

BIBLE HEROES

Writing Lessons in Structure & Style

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STUDENT BOOK

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INTRODUCTION

This Student Book is filled with true stories of great men and women of the Bible. They are people we can admire because they showed traits such as goodness, faith, courage, love, humility, and thankfulness. They inspire us. They are “Bible Heroes.”

In these lessons, you will learn how to write with structure and with style. You will write exciting stories, reports, and creative essays. You will also enjoy a variety of activities and games that will help you write with style. You will be surprised at how much fun you can have writing!

To the Parent and Teacher

As written, the lessons in this book are best suited for students in first and second grade. However, page 9 of the Teacher’s Manual explains how they may easily be adapted for students up to fifth grade.

On the following page, there is a brief description of each component of this book. Please note that there is a separate downloadable Teacher’s Manual. The Teacher’s Manual includes more detailed instructions for each lesson. In it you will find a scope and sequence chart, ideas for discussing each hero and virtue, answers to review questions, sample key word outlines and brainstorming pages, instructions for the games and activities, copies of the checklists, and copies of the game boards. *It is vital for both teachers and parents to download and use this manual!*

Student Book

This Student Book contains all the pages students will need in order to complete each assignment. Each lesson begins with instructions that *the teacher or parent should read to the student*. Lesson pages also contain gray boxes with notes to teachers, but more detailed instructions are contained in the Teacher's Manual (TM).

Appendices

The back of this Student Book has three appendices. Tabbing each of these will make them easier to find when needed.

Appendix 1: Style Helps (page 159)

This appendix contains the style helps students will want to refer to when they write: a chart of the dress-ups they will learn, a list of the banned words, and lists of quality adjectives, verbs, and -ly words.

Appendix 2: Game Pieces (page 165)

These are the pieces that must be cut out in order to play specific games in selected lessons. After playing, store them in envelopes marked with the lesson numbers, so you can play them again if desired.

Appendix 3: Vocabulary Cards (page 209)

There are two word cards for each Bible hero (beginning with Lesson 2). These should be cut out when the corresponding lesson is taught and stored in a small zip lock bag or pencil pouch.

SUGGESTED PRIMARY WEEKLY SCHEDULE

(Older students, please see page 9 in the Teacher's Manual.)

Day 1

- Do the review activity (beginning with Lesson 2).
- Introduce the Bible verse, hero, and virtue (See TM, Discussion Starter).
- Read the source text together.
- Students dictate a key word outline (KWO) to the teacher, who writes the ideas on a whiteboard. *Students copy the KWO into their books.
- Students tell back the meaning of each line of the KWO.
- *In a class that meets weekly, do as many activities as you have time for. Do others for homework.*

Day 2

- A parent and the student review the KWO together.
- Student dictates the paragraph from the KWO, and the parent writes it as a first draft. (Double-space to leave room for additions or changes.) While writing, the parent should note capitalizations and punctuation. Students should add elements of style learned thus far. (Parents may help.)
- Do activities in the lesson, including cutting out the vocabulary cards.
- If a new element was learned in the activity, add it to the draft.

Days 3–5

- *If ready, the student copies the paragraph a little each day. If not, the parent may type it as the child dictates the final version. He may make changes or additions if he desires.
- When the paragraph is complete, the student should add a picture and place the paragraph in a sheet protector in a three-ring binder.

***IMPORTANT:** Primary age students vary widely in their ability to print. If your students find printing difficult, begin by allowing them to dictate everything to a parent who can write or type it. These young students can be gradually encouraged to write a little more each week.

LESSON 1: KEY WORD OUTLINING (IEW UNIT 1)

God Is Good

**“And God saw every thing that he had made, and, behold,
it was very good.”**



Genesis 1:31

Goals: to practice key word outlining
to introduce nouns and adjectives

Key word outlining will help you gather information to write about, and it will help you organize the things you write.

