Verb Usage, Abbreviations, Reading, Double Letter Words	131
Lesson 14: Reading, Story Writing, Verb Usage, Synonyms, Antonyms, Thesaurus, Reading, Plural Words.....	141
Lesson 15: Picture Study, Descriptive Writing, Adjectives, Articles, Figures of Speech, Reading, Plural Words.....	151
Lesson 16: Reading, Fact or Opinion, Adverbs, Comparison, Reading, Irregular Plural Words.....	161
Lesson 17: Proverbs, Couplets, Word Usage, Comparison, Reading, Root Words, Prefix, Suffix Review Words	171
Lesson 18: Reading, Truth or Fiction, 2nd Quarter Review, Bible Genre, 2nd Quarter Spelling Review	179
Lesson 19: Reading, Write a Story, Prepositions, Better Sentences, Suffix Words	187
Lesson 20: Picture Study, Descriptive Writing, Word Usage, Better Sentences, Reading, Suffix Words.....	195
Lesson 21: Reading, Map Study, Eight Parts of Speech, Compound and Complex Sentences, Reading, Prefix Words ..	203
Lesson 22: Poem, AABB Pattern Poem, Eight Parts of Speech, Better Sentences, Reading, Root Words	213
Lesson 23: Reading, Word Categories, Eight Parts of Speech, Better Sentences, Reading, ci, si, or ti, Letter i Words ..	221
Lesson 24: Picture Study, Descriptive Writing, Direct Object, Writing Paragraphs, Reading, s, ss, ce Words	229
Lesson 25: Reading, Non-fiction, Fiction, Homonyms, Homophones, Homographs, Writing Paragraphs, Reading, Tricky Words	237
Lesson 26: Proverbs, Couplets, Homophones, Writing Paragraphs, Reading, Single and Double l Words	247
Lesson 27: Reading, Story Writing, 3rd Quarter Review, Book Report, 3rd Quarter Spelling Review.....	257
Lesson 28: Reading, Character Descriptions, Review-Nouns, Review-Sentences, Occupation Words.....	265
Lesson 29: Picture Study, Descriptive Writing, Review-Verbs, Review-Sentences, Reading, Mammal Words.....	279
Lesson 30: Reading, Setting Description, Review-Verb, Review-Punctuation, Reading, Creepy Crawler Words.....	289
Lesson 31: Poem, No Pattern Rhyming Poems, Review-Tricky Verbs, Review-Contractions, Abbreviations, Reading, Bird Words.....	301
Lesson 32: Reading, Map Study, Review-Adjectives, Adverbs, Review-Synonyms, Antonyms, Figures of Speech, Comparing, Reading, Amphibian and Reptile Words	311
Lesson 33: Picture Study, Descriptive Writing, Review-Tricky Words!, Prepositions, Review-Comparison, Better Sentences, Reading, Plant and Tree Words.....	321
Lesson 34: Reading, Plot Description, Review-Eight Part of Speech, Review-Sentences, Comma Splice, Conjunctions, Reading, Fruit and Vegetable Words	333
Lesson 35: Proverbs, Couplets, Review-Direct Object, Homophones, Homonyms, Homographs, Friendly Letter, Reading, Place Words	343
Lesson 36: Reading, Story Writing, 4th Quarter Review, Book Report, 4th Quarter Spelling Review.....	351
Teacher Aids	359
Answer Key	457

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.

Basics and Beyond! Your student will learn the essentials in this fun and focused course designed to help them not only master basic rules and norms of writing, but also to build on those skills by developing and enriching their creativity. By mastering grammar, the eight parts of speech, tricky words, reading comprehension, an expanding vocabulary, and much more, the student will be able to move beyond basic paragraphs to more refined, structured, and skillful use of ideas and concepts. They will also learn unique and unusual aspects of writing and language arts rules. Through this combination of the basics and beyond, the student will become adept at more effective and descriptive written communication.



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 6 in a one-year course

Course Objectives: Students completing this course will:

- ✓ Understand the interactions of the eight parts of speech
- ✓ Master state of being verbs, action verbs, and possessive nouns
- ✓ Be introduced to different types of conjunctions, compound sentences, and clauses
- ✓ Identify syllables and practice spelling rules
- ✓ Identify abbreviations, proper use of punctuation marks, spelling, root words, compound words, and suffixes
- ✓ Learn to create well-written paragraphs based on structure and comprehension
- ✓ Gain proficiency in the structure of book reports
- ✓ Develop skills in using the dictionary and a thesaurus for spelling and vocabulary building
- ✓ Explore the Scripture, parts of letter writing, and more!

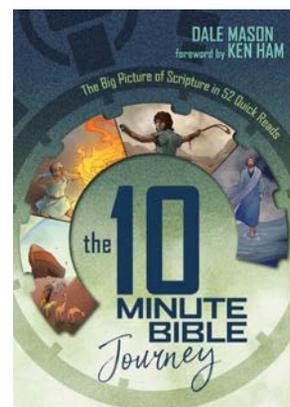
Course Description

Language Lessons for a Living Education 6 is a Charlotte Mason–flavored approach to elementary language arts. Enjoy a fun and effective language arts program for your elementary student. Students 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 observation and reading comprehension through poems, stories, and real books as the foundation, your student will continue to build paragraph writing skills.

The course is a story-based approach, using Charlotte Mason ideas for the modern homeschool student. Each quarter integrates *The 10 Minute Bible Journey*, two picture studies (one of which is biblically-based), and two poems (one of which is a proverb). Using the spelling words and the Dictionary Worksheets, students 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 stories through pictures, sentences, paragraphs, poems, proverbs, book reports, and a letter. This course also develops reading and narration skills. By the end of the course, students should be able to comfortably write various types of paragraphs.

Required Course Materials:

This course has an integrated reading component that uses *The 10 Minute Bible Journey*, also available from Master Books.



A Note from the Author

This series 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 taken the effective principles from long ago and updated them for a modern world with the hope of inspiring a new generation to communicate their faith and the Gospel to their generation.

Thank you to Craig Froman who created the Make Your Own Dictionary concept. Also, thank you to Diana Bogardus for creating the cover, which set 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 for the engaging and thought-provoking Just 4 Fun! activities. You have been a wonderful editor. Thank you for all your insight 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 and their children. It is our goal to come alongside them and provide the tools so they can 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, for many years my children have taught me 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

Students 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 reading and activities related to *The 10 Minute Bible Journey*. The weeks in between alternate between picture studies and reading poetry or a proverb. (Each quarter follows this pattern.) A lesson follows, often giving students a chance to apply their creativity and writing skills.

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 develop writing skills.

The fourth day of the week, students again read and complete a different set of activities from *The 10 Minute Bible Journey* by Dale Mason, published by Master Books.

