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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 4 in a one-year course**

**Course Objectives:** Students completing this course will:

- ✓ Master state of being verbs, action verbs, and possessive nouns
- ✓ Review sentences, singular and plural nouns, adjectives and adverbs
- ✓ Identify abbreviations, proper use of punctuation marks, spelling, root words, compound words, and suffixes
- ✓ Create their own dictionary with words learned through the course
- ✓ Learn to create good paragraphs based on structure and comprehension
- ✓ Develop skills in using the dictionary and a thesaurus for spelling and vocabulary-building
- ✓ Explore the Scripture, parts of letter writing, copywork, and more!

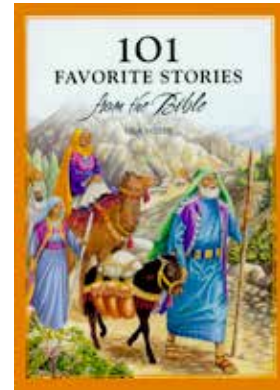
## Course Description

*Language Lessons for a Living Education 4* is a Charlotte Mason–flavored approach to elementary language arts. Enjoy an engaging and effective language arts program for your elementary student. Students will 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 psalm). 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, psalms, and letters. This course also develops reading skills and gently develops narration skills. Writing stamina is built up gradually. By the end of the course, students should be able to comfortably write a four to five sentence paragraph.

### **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 course 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 tried to take the effective principles from long ago and update 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 and the proofers for their 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 out. 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 psalm. (Each quarter follows this pattern.) A light lesson follows.

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, published by Master Books. These stories may be read out loud by the teacher, student, or both. We encourage students to read as much as possible to strengthen their skills and stamina. 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.

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, Psalms

The stories, poems, and psalms were designed for the teacher and student to read together. This gives reading practice and experience within the context of a short story or passage. This method fosters a partnership between the teacher and the student. It allows the teacher to see where the student excels and needs some extra instructions. It also gives the student a safe place to practice their developing reading skills.

The student should read as much of the story, poem, or psalm as possible. The teacher should help the student sound out difficult words and gently take over the reading if the student tires or is struggling. The goal is to build reading skills and stamina through practice. Care should be taken to stay light-hearted and encouraging with a student that is still working to master reading.

If a student is struggling to read, sometimes their short-term memory needs to be developed. Reading is memory intensive. You can work on increasing short-term memory through memory games. You will find some in the back of the book.

The NASB is used for the psalms and all Scripture passages (unless otherwise noted) in this book, but you may use the version you prefer.

### Independent Reading

Work with the student to pick a book for the student to read independently throughout each week. Care should be taken to select a book within the student's reading ability.

Depending on the reading ability of the student, the book may be read orally, with the help of the teacher. Students may also choose to read the book independently, asking for help only when they come to a word they cannot read or do not understand.

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. These questions will help a student connect with the story and improve basic narration skills.

Oral narration is a skill that needs to be developed. Oral narration teaches the student to pay attention to the story and to think about what is happening. It fosters memory recall, which helps develop reading skills. The questions are meant to gently lead a student to the goal of being able to tell back a story on their own, with no prompts. Students will



vary greatly in their ability to narrate back to the teacher a whole story. We suggest a slow approach, testing a student now and then to see if they can do it without the prompts.

## **Memorization**

Throughout the course, there are opportunities to memorize short passages of 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 students will be memorizing the names of the books of the Bible as well as the genres. Two weeks are given to learn most sets of books. The teacher should memorize the books with the student. The class in the story earns a prize once they have recited all of the books and a bonus for the genres. It would be fun and rewarding (but optional) for you to provide a small prize for your student after they have memorized all the books, and a bonus prize for the genres.

## **Writing a Paragraph**

Students will be introduced to writing a paragraph. Each time a student is asked to write a paragraph, they are provided with 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 with what a great job they did. There are different schools of thought regarding whether to correct spelling mistakes. Some believe the student should fix all mistakes to avoid having the wrong spelling imprinted in their mind. 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, you can shorten the assignment to the topic sentence, detail sentence, and a closing sentence. If the struggle is stamina, you may write part of the paragraph for the student. You may also want to have the struggling student organize his or her thoughts by reciting what they want to say to you before they start to write. You can also encourage the student by asking questions to lead them through the process. For example, you could say, “Okay, you have a great topic sentence about your cat. What are some things you want to tell about your cat?”

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 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, including word shape worksheets for all of the spelling words

Please note: Pronunciations can vary by region. Students are asked to sort spelling words by their vowel sounds in some lessons. Please adjust the assignments and lessons according to the pronunciation 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 a children's dictionary to the student. The teacher should demonstrate how to look up words in a dictionary and use it to complete the definitions. The student may use one word or simpler definitions 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.

## **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. Copy work at the back of the book may be used for more handwriting practice. We also suggest using Scripture as copy work for handwriting practice.

## **For Fun!**

For Fun! activities provide extra thinking practice. They are meant to be fun. If a student has difficulty solving an activity, offer hints and encouragement. If the student is unable to find the solution, walk them through the process of how to solve the problem. Be sure to provide the answer.

## **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.

## **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 as your student learns how to communicate more effectively.

## **Assessments**

Two types of assessments are provided in the Teacher Aids section in the back of the book. We have provided Quarterly Reviews within the curriculum at the end of each quarter. Each quarter has two Reviews covering punctuation, grammar, and writing. There is also a spelling Review. The 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.



## 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 24-25			
	Day 4	Complete Lesson 1 Exercise 4 • Page 26			
	Day 5	Complete Lesson 1 Exercise 5 • Pages 27-28			
Week 2	Day 6	Picture Study • Page 29 Complete Lesson 2 Exercise 1 • Page 30			
	Day 7	Complete Lesson 2 Exercise 2 • Page 31			
	Day 8	Complete Lesson 2 Exercise 3 • Pages 32-33			
	Day 9	Complete Lesson 2 Exercise 4 • Page 34			
	Day 10	Complete Lesson 2 Exercise 5 • Pages 35-36			
Week 3	Day 11	Read Story • Page 37 Complete Lesson 3 Exercise 1 • Page 38			
	Day 12	Complete Lesson 3 Exercise 2 • Pages 39-40			
	Day 13	Complete Lesson 3 Exercise 3 • Pages 41-43			
	Day 14	Complete Lesson 3 Exercise 4 • Page 44			
	Day 15	Complete Lesson 3 Exercise 5 • Pages 45-46			
Week 4	Day 16	Read Poem • Page 47 Complete Lesson 4 Exercise 1 • Page 48			
	Day 17	Complete Lesson 4 Exercise 2 • Pages 49-50			
	Day 18	Complete Lesson 4 Exercise 3 • Pages 51-53			
	Day 19	Complete Lesson 4 Exercise 4 • Page 54			
	Day 20	Complete Lesson 4 Exercise 5 • Pages 55-56			
Week 5	Day 21	Read Story • Page 57 Complete Lesson 5 Exercise 1 • Page 58			
	Day 22	Complete Lesson 5 Exercise 2 • Pages 59-60			
	Day 23	Complete Lesson 5 Exercise 3 • Page 61			
	Day 24	Complete Lesson 5 Exercise 4 • Page 62			
	Day 25	Complete Lesson 5 Exercise 5 • Pages 63-64			
Week 6	Day 26	Picture Study • Page 65 Complete Lesson 6 Exercise 1 • Page 66			
	Day 27	Complete Lesson 6 Exercise 2 • Pages 67-68			
	Day 28	Complete Lesson 6 Exercise 3 • Page 69			
	Day 29	Complete Lesson 6 Exercise 4 • Page 70			
	Day 30	Complete Lesson 6 Exercise 5 • Pages 71-72			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 31	Read Story • Page 73 Complete Lesson 7 Exercise 1 • Page 74			
	Day 32	Complete Lesson 7 Exercise 2 • Pages 75-76			
	Day 33	Complete Lesson 7 Exercise 3 • Page 77			
	Day 34	Complete Lesson 7 Exercise 4 • Page 78			
	Day 35	Complete Lesson 7 Exercise 5 • Pages 79-80			
Week 8	Day 36	Read Psalm 96 • Page 81 Complete Lesson 8 Exercise 1 • Page 82			
	Day 37	Complete Lesson 8 Exercise 2 • Pages 83-84			
	Day 38	Complete Lesson 8 Exercise 3 • Pages 85-87			
	Day 39	Complete Lesson 8 Exercise 4 • Page 88			
	Day 40	Complete Lesson 8 Exercise 5 • Pages 89-90			
Week 9	Day 41	Read Story • Page 91 Complete Lesson 9 Exercise 1 • Page 92			
	Day 42	Do Lesson 9 Exercise 2 ( <b>Quarter 1 Review</b> ) • Pages 93-95			
	Day 43	Do Lesson 9 Exercise 3 ( <b>Quarter 1 Review</b> ) • Pages 96-98			
	Day 44	Complete Lesson 9 Exercise 4 • Page 99			
	Day 45	Complete Lesson 9 Exercise 5 • Page 100			
First Semester-Second Quarter					
Week 1	Day 46	Read Story • Page 101 Complete Lesson 10 Exercise 1 • Page 102			
	Day 47	Complete Lesson 10 Exercise 2 • Pages 103-104			
	Day 48	Complete Lesson 10 Exercise 3 • Pages 105-107			
	Day 49	Complete Lesson 10 Exercise 4 • Page 108			
	Day 50	Complete Lesson 10 Exercise 5 • Pages 109-110			
Week 2	Day 51	Picture Study • Page 111 Complete Lesson 11 Exercise 1 • Page 112			
	Day 52	Complete Lesson 11 Exercise 2 • Pages 113-114			
	Day 53	Complete Lesson 11 Exercise 3 • Page 115			
	Day 54	Complete Lesson 11 Exercise 4 • Page 116			
	Day 55	Complete Lesson 11 Exercise 5 • Pages 117-118			
Week 3	Day 56	Read Story • Page 119 Complete Lesson 12 Exercise 1 • Page 120			
	Day 57	Complete Lesson 12 Exercise 2 • Pages 121-122			
	Day 58	Complete Lesson 12 Exercise 3 • Pages 123-125			
	Day 59	Complete Lesson 12 Exercise 4 • Page 126			
	Day 60	Complete Lesson 12 Exercise 5 • Pages 127-128			
Week 4	Day 61	Read Poem • Page 129 Complete Lesson 13 Exercise 1 • Page 130			
	Day 62	Complete Lesson 13 Exercise 2 • Pages 131-132			
	Day 63	Complete Lesson 13 Exercise 3 • Pages 133-135			
	Day 64	Complete Lesson 13 Exercise 4 • Page 136			
	Day 65	Complete Lesson 13 Exercise 5 • Pages 137-138			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 66	Read Story • Page 139 Complete Lesson 14 Exercise 1 • Page 140			
	Day 67	Complete Lesson 14 Exercise 2 • Pages 141-142			
	Day 68	Complete Lesson 14 Exercise 3 • Pages 143-145			
	Day 69	Complete Lesson 14 Exercise 4 • Page 146			
	Day 70	Complete Lesson 14 Exercise 5 • Pages 147-148			
Week 6	Day 71	Picture Study • Page 149 Complete Lesson 15 Exercise 1 • Page 150			
	Day 72	Complete Lesson 15 Exercise 2 • Page 151			
	Day 73	Complete Lesson 15 Exercise 3 • Pages 152-153			
	Day 74	Complete Lesson 15 Exercise 4 • Page 154			
	Day 75	Complete Lesson 15 Exercise 5 • Pages 155-156			
Week 7	Day 76	Read Story • Page 157 Complete Lesson 16 Exercise 1 • Page 158			
	Day 77	Complete Lesson 16 Exercise 2 • Pages 159-160			
	Day 78	Complete Lesson 16 Exercise 3 • Pages 161-163			
	Day 79	Complete Lesson 16 Exercise 4 • Page 164			
	Day 80	Complete Lesson 16 Exercise 5 • Pages 165-166			
Week 8	Day 81	Read Psalm 98 • Page 167 Complete Lesson 17 Exercise 1 • Page 168			
	Day 82	Complete Lesson 17 Exercise 2 • Pages 169-170			
	Day 83	Complete Lesson 17 Exercise 3 • Pages 171-173			
	Day 84	Complete Lesson 17 Exercise 4 • Page 174			
	Day 85	Complete Lesson 17 Exercise 5 • Pages 175-176			
Week 9	Day 86	Read Story • Page 177 Complete Lesson 18 Exercise 1 • Page 178			
	Day 87	Do Lesson 18 Exercise 2 ( <b>Quarter 2 Review</b> ) • Pages 179-180			
	Day 88	Do Lesson 18 Exercise 3 ( <b>Quarter 2 Review</b> ) • Pages 181-184			
	Day 89	Complete Lesson 18 Exercise 4 • Page 185			
	Day 90	Complete Lesson 18 Exercise 5 • Page 186			
		Mid-Term Grade			

## Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Third Quarter					
Week 1	Day 91	Read Story • Page 187 Complete Lesson 19 Exercise 1 • Page 188			
	Day 92	Complete Lesson 19 Exercise 2 • Pages 189-190			
	Day 93	Complete Lesson 19 Exercise 3 • Page 191			
	Day 94	Complete Lesson 19 Exercise 4 • Page 192			
	Day 95	Complete Lesson 19 Exercise 5 • Pages 193-194			
Week 2	Day 96	Picture Study • Page 195 Complete Lesson 20 Exercise 1 • Page 196			
	Day 97	Complete Lesson 20 Exercise 2 • Pages 197-198			
	Day 98	Complete Lesson 20 Exercise 3 • Page 199			
	Day 99	Complete Lesson 20 Exercise 4 • Page 200			
	Day 100	Complete Lesson 20 Exercise 5 • Pages 201-202			
Week 3	Day 101	Read Story • Page 203 Complete Lesson 21 Exercise 1 • Page 204			
	Day 102	Complete Lesson 21 Exercise 2 • Pages 205-206			
	Day 103	Complete Lesson 21 Exercise 3 • Pages 207-209			
	Day 104	Complete Lesson 21 Exercise 4 • Page 210			
	Day 105	Complete Lesson 21 Exercise 5 • Pages 211-212			
Week 4	Day 106	Read Poem • Page 213 Complete Lesson 22 Exercise 1 • Page 214			
	Day 107	Complete Lesson 22 Exercise 2 • Pages 215-216			
	Day 108	Complete Lesson 22 Exercise 3 • Pages 217-219			
	Day 109	Complete Lesson 22 Exercise 4 • Page 220			
	Day 110	Complete Lesson 22 Exercise 5 • Pages 221-222			
Week 5	Day 111	Read Story • Page 223 Complete Lesson 23 Exercise 1 • Pages 224-225			
	Day 112	Complete Lesson 23 Exercise 2 • Pages 226-227			
	Day 113	Complete Lesson 23 Exercise 3 • Pages 228-229			
	Day 114	Complete Lesson 23 Exercise 4 • Page 230			
	Day 115	Complete Lesson 23 Exercise 5 • Pages 231-232			
Week 6	Day 116	Picture Study • Page 233 Complete Lesson 24 Exercise 1 • Page 234			
	Day 117	Complete Lesson 24 Exercise 2 • Page 235-236			
	Day 118	Complete Lesson 24 Exercise 3 • Pages 237-239			
	Day 119	Complete Lesson 24 Exercise 4 • Page 240			
	Day 120	Complete Lesson 24 Exercise 5 • Pages 241-242			



Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 121	Read Story • Page 243 Complete Lesson 25 Exercise 1 • Pages 244-245			
	Day 122	Complete Lesson 25 Exercise 2 • Pages 246-247			
	Day 123	Complete Lesson 25 Exercise 3 • Pages 248-249			
	Day 124	Complete Lesson 25 Exercise 4 • Page 250			
	Day 125	Complete Lesson 25 Exercise 5 • Pages 251-252			
Week 8	Day 126	Read Psalm 100 • Page 253 Complete Lesson 26 Exercise 1 • Page 254			
	Day 127	Complete Lesson 26 Exercise 2 • Pages 255-256			
	Day 128	Complete Lesson 26 Exercise 3 • Page 257			
	Day 129	Complete Lesson 26 Exercise 4 • Page 258			
	Day 130	Complete Lesson 26 Exercise 5 • Pages 259-260			
Week 9	Day 131	Read Story • Page 261 Complete Lesson 27 Exercise 1 • Page 262			
	Day 132	Do Lesson 27 Exercise 2 ( <b>Quarter 3 Review</b> ) • Pages 263-265			
	Day 133	Do Lesson 27 Exercise 3 ( <b>Quarter 3 Review</b> ) • Pages 266-268			
	Day 134	Complete Lesson 27 Exercise 4 • Page 269			
	Day 135	Complete Lesson 27 Exercise 5 • Page 270			
Second Semester-Fourth Quarter					
Week 1	Day 136	Read Story • Page 271 Complete Lesson 28 Exercise 1 • Pages 272-273			
	Day 137	Complete Lesson 28 Exercise 2 • Pages 274-276			
	Day 138	Complete Lesson 28 Exercise 3 • Pages 277-279			
	Day 139	Complete Lesson 28 Exercise 4 • Page 280			
	Day 140	Complete Lesson 28 Exercise 5 • Pages 281-282			
Week 2	Day 141	Picture Study • Page 283 Complete Lesson 29 Exercise 1 • Page 284			
	Day 142	Complete Lesson 29 Exercise 2 • Pages 285-286			
	Day 143	Complete Lesson 29 Exercise 3 • Pages 287-289			
	Day 144	Complete Lesson 29 Exercise 4 • Page 290			
	Day 145	Complete Lesson 29 Exercise 5 • Pages 291-292			
Week 3	Day 146	Read Story • Page 293 Complete Lesson 30 Exercise 1 • Pages 294-295			
	Day 147	Complete Lesson 30 Exercise 2 • Pages 296-298			
	Day 148	Complete Lesson 30 Exercise 3 • Page 299			
	Day 149	Complete Lesson 30 Exercise 4 • Page 300			
	Day 150	Complete Lesson 30 Exercise 5 • Pages 301-302			
Week 4	Day 151	Read Poem • Page 303 Complete Lesson 31 Exercise 1 • Page 304			
	Day 152	Complete Lesson 31 Exercise 2 • Pages 305-306			
	Day 153	Complete Lesson 31 Exercise 3 • Page 307			
	Day 154	Complete Lesson 31 Exercise 4 • Page 308			
	Day 155	Complete Lesson 31 Exercise 5 • Pages 309-310			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 156	Read Story • Page 311 Complete Lesson 32 Exercise 1 • Page 312			
	Day 157	Complete Lesson 32 Exercise 2 • Pages 313-315			
	Day 158	Complete Lesson 32 Exercise 3 • Pages 316-317			
	Day 159	Complete Lesson 32 Exercise 4 • Page 318			
	Day 160	Complete Lesson 32 Exercise 5 • Pages 319-320			
Week 6	Day 161	Picture Study • Page 321 Complete Lesson 33 Exercise 1 • Page 322			
	Day 162	Complete Lesson 33 Exercise 2 • Pages 323-325			
	Day 163	Complete Lesson 33 Exercise 3 • Pages 326-327			
	Day 164	Complete Lesson 33 Exercise 4 • Page 328			
	Day 165	Complete Lesson 33 Exercise 5 • Pages 329-330			
Week 7	Day 166	Read Story • Page 331 Complete Lesson 34 Exercise 1 • Page 332			
	Day 167	Complete Lesson 34 Exercise 2 • Pages 333-334			
	Day 168	Complete Lesson 34 Exercise 3 • Page 335			
	Day 169	Complete Lesson 34 Exercise 4 • Page 336			
	Day 170	Complete Lesson 34 Exercise 5 • Pages 337-338			
Week 8	Day 171	Read Psalm 117 • Page 339 Complete Lesson 35 Exercise 1 • Page 340			
	Day 172	Complete Lesson 35 Exercise 2 • Page 341			
	Day 173	Complete Lesson 35 Exercise 3 • Pages 342-343			
	Day 174	Complete Lesson 35 Exercise 4 • Page 344			
	Day 175	Complete Lesson 35 Exercise 5 • Pages 345-346			
Week 9	Day 176	Read Story • Page 347 Complete Lesson 36 Exercise 1 • Page 348			
	Day 177	Do Lesson 36 Exercise 2 ( <b>Quarter 4 Review</b> ) • Pages 349-351			
	Day 178	Do Lesson 36 Exercise 3 ( <b>Quarter 4 Review</b> ) • Pages 352-354			
	Day 179	Complete Lesson 36 Exercise 4 • Page 355			
	Day 180	Complete Lesson 36 Exercise 5 • Page 356			
		Final Grade			