The Assignment

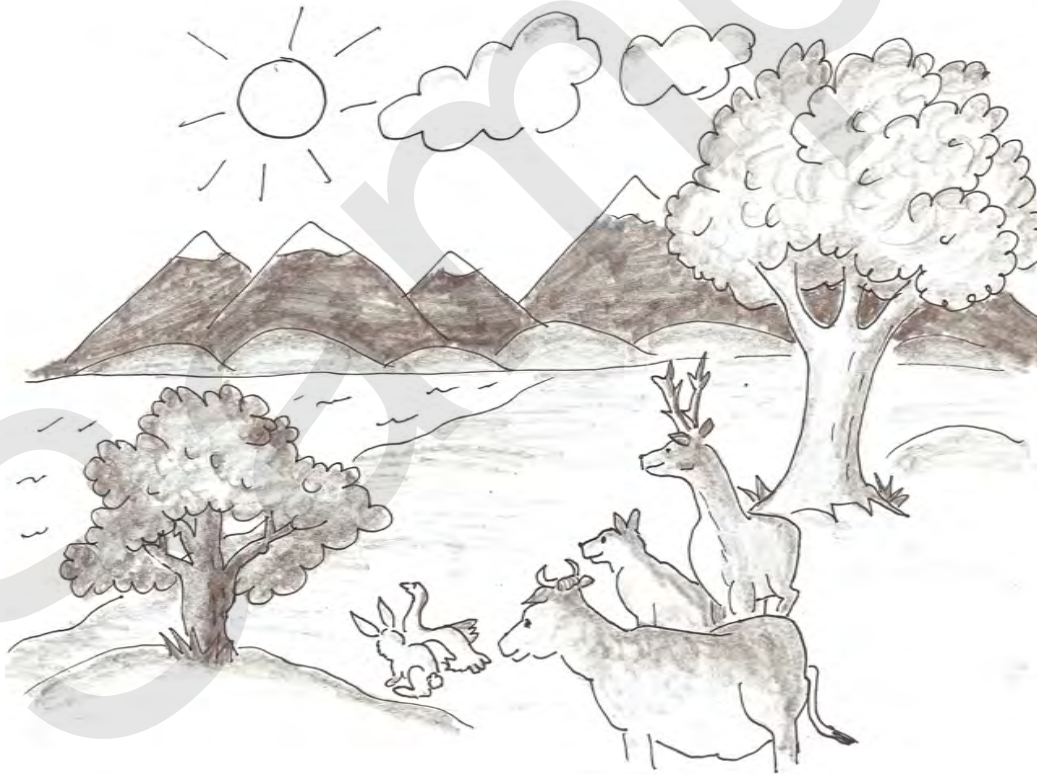
1. Read “God Is Good” (page 10). Then, reread it one sentence at a time. On the blank outline on page 11, with the help of your teacher, write no more than three key words from each sentence. Choose words that will help you remember the idea of the sentence. (It may help to circle the most important words in each sentence first.)

You may use abbreviations and symbols. These do not count as one of your three words. For example, you could draw  or  rather than write *sun* or *moon*.

2. Using only your key word outline, try to tell back the information in your own words. Do this out loud for your teacher or parent. (You will not have to write this paragraph.)

God Is Good

God made the beautiful earth for us to live on. He made land and water for us. He made the sun and the moon to give us light. He made plants and animals to give us tasty food, warm clothes, and safe houses. Lovingly God has given us everything we need to be happy. We can be glad that God is good.



Activities

◆ Play the *Joseph Adjective Match Game*. See TM page 26.

This page and the next are your game boards. Game pieces are on page 171. Cut them out. Place each under the sentence it best matches. (Note: Two of the words are new vocabulary words. Which are they, and what do they mean?)



Joseph was _____ the _____ brothers

LESSON 8: WRITING FROM KEY WORD OUTLINES (IEW UNIT 2)

Joshua Obeyed

“And the people said unto Joshua, “The Lord our God will we serve, and his voice will we obey.” Joshua 24:24

Goals: to continue to practice writing from an outline, adding dress-ups
to learn a new dress-up: strong verbs

Review

In the sentence below, change the banned adjective to a quality adjective. Underline the who/which clause. Add commas where needed.

Moses who had led the Israelites died before they entered their good land.

The Assignment

1. On page 57, write a key word outline of the story on page 56. Tell back the meaning of each line of notes.
2. See pages 58–60. Learn about strong verbs. Then complete page 61 with your teacher or parent.
3. Using your key word outline and your ideas, write the story in your own words. Follow the checklist below the blank outline.

Do not use any banned adjectives or banned verbs! (See page 159.)

Joshua Obeyed

God picked Joshua to lead the Israelites into their land.

The first city had a big wall around it. God told Joshua to order the people go around the city once a day for six days. On the seventh day they were to go around seven times, shout, and blow trumpets. The people must have thought these commands were strange, but they obeyed. On the seventh day when they shouted, the walls came down.



This story was taken from Joshua 6. What was the name of the city Joshua conquered?