The fifth day is when the student focuses on spelling and vocabulary, building a dictionary of words they can use in their writing. The focus in this level is on syllables, pronunciation, and rules. Students will become familiar with the rules to provide a better understanding of the English language. They should only memorize the rules for words they find particularly difficult. The spelling words in the fourth quarter are studied by theme. The themes will help students in their creative and everyday writing. Some of the words may come easy, and some may need extra practice. Students should research any words they are not familiar with and add them to their dictionary.

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' abilities and stamina can vary widely. While we have provided a Daily Schedule, 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 students will review most of the material they have learned. This is vital at this level since students are still strengthening their writing skills and understanding of grammar. 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 allow the student's confidence to strengthen. This confidence is the key that will help unlock communication success.



Teaching Helps

Stories, Poems, Proverbs

The 10 Minute Bible Journey stories, poems, and proverbs may be read by the student on their own or out loud to the teacher. If students read the story on their own, the teacher should also read the passage before asking students to narrate or answer questions about the passage.

If a student struggles to narrate, or tell back the story, a simple question or hint may be given. It is best to wean students from needing prompts to encourage them to pay attention and to strengthen their memory.

The NASB is used for the proverbs 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 throughout each week. Care should be taken to select a book within the student's reading ability.

Independent reading is assigned weekly. It is suggested the student be capable of reading the chosen book within a week.

You will find in the back of this book suggestions and a place to record the books the student has read or plans to read.

Oral Narration

Oral narration (or telling back) helps a student develop reading comprehension. In this level, there are no questions provided. Students are encouraged to tell back the story in their own words. If a student struggles, the teacher may ask some guided questions, gradually weaning them from the prompts until the student can retell the story without them.

Memorization

Throughout the course, there may be opportunities to memorize 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.

Writing a Paragraph

Students will continue to develop their paragraph writing skills. They are given a 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.

It is good to remind students about using proper spelling and 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, the teacher may want to allow the student to organize his or her thoughts by reciting out loud to them before attempting to write. The student may need some guiding questions such as, “That was a great topic sentence about your cat. What are some ways you can describe your cat?” The student may also want to review the *Paragraph* section under *All About Writing* in the *Grammar Study Sheets* in the back of the book.

Some students at this level may be capable of writing more than one paragraph for each assignment. If a student has a love for writing, encourage him or her to write as much as they would like to tell stories. They are not limited to one or two paragraphs.

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

Sketching develops hand-eye coordination, observation skills, and overall drawing abilities. In some weeks, the 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 his or her sketches to life. Be sure to lavish the student's attempts with praise and encouragement.

Spelling and 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 families will have the student start working with the words at the beginning of the week, with mastery expected by the end of the week. Others prefer to give them out at the end of the week and have the student work on them the following week. Some families only work on spelling the day it is assigned in the schedule. There is no right or wrong way to do it. Use

the approach that best meets the needs of your students.

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

- a list of syllable and spelling rules
- 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

Word shape worksheets for all of the spelling words are available as a free download at masterbooks.com/classroom-aids.

Please note: Pronunciations can vary by region. Students are asked to work with word pronunciations. Please adjust the assignments and lessons according to the pronunciations used by your family.

Create Your Own Dictionary!

Students 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 as needed. They are also available for download on the Master Books website.

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

The student will write out the word and then give a simple definition. They may even want to draw a picture.

This is a good opportunity to introduce an intermediate level children's dictionary to the student. The student may use a simple definition rather than copy directly from the dictionary.

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

Book Reports

The student will need to use two of their Independent Reading books to complete book reports. There is a reminder when the Independent Reading is assigned. You may want to select the two books ahead of time. Please select a book that has an easy to identify title, author, characters, setting, plot, and conclusion. New to this level are blank Book Report templates that may be used for extra book report assignments.



Bible Scholars

Day four of each week ends with Bible Scholars. They are meant to provide thought-provoking application to topics the student has been studying. They also prepare a student for independent growth in their Christian walk. The student will need a separate notebook to complete the Bible Scholars. Encourage students to add to their notebook prayers and Bible notes to create a personal journal.



Review

Each quarter ends with reviews. The reviews are designed to be open book. The student should have access to the study sheets in the back of the book when completing the reviews.

The fourth quarter reviews many of the 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.

For Fun!

“Just 4 Fun” activities provide extra critical thinking and problem-solving practice. They are meant to be a fun break from the regular lesson. Activities are focused on a variety of topics that help expand the student’s understanding of specific writing and literary techniques. If a student has difficulty completing an activity, offer hints and encouragement. Answers are provided in the answer key as part of the lesson’s answers.

Teacher Aids

In the back of the book, you will find a section of Teacher Aids. These aids include assessments, extra practice pages, study sheets, fun games, and more. New to this level is a section of extra writing activities. They are broken down into two types: *Additional Bible Scholars* and *Additional Writing Activities*. These extra activities are for the students who either need extra writing practice or who love writing so much they need additional writing ideas. All of these additional writing prompts are optional and not assigned elsewhere. **Note:** The student will need their own Bible to complete the *Additional Bible Scholars*. There are also two Book Report templates that may be used for extra assignments. We encourage you to look through the tools provided to use with your students. They provide opportunities for enrichment and fun games to hone skills, as your student learns how to communicate more effectively.

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 students to write neatly, using their best penmanship. We also suggest using Scripture as copywork for handwriting practice.

Assessments

Two types of assessments are provided in the Teacher Aids section in the back of the book.

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. The student may be given access to the study sheets in the back of the book when completing the reviews.

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.

For the Student

Introduction to Spelling

English can be a tricky language. Our words come from many different languages, each with their own rules for spelling. People also can change how words are spelled. This usually happens slowly, but before you know it, everyone learns the new way and has forgotten the old. It is no wonder we have so many exceptions to the rules!

We are going to study many rules in this book. The rules are meant to help us understand how words are spelled, rather than a list to be memorized. It is helpful to memorize the rules about words you think are tricky. You may need to spend some extra time memorizing the exceptions.

All of the rules can be found in the back of the book. If you aren't sure how to spell a word, check the rules for help. Try to remember this rule the next time you have to spell the word or a word like it.

