

BIBLE HEROES

Writing Lessons in Structure & Style

by Lori Verstegen

TEACHER'S MANUAL

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INTRODUCTION

Thank you for choosing *Bible Heroes-Based Writing Lessons*. It is assumed that teachers have purchased *Teaching Writing: Structure and Style DVD Seminar with Seminar Workbook*. This Teacher's Manual will instruct you when to read the *Seminar Workbook* (SW) or view the DVDs to equip you to teach these lessons.

The *Bible Heroes* Student Book is filled with true stories of great men and women of the Bible for your students to read and write about. They are people your students can admire because they showed traits such as goodness, faith, courage, love, humility, and thankfulness. These Bible heroes will inspire your students to live lives of virtue as they learn to write with structure and style.

In the lessons, your students will write exciting stories, reports, and creative essays. They will also enjoy a variety of activities and games that will help them write with style. You will be surprised at how much fun you all can have learning to write!

Because the lessons are designed for young students (first and second grade), it is recommended that you spend a week on each lesson. Please see the Suggested Primary Weekly Schedule on page 8 of this manual. (It is also on page 7 of the Student Book.) *However, these lessons can easily be adapted for older students. Please see page 9 of this manual for help with this.*

Components

In order to teach these lessons successfully, both parents and teachers should download this Teacher's Manual. (Instructions for downloading are on the blue page towards the front of the Student Book.) Each student should have his own Student Book.

Teacher's Manual

This Teacher's Manual includes 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, and instructions for the games and other activities. For a class that meets weekly, some

activities will be done in class with the teacher, others at home with the parent; thus, *parents will need a Teacher's Manual*. This manual has four appendices:

Appendix 1: Vocabulary Games (TM page 79)

This appendix contains vocabulary games that can be used at any time to review the vocabulary words. Be sure you use them when you have extra time in class.

Appendix 2: Copies of the Game Boards (TM page 83)

Game boards can be used as they are in the Student Book lessons, but copies are provided here if you would like to glue them into file folders to use in the future.

Appendix 3: Reward Tickets (TM page 97)

This appendix explains how to use reward tickets.

Appendix 4: Copies of Checklists (TM page 101)

The Student Book provides checklists for each lesson; however, these have been placed under each blank outline so that students can see both their outline and the checklist together as they write. In a class setting, if you would like checklists attached to each assignment, print the checklists in this appendix.

Student Book

The Student Book contains brief lesson instructions at the beginning of each lesson. *The teacher or parent should read these instructions to the student*. More detailed instructions are contained in this Teacher's Manual. The back of the Student Book has three appendices. Tabbing each of these will make them easier to find when needed.

Appendix 1: Style Helps (SB 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 must be cut out in order to play specific games in selected lessons.

Appendix 3: Vocabulary Words (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.

A Book to Remember

Each student should have a three-ring binder with about twenty-five clear sheet protectors. Each time a story is completed, it should be placed in one or more of these protectors. At the end of the year, students will have a book of their own work that they can be proud of and, more importantly, that will inspire them to virtuous character. Their books can be spiral bound, if desired. Adding illustrations to each story will greatly enhance the appeal of their books.

SUGGESTED PRIMARY WEEKLY SCHEDULE

(See page 9 of this TM for how to adapt the lessons for older students.)

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.
- The 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 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 tedious, 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.

ADAPTING LESSONS FOR OLDER STUDENTS

It is simple to use these lessons with a group of students who have a wide range of ages and abilities. Younger students will need more help and can dictate as needed, as explained on page 8. Older students can work a little more independently but should still be encouraged to participate in brainstorming key word outlines and elements of style during class. This will help the younger students in the group.

There are two basic ways to “beef up” the lessons for the older students:

1. Enhance the content.

The source text of each lesson gives the Bible passage from which it was taken. Older students may read these passages in the Bible in order to add more detail to their compositions. They may even write two or three paragraphs (if ready to do so) instead of just one as in the lessons. Parents may help with this.

2. Enhance style.

The Excellence in Writing elements of style are introduced very slowly for primary students. Older students may be taught more elements of style and be given more challenging checklists. For help with this, please view *Teaching Writing: Structure & Style* Discs 2 and 3, which discuss dress-ups and sentence openers. Page 25 of the *Teaching Writing: Structure & Style Seminar Workbook* is a generic checklist. Copy it, and highlight the elements of style you wish your student to include in each assignment, or for more detailed checklists, see the last section of the *Student Resource Notebook*, which you can download free. (See the blue page of this manual for download instructions.) It contains checklists for each unit with point values assigned to each element for easy grading. You may copy and use these freely, adding or subtracting any elements of style you choose.

