

Writing Strands

— BEGINNING 1 —



MASTERBOOKS®
— CURRICULUM —

Focuses on skills such as sentence variety,
paragraphing, and writing narratives



MASTERBOOKS®
— CURRICULUM —

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About the Author

Since 1988, the *Writing Strands* series by **Dave Marks** has been helping homeschooling students develop their writing and communication skills. Dave was the founder of the National Writing Institute. He graduated from Western Michigan University, then received a master of arts degree from Central Michigan University. Dave retired after 30 years of teaching writing at all levels, from elementary school through the college level.

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Using Writing Strands

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, quizzes, and tests 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 30 to 45 minutes per lesson,
five days a week**



Worksheets for each section



**Reading and writing assignments are included to help
reinforce learning and provide assessment opportunities**



Designed for 5th to 8th grade in a one-year course

Course Objectives: Students completing this course will

- ✓ Learn basic principles of reading and writing, including spelling and structure.
- ✓ Demonstrate the meaning and usage of adjectives, nouns, pronouns, and commas.
- ✓ Learn about characters in literature.
- ✓ Explain how a character’s beliefs can be seen through his or her actions.
- ✓ Assess learning through a writing skills mastery list utilized throughout the course.

Course Description

Introduction: *Writing Strands Beginning 1* is designed to give students a grounding in the very complicated process of giving others their thoughts in written form. Lessons are easy to teach and do not require preparation. Students may work independently, discussing with the teacher anything that is not clear. Remember, composition is a skill that is learned over time.

We strongly recommend that you get the *Writing Strands Teaching Companion*. It is a toolbox for teachers to guide students to become better writers and readers. It includes spelling rules, word roots, and grammar terms for reference. It also provides detailed guidance on how to formally evaluate writing assignments, work through common writing struggles, and encourage students to think critically about reading.

Although *Writing Strands* was not written with grade-levels in mind, this book has been designed for students who are at the fifth- to eighth-grade level. When a child can successfully write

sentences, and is ready to learn how to create paragraphs and short assignments.

The books in this series are designed for one school year each, which now includes our reading program. In this way, you will have a full school year of language arts. We have made it easy by providing a Daily Schedule to follow.

The reading half of any language arts program should involve reading and talking about books and ideas. The “Reading Strands” section found in the *Teaching Companion* provides extra guidance to get the most out of the reading week.

The final lessons of this course are devoted to teaching communication techniques that foster thoughtful, positive interactions. Students will enjoy interactive lessons that teach personal skills, such as making eye contact, shaking hands, and making introductions. These life skills are important for creating healthy and productive relationships.

Grading Options for This Course: It is always the prerogative of an educator to assess student grades however he or she might deem best. For *Writing Strands*, the teacher is to evaluate primarily whether a student has mastered a particular skill or whether the student needs additional experience. A teacher may rank these on a five-point scale as follows:

Skill Mastered					Needs Experience
5 (equals an A)	4 (B)	3 (C)	2 (D)	1 (equals an F)	

-
- A — Student showed complete mastery of concepts with no errors.
 - B — Student showed mastery of concepts with minimal errors.
 - C — Student showed partial mastery of concepts. Review of some concepts is needed.
 - D — Student showed minimal understanding of concepts. Review is needed.
 - F — Student did not show understanding of concepts. Review is needed.

Reading and Evaluating Literature

Each week students will read biblical passages as assigned, as well as a book their teacher will assign. This book can be short enough to be read within an hour, or longer to be read over the course of the full week.

Studying the Literature of the Bible: The Bible is a collection of 66 God-inspired books of historical accounts, poetry that was often set to music, wisdom that taught how to live in God's truth, prophecy that refers to future events, letters, and revelation, written by over 40 different authors, ranging from shepherds to kings, over the time span of 1,500 years, all revealing God's Word and showing us the way of salvation through Jesus Christ. The following is a guideline to help you gain the most from every biblical passage, and is provided with each biblical passage in this course:

Step One: Who is the passage about?

Step Two: What happens in this passage?

Step Three: What type of passage is it? Is it historical narrative, poetry, prophecy, a letter, or something else?

Step Four: What did you learn from this passage?