Key Word Outline

“Joshua Obeyed”

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

STYLE CHECKLIST

Underline:

- Adjective
- Strong verb

Check:

- No banned words! (p. 159)

Extra Challenge:

- Vocab word(s)
- Who* or *which* clause

The Story Sequence Chart

<p>I. Setting, Characters, and Background</p> <p>Who?</p> <p>What like?</p> <p>When?</p> <p>Where?</p>	<p>Begin a story by telling when and where it happens. Think of fairy tales. How do they often begin? <i>“Long ago in a kingdom far, far away . . .”</i> This is called the <u>setting</u>.</p> <p>Also tell about the main people of the story. We call them the <u>characters</u>. In a fairy tale we might say, <i>“ . . . there lived a wise king and a kind princess.”</i></p>
<p>II. Conflict and Plot</p> <p>What problem/want/need?</p> <p>What do?</p> <p>What say?</p> <p>What think/feel?</p>	<p>For a story to be interesting, the main character must have a problem, want, or need. This is called the <u>conflict</u>.</p> <p>Most of the action of the story is simply how the conflict is dealt with—what the characters <i>do, say, think, or feel</i>. This is the <u>plot</u>.</p>
<p>III. Climax and Resolution</p> <p>How end?</p> <p>What happens after?</p> <p>Final Clincher</p>	<p>If there is a conflict or problem, there must be a way to solve it. We call the event that leads to the problem being solved the <u>climax</u>. It is often the most exciting part of the story.</p> <p>We call the result of the climax (how the problem works out) the <u>resolution</u>. In most stories, the characters live happily ever after, but not always.</p> <p>The <u>final clincher</u> is the last sentence of the story. It makes the story feel finished.</p>

LESSON 25

CHECKLIST "The Son Who Was Sorry"

STRUCTURE

- Begins with central fact of picture 1
(Key words are highlighted.)
- Ends with a clincher sentence
(Words reflected from first sentence are highlighted.)
- Title reflects words from final clincher.

STYLE

<p>Underline:</p> <ul style="list-style-type: none"><input type="checkbox"/> Adjective<input type="checkbox"/> Strong verb<input type="checkbox"/> -ly word <p>Check:</p> <ul style="list-style-type: none"><input type="checkbox"/> No banned words!	<p><i>Extra Challenge:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Vocab word(s)<input type="checkbox"/> <i>Who</i> or <i>which</i> clause<input type="checkbox"/> Because clause<input type="checkbox"/> Alliteration
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OTHER

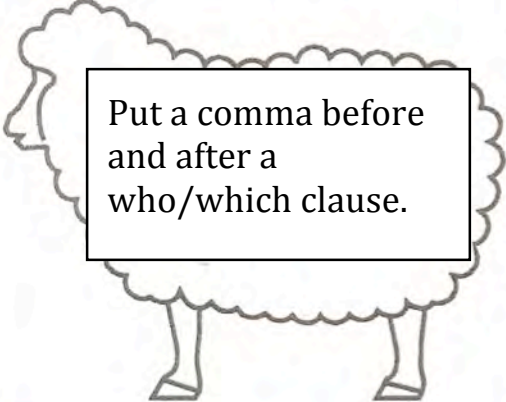
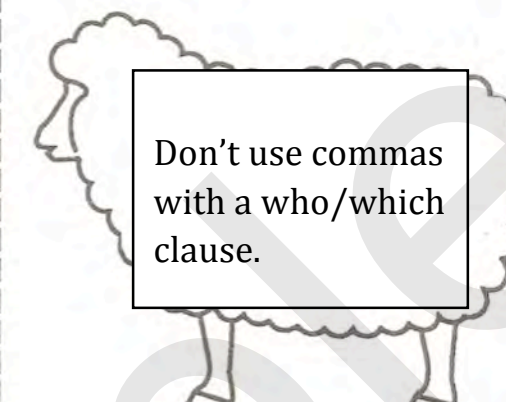
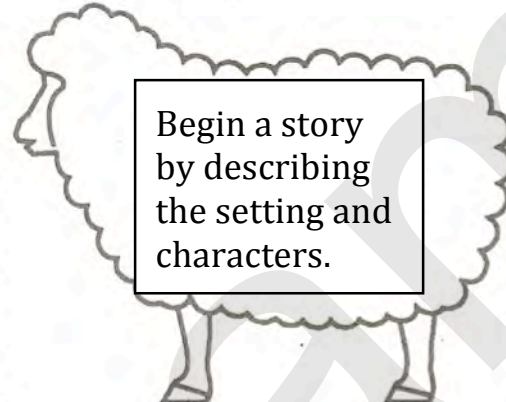

