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Language Lessons for a Living Education



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Using This Course

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

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



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



Includes answer keys for worksheets



Worksheets



Reviews are included to help reinforce learning and provide assessment opportunities



Designed for grade 5 in a one-year course

Course Objectives: Students completing this course will:

- ✓ Understanding the interactions of the eight parts of speech
- ✓ Master state of being verbs, action verbs, and possessive nouns
- ✓ Introduction to different types of conjunctions, compound sentences, and clauses
- ✓ Identifying syllables and practicing 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
- ✓ 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!

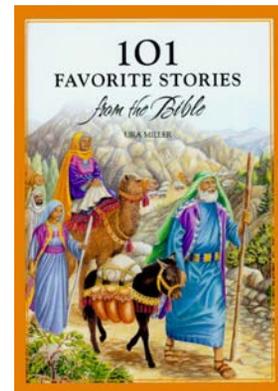
Course Description

Language Lessons for a Living Education 5 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 with character-building themes. Each quarter has five stories, two picture studies (one of which is biblically-based), and two poems (one of which is a proverb). Using the spelling words and the Dictionary Worksheets, the student will create their very own dictionary as they move week by week through the material. This course incorporates picture study, memorization, grammar and punctuation, spelling and vocabulary, observation, and application through creating their own stories through pictures, sentences, paragraphs, poems, proverbs, and letters. This course also develops reading and narration skills. Writing stamina is built up gradually. 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 *101 Favorite Stories from the Bible*, 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.



A special thanks goes to Becki Dudley who wrote most of the stories in this level. 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, my children have taught me for many years principles of education that have surprised and inspired me. I have often marveled that nine children can grow up in the same home and be so different from each other. We truly are wonderfully and fearfully made. I have learned that curriculum needs to be flexible to meet the needs of the unique individuals God has entrusted to our care.

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

Blessings,

Kristen Pratt

About This Course

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

The first day of the weekly schedule is a special feature. Every other week starts with a short story. The weeks in between alternate between picture studies and reading poetry or a 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 their writing skills.

The fourth day of the week, students read from *101 Favorite Stories from the Bible* by Ura Miller. Students may read the selection out loud or to themselves. There are three narration prompts following each reading. Next, the student will write out a Scripture verse for copy work. The student and teacher should memorize this Scripture verse together. Each story has a beautiful illustration that the student will sketch.

The fifth day is when the student focuses on spelling and vocabulary, building a dictionary of words they can use in their writing. The focus in this level is on syllables, pronunciation, and rules. The student will become familiar with the rules to provide a better understanding of the English language. The student should only memorize the rules for words they find particularly difficult.

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 student 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 stories, poems, and proverbs may be read by the student on their own or out loud to the teacher. If the student reads the story on their own, the teacher should also read the passage before asking the student 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 the student 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 ready 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 listening skills and reading comprehension. In previous levels, we provided narration prompts to help develop the skill of narration. In this level, there are no questions provided. The student is 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 are 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.

The Sunday school class in the stories spends several weeks memorizing a longer passage of Scripture. We suggest the teacher join the student in memorizing the passage. A small prize may be rewarded at the end.

Writing a Paragraph

Students will continue to develop their paragraph writing skills. Students are provided a checklist to remind them of the structure of a paragraph. We have also provided this checklist in the back of the book. They are given 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.

Students may struggle to write a cohesive paragraph, but with practice, they will improve. It is good to remind students about using proper punctuation. If they make a mistake, have them correct it, but encourage

them about what a great job they did. There are different schools of thought regarding whether to correct spelling mistakes. Some do not want the student to learn to spell words the wrong way by having what they wrote imprinted. Others do not want to discourage the student's writing by having the student fix spelling mistakes. Students vary widely in their ability and personality. I would encourage approaching it on a case by case basis. You know your student best!

If the student struggles to write a paragraph, the teacher may want to allow the student to organize his or her thoughts by reciting them out loud 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?"

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 them to write as much as they would like to tell their stories. They are not limited to one paragraph.

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



Spelling 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!

The student will use the spelling words and the Dictionary Worksheets to create their very own dictionary. The teacher will need to make copies of the Create Your Own Dictionary! sheets in the back of the book as needed. They are also available for download on our website.

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

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



Book Reports

The student will need to use four 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 four books ahead of time. Please select books that have an easy to identify title, author, characters, setting, plot, and conclusion.



Review

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 and informative 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. 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 this course.