Step Five: Does it remind you of anything else you have read in the Bible? If so, what?

Step Six: How can you apply what you learned from this passage to your own life?

Studying Classical or Contemporary Literature: You'll be reading from a separate assigned book each reading lesson week, as well. The following questions will guide you to start thinking more in-depth about the books you read. When reading books, a primary concern should always be what message the author seems to be conveying. A writer who believes that God created the heavens and the earth and created people in His own image realizes that God instilled us with purpose and meaning. This will be reflected in what their books are saying. This writing will be distinctly different from an atheistic author who most likely believes that the earth and everything in the universe came about by random chance events, and that life rose from non-life, with no direction, intention, or purpose. Whatever you read, try to keep the following questions in mind. They'll help you think more in-depth about what you read and help you recognize whether the author's message is biblical.

Step One: Who is the book about?

Step Two: What happens in the book?

Step Three: When and where is the book set?

Step Four: What is the book's message or what do you think it is trying to teach you? Does this message agree with what the Bible teaches? Why or why not?

How to Make *Writing Strands* Work for You

1. Students should keep a writing folder or 3-ring binder to contain all written work, which can be kept for the next level. This will give the teacher a place to store and record the student's progress and skills.
2. The teacher and student should track what the students have learned and what they still need to learn. Here are some ways to do that:
 - a) After every assignment, the teacher or student should fill in the Student Progress Report that follows the assignment.
 - b) The teacher should fill out the Weekly Skills Writing Mastery Chart (page 10) as the student completes assignments.
 - c) Writers can always learn new things. Young writers should not expect to fix all their problems right away. The teacher can keep track of the problems they have noted but the student has not yet solved using the "Spelling List" and "List of Problems to Solve."
3. We recommend teachers use the *Writing Strands Teaching Companion* from Master Books to help with the writing process. It can help a great deal with the development of writing skills, including grammar, spelling, and other challenging areas, and demonstrates to teachers how to provide supportive and effective feedback on writing assignments.
4. *Writing Strands* is designed so that students study writing one week and reading the next week. If you or your student do not like using that method, please feel free to do all the writing lessons in one semester and all the reading lessons the next one. Just be sure to do the writing lessons first, because knowledge from them is assumed in the reading lessons.

Principles of *Writing Strands*

1. John 1:1 says, “the Word was made flesh, and dwelt among us” (KJV). God used the Living Word, Jesus Christ, to reveal Himself to us, and so, as His followers, the ability to communicate clearly with words is intrinsically important to how we express Christ to the world.
2. Every person needs to learn to express ideas and feelings in writing.
3. There is no one right way to write anything.
4. The ability to write is not an expression of a body of knowledge that can be learned like a list of vocabulary words.
5. Writing teachers and their students both learn in any effective writing situation.
6. The product of each student’s writing efforts must be seen as a success for the following reasons:
 - a) A student in a writing experience is not in competition with anyone else.
 - b) There is no perfect model against which any effort can be compared for evaluation, so there is no best way for any student to write.
 - c) Every controlled writing experience will help students improve the ability to express themselves.
7. All student writing efforts are worthy of praise. The most help any writing teacher can give at any point is to show, in a positive way, what is good about a piece and how it might be improved.
8. Any writing lesson assigned that does not receive a teacher’s reinforcement and suggestions represents a missed opportunity for the student.
9. All writing at any level is hard work, and every writer should be encouraged to feel the pride of authorship. Students should learn that writing is fun, exciting, and rewarding.
10. All young authors need to be published. This can be accomplished by having their work read to other family members, posted on bulletin boards, hung on the refrigerator, printed in “books,” or read by other family members.

Writing Guidelines

Why should we follow guidelines, or rules, when we write? Guidelines help us communicate better. They provide us with the things that we should do, that we agree to do, and that make life nicer for everyone if we do them.

An example of a writing rule is the rule that says every sentence must start with a capital letter. This is written down, and we all must write using this rule. It helps us know when a new sentence is beginning. Following this rule helps us to communicate better.