SCOPE AND SEQUENCE

Lesson	IEW Unit	Hero	Virtue
1	Unit 1: Key Word Outlining	God Enoch	goodness
2		Noah	righteousness
2B	Unit 2: Writing from Key Word Outlines	Noah, cont.	righteousness
3		Abraham	faith
4		Joseph, Part 1	forgiveness
5		Joseph, Part 2	forgiveness mercy
6		Moses, Part 1	meekness
7		Moses, Part 2	meekness
8		Joshua	obedience
9-11		Unit 3: Narrative Stories <i>These stories have three parts, each of which is a full lesson.</i>	David
12-14	Solomon		wisdom
15-17	Elijah		boldness
18-20	Daniel		prayerfulness
21	Unit 4: Summarizing References (Reports)	John	humility
22		Mary	blessedness
23		Jesus Christ	love
24	Unit 5: Writing from Pictures	The Determined Shepherd	persistence
25		The Son Who Was Sorry	repentance
26		The True Neighbor	compassion
27	Unit 7: Creative Writing	Apostle Paul	contentment thankfulness

SCOPE AND SEQUENCE, cont.

Lesson	Style (first introduced)	Activity	Vocabulary
1	Nouns Adjectives	“Thank You, God” Charades “My God Is So Great” Song	
2		Noah’s Ark Adjective Game	fierce massive
2B		Three Strikes and You’re Out	
3		Vocab. Adjective Grab Game Romans 4:3 Craft	dazzling confident
4		Joseph Adjective Match Game	bitter sly
5	Banned Adjectives	Quality Adjective Game	vivid merciful
6		Avoid Banned Adj. Game	meek alarmed
7	Who/Which Clause	Part the Sentences (Who/Which Clause Game)	pursue foolish
8	Verbs/Banned Verbs	Action Verb Fun Avoid Banned Verbs Game	tumble blast
9–11	Creating Titles	Wolves in Sheep’s Clothing; Verb or Adjective? Game	thunder challenge
12–14	-ly Words Using Quotation Marks	Story Sequence Tic-Tac-Toe; Collect the Cards Game	claim shriek
15–17	Because Clause Five-Senses Words	Vocabulary Game of Choice; Finders Keepers	declare rapidly
18–20	More About -ly Words	Story Sequence Tic-Tac-Toe; Puppets; Finders Keepers	cast hatch
21	Topic-Clincher Rule	Vocabulary Game of Choice	humbly smugly
22		Vocabulary Game of Choice	behold astonished
23		“What Can Wash Away My Sins?” Game	mock descend
24		Wolves in Sheep’s Clothing: Structure & Style Review	tend persist
25	Alliteration	Alliteration Game	recklessly contrite
26		Memory Twist	bypass merciless
27		Contentment Game	content plentiful

INSTRUCTIONS FOR GAMES

The lessons in *Bible Heroes* include many games. You may want to play some of these after the lesson in which they are suggested. The chart below provides the page number in this Teacher’s Manual (TM) where you can find the instructions.

Lesson	Activity	TM Page
1	“Thank You, God” Adjective Game/Charades	15
2	Noah’s Ark Adjective Game	18
2B	Three Strikes and You’re Out (Adjective Game)	21
3	Vocabulary Adjective Grab Game	24
4	Joseph Adjective Match Game	26
5	Quality Adjective Game	28
6	Avoid Banned Adjectives Game Vocabulary Grab Game	29 30
7	Part the Sentences (Who/Which Clause Game)	31
8	Avoid Banned Verbs Game	35
9	Wolves in Sheep’s Clothing: Banned Words	37
11	Adjective or Verb? Game	41
12, 18	Story Sequence Tic-Tac-Toe	43
13	Collect the Cards Game	47
17, 20	Finders Keepers	56
23	“What Can Wash Away My Sins?” Game	68
24	Wolves in Sheep’s Clothing: Structure & Style Review	70/37
25	Alliteration Game	74
26	Memory Twist Game	76
27	Contentment Game	78