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 learn 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 on pages 417-428. 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 • Page 24			
	Day 4	Complete Lesson 1 Exercise 4 • Page 25			
	Day 5	Complete Lesson 1 Exercise 5 • Pages 26-28			
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 39-42			
	Day 13	Complete Lesson 3 Exercise 3 • Pages 43-44			
	Day 14	Complete Lesson 3 Exercise 4 • Page 45			
	Day 15	Complete Lesson 3 Exercise 5 • Pages 46-48			
Week 4	Day 16	Read Poem • Page 49 Complete Lesson 4 Exercise 1 • Page 50			
	Day 17	Complete Lesson 4 Exercise 2 • Pages 51-52			
	Day 18	Complete Lesson 4 Exercise 3 • Pages 53-54			
	Day 19	Complete Lesson 4 Exercise 4 • Page 55			
	Day 20	Complete Lesson 4 Exercise 5 • Pages 56-58			
Week 5	Day 21	Read Story • Page 59 Complete Lesson 5 Exercise 1 • Page 60			
	Day 22	Complete Lesson 5 Exercise 2 • Pages 61-63			
	Day 23	Complete Lesson 5 Exercise 3 • Pages 64-65			
	Day 24	Complete Lesson 5 Exercise 4 • Page 66			
	Day 25	Complete Lesson 5 Exercise 5 • Pages 67-68			
Week 6	Day 26	Picture Study • Page 69 Complete Lesson 6 Exercise 1 • Page 70			
	Day 27	Complete Lesson 6 Exercise 2 • Page 71			
	Day 28	Complete Lesson 6 Exercise 3 • Page 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 1:1-7 • 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) • Pages 99-100			
	Day 43	Do Lesson 9 Exercise 3 (Quarter 1 Review) • Pages 101-102			
	Day 44	Complete Lesson 9 Exercise 4 • Page 103			
	Day 45	Complete Lesson 9 Exercise 5 • Page 104			
First Semester-Second Quarter					
Week 1	Day 46	Read Story • Page 105 Complete Lesson 10 Exercise 1 • Page 106			
	Day 47	Complete Lesson 10 Exercise 2 • Pages 107-108			
	Day 48	Complete Lesson 10 Exercise 3 • Pages 109-110			
	Day 49	Complete Lesson 10 Exercise 4 • Pages 111-112			
	Day 50	Complete Lesson 10 Exercise 5 • Pages 113-114			
Week 2	Day 51	Picture Study • Page 115 Complete Lesson 11 Exercise 1 • Page 116			
	Day 52	Complete Lesson 11 Exercise 2 • Pages 117-118			
	Day 53	Complete Lesson 11 Exercise 3 • Page 119-120			
	Day 54	Complete Lesson 11 Exercise 4 • Page 121			
	Day 55	Complete Lesson 11 Exercise 5 • Pages 122-124			
Week 3	Day 56	Read Story • Page 125 Complete Lesson 12 Exercise 1 • Page 126			
	Day 57	Complete Lesson 12 Exercise 2 • Pages 127-128			
	Day 58	Complete Lesson 12 Exercise 3 • Pages 129-131			
	Day 59	Complete Lesson 12 Exercise 4 • Page 132			
	Day 60	Complete Lesson 12 Exercise 5 • Pages 133-134			
Week 4	Day 61	Read Poem • Page 135 Complete Lesson 13 Exercise 1 • Page 136			
	Day 62	Complete Lesson 13 Exercise 2 • Pages 137-138			
	Day 63	Complete Lesson 13 Exercise 3 • Page 139			
	Day 64	Complete Lesson 13 Exercise 4 • Page 140			
	Day 65	Complete Lesson 13 Exercise 5 • Pages 141-142			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 66	Read Story • Page 143 Complete Lesson 14 Exercise 1 • Page 144			
	Day 67	Complete Lesson 14 Exercise 2 • Pages 145-147			
	Day 68	Complete Lesson 14 Exercise 3 • Pages 148-149			
	Day 69	Complete Lesson 14 Exercise 4 • Page 150			
	Day 70	Complete Lesson 14 Exercise 5 • Pages 151-152			
Week 6	Day 71	Picture Study • Page 153 Complete Lesson 15 Exercise 1 • Page 154			
	Day 72	Complete Lesson 15 Exercise 2 • Pages 155-156			
	Day 73	Complete Lesson 15 Exercise 3 • Pages 157-159			
	Day 74	Complete Lesson 15 Exercise 4 • Page 160			
	Day 75	Complete Lesson 15 Exercise 5 • Pages 161-162			
Week 7	Day 76	Read Story • Page 163 Complete Lesson 16 Exercise 1 • Pages 164-165			
	Day 77	Complete Lesson 16 Exercise 2 • Pages 166-167			
	Day 78	Complete Lesson 16 Exercise 3 • Pages 168-169			
	Day 79	Complete Lesson 16 Exercise 4 • Page 170			
	Day 80	Complete Lesson 16 Exercise 5 • Pages 171-172			
Week 8	Day 81	Read Proverbs 1:8-19 • Page 173 Complete Lesson 17 Exercise 1 • Page 174			
	Day 82	Complete Lesson 17 Exercise 2 • Page 175			
	Day 83	Complete Lesson 17 Exercise 3 • Page 176			
	Day 84	Complete Lesson 17 Exercise 4 • Page 177			
	Day 85	Complete Lesson 17 Exercise 5 • Pages 178-180			
Week 9	Day 86	Read Story • Page 181 Complete Lesson 18 Exercise 1 • Pages 182-183			
	Day 87	Do Lesson 18 Exercise 2 (Quarter 2 Review) • Pages 184-186			
	Day 88	Do Lesson 18 Exercise 3 (Quarter 2 Review) • Pages 187-189			
	Day 89	Complete Lesson 18 Exercise 4 • Pages 190-191			
	Day 90	Complete Lesson 18 Exercise 5 • Page 192			
		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 193 Complete Lesson 19 Exercise 1 • Page 194			
	Day 92	Complete Lesson 19 Exercise 2 • Pages 195-196			
	Day 93	Complete Lesson 19 Exercise 3 • Pages 197-198			
	Day 94	Complete Lesson 19 Exercise 4 • Pages 199-200			
	Day 95	Complete Lesson 19 Exercise 5 • Pages 201-202			
Week 2	Day 96	Picture Study • Page 203 Complete Lesson 20 Exercise 1 • Page 204			
	Day 97	Complete Lesson 20 Exercise 2 • Pages 205-206			
	Day 98	Complete Lesson 20 Exercise 3 • Page 207			
	Day 99	Complete Lesson 20 Exercise 4 • Page 208			
	Day 100	Complete Lesson 20 Exercise 5 • Pages 209-210			
Week 3	Day 101	Read Story • Page 211 Complete Lesson 21 Exercise 1 • Page 212			
	Day 102	Complete Lesson 21 Exercise 2 • Pages 213-214			
	Day 103	Complete Lesson 21 Exercise 3 • Pages 215-216			
	Day 104	Complete Lesson 21 Exercise 4 • Page 217			
	Day 105	Complete Lesson 21 Exercise 5 • Pages 218-220			
Week 4	Day 106	Read Poem • Page 221 Complete Lesson 22 Exercise 1 • Pages 222-223			
	Day 107	Complete Lesson 22 Exercise 2 • Pages 224-226			
	Day 108	Complete Lesson 22 Exercise 3 • Page 227			
	Day 109	Complete Lesson 22 Exercise 4 • Page 228			
	Day 110	Complete Lesson 22 Exercise 5 • Pages 229-230			
Week 5	Day 111	Read Story • Page 231 Complete Lesson 23 Exercise 1 • Page 232			
	Day 112	Complete Lesson 23 Exercise 2 • Pages 233-235			
	Day 113	Complete Lesson 23 Exercise 3 • Page 236			
	Day 114	Complete Lesson 23 Exercise 4 • Page 237			
	Day 115	Complete Lesson 23 Exercise 5 • Pages 238-240			
Week 6	Day 116	Picture Study • Page 241 Complete Lesson 24 Exercise 1 • Page 242			
	Day 117	Complete Lesson 24 Exercise 2 • Page 243			
	Day 118	Complete Lesson 24 Exercise 3 • Pages 244-245			
	Day 119	Complete Lesson 24 Exercise 4 • Page 246			
	Day 120	Complete Lesson 24 Exercise 5 • Pages 247-248			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 121	Read Story • Page 249 Complete Lesson 25 Exercise 1 • Page 250			
	Day 122	Complete Lesson 25 Exercise 2 • Pages 251-252			
	Day 123	Complete Lesson 25 Exercise 3 • Page 253			
	Day 124	Complete Lesson 25 Exercise 4 • Page 254			
	Day 125	Complete Lesson 25 Exercise 5 • Pages 255-256			
Week 8	Day 126	Read Proverbs 1:20-33 • Page 257 Complete Lesson 26 Exercise 1 • Pages 258-259			
	Day 127	Complete Lesson 26 Exercise 2 • Pages 260-261			
	Day 128	Complete Lesson 26 Exercise 3 • Page 262			
	Day 129	Complete Lesson 26 Exercise 4 • Page 263			
	Day 130	Complete Lesson 26 Exercise 5 • Pages 264-266			
Week 9	Day 131	Read Story • Page 267 Complete Lesson 27 Exercise 1 • Page 268			
	Day 132	Do Lesson 27 Exercise 2 (Quarter 3 Review) • Pages 269-270			
	Day 133	Do Lesson 27 Exercise 3 (Quarter 3 Review) • Pages 271-273			
	Day 134	Complete Lesson 27 Exercise 4 • Pages 274-275			
	Day 135	Complete Lesson 27 Exercise 5 • Page 276			
Second Semester-Fourth Quarter					
Week 1	Day 136	Read Story • Page 277 Complete Lesson 28 Exercise 1 • Page 278			
	Day 137	Complete Lesson 28 Exercise 2 • Pages 279-281			
	Day 138	Complete Lesson 28 Exercise 3 • Pages 282-284			
	Day 139	Complete Lesson 28 Exercise 4 • Pages 285-286			
	Day 140	Complete Lesson 28 Exercise 5 • Pages 287-288			
Week 2	Day 141	Picture Study • Page 289 Complete Lesson 29 Exercise 1 • Page 290			
	Day 142	Complete Lesson 29 Exercise 2 • Pages 291-292			
	Day 143	Complete Lesson 29 Exercise 3 • Pages 293-295			
	Day 144	Complete Lesson 29 Exercise 4 • Page 296			
	Day 145	Complete Lesson 29 Exercise 5 • Pages 297-298			
Week 3	Day 146	Read Story • Page 299 Complete Lesson 30 Exercise 1 • Page 300			
	Day 147	Complete Lesson 30 Exercise 2 • Pages 301-303			
	Day 148	Complete Lesson 30 Exercise 3 • Pages 304-305			
	Day 149	Complete Lesson 30 Exercise 4 • Page 306			
	Day 150	Complete Lesson 30 Exercise 5 • Pages 307-308			
Week 4	Day 151	Read Poem • Page 309 Complete Lesson 31 Exercise 1 • Page 310			
	Day 152	Complete Lesson 31 Exercise 2 • Pages 311-313			
	Day 153	Complete Lesson 31 Exercise 3 • Page 314			
	Day 154	Complete Lesson 31 Exercise 4 • Page 315			
	Day 155	Complete Lesson 31 Exercise 5 • Pages 316-318			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 156	Read Story • Page 319 Complete Lesson 32 Exercise 1 • Page 320			
	Day 157	Complete Lesson 32 Exercise 2 • Pages 321-322			
	Day 158	Complete Lesson 32 Exercise 3 • Pages 323-324			
	Day 159	Complete Lesson 32 Exercise 4 • Page 325			
	Day 160	Complete Lesson 32 Exercise 5 • Pages 326-328			
Week 6	Day 161	Picture Study • Page 329 Complete Lesson 33 Exercise 1 • Page 330			
	Day 162	Complete Lesson 33 Exercise 2 • Pages 331-333			
	Day 163	Complete Lesson 33 Exercise 3 • Pages 334-335			
	Day 164	Complete Lesson 33 Exercise 4 • Page 336			
	Day 165	Complete Lesson 33 Exercise 5 • Pages 337-338			
Week 7	Day 166	Read Story • Page 339 Complete Lesson 34 Exercise 1 • Pages 340-341			
	Day 167	Complete Lesson 34 Exercise 2 • Page 342			
	Day 168	Complete Lesson 34 Exercise 3 • Pages 343-344			
	Day 169	Complete Lesson 34 Exercise 4 • Page 345			
	Day 170	Complete Lesson 34 Exercise 5 • Pages 346-348			
Week 8	Day 171	Read Proverbs 2:1-9 • Page 349 Complete Lesson 35 Exercise 1 • Pages 350-351			
	Day 172	Complete Lesson 35 Exercise 2 • Pages 352-353			
	Day 173	Complete Lesson 35 Exercise 3 • Pages 354-355			
	Day 174	Complete Lesson 35 Exercise 4 • Page 356			
	Day 175	Complete Lesson 35 Exercise 5 • Pages 357-358			
Week 9	Day 176	Read Story • Page 359 Complete Lesson 36 Exercise 1 • Pages 360-361			
	Day 177	Do Lesson 36 Exercise 2 (Quarter 4 Review) • Pages 362-365			
	Day 178	Do Lesson 36 Exercise 3 (Quarter 4 Review) • Pages 366-369			
	Day 179	Complete Lesson 36 Exercise 4 • Pages 370-371			
	Day 180	Complete Lesson 36 Exercise 5 • Page 372			
		Final Grade			