Our list of guidelines consists of just a few rules to keep in mind when you write. We suggest students review the rules before each writing exercise:

1. Use exclamation points sparingly! This makes any writing look amateurish and fuzzy. If you are saying something that is important, the way you say it should be strong enough so that you do not have to tell your reader that it is important by using exclamation points at the end of your sentences.
2. Do not underline the titles of your papers.
3. Skip a line after the title in any paper you are giving to someone else to read.
4. Never write “The End” at the end of anything you write for a school exercise.
5. Do not try writing humor until you have studied it and really know the difference between being funny and being corny.
6. Do not skip a line between paragraphs.
7. Always leave a margin at the bottom of each page.

Weekly Skills Writing Mastery Chart

Student Name: _____

Teacher: Below is a list of each assignment’s objectives. As your student completes an assignment, indicate whether each objective has been met. If your student needs experience with an objective, revisit this assignment or this skill before proceeding to the next *Writing Strands* level.

	Skill Mastered	Needs Experience
Lesson 1: What Is It?		
Describing Adjectives		
Lesson 2: What We Did		
Listing Actions and Items		
Lesson 3: Like a Reporter		
Reporting What They Have Observed		
Lesson 4: Good Deed Report		
Using Pronouns and Paragraphing		
Lesson 5: My Day		
Ordering Actions		
Lesson 6: Groups		
Grouping and Variety		
Lesson 7: Smart Bird		
Telling a Story		
Lesson 8: Sell It		
Convincing		
Lesson 9: Interview		
Dialogue		
Lesson 10: Dear Class Member		
Letter Writing		
Lesson 11: I Helped		
Writing About Personal Experience		
Lesson 12: What’s It Like?		
Comparisons		
Lesson 13: “Hi There”		
Greeting Cards		
Lesson 14: Animals		
Role Playing		
Lessons 15/16: Summer!		
Imaginative Exercise		
Lessons 17/18: Communication		
Eye Contact/Meeting People		

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read introductory portion • Pages 6–15 Writing Lesson 1: What Is It? Describing Adjectives • Pages 21-22			
	Day 2	Learning nouns and adjectives • Pages 23–24			
	Day 3	Using adjectives • Page 25			
	Day 4	Describing objects • Page 26			
	Day 5	Student Progress Report • Page 27			
Week 2	Day 6	Reading Lesson 1: Main Idea and Characters • Page 28			
	Day 7	Discuss assigned passage • Page 29			
	Day 8	Reading and discussion with instructor • Page 30			
	Day 9	Complete activity • Page 31			
	Day 10	Read and discuss assigned book • Page 32			
Week 3	Day 11	Writing Lesson 2: Listing Actions and Items • Page 33			
	Day 12	Adding information to your core sentence • Page 34			
	Day 13	Creating a new core sentence • Page 35			
	Day 14	Writing your own core sentence • Page 36			
	Day 15	Student Progress Report • Page 37			
Week 4	Day 16	Reading Lesson 2: Character's Actions • Page 38			
	Day 17	Discuss assigned passage • Page 39			
	Day 18	Reading and discussion with instructor • Page 40			
	Day 19	Complete activity • Page 41			
	Day 20	Read and discuss assigned book • Page 42			
Week 5	Day 21	Writing Lesson 3: Reporting What They Have Observed • Page 43			
	Day 22	Learning to write a paragraph • Page 44			
	Day 23	Beginning steps to writing a paragraph • Pages 45–46			
	Day 24	Writing the rest of the sentences • Page 47			
	Day 25	Student Progress Report • Page 48			
Week 6	Day 26	Reading Lesson 3: Descriptions of Character Appearances Page 49			
	Day 27	Discuss assigned passage • Page 50			
	Day 28	Reading and discussion with instructor • Page 51			
	Day 29	Complete activity • Page 52			
	Day 30	Read and discuss assigned book • Page 53			
Week 7	Day 31	Writing Lesson 4: Using Pronouns and Paragraphing • Page 55			
	Day 32	Writing short sentences • Pages 56–57			
	Day 33	Writing a very short story • Pages 58–59			
	Day 34	Write the story down • Page 60			
	Day 35	Student Progress Report • Page 61			