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 • Page 23			
	Day 3	Complete Lesson 1 Exercise 3 • Pages 24-25			
	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 39-41			
	Day 13	Complete Lesson 3 Exercise 3 • Pages 42-43			
	Day 14	Complete Lesson 3 Exercise 4 • Page 44			
	Day 15	Complete Lesson 3 Exercise 5 • Pages 45-46			
Week 4	Day 16	Read Poem • Page 47 Complete Lesson 4 Exercise 1 • Page 48			
	Day 17	Complete Lesson 4 Exercise 2 • Page 49			
	Day 18	Complete Lesson 4 Exercise 3 • Pages 50-51			
	Day 19	Complete Lesson 4 Exercise 4 • Page 52			
	Day 20	Complete Lesson 4 Exercise 5 • Pages 53-54			
Week 5	Day 21	Read Story • Page 55 Complete Lesson 5 Exercise 1 • Pages 56-57			
	Day 22	Complete Lesson 5 Exercise 2 • Pages 58-59			
	Day 23	Complete Lesson 5 Exercise 3 • Pages 60-62			
	Day 24	Complete Lesson 5 Exercise 4 • Page 63			
	Day 25	Complete Lesson 5 Exercise 5 • Pages 64-66			
Week 6	Day 26	Picture Study • Page 67 Complete Lesson 6 Exercise 1 • Page 68			
	Day 27	Complete Lesson 6 Exercise 2 • Pages 69-70			
	Day 28	Complete Lesson 6 Exercise 3 • Pages 71-72			
	Day 29	Complete Lesson 6 Exercise 4 • Page 73			
	Day 30	Complete Lesson 6 Exercise 5 • Pages 74-76			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 31	Read Story • Page 77 Complete Lesson 7 Exercise 1 • Page 78			
	Day 32	Complete Lesson 7 Exercise 2 • Pages 79-80			
	Day 33	Complete Lesson 7 Exercise 3 • Pages 81-82			
	Day 34	Complete Lesson 7 Exercise 4 • Page 83			
	Day 35	Complete Lesson 7 Exercise 5 • Pages 84-86			
Week 8	Day 36	Read Proverbs 3:1-12 • Page 87 Complete Lesson 8 Exercise 1 • Page 88			
	Day 37	Complete Lesson 8 Exercise 2 • Pages 89-90			
	Day 38	Complete Lesson 8 Exercise 3 • Pages 91-92			
	Day 39	Complete Lesson 8 Exercise 4 • Page 93			
	Day 40	Complete Lesson 8 Exercise 5 • Pages 94-96			
Week 9	Day 41	Read Story • Page 97 Complete Lesson 9 Exercise 1 • Page 98			
	Day 42	Do Lesson 9 Exercise 2 (Quarter 1 Review) • Page 99			
	Day 43	Do Lesson 9 Exercise 3 (Quarter 1 Review) • Page 100			
	Day 44	Complete Lesson 9 Exercise 4 • Pages 101-102			
	Day 45	Complete Lesson 9 Exercise 5 • Page 102			
First Semester-Second Quarter					
Week 1	Day 46	Read Story • Page 103 Complete Lesson 10 Exercise 1 • Page 104			
	Day 47	Complete Lesson 10 Exercise 2 • Pages 105-106			
	Day 48	Complete Lesson 10 Exercise 3 • Pages 107-108			
	Day 49	Complete Lesson 10 Exercise 4 • Page 109			
	Day 50	Complete Lesson 10 Exercise 5 • Pages 110-112			
Week 2	Day 51	Picture Study • Page 113 Complete Lesson 11 Exercise 1 • Page 114			
	Day 52	Complete Lesson 11 Exercise 2 • Pages 115-116			
	Day 53	Complete Lesson 11 Exercise 3 • Pages 117-119			
	Day 54	Complete Lesson 11 Exercise 4 • Page 120			
	Day 55	Complete Lesson 11 Exercise 5 • Pages 121-122			
Week 3	Day 56	Read Story • Page 123 Complete Lesson 12 Exercise 1 • Page 124			
	Day 57	Complete Lesson 12 Exercise 2 • Page 125			
	Day 58	Complete Lesson 12 Exercise 3 • Pages 126-127			
	Day 59	Complete Lesson 12 Exercise 4 • Page 128			
	Day 60	Complete Lesson 12 Exercise 5 • Pages 129-130			
Week 4	Day 61	Read Poem • Page 131 Complete Lesson 13 Exercise 1 • Page 132			
	Day 62	Complete Lesson 13 Exercise 2 • Pages 133-134			
	Day 63	Complete Lesson 13 Exercise 3 • Pages 135-136			
	Day 64	Complete Lesson 13 Exercise 4 • Page 137			
	Day 65	Complete Lesson 13 Exercise 5 • Pages 138-140			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 66	Read Story • Page 141 Complete Lesson 14 Exercise 1 • Page 142			
	Day 67	Complete Lesson 14 Exercise 2 • Pages 143-145			
	Day 68	Complete Lesson 14 Exercise 3 • Pages 146-147			
	Day 69	Complete Lesson 14 Exercise 4 • Page 148			
	Day 70	Complete Lesson 14 Exercise 5 • Pages 149-150			
Week 6	Day 71	Picture Study • Page 151 Complete Lesson 15 Exercise 1 • Page 152			
	Day 72	Complete Lesson 15 Exercise 2 • Pages 153-154			
	Day 73	Complete Lesson 15 Exercise 3 • Pages 155-157			
	Day 74	Complete Lesson 15 Exercise 4 • Page 158			
	Day 75	Complete Lesson 15 Exercise 5 • Pages 159-160			
Week 7	Day 76	Read Story • Page 161 Complete Lesson 16 Exercise 1 • Page 162			
	Day 77	Complete Lesson 16 Exercise 2 • Pages 163-164			
	Day 78	Complete Lesson 16 Exercise 3 • Pages 165-166			
	Day 79	Complete Lesson 16 Exercise 4 • Page 167			
	Day 80	Complete Lesson 16 Exercise 5 • Pages 168-170			
Week 8	Day 81	Read Proverbs 3:13-26 • Page 171 Complete Lesson 17 Exercise 1 • Page 172			
	Day 82	Complete Lesson 17 Exercise 2 • Page 173			
	Day 83	Complete Lesson 17 Exercise 3 • Pages 174-175			
	Day 84	Complete Lesson 17 Exercise 4 • Page 176			
	Day 85	Complete Lesson 17 Exercise 5 • Pages 177-178			
Week 9	Day 86	Read Story • Page 179 Complete Lesson 18 Exercise 1 • Page 180			
	Day 87	Do Lesson 18 Exercise 2 (Quarter 2 Review) • Pages 181-182			
	Day 88	Do Lesson 18 Exercise 3 (Quarter 2 Review) • Page 183			
	Day 89	Complete Lesson 18 Exercise 4 • Pages 184-185			
	Day 90	Complete Lesson 18 Exercise 5 • Page 186			
		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 187 Complete Lesson 19 Exercise 1 • Page 188			
	Day 92	Complete Lesson 19 Exercise 2 • Pages 189-190			
	Day 93	Complete Lesson 19 Exercise 3 • Page 191			
	Day 94	Complete Lesson 19 Exercise 4 • Page 192			
	Day 95	Complete Lesson 19 Exercise 5 • Pages 193-194			
Week 2	Day 96	Picture Study • Page 195 Complete Lesson 20 Exercise 1 • Page 196			