Move-Up! Day

“How is it possible that it’s Move-Up! Day already?” Micah thought as he got dressed for church. The last year had gone by so fast. He had learned a lot from Mr. Cunningham and was thankful to be in his 4th–5th grade class for one more year. To make things even better, his buddy Jin was moving into Mr. C’s room today, so they would be classmates again.

Last year, everyone had been blown away by the replica of Solomon’s Temple that Mr. C. brought to their classroom. Micah thought it was cool to have a retired architect for a teacher and couldn’t help but wonder if there would be another one of his replicas on display today. He found himself looking around the room as he and Jin walked in the door, and sure enough, there was a table set up at the front of the room. Something lay under a large drape on that table. “I knew it!” he said. “What do you think it is, Jin?”

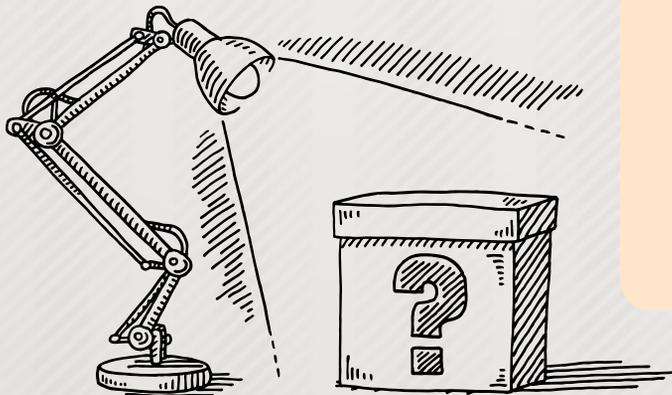
“It could be so many things,” Jin replied. “Since Mr. C. has traveled the world it could be the Taj Mahal or even the Colosseum, except it doesn’t appear to be a very tall structure. Maybe it’s a building Mr. C. designed himself. I guess we will have to wait and see.”

Mr. C. welcomed everyone and then had the students introduce themselves to one another. “I know you are all wondering what is under this covering,” he said. “This is a project I worked on over the summer. It is probably the simplest model I have built, but one of the most meaningful.”



ORAL NARRATION PRACTICE

Tell the story back to your teacher. Include as many details as you can remember. Be sure to tell the story in the same order as it was told.



TEACHER NOTE

- The student may read the story on their own or to the teacher. The teacher should read the story before narration if the student reads it on their own.
- If a student struggles to tell back the story, a simple question may be asked or a hint given. It is best to wean the student from needing prompts to encourage them to pay attention and to strengthen their memory.

Analogy

Do you remember what an analogy is? An analogy shows a relationship between words. Even though the sets of words are different, they have something in common. Study this example:

day : light :: night : dark

Do you see how the sets of words have something in common? In the day it is light just like at night it is dark. The words *day* and *light* have the same relationship with each other as *night* and *dark*.

Do you remember how to “read” an analogy? The analogy we studied has special symbols that help us to read it.

: means “is to”	:: means “as”
day : light	:: night : dark
day is to light	as night is to dark.

Read this analogy out loud to your teacher:

soft : hard :: easy : difficult

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.



TEACHER NOTE

- Please review reading analogies with the student until they understand the concept and how to read them.

(1) tree : climb :: ocean : _____

(2) boulder : heavy :: feather : _____

(3) pumpkin : orange :: tomato : _____

Write your own analogy!



INDEPENDENT READING



TEACHER NOTE

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



Nouns

A **noun** is a person, place, or thing. Nouns can also name an idea.

Example: boy, city, ball, truth

A **proper noun** names a specific person, place, or thing. A proper noun begins with a capital letter.

Examples: James Madison, Creation Museum, Nashville, Monday, New York Yankees

Underline the nouns in the sentence. Write P above the proper nouns.

- (1) Mr. Cunningham has traveled the world.
- (2) The display could be the Taj Mahal or even the Colosseum.
- (3) Class was going to be fun.

Write a proper noun for each common noun.

country _____

month _____

state _____

day _____

city _____

holiday _____

street _____

person _____

river _____

team _____

ocean _____

book _____

book of the Bible _____

Write a sentence using at least one proper noun.

Sentence Types

Remember to start the first word of each sentence with a capital letter and end with a punctuation mark.

Imperative: gives a command; ends with a period or an exclamation point

Declarative: makes a statement; ends with a period

Exclamatory: expresses strong emotion; ends with an exclamation point

Interrogative: asks a question; ends with a question mark

Write an exclamatory sentence.

Write an interrogative sentence.

Write an imperative sentence.

Write a declarative sentence.

Be sure to check your sentences for correct capitalization and punctuation.



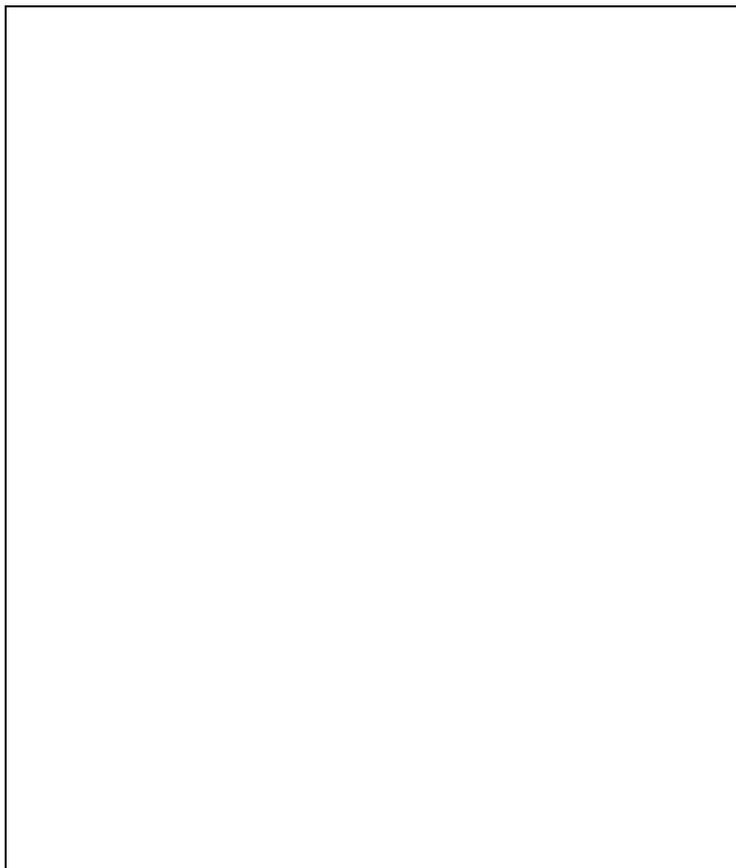
**READING
COMPREHENSION**

Read “Walking on the Water” pages 156–157 from *101 Favorite Stories from the Bible* with your teacher.

Answer the questions on page 157.

Copy Mark 5:36b, then memorize it with your teacher.

Copy the picture on page 157. Color your picture.



**TEACHER
NOTE**

- Review Reading Tips in the beginning of the book. Students are to give an oral answer to the questions in *101 Favorite Stories from the Bible*.

Copy the caption from page 157.

**TEACHER
NOTE**

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

Easy Rules

Let's start with some easy rules. Vowels and consonants make up our words. Let's take a closer look at how we use them.