Date	Day	Assignment	Due Date	✓	Grade
Week 8	Day 36	Reading Lesson 4: Developed Characters • Page 62			
	Day 37	Discuss assigned passage • Page 63			
	Day 38	Reading and discussion with instructor • Page 64			
	Day 39	Complete activity • Page 65			
	Day 40	Read and discuss assigned book • Page 66			
Week 9	Day 41	Writing Lesson 5: Ordering Actions • Page 67			
	Day 42	Writing sentences • Page 68			
	Day 43	Feelings • Page 69			
	Day 44	Rewriting sentences • Page 70			
	Day 45	Student Progress Report • Page 71			
First Semester-Second Quarter					
Week 1	Day 46	Reading Lesson 5: Protagonist and Antagonist • Page 72			
	Day 47	Discuss assigned passage • Page 73			
	Day 48	Reading and discussion with instructor • Page 74			
	Day 49	Complete activity • Page 75			
	Day 50	Read and discuss assigned book • Page 76			
Week 2	Day 51	Writing Lesson 6: Grouping and Variety • Page 77			
	Day 52	Grouping worksheet • Pages 78–79			
	Day 53	Writing sentences • Page 80			
	Day 54	Writing topic sentences • Page 81			
	Day 55	Student Progress Report • Page 82			
Week 3	Day 56	Reading Lesson 6: Cause and Effect • Page 83			
	Day 57	Discuss assigned passage • Page 84			
	Day 58	Reading and discussion with instructor • Page 85			
	Day 59	Complete activity • Page 86			
	Day 60	Read and discuss assigned book • Page 87			
Week 4	Day 61	Writing Lesson 7: Telling a Story • Page 89			
	Day 62	Creating a story • Page 90			
	Day 63	Writing out sentences • Page 91			
	Day 64	Completing the story • Pages 92–93			
	Day 65	Student Progress Report • Page 94			
Week 5	Day 66	Reading Lesson 7: Foils in a Story • Page 95			
	Day 67	Discuss assigned passage • Page 96			
	Day 68	Reading and discussion with instructor • Page 97			
	Day 69	Complete activity • Page 98			
	Day 70	Read and discuss assigned book • Page 99			
Week 6	Day 71	Writing Lesson 8: Convincing • Page 101			
	Day 72	Selling • Page 102			
	Day 73	Creating ad • Pages 103–104			
	Day 74	Finishing the ad • Page 105			
	Day 75	Student Progress Report • Page 106			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 76	Reading Lesson 8: Personification in a Story • Page 107			
	Day 77	Discuss assigned passage • Page 108			
	Day 78	Reading and discussion with instructor • Page 109			
	Day 79	Complete assignment • Page 110			
	Day 80	Read and discuss assigned book • Page 111			
Week 8	Day 81	Writing Lesson 9: Interview — Dialogue • Page 112			
	Day 82	Interview process • Page 113			
	Day 83	Interview introduction • Pages 114–115			
	Day 84	Review and interview completion • Page 116			
	Day 85	Student Progress Report • Page 117			
Week 9	Day 86	Reading Lesson 9: Drawing Conclusions in a Story • Page 118			
	Day 87	Discuss assigned passage • Page 119			
	Day 88	Reading and discussion with instructor • Page 120			
	Day 89	Complete activity • Page 121			
	Day 90	Read and discuss assigned book • Page 122			
		Mid-Term Grade			

Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Third Quarter					
Week 1	Day 91	Writing Lesson 10: Letter Writing • Pages 123–124			
	Day 92	Writing letter of invitation • Page 125			
	Day 93	Completing invitation • Page 126			
	Day 94	Envelope worksheet • Pages 127–128			
	Day 95	Student Progress Report • Page 129			
Week 2	Day 96	Reading Lesson 10: Drawing Conclusions • Page 130			
	Day 97	Discuss assigned passage • Page 131			
	Day 98	Reading and discussion with instructor • Page 132			
	Day 99	Complete activity • Page 133			
	Day 100	Read and discuss assigned book • Page 134			
Week 3	Day 101	Writing Lesson 11: Personal Experience • Page 135			
	Day 102	Personal experience worksheet • Pages 136–137			
	Day 103	Writing in detail • Page 138			
	Day 104	Finishing paper • Page 139			
	Day 105	Student Progress Report • Page 140			
Week 4	Day 106	Reading Lesson 11: Drawing Conclusions • Page 141			
	Day 107	Discuss assigned passage • Page 142			
	Day 108	Reading and discussion with instructor • Page 143			
	Day 109	Complete activity • Page 144			
	Day 110	Read and discuss assigned book • Page 145			
Week 5	Day 111	Writing Lesson 12: Comparisons • Page 147			
	Day 112	Comparing objects • Page 148			
	Day 113	More comparisons • Page 149			
	Day 114	Finishing the comparisons • Page 150			
	Day 115	Student Progress Report • Page 151			
Week 6	Day 116	Reading Lesson 12: Physical Appearance • Page 152			
	Day 117	Discuss assigned passage • Page 153			
	Day 118	Reading and discussion with instructor • Page 154			
	Day 119	Complete activity • Page 155			
	Day 120	Read and discuss assigned book • Page 156			
Week 7	Day 121	Writing Lesson 13: Greeting Cards • Page 157			
	Day 122	Writing and creating • Page 158			
	Day 123	Illustrating cards • Page 159			
	Day 124	Finalizing cards • Page 160			
	Day 125	Student Progress Report • Page 161			
Week 8	Day 126	Reading Lesson 13: Drawing Conclusions • Page 162			
	Day 127	Discuss assigned passage • Page 163			
	Day 128	Reading and discussion with instructor • Page 164			
	Day 129	Complete activity • Page 165			
	Day 130	Read and discuss assigned book • Page 166			

Date	Day	Assignment	Due Date	✓	Grade
Week 9	Day 131	Writing Lesson 14: Animals: Role Playing • Page 167			
	Day 132	Writing descriptions • Page 168			
	Day 133	Role playing worksheet • Pages 169–170			
	Day 134	Finishing paper • Page 171			
	Day 135	Student Progress Report • Page 172			
Second Semester-Fourth Quarter					
Week 1	Day 136	Reading Lesson 14: Drawing Conclusions • Page 173			
	Day 137	Discuss assigned passage • Page 174			
	Day 138	Reading and discussion with instructor • Page 175			
	Day 139	Complete activity • Page 176			
	Day 140	Read and discuss assigned book • Page 177			
Week 2	Day 141	Writing Lesson 15: Imaginative Exercise • Page 179			
	Day 142	Writing it out • Page 180			
	Day 143	Writing first paragraph • Page 181			
	Day 144	Writing next paragraph • Page 182			
	Day 145	Student Progress Report • Page 183			
Week 3	Day 146	Reading Lesson 15: Drawing Conclusions • Page 184			
	Day 147	Discuss assigned passage • Page 185			
	Day 148	Reading and discussion with instructor • Page 186			
	Day 149	Complete activity • Page 187			
	Day 150	Read and discuss assigned book • Page 188			
Week 4	Day 151	Writing Lesson 16: Imaginative Exercise Continued Page 189			
	Day 152	Continue writing • Page 190			
	Day 153	Copy paper • Pages 191-194			
	Day 154	Illustrating the worksheets • Page 195			
	Day 155	Student Progress Report • Page 196			
Week 5	Day 156	Reading Lesson 16: Character Motivation • Page 197			
	Day 157	Discuss assigned passage • Page 198			
	Day 158	Reading and discussion with instructor • Page 199			
	Day 159	Complete activity • Page 200			
	Day 160	Read and discuss assigned book • Page 201			
Week 6	Day 161	Writing Lesson 17: Eye Contact • Page 202			
	Day 162	Conversations • Pages 203–204			
	Day 163	More conversations • Pages 205–206			
	Day 164	Final conversations • Page 207			
	Day 165	Student Progress Report • Page 208			
Week 7	Day 166	Reading Lesson 17: Character Consistency • Page 209			
	Day 167	Discuss assigned passage • Page 210			
	Day 168	Reading and discussion with instructor • Page 211			
	Day 169	Complete activity • Page 212			
	Day 170	Read and discuss assigned book • Page 213			