## Move Up! Day

It was the first day of the new Sunday school session, and Micah was a bit nervous. He was not really excited about “moving up” to the fourth- and fifth-grade class. He was sad that Jin, who was a year younger than Micah, would be staying in the old class with Mr. Lopez.

As they were finishing breakfast, his dad reminded him that he would not be the only one feeling nervous today. “It’s perfectly normal to feel this way,” he said. “Remember that stepping into new situations is part of growing older and a great opportunity to trust God and learn some valuable life lessons. Try to see this as an exciting opportunity — you might even make some new friends.” *But I will be the youngest kid in the class!* Micah thought to himself. He was not sure he wanted the “life lessons” that came with growing up.

Then his older sister, Alexia, asked him if he knew who his new teacher would be. Micah was so concerned about being the youngest he had not even considered a new teacher! He really liked Mr. Lopez and was comfortable with him. *What would the new teacher be like? Would he or she be as cool as Mr. Lopez? How many kids would be in his new class? Why did he have to be the youngest? Why does everything have to change?*

Micah had a lot on his mind as he rode to church that morning.

**TEACHER  
NOTE**

- Please review Reading and Narration tips at the beginning of the book.

- (1) How does this story start?
- (2) What did Micah’s dad remind him of?
- (3) What did Alexia say to Micah? What did this make Micah think about?
- (4) How does the story end?

## Analogy

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*.

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:

gloves : hand :: night : dark

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

Read and complete the analogies.

(1) yellow : sun :: green : \_\_\_\_\_

(2) soft : hard :: easy : \_\_\_\_\_



### TEACHER NOTE

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



### INDEPENDENT READING



### TEACHER NOTE

- See instructions for Independent Reading in the front of the book.
- Discuss with the student who an author is and where the name of the author can be found.





## Nouns

A noun is a person, place, or thing. A proper noun names a person, place, or thing. Proper names include the days of the week, months, and holidays. A proper noun begins with a capital letter.

Study the chart:

Common Nouns	Proper Nouns	Common Nouns	Proper Nouns
boy	Gideon	day	Friday
park	Yellowstone	holiday	Christmas
country	United States	me	I

Write a proper noun for each common noun.

state \_\_\_\_\_

girl \_\_\_\_\_

city \_\_\_\_\_

book \_\_\_\_\_

month \_\_\_\_\_

holiday \_\_\_\_\_

myself \_\_\_\_\_

Write a sentence using at least one proper noun.

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## Sentences

When we write a sentence, we must remember to start the first word of each sentence with a capital letter. We also must remember to end it with a punctuation mark.

There are four types of sentences:

**Imperative:** gives a command; ends with a period

**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

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          |

Write the correct punctuation after each sentence type.

- (1) Imperative \_\_\_\_\_
- (2) Declarative \_\_\_\_\_
- (3) Exclamatory \_\_\_\_\_
- (4) Interrogative \_\_\_\_\_

## Exercise 3 Day 3

Write an exclamatory sentence.

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Write an interrogative sentence.

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Write an imperative sentence.

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Write a declarative sentence.

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





**READING  
COMPREHENSION**

Read "Israel Demands a King" on pages 82–83 of *101 Favorite Stories of the Bible* with your teacher.

Answer the questions on page 83.

Copy Proverbs 1:25, then memorize it with your teacher.



**TEACHER  
NOTE**

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

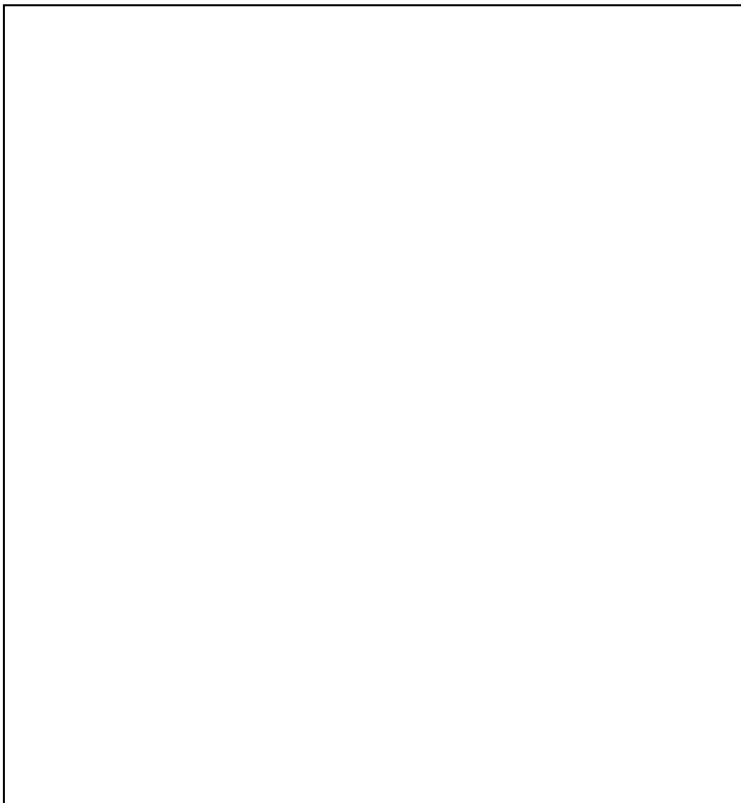
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### /a/ Words

We are going to work with words that make the short-a and the long-a sound.

The short-a sound is usually followed by one or two consonants.

The long-a sound can be spelled with: *ay*, *ai*, *a\_e*, *ea*, or *ei*

Learn to spell these words:

break, drain, eight, flake, holiday, jail, past,  
shape, spam, stamp, steak, stray, talent, weigh

The family of /a/ words are going on a trip and need to pack. Group the words by how they are spelled and put them in the right suitcases.

(1) Short-a words followed by two consonants  
\_\_\_\_\_

(2) Short-a words followed by one consonant  
\_\_\_\_\_

(3) Long-a words spelled with *ay*  
\_\_\_\_\_

(4) Long-a words spelled with *ai*  
\_\_\_\_\_

(5) Long-a words spelled with *a\_e*  
\_\_\_\_\_

(6) Long-a words spelled with *ea*  
\_\_\_\_\_

(7) Long-a words spelled with *ei*  
\_\_\_\_\_

# Exercise 5 Day 5

Write a fun sentence using at least two of your short-a spelling words.

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Write a fun sentence using at least two of your long-a spelling words.

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Be sure to start each sentence with a capital letter and end it with a punctuation mark.

## For More Practice:

Write your words in the shape boxes using the worksheet for this lesson in the back of the book.

Write your spelling words on notecards. Write one word on each card. You may 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**

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

## Trust in the Lord

On Sunday, Mr. C. explained each section of the temple complex and how it was used. “This is a replica of the first temple constructed in Jerusalem and was built by Solomon, the son of King David. Its completion gave the Israelites a permanent place to worship for the first time. There are many lessons we can learn from the life of King Solomon, but one, in particular, is very important. He was fairly young when he became king, but he loved and followed the Lord. Instead of praying for wealth or a long life, he asked instead for wisdom to rule the kingdom well. He built this magnificent temple and encouraged the Israelites to worship the Lord with all their hearts. He started out very strong. Unfortunately, in his later years, he wandered away from God. He began to trust his own judgment instead of trusting the word of God. Sadly, many of the Israelites followed his example. This eventually led to the destruction of this temple by the Babylonians in 586 B.C. I built this replica as a reminder to myself to seek the Lord and His wisdom first, instead of going my own way.”