	Day 97	Complete Lesson 20 Exercise 2 • Page 197			
	Day 98	Complete Lesson 20 Exercise 3 • Page 198			
	Day 99	Complete Lesson 20 Exercise 4 • Pages 199-200			
	Day 100	Complete Lesson 20 Exercise 5 • Pages 201-202			
Week 3	Day 101	Read Story • Page 203 Complete Lesson 21 Exercise 1 • Page 204			
	Day 102	Complete Lesson 21 Exercise 2 • Pages 205-206			
	Day 103	Complete Lesson 21 Exercise 3 • Pages 207-208			
	Day 104	Complete Lesson 21 Exercise 4 • Pages 209-210			
	Day 105	Complete Lesson 21 Exercise 5 • Pages 211-212			
Week 4	Day 106	Read Poem • Page 213 Complete Lesson 22 Exercise 1 • Page 214			
	Day 107	Complete Lesson 22 Exercise 2 • Page 215			
	Day 108	Complete Lesson 22 Exercise 3 • Page 216			
	Day 109	Complete Lesson 22 Exercise 4 • Pages 217-218			
	Day 110	Complete Lesson 22 Exercise 5 • Pages 219-220			
Week 5	Day 111	Read Story • Page 221 Complete Lesson 23 Exercise 1 • Page 222			
	Day 112	Complete Lesson 23 Exercise 2 • Page 223			
	Day 113	Complete Lesson 23 Exercise 3 • Page 224			
	Day 114	Complete Lesson 23 Exercise 4 • Pages 225-226			
	Day 115	Complete Lesson 23 Exercise 5 • Pages 227-228			
Week 6	Day 116	Picture Study • Page 229 Complete Lesson 24 Exercise 1 • Page 230			
	Day 117	Complete Lesson 24 Exercise 2 • Page 231			
	Day 118	Complete Lesson 24 Exercise 3 • Pages 232-233			
	Day 119	Complete Lesson 24 Exercise 4 • Page 234			
	Day 120	Complete Lesson 24 Exercise 5 • Pages 235-236			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 121	Read Story • Page 237 Complete Lesson 25 Exercise 1 • Page 238			
	Day 122	Complete Lesson 25 Exercise 2 • Pages 239-240			
	Day 123	Complete Lesson 25 Exercise 3 • Pages 241-242			
	Day 124	Complete Lesson 25 Exercise 4 • Page 243			
	Day 125	Complete Lesson 25 Exercise 5 • Pages 244-246			
Week 8	Day 126	Read Proverbs 3:27-35 • Page 247 Complete Lesson 26 Exercise 1 • Page 248			
	Day 127	Complete Lesson 26 Exercise 2 • Pages 249-250			
	Day 128	Complete Lesson 26 Exercise 3 • Pages 251-253			
	Day 129	Complete Lesson 26 Exercise 4 • Page 254			
	Day 130	Complete Lesson 26 Exercise 5 • Pages 255-256			
Week 9	Day 131	Read Story • Page 257 Complete Lesson 27 Exercise 1 • Page 258			
	Day 132	Do Lesson 27 Exercise 2 (Quarter 3 Review) • Pages 259-261			
	Day 133	Do Lesson 27 Exercise 3 (Quarter 3 Review) • Page 262			
	Day 134	Complete Lesson 27 Exercise 4 • Pages 263-264			
	Day 135	Complete Lesson 27 Exercise 5 • Page 264			
Second Semester-Fourth Quarter					
Week 1	Day 136	Read Story • Page 265 Complete Lesson 28 Exercise 1 • Page 266			
	Day 137	Complete Lesson 28 Exercise 2 • Pages 267-269			
	Day 138	Complete Lesson 28 Exercise 3 • Pages 270-272			
	Day 139	Complete Lesson 28 Exercise 4 • Pages 273-274			
	Day 140	Complete Lesson 28 Exercise 5 • Pages 275-278			
Week 2	Day 141	Picture Study • Page 279 Complete Lesson 29 Exercise 1 • Page 280			
	Day 142	Complete Lesson 29 Exercise 2 • Pages 281-282			
	Day 143	Complete Lesson 29 Exercise 3 • Pages 283-285			
	Day 144	Complete Lesson 29 Exercise 4 • Page 286			
	Day 145	Complete Lesson 29 Exercise 5 • Pages 287-288			
Week 3	Day 146	Read Story • Page 289 Complete Lesson 30 Exercise 1 • Page 290			
	Day 147	Complete Lesson 30 Exercise 2 • Pages 291-293			
	Day 148	Complete Lesson 30 Exercise 3 • Pages 294-297			
	Day 149	Complete Lesson 30 Exercise 4 • Page 298			
	Day 150	Complete Lesson 30 Exercise 5 • Pages 299-300			
Week 4	Day 151	Read Poem • Page 301 Complete Lesson 31 Exercise 1 • Page 302			
	Day 152	Complete Lesson 31 Exercise 2 • Pages 303-305			
	Day 153	Complete Lesson 31 Exercise 3 • Page 306			
	Day 154	Complete Lesson 31 Exercise 4 • Pages 307-308			
	Day 155	Complete Lesson 31 Exercise 5 • Pages 309-310			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 156	Read Story • Page 311 Complete Lesson 32 Exercise 1 • Page 312			
	Day 157	Complete Lesson 32 Exercise 2 • Pages 313-314			
	Day 158	Complete Lesson 32 Exercise 3 • Pages 315-317			
	Day 159	Complete Lesson 32 Exercise 4 • Page 318			
	Day 160	Complete Lesson 32 Exercise 5 • Pages 319-320			
Week 6	Day 161	Picture Study • Page 321 Complete Lesson 33 Exercise 1 • Page 322			
	Day 162	Complete Lesson 33 Exercise 2 • Pages 323-325			
	Day 163	Complete Lesson 33 Exercise 3 • Pages 326-327			
	Day 164	Complete Lesson 33 Exercise 4 • Pages 328-329			
	Day 165	Complete Lesson 33 Exercise 5 • Pages 330-332			
Week 7	Day 166	Read Story • Page 333 Complete Lesson 34 Exercise 1 • Pages 334-335			
	Day 167	Complete Lesson 34 Exercise 2 • Page 336			
	Day 168	Complete Lesson 34 Exercise 3 • Pages 337-339			
	Day 169	Complete Lesson 34 Exercise 4 • Page 340			
	Day 170	Complete Lesson 34 Exercise 5 • Pages 341-342			
Week 8	Day 171	Read Proverbs 4:1-13 • Page 343 Complete Lesson 35 Exercise 1 • Page 344			
	Day 172	Complete Lesson 35 Exercise 2 • Pages 345-346			
	Day 173	Complete Lesson 35 Exercise 3 • Page 347			
	Day 174	Complete Lesson 35 Exercise 4 • Page 348			
	Day 175	Complete Lesson 35 Exercise 5 • Pages 349-350			
Week 9	Day 176	Read Story • Page 351 Complete Lesson 36 Exercise 1 • Page 352			
	Day 177	Do Lesson 36 Exercise 2 (Quarter 4 Review) • Pages 353-354			
	Day 178	Do Lesson 36 Exercise 3 (Quarter 4 Review) • Page 355			
	Day 179	Complete Lesson 36 Exercise 4 • Pages 356-357			
	Day 180	Complete Lesson 36 Exercise 5 • Page 358			
		Final Grade			