Date	Day	Assignment	Due Date	✓	Grade
Week 8	Day 171	Writing Lesson 18: Meeting People • Page 215			
	Day 172	Meeting people continued • Page 216			
	Day 173	Meeting people continued • Page 217			
	Day 174	Meeting people continued • Pages 218–219			
	Day 175	Student Progress Report • Page 220			
Week 9	Day 176	Reading Lesson 18: Character Comparisons • Page 221			
	Day 177	Discuss assigned passage • Page 222			
	Day 178	Reading and discussion with instructor • Page 223			
	Day 179	Complete activity • Page 224			
	Day 180	Read and discuss assigned book • Page 225			
		Final Grade			



1. Let's start with something easy. Look at your pencil and then write this sentence: *It is a pencil.*

2. Now write a one-word description of the pencil. You may use a word like "yellow" or "long."

3. Think of a sentence that contains the adjective (descriptive word) you wrote to describe the pencil. (If needed, ask your teacher to explain adjectives.) Write the sentence.

4. Think of a sentence again, but include two adjectives (descriptive words). Your sentence might be something like, "It's a long and yellow pencil." Write your sentence.

Objectives:

- ❶ Write a sentence.
- ❷ Write a sentence with adjectives.
- ❸ Write a sentence separating adjectives with commas.

HINT! Adjectives are descriptive words.

5. When writing a sentence, we can separate adjectives (descriptive words) with commas. The word “and” can be used instead of a comma. If “and” can be used, a comma should go in its place.

Look at how we changed this sentence.

“It’s a long and yellow pencil.”

“It’s a long, yellow pencil.”

Think of a sentence that has three adjectives. Write the sentence, using what you have learned about commas.



1. Words that name things are called nouns and pronouns. Nouns name the things we are talking about, but pronouns can be used to stand in for them. (Ask your teacher to explain nouns and pronouns if you need help.)

HINT! \leq **Nouns** name the things we are talking about, but pronouns can be used to stand in for them.

Write the sentence about your pencil so that the pronoun “it” replaces the noun “pencil.”

2. By adding information to your sentence, you can make it interesting. It will help you to give further descriptions of the pencil by asking questions about it:

“Whose pencil is it?”

“Where is the pencil kept?”

“What is the pencil used for?”

Reply (write) in full sentences. Examples: *It is my parent’s pencil. The pencil is kept in the desk.*

Write a sentence with new information for each question:

“Whose pencil is it?”

“Where is the pencil kept?”

“What is the pencil used for?”



3. Write three sentences that add this information to your sentences.

Examples:

Day one sentences:

It is a pencil.

It is a yellow pencil.

It is a long, yellow pencil.

Day two sentences:

My parent's pencil is yellow.

My parent's pencil is long.

My parent's yellow pencil is kept in the desk.

4. Combine two adjectives in a new sentence and write it. The new sentence might now read like this:

My parent's pencil is long, yellow, and kept in the desk.



1. Use an adjective to describe one of your parents and then add this information to the sentences. Think about nice adjectives like *good looking*, *fun*, *nice*, or even *wonderful*.
2. Add this new description to the sentence and write it. The sentence might now read: *My nice parent's pencil is long and yellow.*



1. Find another object to write about. This time it should not belong to you and should not be a pencil. Think about adjectives that describe your new object. Think about who it belongs to, where it is kept, and what it is used for. Write down your new sentence.

2. Read this sentence to your teacher.

Objectives:

- ❶ Use one word to describe the object.
- ❷ Say a sentence that contains an adjective to describe it.
- ❸ Say the sentence again and include two adjectives.



Student Progress Report

This is the best sentence I wrote this week:

I think it is the best because:

I made this mistake this week, and this is what I learned to help me avoid making the mistake again:

This is the sentence showing how I fixed this mistake:

Comments:



Your teacher will assign a book for you to read this week. Be sure to finish it before the end of the week. Review the questions on reading literature (page 6) and keep them in mind as you read. (Note: This may be a book that takes the full week to read or one that can be read within an hour, or a longer one that is read a chapter a week for several weeks.)