Claire volunteered to read aloud the Scripture Mr. C. chose for today’s lesson, Proverbs 3:5–6. “Trust in the LORD with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and He will make your paths straight.”

Micah couldn’t help thinking that just a few weeks ago he had wanted to go his own way.

 **NARRATION  
PRACTICE**

- (1) What did Mr. C explain about Solomon’s Temple?
- (2) Why did Mr. C. build the replica of Solomon’s Temple?
- (3) What do you think Micah was thinking about? Do you remember when he wanted to go his own way?

## Rhyming

ABAB rhymes are when the two “A” lines rhyme and the two “B” lines rhyme. Let’s look at an example:

A: It is just about time

B: and I can’t wait

A: to read a rhyme

B: I can’t be late!

The A lines rhyme with each other, and the B lines rhyme with each other. It 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.)

shower : flower      sow : grow      play : stay      aim : game  
eat : seat      late : plate      rain : pane      sun : fun



**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) state \_\_\_\_\_ (2) city \_\_\_\_\_

Write the possessive form of each noun.

- (3) boy \_\_\_\_\_ (4) cat \_\_\_\_\_

Study the sentences:

I am going to a new class.

We are going to a new class.

- (5) What is the singular pronoun in the first sentence? \_\_\_\_\_  
(6) What is the plural pronoun in the second sentence? \_\_\_\_\_

Study the sentence:

Claire and I are going to a new class.

We are going to a new class.

- (7) What are the antecedents? \_\_\_\_\_

Study the sentence:

It is my class.

- (8) What is the possessive pronoun? \_\_\_\_\_  
(9) What belongs to the possessive pronoun? \_\_\_\_\_



## Exercise 2 Day 42

Study the sentence:

An owl and bat came to see the chicks.

(10) What is the subject of this sentence?

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(11) What conjunction was used in the compound subject?

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(12) Write a sentence using an action verb.

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Circle the helping verb and underline the main verb in each sentence.

(13) Micah does play with building blocks.

(14) Jin will help Micah.

(15) Micah and Jin should clean the room first.

(16) The boys might build a tent with their building blocks.

(17) The boys were building the tower quickly.

(18) What state of being verb was used as a helping verb?

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# Exercise 2 Day 42

Write **H** after the sentences that use a helping verb.

If it is a linking verb, write **L** after the sentences that use a linking verb. (**Hint:** Remember, helping verbs help the main verb in a sentence.)






(19) Micah is writing in his journal. \_\_\_\_\_

(20) Micah and Claire are best friends. \_\_\_\_\_

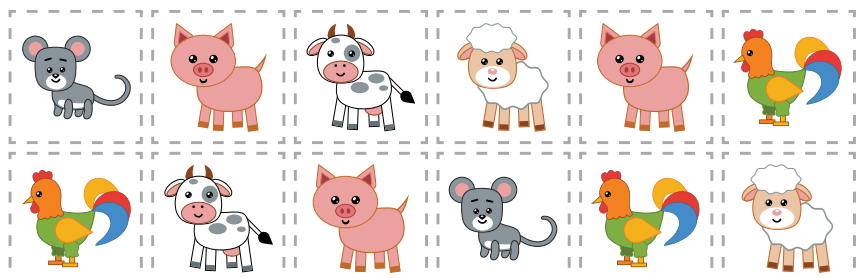


## Animal Sudoku

(21) Each animal can only appear in each line of boxes one time. Your challenge is to find where the animal cards at the bottom go. Cut them out carefully, and then place them in a row. Then look at the rows it is in (up and down, left and right) and see if that animal is already in the line. If it is, you have to try a different animal card. If not, leave it there and see if you can complete the row.

cut and glue



**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) Micah jumped into the car.

(6) Alexia smiled at him.

(7) Combine the two sentences into one.

Micah went for a walk with Jin.

Micah went for a walk with Claire.

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(8) Write a sentence using an interjection.

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## Exercise 3 Day 43

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

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

Add the correct punctuation to the sentence.

- (16) Claire asked Micah, did you show Jin the Temple?

Put commas where they go in the sentences.

- (17) Does Claire know about the Temple Micah?
- (18) Claire did you see the Temple?
- (19) How long Mr. Cunningham did it take to build?

Underline the title in the sentence below. Put in commas where they are needed:

- (20) Dinosaurs by Design has a lot of good information.
- (21) I was in a play called The Christmas Story.
- (22) Have you watched A Jurassic Ark Mystery by Buddy Davis?

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

- (23) swamp man! \_\_\_\_\_
- (24) life in the great ice age \_\_\_\_\_

## Exercise 3 Day 43

(25) Write a paragraph about your favorite person in the Bible. Check off each part as you write your paragraph:

- Write the topic sentence. Remember to indent your topic sentence.
- Write 2–3 sentences that give details about your topic. (**Hint:** Include reasons why he or she is your favorite and what this person did that you liked or didn't like.)
- Write a concluding sentence.

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Did you use a capital letter to start each sentence? Did you use correct punctuation at the end of each sentence? Good job!







Read “Elijah” on pages 98–99 of *101 Favorite Stories of the Bible* with your teacher.

Answer the questions on page 99.

Copy Psalm 33:18–19, then memorize it with your teacher.

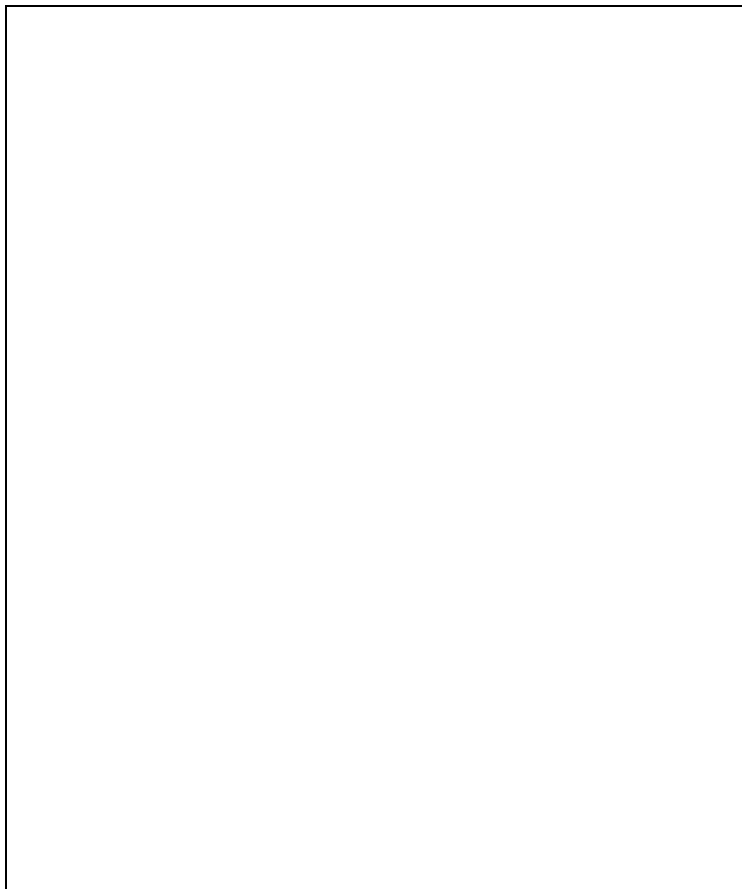
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Copy the picture on page 99. Color your picture.

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## Spelling Review

Use your flashcards to practice your spelling words.

You may:

- Ask someone to quiz you 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 it to your teacher



**CREATE YOUR  
OWN DICTIONARY!**

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



## A Brand New Star

The play was about to begin. Claire had her hands full backstage keeping everyone organized, especially the younger kids. She was excited to watch them perform tonight — they had worked so hard! Looking across the room, she noticed Mrs. Pruitt putting the final touches on Ava’s costume. Ava looked very nervous! Claire walked over to encourage her. “Ava, your costume is perfect, and you are going to do a great job! You have your lines memorized so no need to worry. Just go out there and enjoy yourself! Smiling, Ava said, “Thanks, Claire. I don’t think I’ve ever been so jittery!”

Mrs. Pruitt got everyone’s attention, and they joined hands in prayer before she reminded everyone to be as quiet as a mouse unless they were supposed to make noise! With that, she walked out onto the stage to welcome everyone to the performance. Claire made sure everyone was in their proper place. Jin, Ava, and Alexia would be onstage when the curtains opened. She organized the rest of the kids in the order of their appearance and waited for Micah to start the music.

Claire was so busy during the performance that she barely had time to think! She didn’t relax until the applause was over, but she knew the play had been a success. She was so thankful to have played a part and had not realized until now how much work went on behind the scenes. Who knew that organizing and encouraging others could be so much fun?



- (1) What was happening backstage before the play began?
- (2) What did Mrs. Pruitt do?
- (3) What did Claire do?
- (4) Why was Claire thankful?

## Memorization

Memorize Psalm 107:1 with your teacher.



A *fact* is something that can be proven to be true or false.

An *opinion* is a feeling, belief, or an attitude. It cannot be proven to be true or false.



Study the picture. Write **F** for fact or **O** for opinion next to each sentence about the picture.