Short Vowels

In order to spell a **short** vowel sound, only one consonant is needed.

Example: up

In order to spell a **long** vowel sound, a second vowel is needed.

Example: mae

⚠ Exceptions: The letters *i* and *o* may say the long sound alone before two consonants.

Examples: kind sold

Vowel Pairs

When we have a vowel pair, the first vowel is usually long and the second is silent.

Example: maid

Some vowel pairs make a new vowel sound together.

Examples: booi, mouou, doow

Consonant Pairs

A consonant **blend** forms when two or three consonants are blended together, but you can still hear their individual sounds.

Examples: stop, scrub

Some consonants work together to make a new sound.

Examples: chain, shop, that, photo

The qu Pair

The letter *q* is always followed by *u*. This pair makes the /kw/ sound and is the only letters that make this sound. The *u* does not act like a vowel in this pair.

Example: queen

The gh Pair

We only use *gh* at the end of a word or before the letter *t*. The *gh* is either silent or makes the /f/ sound. The letters *gh* is paired with vowels to make one sound: *augh*, *eigh*, *igh*, *ough*.

Examples: taught, sleigh, high, tough

Never!

The letter *s* never comes right after the letter *x*.

The letter *j* is never doubled.

We do not end a word in *i*, *u*, *j* or *v*.

Learn to Spell These Words:

bind	brown	bound	chosen	dough	each	naughty
neigh	night	pharisee	plain	quaint	save	scream
soak	soil	stove	strand	thunder	told	

Let's Make it Fun!

Write fun sentences until you have used all of your spelling words.

For More Practice

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.



CREATE YOUR OWN DICTIONARY!



TEACHER NOTE

- Please select each week any activities to do for more practice.



TEACHER NOTE

- See instructions for Dictionary in the back of the book. Students should be encouraged to add as many words to their dictionary from the lesson as they can. The teacher may want to set the number of words most appropriate for their student. We recommend the student selects the words they are most unfamiliar with to give extra practice them.



Teamwork

The church camp out had been a huge success! There were special celebrations and activities planned throughout the week, which helped everyone focus on the Lord. Claire's favorite time was when, each evening after supper, someone would share their testimony. Pastor Pruitt pointed out that we have a lot in common with the Israelites because we all need to be rescued by God. Living in tents together as a church family helped everyone remember that our material possessions are only temporary and that we are all on a spiritual journey, even if we live in the same town our whole lives.

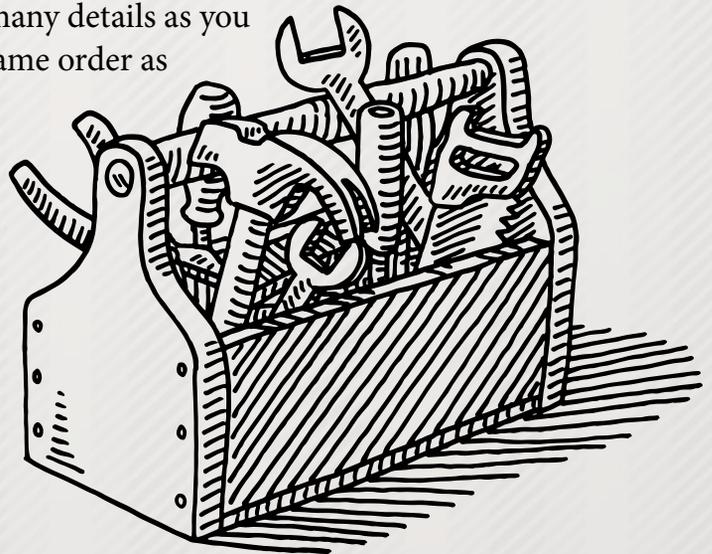
The trip to Honduras was a hot topic during the week as volunteers came forward to be part of the construction team, fundraising team, and prayer team. There were 14 volunteers for the construction crew that would be led by Mr. Cunningham. Jin and Micah's fathers were among the volunteers, so both boys would be part of this team.

Mrs. Pruitt proposed they host a Spaghetti Supper to help raise money for travel expenses and a committee was formed to plan the event. Claire suggested they add a talent show to the evening to encourage more people to participate and to make it extra fun. Everyone agreed, and Mrs. Pruitt even asked Claire to organize the talent show. Having learned so much last year as Assistant Director of the Christmas Play, she was happy to accept.



ORAL NARRATION PRACTICE

Tell the story back to your teacher. Include as many details as you can remember. Be sure to tell the story in the same order as it was told.



Rhyming

Do you remember the patriotic poem we read that had the ABAB rhyme pattern? The two “A” lines rhyme and the two “B” lines rhyme. Let’s look at an example:

A: I am thankful for the rain

B: that helps my flowers grow

A: It travels down the window pane

B: and soaks into the ground below.

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

Now it is your turn to write an ABAB poem. Here are a few rhyming words that you can use if you want to. Just makes sure you write your poem in the ABAB pattern. **Hint:** Don’t write A or B in front of your lines. I just put them there so you could see the pattern!

ear : dear

heaven : seven

water : daughter

happy : snappy

away : stray

danger : ranger

ocean : commotion

store : soar



INDEPENDENT
READING



TEACHER
NOTE

- The student will need to use their book for Lesson 9, Day 4 and Lesson 10, Day 4. Please select a book that has an easy to identify title, author, characters, setting, plot, and conclusion.

1st Quarter Review (Each question is 5 points) Students may use the study sheets in the back of the book.

Write a proper noun for each common noun.

- (1) ocean _____ (2) team _____

Write the possessive form of each noun.

- (3) cockatoo _____ (4) cats _____

- (5) Write a sentence using a singular pronoun.

- (6) Write a sentence using a plural pronoun.

Study the sentences:

Micah and I are building a model.

We are working on it today.

- (7) What are the antecedents? _____

Study the sentence:

It is my class.

- (8) Write a sentence using a singular possessive pronoun.

(9) Write a sentence using a plural possessive pronoun.

(10) Write a sentence using a possessive pronoun that can stand alone.

Underline twice the verb in each sentence. Be sure to underline twice the helping verbs and the very phrases too!

(11) Pastor Pruitt held a meeting.

(12) They have asked for our help.

(13) The money for the materials was donated.

(14) Micah is hoping to meet Carlos.

(15) Mr. C. may be hiding something.

Write **H** after the sentences that use a helping verb. Write **L** after the sentences that use a linking verb. **Hint:** Remember, helping verbs help the main verb in a sentence.

(16) The dog is waiting for food. _____

(17) The headdress was white. _____

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

(18) Claire will study Proverbs. _____

(19) Claire read Proverbs chapter 1 to Micah. _____

(20) Micah loves Proverbs. _____

1st Quarter Review (Each question is 4 points) Students may use the study sheets in the back of the book.

Correctly match the four types of sentences:

- | | |
|-------------------|--------------------------|
| (1) Imperative | Asks a question |
| (2) Declarative | Expresses strong emotion |
| (3) Exclamatory | Makes a statement |
| (4) Interrogative | Gives a command |

Underline the subject and circle the predicate of each sentence.

- (5) The leaders were amazed by Jesus.
- (6) Jesus went home with his parents.

Underline the simple subject and circle the simple predicate in each sentence.

- (7) The excited boy asked for a piece of pie.
- (8) The boy's generous mom handed him a large piece of cherry pie with ice cream on top.

Name the conjunctions the acronym **fanboys** stands for?

- | | |
|--------------|--------------|
| (9) F _____ | (12) B _____ |
| (10) A _____ | (13) O _____ |
| (11) N _____ | (14) Y _____ |
| | (15) S _____ |

- (16) Write a sentence with a compound subject.

(17) Write a sentence with a compound predicate.

(18) Write a sentence that begins with dependent clause:

(19) Write a sentence that joins two independent clauses.

Add the correct punctuation to the sentences that use quotes.

(20) Mr. C. said Listen closely while I read from Proverbs.

(21) We can gain a lot of wisdom from the book of Proverbs said Mr. C.

Underline the titles in the sentences below:

(22) Our family enjoys Answers magazine.

(23) Life in the Great Ice Age has a lot of good information.

Write the names of the book, movie, or play correctly.

(24) the pilgrim's progress _____

(25) the work of your hand _____

Book Report

Have you ever read a book that was so good you wanted to tell someone about it? A book report helps us do just that! We are going to learn about the parts of a story and how to write a book report.

A story has a *title*. The title is the name of a book.

A story has an *author*. The author is who wrote the book.