Read pages 10–12 of *The 10 Minute Bible Journey*.

Retell the Bible account to your teacher.

Copy the Key Verse:

Draw a picture for this account. You may copy the picture in the book or draw one of your own. You may color your picture.

Analogy

An analogy shows a relationship between words. Even though the sets of words are different, they have something in common. Study this example:

red : apple :: green : grape

Do you see how the sets of words have something in common?

The analogy we studied has special symbols that help us to read it.

day	:	light	::	night	:	dark
day	is to	light	as	night	is to	dark

Read this analogy out loud to your teacher:

sour : lemon :: sweet : sugar

An analogy is like a fun puzzle to solve. Remember to study the first two words for clues to solve the analogy of the last two words.

Read and complete the analogies.

- (1) swim : fish :: fly : _____
- (2) round : ball :: rectangle : _____
- (3) green : cucumber :: yellow : _____
- (4) wet : water :: dry : _____

Write your own analogy!



**INDEPENDENT
READING**



**TEACHER
NOTE**

- See instructions for Independent Reading in the front of the book.



Nouns

A noun is one of the eight common *parts of speech* in the English language. All words are classified into one of these parts of speech based upon their meaning and/or use in a sentence.

A **common noun** names *any* person, place, or thing.

Examples: fruit, animal, stars

A **proper noun** is the name of a *specific* person, place, or thing.

Examples: God, Old Testament, Eden

Underline the common nouns and circle the proper nouns in the following sentences:

- (1) The Bible is a collection of many books of different kinds of writing.
- (2) The Bible has one central message: God's salvation of His people.
- (3) God made a beautiful garden called Eden, a paradise full of animals and fruit trees.

Think of a proper noun that goes with each of the common nouns listed below. Write it in the space provided:

God _____

garden _____

woman _____

prophet _____

book _____

country _____

day _____

Write a sentence using at least one proper noun.



Sentences

Remember to use a **capital letter** to begin the first word of a sentence, name (proper noun), and place (country, city, street). Use a **capital letter** for months and days of the week. Also, use a capital letter for the word *I*.

Example:

Eve and **I** are walking through the garden.

Write a sentence using your birthday and the city you were born in. Write another sentence using the word *I*.

Write one more sentence using a day of the week.

There are four kinds of sentences:

Declarative:	makes a statement; ends with a period
Imperative:	gives a command; ends with a period or an exclamation point
Interrogative:	asks a question; ends with a question mark
Exclamatory:	expresses strong emotion; ends with an exclamation point

Examples:

Declarative: God made marriage between one man and one woman.

Imperative: Let there be light.

Interrogative: What will **I** name the animal kinds?

Exclamatory: Everything everywhere was perfect!

Name _____

Exercise **3** Day 3

Write a declarative sentence.

Write an imperative sentence.

Write an interrogative sentence.

Write an exclamatory sentence.



Name _____

Exercise **4** Day 4

 **READING
COMPREHENSION**



Read pages 13–16 of *The 10 Minute Bible Journey*.

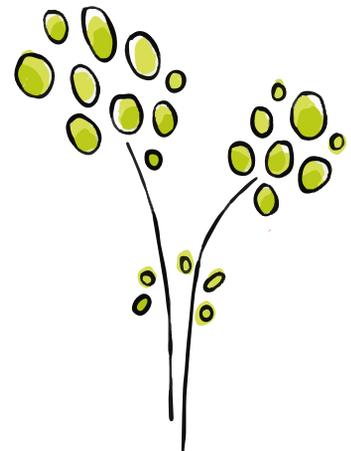
Retell the Bible account to your teacher.

Retell the Bonus section about angels to your teacher.

Copy the Key Verse:

Bible Scholars

Memorize what God did on each day of Creation. Give an oral report to your family, describing each day of Creation. You may also want to draw a picture of each day to display as you describe it to your family.



**TEACHER
NOTE**

- Please read the Student Introduction with your student at the beginning of the book.

Syllables

There is a helpful section of spelling rules in the back of this book. You will want to use this list whenever you aren't sure how to spell a word.

Syllables are how we split a word up into sounds.

Syllables are helpful because they can show us how to spell and pronounce a word.

- A word can have one or more syllables.
- Each syllable of a word has at least one vowel.
- A closed syllable ends with a consonant and has a short vowel sound.
- An open syllable ends with a vowel and has a long vowel sound. Divide an open syllable before the consonant.
- A vowel can form an open syllable all by itself.

Let's study some examples and apply what we know about syllables.

Is the example a closed or open syllable?

Example: leg

The consonant *g* closes in the short vowel *e* in the word *leg*. It is a closed syllable.

The next word has two syllables. Identify whether each syllable is open or closed.

Example: mi/ser

The first syllable ends with the long vowel *i* and is an open syllable.

Notice the second syllable *ser* has a short vowel sound, ends in a consonant, and is a closed syllable.

Identify whether each syllable is open or closed.

Example: u/nit

The first syllable is a vowel and forms a syllable all by itself. It is an open syllable.

The second syllable makes the short vowel sound, ends in a consonant, and is closed.

Study the examples and clap for the syllables in each word as you read them:

Two-Syllable Word: Bible

Three-Syllable Word: umbrella

Learn to Spell These Words:

apex	basal	basic	behold	beset	cipher	depend
event	hosier	minor	miser	odor	over	pagan
pecan	redact	robust	rodent	tuber	usurp	

Write each word then use the rules to divide the syllables. The first one is done for you. Circle the open syllables.

- | | |
|------------------------------------|------------|
| (1) _____ apex a /pex _____ | (11) _____ |
| (2) _____ | (12) _____ |
| (3) _____ | (13) _____ |
| (4) _____ | (14) _____ |
| (5) _____ | (15) _____ |
| (6) _____ | (16) _____ |
| (7) _____ | (17) _____ |
| (8) _____ | (18) _____ |
| (9) _____ | (19) _____ |
| (10) _____ | (20) _____ |

For More Practice

- Write your spelling words on a sheet of paper using thin markers. Choose one color for consonants and one for vowels.
- Write your words in the shape boxes using the worksheet for this lesson available as a free download at masterbooks.com/classroom-aids.
- Create right-brain flashcards with your words.
- Ask your teacher to read each spelling word. Spell the word out loud and use it in a sentence.



TEACHER NOTE

- Please select each week any activities the student should do for more practice.



CREATE YOUR OWN DICTIONARY!



TEACHER NOTE

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



Read pages 49–51 of *The 10 Minute Bible Journey*.

Retell the Bible account to your teacher.

Copy the Key Verse:

Draw a picture for this account. You may copy the picture in the book or draw one of your own. You may color your picture.