- (1) \_\_\_\_\_ The dog is running.
- (2) \_\_\_\_\_ The dog is cute.
- (3) \_\_\_\_\_ The dog is fast.
- (4) \_\_\_\_\_ The dog is wearing a collar.

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

Draw a line to the correct linking verb for each sentence.

- |   |      |
|---|------|
| (1) Claire and Ava _____ at church. (present)           | are  |
| (2) Claire and Ava _____ at church. (past)              | were |
| (3) Claire _____ excited. (past)                        | is   |
| (4) Claire _____ excited. (present)                     | was  |
| (5) I _____ hoping to get a solo in the play. (past)    | am   |
| (6) I _____ hoping to get a solo in the play. (present) | was  |

Fill in the blank with the correct verb: see saw seen

- (7) I have \_\_\_\_\_ the script of the play.
- (8) Mrs. Pruitt \_\_\_\_\_ Claire.
- (9) I \_\_\_\_\_ Ava and Claire.

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

- |           |                        |
|-----------|------------------------|
| (10) gone | present                |
| (11) go   | past                   |
| (12) went | past with helping verb |

Draw a line from the sentence to the correct verb:

- |                                     |       |
|-------------------------------------|-------|
| (13) I have _____ lunch already.    | eat   |
| (14) I _____ my last peach earlier. | eaten |
| (15) I _____ peaches every day.     | ate   |



## Exercise 2 Day 87

Match with the correct word to use:

- |                     |       |
|---------------------|-------|
| (16) Singular, far  | this  |
| (17) Plural, near   | that  |
| (18) Singular, near | these |
| (19) Plural, far    | those |

Write the correct word in the sentences: **it's**   **its**

(20) The camel hid \_\_\_\_\_ treat.

(21) \_\_\_\_\_ going to be a great play.

Write the correct word in the sentences: **who's**   **whose**

(22) \_\_\_\_\_ bringing snacks for play practice?

(23) \_\_\_\_\_ donkey is this?

Fill in the correct word: **most**   **almost**

(24) Ava has the \_\_\_\_\_ lines in the play.

(25) Jin knows \_\_\_\_\_ all of his lines in the play.

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

Match the contractions to the words:

- |             |          |
|-------------|----------|
| (1) can't   | we would |
| (2) she'll  | can not  |
| (3) they're | she will |
| (4) we'd    | they are |

Write the name of your 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) Misses \_\_\_\_\_

Draw a line from the name of each street to the correct abbreviation:

- |                |      |
|----------------|------|
| (13) Boulevard | Tpk. |
| (14) Highway   | Bld. |
| (14) Turnpike  | Hwy. |

## Exercise 3 Day 88

Write a synonym and antonym for each word:

(16) still: \_\_\_\_\_

(17) sting: \_\_\_\_\_

Add the suffix -er and -est to the following words:

(18) nice: \_\_\_\_\_

(19) tall: \_\_\_\_\_

(20) tasty: \_\_\_\_\_

(21) wet: \_\_\_\_\_

Match the words to the correct definition:

(22) figure of speech

(23) metaphor

(24) simile

does not use the words like or as

uses the words like or as

describes something in a way that  
is not literal



## Exercise 3 Day 88

(25) Write a paragraph about your favorite animal.

Check off each part as you write your paragraph:

- Write the topic sentence. Remember to indent your topic sentence.
- Write 2–3 sentences that give details about your topic. (**Hint:** Tell why you like your favorite animal. You can also describe it, tell what it eats, or include where it lives.)
- Write a concluding sentence.

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Did you use a capital letter to start each sentence? Did you use correct punctuation at the end of each sentence? Good job!

# Exercise 3 Day 88



## A Musical Mystery!

The Christmas play is about to begin, but there is a problem! The musical instruments are scattered everywhere and Claire knows what many of them are, but isn't sure about some of them. First, choose what the instrument is from the list at the bottom of the page. Then see what number is by the instrument and write the name of the instrument in the crossword puzzle.

- Accordion
- Grand Piano
- Tambourine
- Violin
- Castanets
- Guitar
- Triangle
- Xylophone
- Cello
- Harp
- Trumpet
- Saxophone
- Drum
- Maracas
- Synthesizer
- Melodica





Read “God Speaks Through Jeremiah” on pages 116–117 of *101 Favorite Stories of the Bible* with your teacher.

Answer the questions on page 117.

Copy Ezekiel 6:10, then memorize it with your teacher.

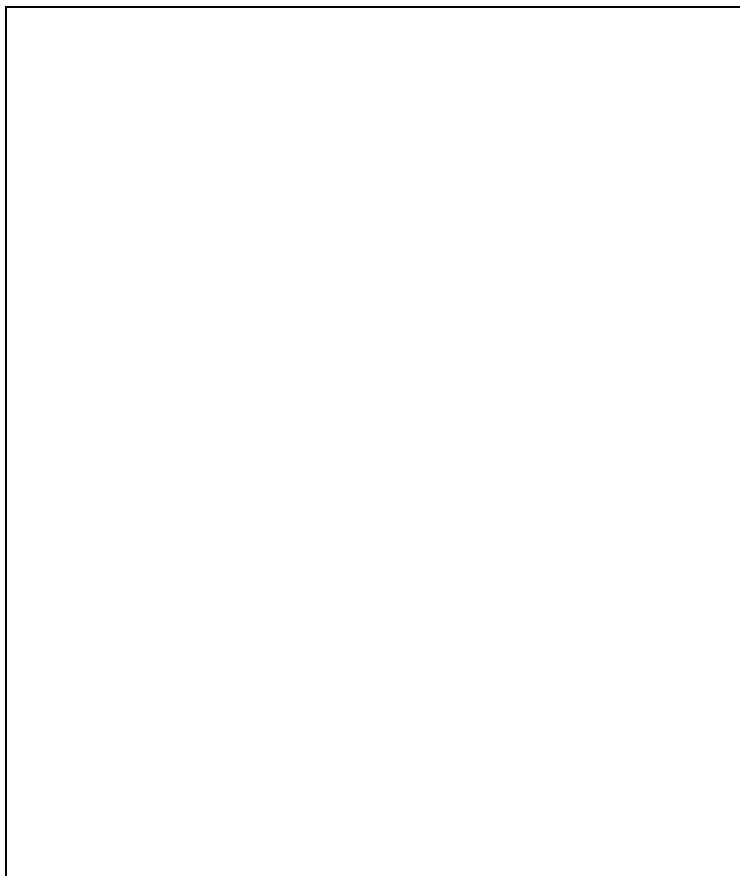
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Copy the picture on page 117. Color your picture.



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## Spelling Review

Use your flashcards to practice your spelling words.

You may:

- Ask someone to quiz you 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 it to your teacher



**CREATE YOUR  
OWN DICTIONARY!**

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



## Lunch at Jin's House

Micah was hungry as his family made their way to Jin's house for lunch. He was excited to show Mr. C. their project, but first things first. Jin's mom was making lasagna because Mr. C. had lived in Italy for a few years. Micah LOVED Italian food!

As everyone talked over lunch, the boys realized that Mr. C. had lived in lots of different countries and had eaten many things that did not sound appetizing to Micah at all. He was thankful Jin's mom had chosen an Italian theme for today's lunch! He began to wonder, *what kind of food does Carlos eat? Do they like pizza and spaghetti in Honduras?* He would have to write Carlos soon and ask him.

After lunch, they all went to see the temple. The boys explained their process and how they had started with the cornerstone. Mr. C. explained just how important the cornerstone was in that type of construction. Then he told them about a much deeper meaning for this stone. "Today, the people of God are considered the temple and Jesus Christ is our Foundation and Cornerstone. He is what holds us together, keeps us strong, and helps us stay in line with His Word. If we build our lives on this foundation, we will stand strong — just like a well-built building."

"I didn't know we could learn so much about God from LEGOs!" Jin said. His dad responded, "Actually, we can learn about God by studying anything. Even math." Micah and Jin looked at each other with a smile — *yep, even math.*



- (1) Why was Jin's mom making lasagna?
- (2) What did the boys learn about Mr. C.?
- (3) What did Mr. C. explain about the cornerstone?
- (4) What did Jin's dad say they can learn about God from?

## Memorization

We have memorized Genesis to Colossians.

Genesis	2nd Chronicles	Daniel	Matthew
Exodus	Ezra	Hosea	Mark
Leviticus	Nehemiah	Joel	Luke
Numbers	Esther	Amos	John
Deuteronomy	Job	Obadiah	Acts
Joshua	Psalms	Jonah	Romans
Judges	Proverbs	Micah	1st Corinthians
Ruth	Ecclesiastes	Nahum	2nd Corinthians
1st Samuel	Song of Solomon	Habakkuk	Galatians
2nd Samuel	Isaiah	Zephaniah	Ephesians
1st Kings	Jeremiah	Haggai	Philippians
2nd Kings	Lamentations	Zechariah	Colossians
1st Chronicles	Ezekiel	Malachi	

The class learned the books of 1st Thessalonians to Revelation. We can too! Study the list then say the books to your teacher from memory.

1st Thessalonians	Titus	1st Peter	3rd John
2nd Thessalonians	Philemon	2nd Peter	Jude
1st Timothy	Hebrews	1st John	Revelation
2nd Timothy	James	2nd John	

Can you say all of the books you have learned so far from Genesis to Revelation? That is all the books of the Bible! Great job!



### TEACHER NOTE

- Now that the student knows the books of the Bible, you may want to do sword drills. See instructions in the games section in the back of the book.