A story has *characters*. Characters are the people or animals in the story.

The *setting* is where and when a story takes place. The setting can be a small place like a kitchen or a big place like a town. A story can take place long ago or just yesterday.

The *plot* is what happens in the story. It tells us what the conflict or the problem is, what happens, and how the conflict or problem is solved. It has a beginning, middle, and end.

The *conclusion*, or ending, answers any questions that need to be answered and wraps up the story.

We can think of a story like a train. It has lots of cars, but it makes up one train.



Match the parts of a story with what they are:

- | | |
|----------------|---------------------------------|
| (1) title | ending |
| (2) author | problem: beginning, middle, end |
| (3) characters | where and when |
| (4) setting | who |
| (5) plot | the person who wrote it |
| (6) conclusion | the name of the story |

Discuss the parts of a story with your teacher. See if you can find each part of a story in your **independent reading book** and tell your teacher what they are. Check them off as you find them:

- | | | |
|------------------------------|----------------------------------|----------------------------------|
| <input type="radio"/> title | <input type="radio"/> characters | <input type="radio"/> plot |
| <input type="radio"/> author | <input type="radio"/> setting | <input type="radio"/> conclusion |

Spelling Review

Use your flashcards to practice your spelling words.

You may:

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



**CREATE YOUR
OWN DICTIONARY!**

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



**JUST
4
FUN!**

Silly Songs

Review your silly sentences from this quarter and chose at least four of your favorites. Take your favorite silly sentences and arrange them into a silly song. Write your song below; make two verses and a chorus.

Verse 1:

Verse 2:

Be sure to include a chorus:

Sing it to the tune of “Old McDonald” or “The Farmer in the Dell.”



Micah's Card

After Claire was asked to help organize donations for the children in Honduras, she got right to work. First, she prayed that the Lord would help her to think of a good system. As she began to read through the list of needs, she decided it might be fun to have families “adopt” a child in Honduras. When a family signed up, she would give them the name of a child and their list of needs.

Claire created a sign up sheet for the 43 children. She decided to create thank you cards to the families who “adopted” a child, with their child’s name and list of needs inside.

Claire invited over her good friends, Micah, Jin, and Ava to help make the cards. Ava used her artistic talent to create the front of each card while the other three wrote the “thank you” notes inside. Micah grabbed a list to put in his card when he realized it was Carlos’ list. It never occurred to him Carlos would be among the list of children to “adopt.” To Micah’s relief, Claire offered to let his family “adopt” Carlos. Jin quickly volunteered his family to adopt Diego. She added Micah and Jin’s family to the top of the sign-up sheet. Micah and Jin could barely contain their excitement!

After Micah, Jin, and Ava left, Claire began to clean up. As she picked up the cards and the leftover supplies, she prayed, “Thank You, Lord, for helping me come up with such a great idea for providing for the needs of the children in Honduras. Also, thank You for pairing Carlos up with Micah and Diego with Jin. That was perfect!”



ORAL NARRATION PRACTICE

Tell the story back to your teacher. Include as many details as you can remember. Be sure to tell the story in the same order as it was told.



Truth or Fiction

Read the story:

Daniel was unfairly thrown into a den of hungry lions for praying to God. God closed the mouths of the lions, and they did not harm Daniel. When King Darius called for Daniel, he was relieved to hear Daniel's voice. King Darius sent an announcement to all of the people in his kingdom. The Book of Daniel records this announcement in chapter 6.

"May your peace abound! I make a decree that in all the dominion of my kingdom men are to fear and tremble before the God of Daniel;

For He is the living God and enduring forever,
And His kingdom is one which will not be destroyed,
And His dominion will be forever.

He delivers and rescues and performs signs and wonders
In heaven and on earth,

Who has also delivered Daniel from the power of the lions"
(Daniel 6:25-27).

Daniel enjoyed success for the remainder of King Darius' reign.

Fact means something that is true or real.

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

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



TEACHER NOTE

- The student will need to use their book for Lesson 18, Day 4 and Lesson 19, Day 4. Please select a book that has an easy to identify title, author, characters, setting, plot, and conclusion.



True and False

Fiction books are those that are the story of something that isn't real or never happened. This is a very popular type of book.

You can often look on the back of a book or what section of the library you found it in to know whether it is a non-fiction or a fiction book. While fiction books may be fun to read, we need to remember the story is made up. In real life made up stories and lies hurt people and cause a lot of problems.

The Bible shares several instances when people lie, but it isn't always that easy to know fact from fiction, truth or a lie, in real life. The story of Jacob in the Bible is an interesting one. Jacob was a man who told a very big lie to his father and made his brother very angry. He left home and went far away to work for his uncle. This uncle then told Jacob a very big lie of his own. What can we learn from this? It's important not to tell lies. One lie usually turns into a lot more.

The Bible is an important source of truth. It's God's Word. When you are trying to decide whether or not to believe something, the first question to yourself should be "What does the Bible tell us about this?"

Find two verses in the Bible where it talks about lies. Write down the verse references below (example Exodus 2:16).

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 plural subject and a plural verb.

- (2) Write a sentence using a collective noun for the subject.

Write the correct linking verb for each sentence:

are were

- (3) Claire and Ava _____ planning the talent contest. (present)

- (4) Claire and Ava _____ planning the talent contest (past)

is was

- (5) Claire _____ excited. (past)

- (6) Claire _____ excited. (present)

am was

- (7) I _____ hoping to sing a song in the talent contest. (past)

- (8) I _____ hoping to sing a song in the talent contest. (present)

Draw a line from each verb to the correct place in time.

- | | |
|-----------|------------------------|
| (9) go | present |
| gone | past |
| went | past with helping verb |
| (10) ate | present |
| eaten | past |
| eat | past with helping verb |
| (11) seen | present |
| see | past |
| saw | past with helping verb |

(12) Draw a line from each verb to the correct definition.

- | | |
|-------|-------------------------------|
| let | put down |
| leave | rest in a horizontal position |
| lie | lift or move higher |
| lay | allow |
| rise | allow to remain |
| raise | get up or to move upward |

(13) Draw a line from each verb to the correct definition.

- | | |
|-------|-----------------------------|
| sit | give instruction |
| set | allowed |
| teach | able |
| learn | receive knowledge or skill |
| can | place an object |
| may | rest in an upright position |

- (14) Name an adjective that describes *appearance*: _____
- (15) Name an adjective that describes *senses*: _____
- (16) Name an adjective that describes *quantity*: _____
- (17) Write a sentence using at least three adjectives. Use an article for one of the adjectives.
- _____
- _____

For each sentence, underline the verb twice, then find the adverb and draw an arrow to the verb it describes:

- (18) Mrs. Pruitt excitedly motioned for Claire to come over.
- (19) Claire happily accepted the challenge.
- (20) Name an adverb that tells *how*: _____
- (21) Name an adverb that tells *where*: _____

Match with the correct word to use:

- | | |
|---------------------|-------|
| (22) Singular, far | this |
| (23) Plural, near | that |
| (24) Singular, near | these |
| (25) Plural, far | those |

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

- (1) Write any four words could be found on a dictionary page with the guide words **listen** and **lost**. Write the words in alphabetical order:

Write sets of words each contraction can stand for.

- (2) they'd _____

- (3) who'll _____

- (4) where's _____

Pick a state that you have visited. Write the name of that state, the abbreviation, and the postal code.

- (5) State Name: _____

- (6) Abbreviation: _____

- (7) Postal Code: _____

Write the abbreviation for each title.

- (8) Mister _____ (11) Junior _____

- (9) Miss _____ (12) Senior _____

- (10) Missus _____

Write the abbreviation for each street:

- (13) Avenue _____ (14) Street _____

Write a synonym and antonym for each word:

(15) **rest**: _____

(16) **negative**: _____

(17) Write a sentence using a simile.

(18) Write a sentence using a metaphor.

(19) Write a sentence using personification. Remember, you must give something that is not a person, human feelings, or abilities.

(20) Write a sentence using a comparison with the suffix: **-er**

(21) Write a sentence using a comparison with the suffix: **-est**

(22) Write a sentence using either **better** or **best**:

(23) Write a sentence using either **worse** or **worst**:

(24) Write a sentence using either **more** or **most**:

(25) Write a sentence using either **less** or **least**:

Book Report

Let's review the parts of a story. Copy each part of the story on the lines beneath it.

The title is the name of a book.

The author is who wrote the book.

Characters are the people or animals in the story.

The *setting* is where and when a story takes place.