A large, empty rectangular box with a black border, intended for drawing a picture related to the Bible account.

ABAB Poem

Do you remember the poem we read with the ABAAB rhyme pattern? We can also write poems with the ABAB pattern. The two “A” lines rhyme and the two “B” lines rhyme. Let’s look at an example:

The sun is out, and I feel hot, (A)
I need a way to quickly cool. (B)
I grab a glass and drink a lot (A)
then I jump into the pool. (B)

Rhyming with the ABAB pattern is a fun way to write a poem!

Now it is your turn to write an ABAB poem.

_____ (A)
_____ (B)
_____ (A)
_____ (B)



1st Quarter Review (Each question is 10 points) Students may use the study sheets in the back of the book.

- (1) Write a sentence using a **plural possessive noun**.

- (2) Write a sentence using **possessive pronouns**.

- (3) Write a sentence using a **possessive pronoun that can stand alone**.

- (4) Write a sentence using a **state of being verb**.

- (5) Underline the helping verb and main verb twice in the following sentence:

The Ice Age had cooled the earth.

Tell whether the state of being verb is used as a helping verb or linking verb. If it is a helping verb, write **H** after the sentence. If it is a linking verb, write **L** after the sentence.

- (6) Noah was waiting for the animals. _____

- (7) Noah is tired. _____

Write past, present, or future next to each sentence.

- (8) My family loves to cook. _____

- (9) I read the whole Book of Proverbs last month. _____

- (10) I will go outside later today. _____

1st Quarter Review (Each question is 10 points) Students may use the study sheets in the back of the book.

Underline the subject and circle the predicate in the following sentences:

(1) Satan deceived Eve in the Garden.

(2) Eve gave the fruit to Adam.

(3) Write a sentence using a **compound subject**.

(4) Write a sentence using a **compound predicate**.

(5) What does the acronym FANBOYS stand for?

(6) Write a sentence that includes an **independent clause** and a **dependent clause**.

(7) What are two independent clauses joined with? _____

(8) Write a sentence using the name of a **city** and **state**.

(9) Write a sentence **addressing someone**.

(10) For the following sentence, place commas and quotation marks in the right place.

Lot told his family Hurry and leave this city!

Bible Genres

The Bible is a collection of 66 separate books. These are in two main sections, the Old Testament and the New Testament, which are further divided into genres of literature.

Law	Major Prophets	History
Genesis	Isaiah	Acts
Exodus	Jeremiah	Letters
Leviticus	Lamentations	Romans
Numbers	Ezekiel	1st Corinthians
Deuteronomy	Daniel	2nd Corinthians
History	Minor Prophets	Galatians
Joshua	Hosea	Ephesians
Judges	Joel	Philippians
Ruth	Amos	Colossians
1st Samuel	Obadiah	1st Thessalonians
2nd Samuel	Jonah	2nd Thessalonians
1st Kings	Micah	1st Timothy
2nd Kings	Nahum	2nd Timothy
1st Chronicles	Habakkuk	Titus
2nd Chronicles	Zephaniah	Philemon
Ezra	Haggai	Hebrews
Nehemiah	Zechariah	James
Esther	Malachi	1st Peter
Poetry	Gospels	2nd Peter
Job	Matthew	1st John
Psalms	Mark	2nd John
Proverbs	Luke	3rd John
Ecclesiastes	John	Jude
Song of Solomon		Revelation

Genres are based on *Books of the Bible Flashcards* from Answers in Genesis.

Name _____

Exercise **4** Day 44

The genres of the Old Testament are:

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

The genres of the New Testament are:

- (6) _____
- (7) _____
- (8) _____

Memorize the genres of the Old and New Testaments.

Exercise **5** Day 45

Spelling Review

Use your flashcards to practice your spelling words.

You may:

- Use spellcheck to catch any mistakes as you type this quarter's spelling words into a computer as they are read to you
- Play spelling games found in the back of the book
- Challenge your family to a spelling bee using this quarter's words



Students may choose their own words this week for their dictionary.



Read pages 88–90 of *The 10 Minute Bible Journey*.

Retell the Bible account to your teacher.

Copy the Key Verse:

Draw a picture for this account. You may copy the picture in the book or draw one of your own. You may color your picture.

A large, empty rectangular box with a thin black border, intended for the student to draw a picture related to the Bible account. The box is currently blank.

Fact or Fiction

Fact means something that is true or real.

Fiction is a story that is made up or not true.

Answer the questions about the story of Samson you read in *The 10 Minute Bible Journey*.

- (1) Is this story based on fact or fiction? _____
- (2) What clue helped you to know this? _____

Write a very short story that is based on **fact**.

Write a very short story that is based on **fiction**.



2nd Quarter Review (Each question is 4 points) Students may use the study sheets in the back of the book.

(1) Write a sentence using a **singular subject** and a **singular verb**.

(2) Write a sentence using a **plural subject** and a **plural verb**.

(3) Write a sentence using a **singular subject** and a **past tense linking verb**.

(4) Write a sentence using a **plural subject** and a **present tense linking verb**.

(5) Write a sentence using the helping verb **is**.

(6) Write a sentence using the helping verb **are**.

Draw a line from each verb to the correct definition.

- | | |
|------------|-------------------------------|
| (7) let | rest in a horizontal position |
| (8) leave | lift or move higher |
| (9) lie | allow |
| (10) lay | get up or to move upward |
| (11) rise | allow to remain |
| (12) raise | put down |

Draw a line from each verb to the correct definition.

- | | |
|------------|-----------------------------|
| (13) sit | place an object |
| (14) set | allowed |
| (15) teach | rest in an upright position |
| (16) learn | receive knowledge or skill |
| (17) can | able |
| (18) may | give instruction |

(19) What is an adjective?

Circle the **adverb** in each sentence.

(20) **I** often read my Bible.

(21) **I** usually read Proverbs.

(22) Write a sentence using: **this**

(23) Write a sentence using: **that**

(24) Write a sentence using: **these**

(25) Write a sentence using: **those**

2nd Quarter Review (Each question is 10 points) Students may use the study sheets in the back of the book.

(1) Write a sentence using a **simile**.

(2) Write a sentence using a **metaphor**.

(3) Write a sentence using **personification**.

(4) Write a sentence using an **oxymoron**.

(5) Write a sentence using **hyperbole**.

(6) Write a sentence using a comparison with the suffix **-est**.

(7) Write a sentence using the word **better**.

(8) Write a sentence using the word **best**.

(9) Write a sentence using the word **worse**.

(10) Write a sentence using the word **worst**.

Bible Genres

The Bible is a collection of 66 separate books in two main sections, the Old Testament and the New Testament, which are further divided into genres of literature.