# Exercise 1 Day 136

The Sunday school class will now learn the genres. Work with your teacher over the next couple of weeks to memorize the genres.

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



## TEACHER NOTE

- There are many ways to classify the genres of Scripture. We have used the classification found on the Answers in Genesis' website.



## INDEPENDENT READING

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





## Review: Nouns, Pronouns

A noun is a person, place, or thing. A proper noun names a person, place, or thing. Proper names include the days of the week, months, and holidays. A proper noun begins with a capital letter.

Write a proper noun for each common noun.

state: \_\_\_\_\_ month: \_\_\_\_\_

boy: \_\_\_\_\_ myself: \_\_\_\_\_

A possessive noun shows ownership. We add 's to the end of a noun to show that it is a possessive noun.

When a possessive noun is plural and ends with s, we simply add an apostrophe after the s.

Remember: *Singular* means one. *Plural* means more than one.

Write the plural possessive noun for each noun:

(1) tree: \_\_\_\_\_ (2) dog: \_\_\_\_\_

Do you remember what a pronoun is? A *pronoun* takes the place of a noun. When a pronoun takes the place of more than one noun, it is called a *plural pronoun*.

Study the chart:

Singular Pronouns	Plural Pronouns
I, you, it	us
she, her	we
he, him	them

Write a sentence using a singular pronoun.

---



---



## Exercise 2 Day 137

Write a sentence using a plural pronoun.

---

---

Do you remember what an antecedent is?

The antecedent is the noun or nouns the pronoun stands for.

Study the examples:

Micah and Jin are studying together.

They are studying together.

(3) What are the antecedents the pronoun *They* stands for? \_\_\_\_\_

Do you remember what *possessive* means? It means ownership.

We do not add an apostrophe or apostrophe *s* to *possessive pronouns*.

Study the chart:

### Possessive Pronouns

my, your, his, her, its, our, your, their

Write a sentence using a possessive pronoun.

---

---

What possessive pronoun did you use in your sentence? \_\_\_\_\_

What belongs to the possessive pronoun you used? \_\_\_\_\_

## Exercise 2 Day 137

Study the chart:

Pronouns that can Stand Alone  
mine, yours, ours, his, hers, theirs

**Note:** The pronoun *his* can be used with a regular possessive pronoun, and it can stand alone.

We are going to use the pronoun *his* in two ways. Study the examples:

Jin showed us his flashcards.

In this sentence, the pronoun *his* is used to show ownership of the flashcards.

They are his.

Write a sentence using a pronoun that can stand alone.

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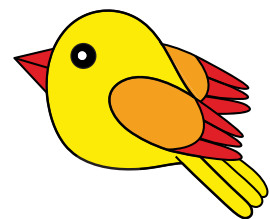
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### Count the Words!

- (4) See how many times you can find the word “bird” in this puzzle! Note the example. The word may not always be in a straight line, but it has to follow the letter order in the word B-I-R-D.

B	Q	J	I	J	S	W	B
D	B	T	W	B	I	R	D
O	I	E	A	U	D	J	I
J	R	D	I	R	D	Y	D
I	N	F	B	K	B	T	R
U	M	D	J	O	I	D	I
B	I	R	Y	H	R	L	B
G	Q	V	J	B	D	E	I



**Review: Sentences, Punctuation**

Start the first word of each sentence with a capital letter and end it with a punctuation mark.

There are four types of sentences:

Imperative:	gives a command; ends with a period
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

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          |

Write the correct punctuation after each sentence type.

- (1) Imperative \_\_\_\_\_
- (2) Declarative \_\_\_\_\_
- (3) Exclamatory \_\_\_\_\_
- (4) Interrogative \_\_\_\_\_

## Exercise 3 Day 138

Do you remember what an interjection is? They are words added to a sentence that express emotion. Here are some examples:

Yay! Ouch! Wow! Hurray! Yes! Stop!

Write a sentence using an interjection.

---

---

Do you remember how to use commas? We use a comma when we write a list of things in a sentence. We also use a comma when we address someone. A comma comes after each item in a list.

Put commas in the right place in each sentence. (**Hint:** Some sentences have more than one comma.)

- (5) Did Claire make the flashcards Micah?
- (6) Micah washed the dishes folded his clothes and made his bed.
- (7) Ava did you eat popcorn?
- (8) How long Jin did it take to memorize the books of the Bible?

# Exercise 3 Day 138



## What's for Lunch?

There are a lot of different places you can go to get lunch and a lot of different kinds of food that you like. Let's see if you can find your way to the "I'm Here Buddy" burger and fries. Use a marker to show your path on the maze map.





Read “Jesus Is Baptized and Tempted” on pages 138–139 of *101 Favorite Stories of the Bible* with your teacher.

Answer the questions on page 139.

Copy Hebrews 4:15, then memorize it with your teacher.

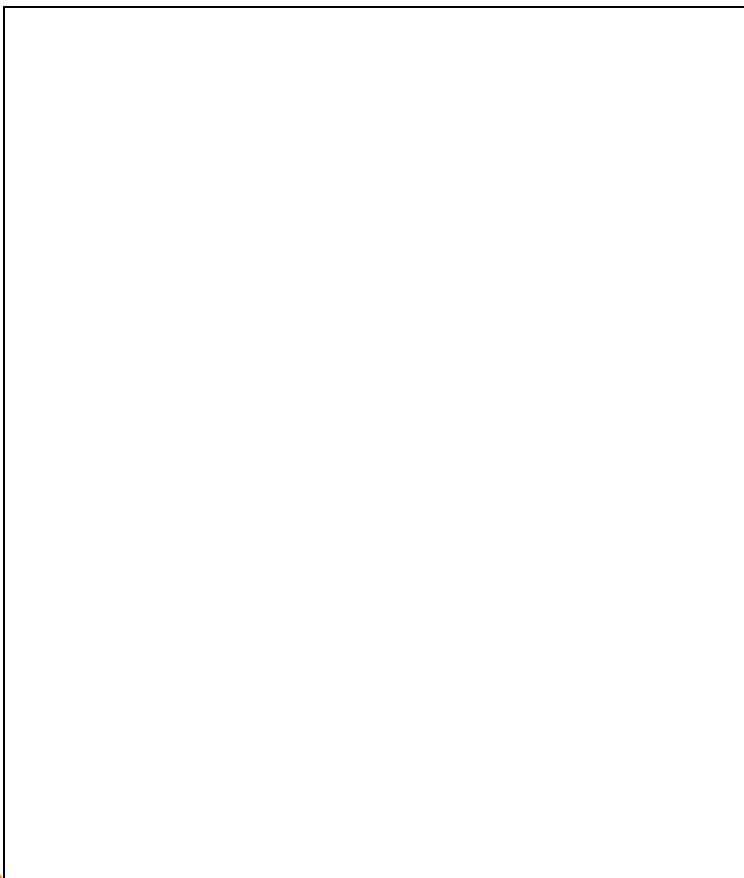
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Copy the picture on page 139. Color your picture.



Copy the caption from page 139.

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### Blends

We are going to work with words that have the blends *ng*, *nk*, *nt*, *pt*, *sk*, and *st*.

Learn to spell these words:

belong, bling, blanket, drink, frequent, saint, tempt,  
swept, scared, scope, skirt, skunk, starve, least

Write the spelling words in alphabetical order.

(1) \_\_\_\_\_

(8) \_\_\_\_\_

(2) \_\_\_\_\_

(9) \_\_\_\_\_

(3) \_\_\_\_\_

(10) \_\_\_\_\_

(4) \_\_\_\_\_

(11) \_\_\_\_\_

(5) \_\_\_\_\_

(12) \_\_\_\_\_

(6) \_\_\_\_\_

(13) \_\_\_\_\_

(7) \_\_\_\_\_

(14) \_\_\_\_\_

# Exercise 5 Day 140

Write silly sentences until you have used all the spelling words. Put as many spelling words as you can into each sentence.

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Circle each of the spelling words in your sentences.

## For More Practice:

Write your words in the shape boxes using the worksheet for this lesson in the back of the book.

Write your spelling words on notecards. Write one word on each card. You may 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.





**Title:** The Good Samaritan

**Artist:** Christen Dalsgaard

### Scripture Connection

Ask your teacher to read to you Luke 10:25–37 from your Bible.

### OBSERVATION SKILLS

- (1) Who are the people shown in the front of this picture?
- (2) Who are the people in the background of this picture?
- (3) What is happening in this picture?
- (4) What colors are used in this picture?
- (5) How does this picture make you feel? Why?
- (6) What can we learn from this picture and the story it tells?

### Comprehension

A parable is a story that Jesus told to teach us a lesson.

Write four sentences about the parable of the Good Samaritan. (**Hint:** Think through the story and answer the questions, either to yourself or out loud to your teacher, before you write them down.)

What happened first?

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What happened next?

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---

What happened after that?

---

---

What happened last?

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---





## Plural Nouns

Remember:

Plural means more than one.

We make many words plural by adding *s*.

When a word ends in a vowel and *y*, we add *s*.

When a word ends in a vowel and *o*, we add *s*.

Remember:

plural = add *s*

ends in *s*, *ss*, *sh*, *ch*, *z*, or *x* = add *es*

vowel + *y*,  
add *s*  
key = keys

vowel + *o*,  
add *s*  
radio = radios

consonant + *o*,  
add *es*  
hero = heroes

There are two exceptions to this rule!



piano = pianos

photo = photos

Add *-s* or *-es* to the end of the words to make them plural. Study the rules if you aren't sure.