The *plot* is what happens in the story. It has a beginning, middle, and end.

The *conclusion* is the ending. It answers any questions that need to be answered and wraps up the story.

Discuss the parts of a story with your teacher. See if you can find each part of a story in your **independent reading book** and tell your teacher what they are.

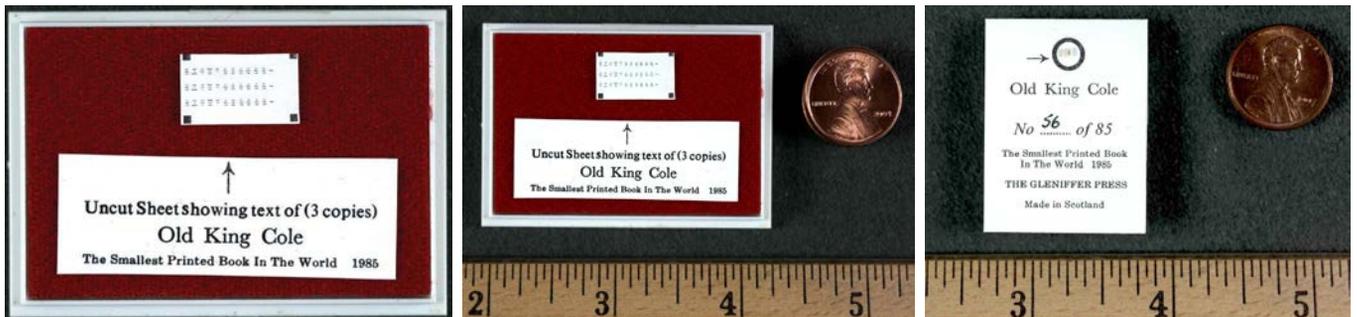
- title
- characters
- plot-beginning, middle, end
- author
- setting
- conclusion



Check It Out!

Did you know that the largest library in the world, both in number of books and shelf space, is the Library of Congress?

Built in Washington, DC in 1800, it is considered the official research library of the United States Congress. While it holds a lot of books and other documents, people can visit the museum but only a small group of government officials are allowed to check out books. The bookshelves of the library would stretch out over 800 miles. It also has the smallest printed book in the world. Here's some pictures of it!



Libraries are very organized places so that visitors can easily find the books and other materials they need. Pretend you are a librarian. Write down the following information so you will be able to organize it if someone came to the library wanting more information on your favorite book.

Title

Author

Spelling Review

Use your flashcards to practice your spelling words.

You may:

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



**CREATE YOUR
OWN DICTIONARY!**

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



**JUST
4
FUN!**

Silly Songs

Review your silly sentences from this quarter and chose at least four of your favorites. Take your favorite silly sentences and arrange them into a silly song. Write your song below; make two verses and a chorus.

Verse 1:

Verse 2:

Be sure to include a chorus:

Sing your silly song to the tune of “Jingle Bells” or “Row Your Boat.”



Trusting God

“Has anyone ever known they should be doing something and didn’t do it? Have you ever said something and then regretted it?” Mr. C. watched each of his students nod “yes” to his questions. “So have I,” he said “and this is what our memory verses are about this week. Every Christian will struggle with these issues at one point or another, so God has given us this passage of Scripture to remind us to be careful. There are many verses on this subject.

“Here is another one I have memorized; Proverbs 25:28; *A man without self-control is like a city broken into and left without walls.* This inspires me to stay on the right path. Walls are built to protect us from the outside world. Trusting God and obeying His word keeps the walls strong.

“As you are reciting your verses today, I want you to think about the words you are saying and remember we can ask the Lord each day to help us follow Him. Also, remember that He will forgive us when we fail.”

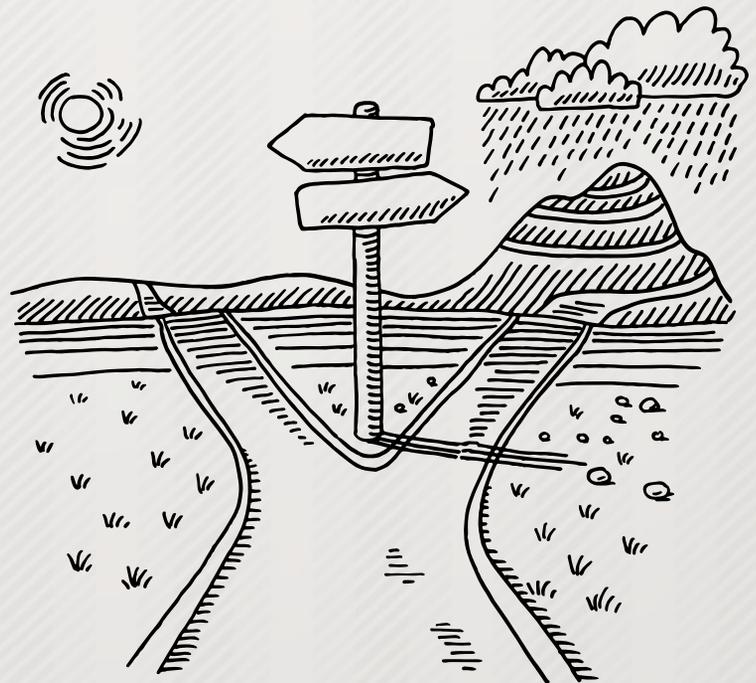
After the students had finished reciting James 1:25–27, Mr. C. asked the students to write a short description of a time they did obey God and were able to see the benefit of their decision, and also a description of a time they did not — and the consequences. “This paper is not for you to turn in,” he said as they finished. “I just wanted you to get an idea from your own experience of the benefits of trusting God.”

“Wow!” Micah said to Claire as they left the class. “Mr. C. sure gave us a lot to think about today.”



ORAL NARRATION PRACTICE

Tell the story back to your teacher. Include as many details as you can remember. Be sure to tell the story in the same order as it was told.



Memorization

The class recited James 1:25–27. Recite the same verses to your teacher. Can your teacher recite them to you?

Let's work to put all of the verses together! Prepare with your teacher to recite James 1:16–27.

Writing a Story — Better Sentences

It was time for morning basket. Dad was home from work. Dad and I worked on a puzzle game. Mom read a book to us. My sister sat next to mom. It was fun.

Using what you have learned in this book, re-write this story using better sentences. Think about 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 Lesson 27, Day 4 and Lesson 28, Day 4. Please select a book that has an easy to identify title, author, characters, setting, plot, and conclusion.

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 the word **real**.

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

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

(4) Write a sentence using **almost**.

In the sentences below, underline the prepositional phrase then circle the preposition. Finally, write **OP** above the object of the preposition.

(5) The servant ran toward the ruler.

(6) He fell onto the ground.

(7) What are the first three parts of speech?

_____ , _____ , _____

(8) What are the next two parts of speech?

_____ , _____

(9) What are the last three parts of speech?

_____, _____, _____

(10) Write a sentence using a prepositional phrase. **Hint:** You may use a preposition of location, time, movement, or direction.

Identify the prepositional phrases first by putting parenthesis around them. Underline the simple subject once. Underline the verb twice. Write DO above the direct object.

(11) Mrs. Pruitt cooked a Honduran lunch for the church.

(12) Mrs. Pruitt made a chocolate cake in her oven before church.

Identify whether the word pairs are homonyms, homophones, or homographs

(13) remote : remote _____

(14) wound : wound _____

(15) tail : tale _____

Match the word to the correct definition:

- | | |
|--------------|-----------------------------------|
| (16) to | number |
| (17) too | also or a lot |
| (18) two | direction |
| (19) there | a contraction that means they are |
| (20) their | describes a noun or |
| (21) they're | a place |
| (22) it's | contraction of <i>it is</i> |
| (23) its | possession (and breaks the rules) |
| (24) who's | possession (and breaks the rules) |
| (25) whose | contraction of <i>who is</i> |

3rd Quarter Review (Each question is 5 points) Students may use the study sheets in the back of the book.

Make the sentences better by adding adjectives, adverbs, and prepositional phrases:

(1) The turtle sat on a rock.

(2) It was a cold day.

(3) The fish looked up.

(4) The turtle looked down.

(5) Cross out the sentence that is written with double negatives:

The servant refused to give mercy.

The king wasn't not happy.

(6) Correctly rewrite the double negative sentence.

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

(8) Write a complex sentence with a dependent clause at the beginning of the sentence. Remember to use a comma before the independent clause.

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

(10) Fix the comma splice in the sentence. You may choose the solution.