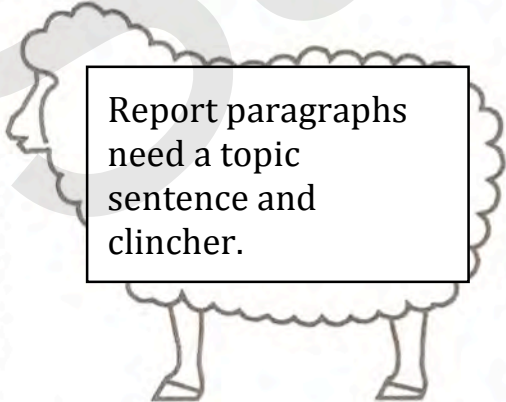
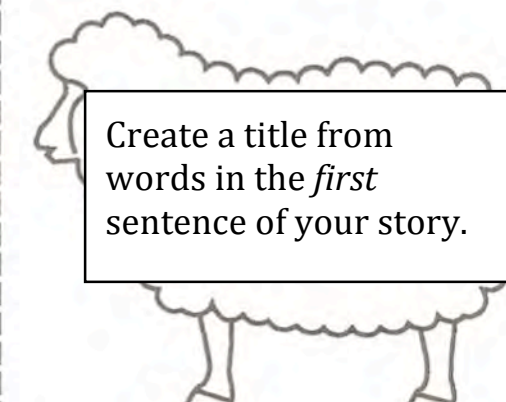
- Picture

APPENDIX 2: GAME PIECES

This appendix contains the game pieces needed to play the various games suggested in the lessons. After the pieces are cut out for the lesson, they should be stored in envelopes with each lesson number written on the outside. This way, you will be able to find the instructions in the TM if you would like to play in the future. (See TM page 5.)

Lesson	Game	Page
2	Noah's Ark Game.....	167
4	The Adjective Match Game.....	171
5	Quality Adjective Game.....	173
6	Avoid the Banned Adjectives.....	175
7	Part the Sentences: Who /Which Clauses Game	179
8	Avoid Banned Verbs	183
9	Wolves in Sheep's Clothing	187
13	Collect the Cards	191
19	Puppets	193
23	"What Can Wash Away My Sins?"	195
24	Wolves in Sheep's Clothing	199
26	Memory Twist.....	203

LESSON 24: WOLVES IN SHEEP'S CLOTHING (page 1 of 2)

 <p>Put a comma before and after a who/which clause.</p>	 <p>Don't use commas with a who/which clause.</p>
 <p>Begin a story by describing the setting and characters.</p>	 <p>Begin a story with the climax.</p>
 <p>Report paragraphs need a topic sentence and clincher.</p>	 <p>Create a title from words in the <i>first</i> sentence of your story.</p>

APPENDIX 3: VOCABULARY CARDS

This appendix contains two vocabulary words for each lesson.

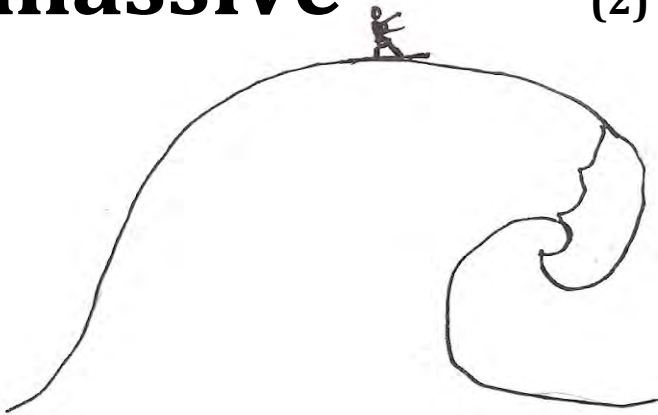
With each lesson, after students have done a key word outline, teachers should discuss new words and review past words with the students.

Discuss especially how the words might be used in the writing assignment. Students should store the word cards in a zip-lock bag or a pencil pouch for easy access. The goal is that the words will become part of their natural writing vocabulary.

Some of the activities and games suggested in this book will help review the vocabulary words, but the Teacher's Manual also contains an appendix of vocabulary games that can be played any time you would like more review of the words learned to date. I try to play a vocabulary game every class.

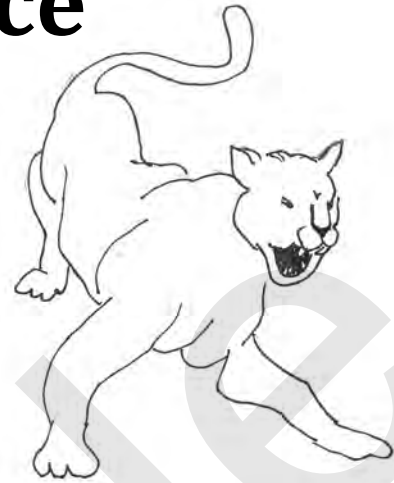
massive

(2)



fierce

(2)



dazzling

(3)



confident

(3)



bitter

(4)



sly

(4)