(1) waltz \_\_\_\_\_

(6) photo \_\_\_\_\_

(2) rock \_\_\_\_\_

(7) chimney \_\_\_\_\_

(3) box \_\_\_\_\_

(8) church \_\_\_\_\_

(4) hero \_\_\_\_\_

(9) radio \_\_\_\_\_

(5) bush \_\_\_\_\_

(10) fuss \_\_\_\_\_

## Exercise 2 Day 142

When a word ends in the letter *f* or *fe*, we make it plural by changing the *f* or *fe* to *v* and then adding *es*.

There are two exceptions to this rule!



roof = roofs

cliff = cliffs

When a word ends in a consonant and the letter *y*, we make it plural by changing the *y* to *i* and then adding *es*.

Change these words to make them plural.

(11) calf \_\_\_\_\_ (12) mystery \_\_\_\_\_

Some plural nouns don't follow the rules! Do you remember what those nouns are called? They are **irregular nouns**.

Match the singular nouns with the correct plural noun.

	Singular	Plural		Singular	Plural
(13)	woman	people	(21)	deer	corn
(14)	child	women	(22)	fish	seaweed
(15)	person	children	(23)	sheep	moose
(16)	goose	oxen	(24)	moose	sheep
(17)	mouse	cacti	(25)	corn	deer
(18)	ox	octopi	(26)	seaweed	fish
(19)	octopus	geese			
(20)	cactus	mice			



**Review: Sentences — Subject, Predicate, Conjunctions, Combining**

A sentence must express a complete thought. It must have a subject and a predicate.

Remember:

Subject tells who or what the sentence is about.

Predicate tells what the subject does or is.

Circle the sentences that are correctly written.

- (1) Micah was nervous about his new class?
- (2) Dad said Micah would learn a life lesson.
- (3) Alexia wanted
- (4) micah might make some new friends.
- (5) He had a lot on his mind!

Underline the subject and circle the predicate of each sentence.

- (6) Micah wanted Jin in his class.
- (7) Micah was the youngest in his class.

Combining sentences is fun, and it helps us share our ideas in a better way.

- (8) Combine the two sentences into one. (**Hint:** You will need to use a plural pronoun.)

Micah went to his class.

Claire went to her class.

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## Exercise 3 Day 143

Do you remember what a conjunction is? Conjunctions are words that join two words or phrases together. Here are some common conjunctions:

for and nor but or yet so

We can memorize this list of common conjunctions by looking at the first letter of each word:

f or a nd n or b ut o r y et s o

(9) Write the first letter of each word here:

\_\_\_\_\_

That is a silly word that can help us remember some conjunctions. We call this an *acronym*. An acronym is letters that stand for words. We can use acronyms to help us remember things.

Use the conjunctions above to complete the sentences.

(10) You can either go swimming \_\_\_\_\_ weed the garden.

(11) I like spring, \_\_\_\_\_ I love fall.

(12) It is snowing heavily, \_\_\_\_\_ I can go sledding.

(13) Combine the two sentences using a conjunction.

I like apples.

I love peaches.

---

---

# Exercise 3 Day 143



## Wacky Word Find Time!

See if you can find the names of all the rooms in the house. This is a zig zag word search puzzle. Words go left, right, up, down, not diagonally, and can bend at a right angle. There are no unused letters in the word search grid and every letter is only used once.

### House

A	D	I	N	I	N	G	R	R	A
T	R	A	L	L	E	C	O	A	G
T	I	C	N	K	I	P	O	G	E
L	A	U	U	Y	T	O	M	L	I
M	Y	N	R	R	C	R	C	H	V
O	A	D	S	E	H	E	N	H	I
O	R	R	A	S	E	T	G	A	N
R	D	Y	B	B	M	E	A	L	G
H	T	A	B	E	E	R	R	L	R
M	O	O	R	D	N	T	M	O	O

- |                                |                                   |                                   |
|--------------------------------|-----------------------------------|-----------------------------------|
| <input type="radio"/> Attic    | <input type="radio"/> Dining Room | <input type="radio"/> Laundry     |
| <input type="radio"/> Basement | <input type="radio"/> Garage      | <input type="radio"/> Living Room |
| <input type="radio"/> Bathroom | <input type="radio"/> Garret      | <input type="radio"/> Nursery     |
| <input type="radio"/> Bedroom  | <input type="radio"/> Hall        | <input type="radio"/> Porch       |
| <input type="radio"/> Cellar   | <input type="radio"/> Kitchen     | <input type="radio"/> Yard        |



Read “Jesus Begins His Ministry” on pages 140–141 of *101 Favorite Stories of the Bible* with your teacher.

Answer the questions on page 141.

Copy John 1:14, then memorize it with your teacher.

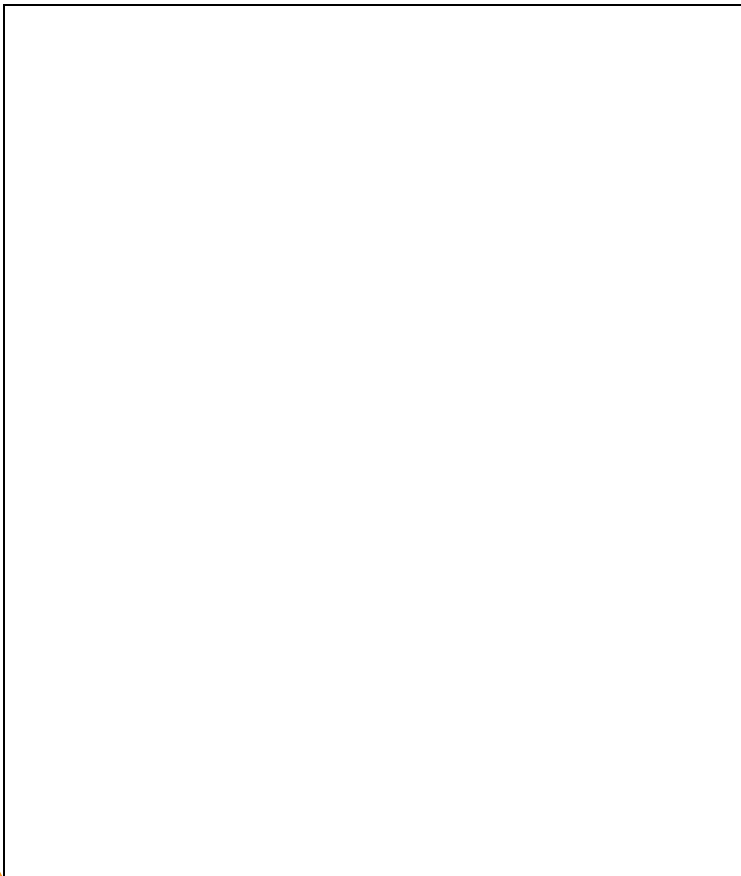
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Copy the picture on page 141. Color your picture.



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### Blends

We are going to work with words with the blends *sh*, *th*, *ch*, and *tch*.

Learn to spell these words:

sharpen, shape, brush, thirsty, thank, change, challenge,  
preach, attach, latch, stretch, watch, kitchen, chicken

Create your own word search with your spelling words.

- sharpen
- shape
- brush
- thirsty
- thank
- change
- challenge
- preach
- attach
- latch
- stretch
- watch
- kitchen
- chicken


# Exercise 5 Day 145

Write a fun sentence using at least two of your spelling words.

---

---

Write another fun sentence using two more of your spelling words.

---

---

Be sure to start each sentence with a capital letter and end it with a punctuation mark.

## For More Practice:

Write your words in the shape boxes using the worksheet for this lesson in the back of the book.

Write your spelling words on notecards. Write one word on each card. You may 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!**





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

## Language Lessons for a Living Education Level 4 — Worksheet Answer Keys

Answers are given for numbered problems on the worksheets.

### Lesson 1; Exercise 1; Day 1

1. yellow : sun :: green : grass
2. soft : hard :: easy : difficult

### Lesson 1; Exercise 3; Day 3

1. Imperative
  2. Declarative
  3. Exclamatory
  4. Interrogative
  5. Imperative .
  6. Declarative .
  7. Exclamatory !
  8. Interrogative ?
- asks a question  
expresses strong emotion  
makes a statement  
gives a command

### Lesson 1; Exercise 5; Day 5

1. past, stamp
2. spam, talent
3. holiday, stray
4. drain, jail
5. flake, shape
6. break, steak
7. eight, weigh

### Lesson 2; Exercise 2; Day 7

1. car's
2. dog's
3. cats'
4. bowls'

### Lesson 2; Exercise 3; Day 8

1. Micah was nervous about his new class?
2. Dad said Micah would learn a life lesson.
3. Alexia wanted
4. micah might make some new friends.
5. He had a lot on his mind!

6. Micah wanted Jin in his class.
7. Micah was the youngest in his class.
8. Micah jumped into the car.
9. Alexia smiled at him.