In God we trust, we are free.

Draw a line from the conjunction to the correct definition

- | | |
|------------------------------|--|
| (11) Coordinate conjunction | joins the dependent clause to the independent clause in a sentence. |
| (12) Subordinate conjunction | joins the lesser idea to the main idea |
| (13) Correlative conjunction | pairs of conjunctions that join words, phrases, and clauses with the same importance |
| | brings together two equal ideas |

(14) Write a sentence using a correlative conjunction pair. Here are some examples:

either : or both : and not only : but also rather : than

(15) What does non-fiction mean? _____

(16) What does fiction mean? _____

Read the titles and decide if they are non-fiction or fiction. Write **NF** for Non-fiction and **F** for Fiction.

(17) *The Pilgrim's Progress* _____

(18) *The Bible* _____

(19) *The Life of John Newton* _____

(20) Write a paragraph describing yourself.

Check off each part as you write your paragraph:

- Write the topic sentence. Remember to indent your topic sentence. (1 point)
- Write 2–3 sentences that give details about your topic. (3 points)
- Write a concluding sentence. (1 point)

Good job!

Book Report

Let's quickly review the parts of a story.



Match the parts of a story with what they are:

- | | |
|----------------|---------------------------------|
| (1) title | ending |
| (2) author | problem: beginning, middle, end |
| (3) characters | where and when |
| (4) setting | who |
| (5) plot | the person who wrote it |
| (6) conclusion | the name of the story |

Discuss the parts of a story with your teacher. See if you can find each part of a story in your **independent reading book** and tell your teacher what they are. Check them off as you find them:

- title
- author
- characters
- setting
- plot – beginning, middle, end
- conclusion



Book Burros!

People love books. And that means there need to be places where people can find them.

In some areas it is a lot harder to access a library, and people have found very innovative ways to make books available.

Biblioburro is a unique library located in the South American country of Colombia. It was created by a man who enjoyed reading, and he started Biblioburro to make books available for children in the area. What makes it unique is that books are taken throughout the area by two burros (small donkeys).

Now it's time to use your imagination! See if you can think of a unique idea for a library for areas where libraries are not found or where it is hard to reach. Here are some questions to help you:

What kind of library would it be (general books, comic books, fiction, cookbooks, phone books, or something else)?

What sort of building would you want for your library? (Hint: the activities you would want to do in the library may have an impact on the kind of building).

How would you get books to people who cannot get to the library?

Write a paragraph about the library you have planned. Also, draw a little picture of what you would like it to look like.



Spelling Review

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- Create your own spelling games
- Use each word in a sentence and say it to your teacher



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Silly Songs

Review your silly sentences from this quarter and chose at least four of your favorites. Take your favorite silly sentences and arrange them into a silly song. Write your song below; make two verses and a chorus.

Verse 1:

Verse 2:

Be sure to include a chorus:

Sing your song to the tune of “This Old Man” or “Mary Had a Little Lamb.”



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 5 — Worksheet Answer Keys

Answers are given for numbered problems on the worksheets.

Lesson 1; Exercise 1; Day 1

1. tree : climb :: ocean : **swim**
2. boulder : heavy :: feather : **light**
3. pumpkin : orange :: tomato : **red**

Lesson 1; Exercise 2; Day 2

1. Mr. Cunningham has traveled the world.
P
2. The display could be the Taj Mahal or even the Colosseum.
P
3. Class was going to be fun.

Lesson 2; Exercise 2; Day 7

1. cousin = **cousins'**
2. uncles = **uncles'**
3. men = **men's**
4. toad = **toads'**
5. sheep = **sheep's**
6. cows = **cows'**

Lesson 2; Exercise 3; Day 8

1. Mary and Joseph were looking for Jesus.
2. The people asked Jesus many questions.
3. Jesus went home with his parents.
4. The excited boy asked for a piece of pie.
5. The boy's generous mom handed him a large piece of cherry pie with ice cream on top.

Lesson 2; Exercise 5; Day 10

1. account
2. cavalry
3. cease
4. cracker
5. curvy

6. finicky
7. incite
8. known
9. knuckle
10. legacy
11. liking
12. Locket
13. occupy
14. Pickier
15. risky
16. ruckus
17. scowl
18. soccer
19. token
20. yak

Lesson 3, Exercise 2; Day 12

1. **you**
2. **We**
3. **Micah and I**

Lesson 3; Exercise 3; Day 13

1. fanboys
2. Jesus loves you and me.

Lesson 3; Exercise 5; Day 15

1. I wear this to bed **pajamas**
2. I eat this for lunch **sandwich**
3. I eat this for dessert **fudge**
4. I move a lot. What do I do? **fidget**
5. It turned on a light **switch**
6. Drawing a quick picture **sketch**
7. I put dishes in this **hutch**
8. A chunk taken out **notch**
9. I do this with three balls **juggle**
10. A bouncy texture **spongy**
11. Duck out of the way **dodge**

14. pick/le
15. ranch/er
16. rath/er
17. ta/ble
18. tack/le
19. tick/le
20. wish/ing

Just 4 Fun!

I usually have my dog with me, but Carl's llama is not friendly. He often tells me, "Sally, my mom wouldn't name it Ruffy."

21. Ruffy's owner is mom.

Lesson 8; Exercise 2; Day 37

1. future
2. past
3. present

Lesson 8; Exercise 3; Day 38

1. Mr. C. said, "Listen closely while I read from Proverbs."
2. "We can gain a lot of wisdom from the book of Proverbs," said Mr. C.
3. Life in the Great Ice Age has a lot of good information.
4. Ava played Mary in The Christmas Story.
5. Have you watched Swamp Man! by Buddy Davis?
6. Our family enjoys Answers magazine.
7. The Pilgrim's Progress
8. The Work of Your Hand

Lesson 8; Exercise 5; Day 40

1. arm'/chair
2. awk'/ward
3. be/yond'
4. can'/vas
5. ear'/ring
6. frag'/ment
7. hun'/gry

8. in'/sect
9. jig'/saw
10. lit'/tle
11. meth'/od
12. pat'/tern
13. per'/fect
14. pim'/ple
15. prov'/erb
16. quick'/sand
17. re/sult'
18. shep'/herd
19. vol'/ume
20. year'/book

Lesson 9; Exercise 2; Day 42

1. Answers will vary. A capital letter should start each word of the ocean's name.
2. Answers will vary. A capital letter should start each word of the team's name.
3. cockatoo = cockatoo's
4. cats = cats'
5. Answers will vary but should be a complete sentence using a singular pronoun.
6. Answers will vary but should be a complete sentence using a plural pronoun.
7. Micah and I
8. Answers will vary but should be a complete sentence using a singular possessive pronoun.
9. Answers will vary but should be a complete sentence using a plural possessive pronoun.
10. Answers will vary but should be a complete sentence using a possessive pronoun that can stand alone.
11. Pastor Pruitt held a meeting.
12. They have asked for our help.
13. The money for the materials was donated.
14. Micah is hoping to meet Carlos.
15. Mr. C. may be hiding something.
16. The dog is waiting for food. H
17. The headdress was white. L

18. Claire will study Proverbs. **future**
19. Claire read Proverbs chapter 1 to Micah. **past**
20. Micah loves Proverbs. **present**

Lesson 9; Exercise 3; Day 43

1. Imperative
 2. Declarative
 3. Exclamatory
 4. Interrogative
-
- asks a question
 - expresses strong emotion
 - makes a statement
 - gives a command

5. The leaders **were amazed by Jesus.**
6. Jesus **went home with his parents.**
7. The excited boy **asked** for a piece of pie.
8. The boy's generous mom **handed** him a large piece of cherry pie with ice cream on top.
9. F = **for**
10. A = **and**
11. N = **nor**
12. B = **but**
13. O = **or**
14. Y = **yet**
15. S = **so**
16. Answers may vary but it should be a complete sentence with a compound subject.
17. Answers may vary, but it should be a complete sentence with a compound predicate.
18. Answers may vary but it should be a complete sentence that begins with a dependent clause.
19. Answers may vary, but it should be a complete sentence that joins two independent clauses.
20. Mr. C. said, "Listen closely while I read from Proverbs."
21. "We can gain a lot of wisdom for the book of Proverbs," said Mr. C.
22. Our family enjoys Answers magazine.
23. Life in the Great Ice Age has a lot of good information.
24. The Pilgrim's Progress
25. The Work of Your Hand