Name of the book: _____

Author of the book: _____

Read and discuss with your teacher

Literature is about characters and their stories. When you read, you are meeting characters, who are normally people but may be animals, and learning about what happens to them. These characters may go on a journey, or they may have a problem that needs to be fixed.

You'll be reading one Bible account every other week in this course. The Bible is a collection of books. When you go to the library, you will see shelves full of many different books. The Bible is like a library in that it has many different books inside it. Some are histories, some are poetry, some are letters, but even though they are separate books, these books all work together to tell God's message.

One big difference between the stories you read and the Bible is that the others are fiction and the Bible is not. Fiction means that the story came from the writer's imagination. Some fiction stories are based on true events, but the writer is still using his or her imagination to tell the story. Nonfiction means the book is telling the reader facts rather than a story; these facts can be about animals or other countries or something that happened in history. Unlike fiction, the Bible is all true and can be trusted completely.

Discussion Questions

What are some of your favorite stories? Who are the characters in these stories? What do they look like? What do they act like? What happens to these characters during the story? Would the story be the same if the characters were different?

Objectives:

- ❶ Learn about the importance of characters in the biblical accounts.
- ❷ Learn about the Bible's message.
- ❸ Learn the difference between fiction and nonfiction.
- ❹ Read the assigned Bible passage.
- ❺ Discuss the Bible passage.
- ❻ Write sentences with adjectives that describe characters.
- ❼ Read and discuss an assigned book (teacher's choice).

Note: You may choose to use a children's Bible that is easier to understand. If so, you can find the biblical accounts that match the Bible verses listed in this course.



Discuss assigned passage

Read the following passage together: Genesis 3:1–24

Step One: Who is the passage about?

Step Two: What happens in this passage?

Step Three: What type of passage is it? Is it historical narrative, poetry, prophecy, a letter, or something else?

Step Four: What did you learn from this passage?

Step Five: Does it remind you of anything else you have read in the Bible? If so, what?

Step Six: How can you apply what you learned from this passage to your own life?

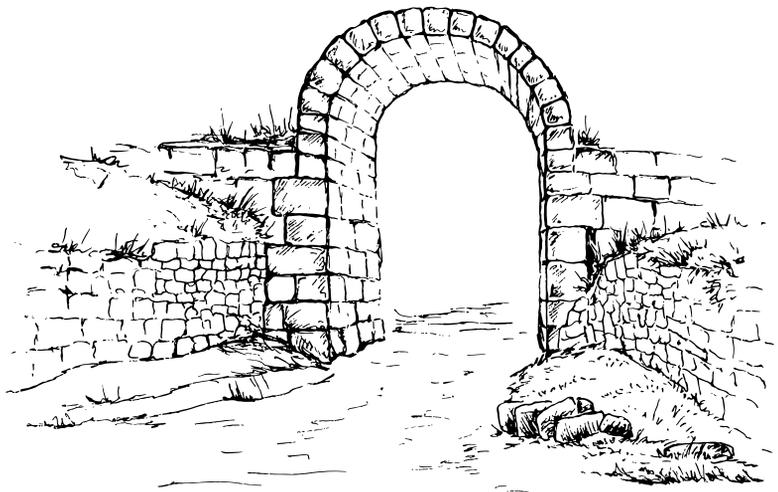


Answer the following questions

1. Describe the characters in the Scripture passage using adjectives (descriptive words). Use the passage to find clues. You may use any adjectives (descriptive words) you found in the passage.

2. Were the characters right or wrong in what they did? What advice would you give them?

3. Do you know people in real life who act the same way?





Complete the following activity

In the previous lesson, you were asked to describe the characters in the Bible passage. What adjectives (descriptive words) did you come up with for each character?

Perhaps you described the serpent as tricky or God as wise. Now write a sentence for each character that includes two adjectives.

Example: *The crafty serpent is tricky.* (Don't use these words. Use your own words.)

Why did you choose those words to describe the characters?



Read and discuss assigned book

Remember to keep in mind these four questions when reading the book of your choice this week:

Step One: Who is the book about?

Step Two: What happens in the book?

Step Three: When and where is the book set?

Step Four: What is the book's message or what do you think it is trying to teach you? Does this message agree with what the Bible teaches? Why or why not?