Law	Major Prophets	History
Genesis	Isaiah	Acts
Exodus	Jeremiah	Letters
Leviticus	Lamentations	Romans
Numbers	Ezekiel	1st Corinthians
Deuteronomy	Daniel	2nd Corinthians
History	Minor Prophets	Galatians
Joshua	Hosea	Ephesians
Judges	Joel	Philippians
Ruth	Amos	Colossians
1st Samuel	Obadiah	1st Thessalonians
2nd Samuel	Jonah	2nd Thessalonians
1st Kings	Micah	1st Timothy
2nd Kings	Nahum	2nd Timothy
1st Chronicles	Habakkuk	Titus
2nd Chronicles	Zephaniah	Philemon
Ezra	Haggai	Hebrews
Nehemiah	Zechariah	James
Esther	Malachi	1st Peter
Poetry	Gospels	2nd Peter
Job	Matthew	1st John
Psalms	Mark	2nd John
Proverbs	Luke	3rd John
Ecclesiastes	John	Jude
Song of Solomon		Revelation

Spelling Review

Use your flashcards to practice your spelling words.

You may:

- Use spellcheck to catch any mistakes as you type this quarter's spelling words into a computer as they are read to you
- Play spelling games found in the back of the book
- Challenge your family to a spelling bee using this quarter's words



**CREATE YOUR
OWN DICTIONARY!**

Students may choose their own words this week for their dictionary.





Read pages 129–133 of *The 10 Minute Bible Journey*.

Retell the Bible account to your teacher.

Retell the Bonus section about *400 Years of Silence* to your teacher.

Copy the Key Verse:

Draw a picture for this account. You may copy the picture in the book or draw one of your own. You may color your picture.

Writing a Story — Better Sentences



The family watched the airplane land. Soon they would board the plane. What would it be like to fly in the sky? They looked forward to seeing Grandma.

Using what you have learned in this book, re-write this story using better sentences. Think about adding, changing, and combining sentences, using complex sentences, and adding adjectives and adverbs to make the story more interesting.

Read the story to your teacher, then read the story you wrote using better sentences.

Which story do you like better?



TEACHER
NOTE

- The student will need to use their book for Day 4 of this Lesson. Please select a book that can be read easily over the next few days. The book also needs to have characters, setting, plot, and conclusion that are easy to identify.

3rd Quarter Review (Each question is 4 points) Students may use the study sheets in the back of the book.

(1) Write a sentence using a **prepositional phrase**.

(2) Write a sentence using the word **real**.

(3) Write a sentence using the word **really**.

(4) Write a sentence using: **most**

(5) Write a sentence using: **almost**

Name the eight parts of speech:

(6) _____	(10) _____
(7) _____	(11) _____
(8) _____	(12) _____
(9) _____	(13) _____

(14) Identify the prepositional phrases first by putting parentheses around them. Underline the simple subject once. Underline the verb twice. Write DO above the direct object:

She painted a beautiful picture of pears.

Write two sentences using **homophones**. Remember, homophones sound the same, but have different meanings and different spellings.

(15) _____

(16) _____

Write two sentences using **homonyms**. Homonyms sound the same but have different meanings and are spelled the same. Remember to use a different meaning for each homonym.

(17) _____

(18) _____

Write two sentences using **homographs**. Homographs are pronounced differently, have different meanings, but are spelled the same.

(19) _____

(20) _____

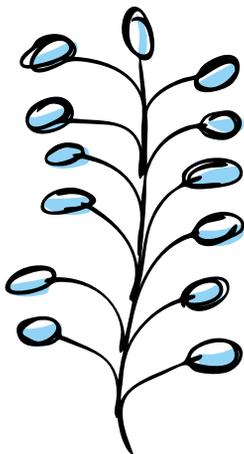
(21) Write a sentence using: **there**

(22) Write a sentence using: **their**

(23) Write a sentence using: **they're**

(24) Write a sentence using: **it's**

(25) Write a sentence using: **its**



3rd Quarter Review (Each question is 10 points) Students may use the study sheets in the back of the book.

(1) Write a **compound sentence**. Remember to use a comma and a coordinate conjunction.

(2) Write a **complex sentence** with a dependent clause at the end of the sentence.

(3) Write a sentence using a **correlative conjunction pair**.

(4) What is non-fiction?

(5) What is fiction?

Name the five elements of structure with **narrative** writing:

- (6) _____
- (7) _____
- (8) _____
- (9) _____
- (10) _____

Book Report

Let's review the parts of a story.

- Title: the name of the book
- Author: the person who wrote the book
- Characters: the people or animals in the story
- Setting: where and when a story takes place
- Plot: what happens in the story (it has a beginning, middle, and end.)
- Conclusion: the ending (it answers any questions that need to be answered and wraps up the story.)

See if you can find each part of a story in your independent reading book and write them below.

Title

Author

Characters

Setting

Plot-Beginning

Name _____

Exercise **4** Day 134

Plot-Middle

Plot-End

Conclusion

Exercise **5** Day 135

Spelling Review

Use your flashcards to practice your spelling words.

You may:

- Use spellcheck to catch any mistakes as you type this quarter's spelling words into a computer as they are read to you
- Play spelling games found in the back of the book
- Challenge your family to a spelling bee using this quarter's words



Students may choose their own words this week for their dictionary.



Answers for the numbered problems are provided here with the exception of the Narration Practice and Observation questions.

Language Lessons for a Living Education Level 6 — Worksheet Answer Key

Answers are given for numbered problems on the worksheets.

Lesson 1; Exercise 2; Day 2

1. The Bible is a collection of many books of different kinds of writing.
2. The Bible has one central message: God's salvation of His people.
3. God made a beautiful garden called Eden, a paradise full of animals and fruit trees.

Lesson 1; Exercise 5; Day 5

1. a/pex
2. ba/sal
3. ba/sic
4. be/hold
5. be/set
6. ci/pher
7. de/pend
8. e/vent
9. ho/sier
10. mi/nor
11. mi/ser
12. o/dor
13. o/ver
14. pa/gan
15. pe/can
16. re/dact
17. ro/bust
18. ro/dent
19. tu/ber
20. u/surp

Lesson 2; Exercise 3; Day 8

1. Satan deceived Eve in the Garden.
2. Eve gave the fruit to Adam.
3. Adam ate the fruit.
4. God clothed Adam and Eve.

5. Possible answer: Adam and Eve
6. Possible answer: guarded the entrance to the Garden of Eden.
7. Possible answer: Adam
8. Possible answer: had pain during childbirth.
9. Possible answer: killed Abel
10. Possible answer: will one day restore our terribly broken world.
11. Cain and Abel

Lesson 2; Exercise 5; Day 10

1. arc/tic
2. bid/den
3. but/ler
4. can/non
5. dag/ger
6. gib/bon
7. hol/low
8. jar/gon
9. kid/nap
10. lum/bar
11. mam/mon
12. num/ber
13. ob/sess
14. per/son
15. rug/ged
16. slug/gard
17. suc/cumb
18. tim/ber
19. ven/dor
20. win/ner