Lesson 9; Exercise 4; Day 44

1. title
 2. author
 3. characters
 4. setting
 5. plot
 6. conclusion
-
- ending
 - problem;
 - where and when
 - who
 - the person who wrote it
 - the name of the story

Lesson 10; Exercise 1; Day 46

1. Maine
2. Washington
3. Any two: Pennsylvania, North Dakota, Texas, Arizona
4. Kansas
5. Colorado

Lesson 10; Exercise 3; Day 48

1. fin-ish (fin' ish) verb, noun 7
2. coat (kōt) noun, verb 4
3. mim-ik (mim' ik) verb, adjective 6
4. prom-ise (prom' is) noun, verb 6

Lesson 10; Exercise 5; Day 50

	Makes the vowel say its name	Makes the c say /s/ and the g say /j/	Add to u or v	Add to consonant l
1. bottle				X
2. chance		X		
3. charge		X		
4. cue	X			
5. dabble				X
6. gate	X			
7. hole	X			
8. large		X		
9. like	X			
10. love			X	
11. middle				X
12. nape	X			
13. puzzle				X
14. quite	X			

3. cedar
dollar
molar
pillar
solar
4. donor
pastor
prior
razor
sensor

Lesson 17; Exercise 2; Day 82

- | | | |
|-------------------|------------------|-------|
| 1. Singular, far | _____ | this |
| 2. Plural, near | _____ | that |
| 3. Singular, near | _____ | these |
| 4. Plural, far | _____ | those |

Lesson 17; Exercise 5; Day 85

1. banana
vitamin
2. celebrate
item
travel
3. animal
easily
4. above
another
parrot
5. analysis
syringe
vinyl
6. medium
submit
7. camera
caramel
chocolate
different
separate

Lesson 18; Exercise 1; Day 86

1. Fact
2. The Bible tells us this happened.

Lesson 18; Exercise 2; Day 87

1. Answers will vary.
2. Answers will vary.
3. Claire and Ava **are** planning the talent contest. (present)
4. Claire and Ava **were** planning the talent contest (past)
5. Claire **was** excited. (past)
6. Claire **is** excited. (present)
7. I **was** hoping to sing a song in the talent contest. (past)
8. I **am** hoping to sing a song in the talent contest. (present)
9. go _____ present
gone ~~_____~~ past
went ~~_____~~ past with helping verb
10. ate ~~_____~~ present
eaten ~~_____~~ past
eat ~~_____~~ past with helping verb
11. seen ~~_____~~ present
see ~~_____~~ past
saw ~~_____~~ past with helping verb
12. let ~~_____~~ put down
leave ~~_____~~ rest in a horizontal position
lie ~~_____~~ lift or move higher
lay ~~_____~~ allow
rise ~~_____~~ allow to remain
raise ~~_____~~ get up or to move upward
13. sit ~~_____~~ give instruction
set ~~_____~~ allowed
teach ~~_____~~ able
learn ~~_____~~ receive knowledge or skill
can ~~_____~~ place an object
may ~~_____~~ rest in an upright position
14. Answers will vary.

15. Answers will vary.
16. Answers will vary.
17. Answers will vary.
18. Mrs. Pruitt **excitedly** motioned for Claire to come over.
19. Claire **happily** accepted the challenge.
20. Answers will vary.
21. Answers will vary.
22. Singular, far  this
23. Plural, near  those
24. Singular, near  that
25. Plural, far  these

Lesson 18; Exercise 3; Day 88

1. Answers will vary.
2. they'd = they had; they would
3. who'll = **who will; who shall**
4. where's = **where is; where has**
5. Answers will vary.
6. Answers will vary.
7. Answers will vary.
8. Mister = **Mr.**
9. Miss = **Ms.**
10. Missus = **Mrs.**
11. Junior = **Jr.**
12. Senior = **Sr.**
13. Avenue = **Ave.**
14. Street = **St.**
15. Answers will vary.
16. Answers will vary.
17. Answers will vary.
18. Answers will vary.
19. Answers will vary.
20. Answers will vary.
21. Answers will vary.
22. Answers will vary.
23. Answers will vary.
24. Answers will vary.
25. Answers will vary.

Lesson 19; Exercise 5; Day 95

1. appoint
moisture
turmoil
rejoice
voice
2. ahoy
annoy
decoy
deploy
employ
3. around
compound
oust
outage
wound
4. chowder
fellow
flower
shadow
trowel

Lesson 20; Exercise 2; Day 97

1. The servant ran toward the ruler.
OP
2. He ran past his friends.
OP
3. He fell onto the ground.
OP
4. He cried, "Be patient with me!"
OP

Lesson 20; Exercise 3; Day 98

1. ~~He don't want to give no mercy.~~
2. The king wasn't happy.
3. He called for the ungrateful servant.
4. ~~No one treats nobody like that!~~
5. You will go to prison until you can pay me back.

Lesson 25; Exercise 1; Day 121

1. *The Dog who Jumped Higher than a House* F
2. *The Pilgrim's Progress* F
3. *The Bible* NF
4. *The Invisible Elephant* F
5. *The Life of John Newton* NF

Lesson 25; Exercise 5; Day 125

1. locus = loci
2. bison = bison
3. tooth = teeth
4. fungus = fungi
5. aircraft = aircraft
6. tuna = tuna
7. index = indices
8. crisis = crises
9. species = species
10. axis = axes
11. swine = swine
12. foot = feet
13. basis = basis
14. series = series
15. louse = lice
16. focus = foci
17. trout = trout
18. grouse = grouse
19. oasis = oases
20. larva = larvae

Lesson 26; Exercise 1; Day 126

1. wisdom

Lesson 26, Exercise 5; Day 130

1. -ion
-an
-sion
-ible
-ation
-ian
-ition
-able
-
- act, result, or state of
can be done, fit for
belonging or relating to, able to be

2. gumption
auction
lotion
3. million
union
4. mansion
pension
tension
5. elevation
taxation
6. addition
transition
7. likable
taxable
8. audible
sensible
9. electrician
magician
10. American
suburban

Lesson 27; Exercise 2; Day 132

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. The servant ran toward the ruler.
OP
6. He fell onto the ground.
OP

7. noun, pronoun, verb
8. adjective, adverb
9. preposition, conjunction, interjection
10. Answers will vary.

DO

11. Mrs. Pruitt cooked a Honduran lunch (for the church).

DO

12. Mrs. Pruitt made a chocolate cake (in her oven) (before church).

13. remote : remote **homonyms**
14. wound : wound **homographs**
15. tail : tale **homophones**

- | | | |
|-------------|---|-----------------------------------|
| 16. to |  | number |
| 17. too |  | also or a lot |
| 18. two |  | direction |
| 19. there |  | a contraction that means they are |
| 20. their |  | describes a noun or |
| 21. they're |  | a place |
| 22. it's | — | contraction of <i>it is</i> |
| 23. its | — | possession (and breaks the rules) |
| 24. who's |  | possession (and breaks the rules) |
| 25. whose |  | contraction of <i>who is</i> |

Lesson 27; Exercise 3; Day 133

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. The servant refused to give mercy.
The king wasn't not happy.
6. Answers will vary.
7. Answers will vary.
8. Answers will vary.
9. Answers will vary.
10. Answers will vary.

- | | | |
|-----------------------------|---|--|
| 11. Coordinate conjunction |  | joins the dependent clause to the independent clause in a sentence. joins the lesser idea to the main idea |
| 12. Subordinate conjunction |  | pairs of conjunctions that join words, phrases, and clauses with the same importance |
| 13. Correlative conjunction |  | brings together two equal ideas |
14. Answers will vary.
 15. not made up, true
 16. made up, or not true
 17. *The Pilgrim's Progress* **F**
 18. *The Bible* **NF**
 19. *The Life of John Newton* **NF**
 20. Answers will vary.

Lesson 27; Exercise 4; Day 134

- | | | |
|---------------|---|-------------------------|
| 1. title |  | ending |
| 2. author |  | problem; |
| 3. characters |  | where and when |
| 4. setting |  | who |
| 5. plot |  | the person who wrote it |
| 6. conclusion |  | the name of the story |

Lesson 28; Exercise 2; Day 137

1. Micah and I
2. When it's read (red).
3. I and C
4. Because it is round.

Lesson 28; Exercise 3; Day 138

1. The people asked Jesus many questions.
2. Jesus went home with his parents.
3. The excited boy asked for a piece of pie.
4. The boy's generous mom handed him a large piece of cherry pie with ice cream on top.
5. for, and, nor, but, or, yet, so