Lesson 3, Exercise 1, Day 11

1. Phoenix
2. North
3. 17
4. North West

10. hy/phen
11. length/y
12. mer/chant
13. nes/tle
14. pam/phlet
15. py/thon
16. smug/gle
17. tem/ple
18. ty/phoon
19. watch/dog
20. with/draw

Lesson 6; Exercise 2; Day 27

1. The cow was waiting for food. **H**
2. The barn is red. **L**
3. The animals were hungry. **H**
4. The boys are friends. **L**

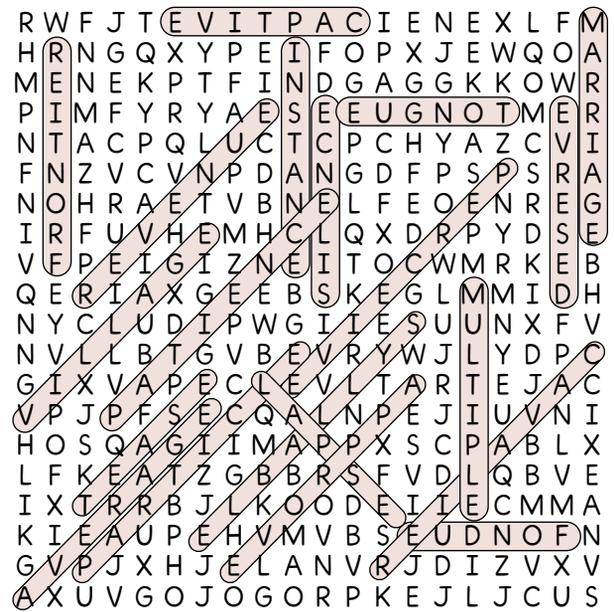
Lesson 6; Exercise 3; Day 28

1. It was getting late
they put on their pajamas
2. A comma and the coordinate conjunction *so*

Lesson 7; Exercise 2; Day 32

1. has been
2. has been turned
3. Answers will vary.
4. Answers will vary.

Lesson 7; Exercise 5; Day 35



Lesson 8; Exercise 2; Day 37

1. My family loves to read Proverbs. **present**
2. I will study Proverbs. **future**
3. I learned wisdom from Proverbs. **past**

Lesson 8; Exercise 3; Day 38

1. Lot told his family, "We must leave this city!"
2. "Do not look back!" the angels warned.

Lesson 9; Exercise 2; Day 42

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. The Ice Age had cooled the earth.
6. Noah was waiting for the animals. **H**
7. Noah is tired. **L**
8. My family loves to cook. **present**
9. I read the whole Book of Proverbs last month.
past
10. I will go outside later today. **future**

Lesson 9; Exercise 3; Day 43

1. Satan deceived Eve in the Garden.
2. Eve gave the fruit to Adam.

- Answers will vary.
- Answers will vary.
- For, And, Nor, But, Or, Yet, So
- Answers will vary.
- A comma and coordinate conjunction
- Answers will vary.
- Answers will vary.
- Lot told his family, "Hurry and leave this city!"

Lesson 9; Exercise 4; Day 44

- Law
- History
- Poetry
- Major Prophets
- Minor Prophets
- Gospel
- History
- Letters

Lesson 10; Exercise 1; Day 46

- California
- Florida
- Answers can include: New Mexico, Arkansas, Utah, North Dakota, or Virginia
- Georgia
- Montana
- Nevada
- Nebraska

Lesson 10, Exercise 3, Day 48

Depending on the dictionary that your student uses, the number of definitions included per each word may differ.

- finish (fin-ish) fin' ish verb, noun 7
- glimpse (glimpse) glimps noun, verb 3
- discredit (dis-cred-it) dis kred' it verb, noun 5
- reserve (re-serve) ri zerv' noun, verb, adjective 14

Lesson 10; Exercise 5; Day 50

- aspirin ★
- attention
- compliant
- compulsion
- drizzle
- however
- human
- interest ★
- laboratory ★
- lyrical
- macaw
- marathon
- passable
- portion
- quorum
- rabble
- shelter
- standard
- toxin
- vegetable ★

Lesson 11; Exercise 3; Day 53

- | | |
|-------------|-----------------------|
| 1. they'd | she had; she would |
| 2. who'd | he had; he would |
| 3. she'd | I had; I would |
| 4. he'd | who had; who would |
| 5. we'd | you had; you would |
| 6. I'd | they had; they would |
| 7. you'd | we had; we would |
| 8. what'll | she will; she shall |
| 9. I'll | they will; they shall |
| 10. who'll | he will; he shall |
| 11. they'll | I will; I shall |
| 12. he'll | who will; who shall |
| 13. she'll | what will; what shall |

Lesson 18; Exercise 1; Day 86

1. Is this story based on fact or fiction? **Fact**
2. What clue helped you to know this? **The Bible tells us this happened.**

Lesson 18; Exercise 2; Day 87

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.
6. Answers will vary.
7. let — rest in a horizontal position
8. leave — lift or move higher
9. lie — allow
10. lay — get up or to move upward
11. rise — allow to remain
12. raise — put down
13. sit — place an object
14. set — allowed
15. teach — rest in an upright position
16. learn — receive knowledge or skill
17. can — able
18. may — give instruction
19. An adjective is a word that describes a noun. Adjectives may clarify appearance, senses, personality, time, quantity, or weather. Adjectives are usually located before the noun they describe.

20. I **often** read my Bible.
21. I **usually** read Proverbs.
22. Answers will vary.
23. Answers will vary.
24. Answers will vary.
25. Answers will vary.

Lesson 18; Exercise 3; Day 88

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

4. Answers will vary.
5. Answers will vary.
6. Answers will vary.
7. Answers will vary.
8. Answers will vary.
9. Answers will vary.
10. Answers will vary.

Lesson 18; Exercise 4; Day 89

Law = Genesis, Exodus, Leviticus, Numbers, Deuteronomy

History = Joshua, Judges, Ruth, 1st Samuel, 2nd Samuel, 1st Kings, 2nd Kings, 1st Chronicles, 2nd Chronicles, Ezra, Nehemiah, Esther

Poetry = Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon

Major Prophets = Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel

Minor Prophets = Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi

Gospels = Matthew, Mark, Luke, John

History = Acts

Letters = Romans, 1st Corinthians, 2nd Corinthians, Galatians, Ephesians, Philippians, Colossians, 1st Thessalonians, 2nd Thessalonians, 1st Timothy, 2nd Timothy, Titus, Philemon, Hebrews, James, 1st Peter, 2nd Peter, 1st John, 2nd John, 3rd John, Jude, Revelation

Lesson 19; Exercise 5; Day 95

1. -ant, -ent — to make, to treat as, to become like
2. -age — causing an action
3. -ity, -ty — full of, having the qualities of
4. -ic — belonging to, result of
5. -ize — related to
6. -ous, -eous, -ious — state of, condition