### Lesson 2; Exercise 5; Day 10

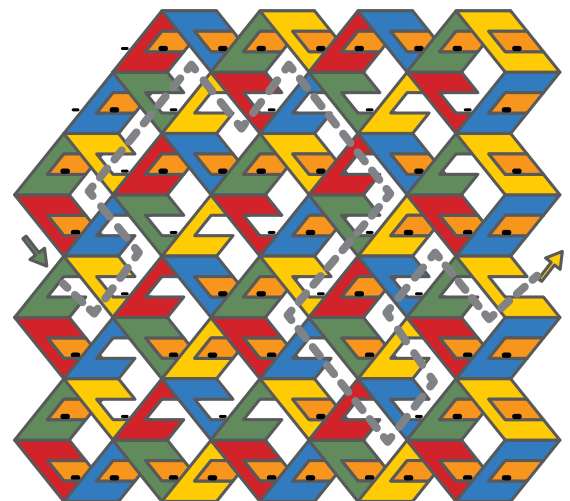
1. desk, spent
2. meant, leather
3. been
4. peach, east
5. speed, green
6. chief, niece
7. alley, gently
8. squeeze

### Lesson 3; Exercise 1; Day 11

1. Map A
2. Map B
3. May B
4. Map A
5. Map A and B

### Lesson 3; Exercise 2; Day 12

1. I
2. We
3. Claire and I
- 4.



**Lesson 9; Exercise 2; Day 42**

- Answers will vary. A capital letter should start each word of the state's name.
- Answers will vary. A capital letter should start each word of the city's name.
- boy's
- cat's
- I
- We
- Claire and I
- my
- class
- An owl and bat
- and
- Answers will vary.
- Micah does play with building blocks.
- Jin will help Micah.
- Micah and Jin should clean the room first.
- The boys might build a tent with their building blocks.
- The boys were building the tower quickly.
- were
- H
- L
- 



**Lesson 9; Exercise 3; Day 43**

- Imperative
  - Declarative
  - Exclamatory
  - Interrogative
- 
- Micah jumped into the car.
  - Alexia smiled at him.
  - Micah went for a walk with Jin and Claire.
  - Answers may vary. Check for correct use of an interjection, capitalization, and punctuation.
  - F = for
  - A = and
  - N = nor
  - B = but
  - O = or
  - Y = yet
  - S = so
  - Claire asked, "Micah, did you show Jin the Temple?"
  - Does Claire know about the Temple, Micah?
  - Claire, did you see the Temple?
  - How long, Mr. Cunningham, did it take to build?
  - Dinosaurs by Design has a lot of good information.
  - I was in a play called The Christmas Story.
  - Have you watched A Jurassic Ark Mystery by Buddy Davis?
  - Swamp Man!
  - Life in the Great Ice Age
  - Answers will vary.

**Lesson 10; Exercise 2; Day 47**

- future
- past
- present
- call
- live
- eat

- Jin almost knows all of his lines in the play.
- Micah loves to sit behind the sound board.
- Claire set the manger on the stage.

**Lesson 17; Exercise 3; Day 83**

H	L	D	O	N	U	T	A	F	R
A	C	P	A	N	C	A	K	E	Q
M	U	N	K	A	R	C	H	S	A
B	P	S	C	B	L	O	E	A	J
U	C	R	O	I	S	S	A	N	T
R	A	D	Y	B	R	E	A	D	N
G	K	P	A	R	I	S	U	W	C
E	E	Q	H	M	U	F	F	I	N
R	F	P	E	L	M	C	S	C	D
I	C	E	C	R	E	A	M	H	Z

**Lesson 17; Exercise 5; Day 85**

- final, metal, pedal, special, total
- barrel, model, nickel, towel
- battle, candle, eagle, simple, title

**Lesson 18; Exercise 1; Day 86**

- F
- O
- O
- F

**Lesson 18; Exercise 2; Day 87**

- Claire and Ava \_\_\_\_\_ are at church. (present)
- Claire and Ava \_\_\_\_\_ were at church. (past)
- Claire \_\_\_\_\_ excited. (past)
- Claire \_\_\_\_\_ excited. (present)
- I \_\_\_\_\_ hoping to get a solo in the play. (past)
- I \_\_\_\_\_ hoping to get a solo in the play. (present)
- I have seen the script of the play.

- Mrs. Pruitt saw Claire.
- I see (or saw) Ava and Claire.

- gone \_\_\_\_\_ present
- go \_\_\_\_\_ past
- went \_\_\_\_\_ past with helping verb

- I have \_\_\_\_\_ lunch already.
- I \_\_\_\_\_ my last peach earlier.
- I \_\_\_\_\_ peaches every day.

- Singular, far \_\_\_\_\_ this
- Singular, near \_\_\_\_\_ that
- Plural, near \_\_\_\_\_ these
- Plural, far \_\_\_\_\_ those

- The camel hid its treat.
- It's going to be a great play.
- Who's bringing snacks for play practice?
- Whose donkey is this?
- Ava has the most lines in the play.
- Jin knows almost all of his lines in the play.

**Lesson 18; Exercise 3; Day 88**

- can't \_\_\_\_\_ we would
- she'll \_\_\_\_\_ can not
- they're \_\_\_\_\_ she will
- we'd \_\_\_\_\_ they are

- Answers will vary.
- Answers will vary.
- Answers will vary.
- Mister = Mr.
- Miss = Ms.
- Misses = Mrs.
- Junior = Jr.
- Senior = Sr.

- Boulevard \_\_\_\_\_ Tpk.
- Highway \_\_\_\_\_ Blvd.
- Turnpike \_\_\_\_\_ Hwy.

- Answers will vary.
- Answers will vary.



18. nice: nicer, nicest
19. tall: taller, tallest
20. tasty: tastier, tastiest
21. wet: wetter, wettest

- |  |  |   |
|--|--|---|
| <ol style="list-style-type: none"> <li>22. figure of speech</li> <li>23. metaphor</li> <li>24. simile</li> </ol> |  | <p>does not use the words like or as</p> <p>uses the words like or as</p> <p>describes something in a way that is not literal</p> |
|--|--|---|

25. Answers will vary.

#### A Musical Mystery

1. Grand Piano
2. Xylophone
3. Harp
4. Accordion
5. Castanets (across)
5. Cello (down)
6. Violin
7. Cymbals
8. Synthesizer
9. Triangle
10. Guitar
11. Trumpet
12. Melodica
13. Drum
14. Tambourine
15. Saxophone
16. Maracas

#### Lesson 19; Exercise 2; Day 92

1. The small white dog ran across the green grass.
2. The big red ball rolled across the large lawn.
3. Claire drank the sour lemonade.
4. The noisy dog barked at the stinky skunk.
5. The two cute kittens played with the string.
6. The pokey porcupine hid behind the tree.
7. The snowy hill made for happy children.

8. The fast sled carried excited boys.

#### Lesson 19; Exercise 3; Day 93

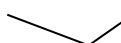

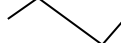


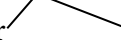
1. Possible answer: triangle
2. Possible answer: decrease
3. Possible answer: understand
4. Possible answer: misbehave
5. Possible answer: octagon or octopus
6. Possible answer: quadrant
7. Possible answer: nonsense
8. Possible answer: bicycle
9. Possible answer: overheard

#### Lesson 19; Exercise 5; Day 95

1. nonsense — doesn't make sense; without meaning
2. overheard — heard something without intending to
3. misbehave — did not behave; behaved badly
4. quadrant — of four parts
5. overdone — over cooked; too much
6. bicycle — a vehicle with two wheels
7. misread — read wrongly
8. defeat — conquer
9. octopus — sea creature with eight legs
10. understand — to get the meaning of something
11. decrease — to become smaller or fewer
12. underground — beneath the surface of the ground; in hiding
13. octagon — a shape with eight sides and eight angles
14. triangle — a shape with three sides and three angles

#### Lesson 20; Exercise 2; Day 97

1. Claire quickly climbed the tree. quickly → climbed
2. The mail came early. early → came
3. Jin happily sang a song. happily → sang
4. Micah never eats pumpkin pie. never → eats

- 18. rupt  earth, ground, or soil
- 19. terr  break or burst
- 20. geo  measure
- 21. photo  land
- 22. tract  light
- 23. meter or metr  pull or drag

- 24. It is where and when the story takes place.
- 25. It 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.

Bonus: Answers will vary.





**Lesson 28; Exercise 2; Day 137**

- 1. tree: tree's
- 2. dog: dog's
- 3. Micah and Jin

4.

B	Q	J	I	J	S	W	B
D	B	T	W	B	I	R	D
O	I	E	A	U	D	J	I
J	R	D	I	R	D	Y	D
I	N	F	B	K	B	T	R
U	M	D	J	O	I	D	I
B	I	R	Y	H	R	L	B
G	Q	V	J	B	D	E	I

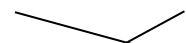











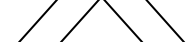

**Lesson 28; Exercise 3; Day 138**

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

- 8. Interrogative ?
- 9. Did Claire make the flashcards, Micah?
- 10. Micah washed the dishes, folded his clothes, and made his bed.
- 11. Ava, did you eat popcorn?
- 12. How long, Jin, did it take to memorize the books of the Bible

**Lesson 29; Exercise 2; Day 142**

- 1. waltz = waltzes
- 2. rock = rocks
- 3. box = boxes
- 4. hero = heroes
- 5. bush = bushes
- 6. photo = photos
- 7. chimney = chimneys
- 8. church = churches
- 9. radio = radios
- 10. fuss = fusses
- 11. calf = calves
- 12. mystery = mysteries

- 13. woman  people
- 14. child  women
- 15. person  children
- 16. goose  oxen
- 17. mouse  cacti
- 18. ox  octopi
- 19. octopus  geese
- 20. cactus  mice
- 21. deer  corn
- 22. fish  seaweed
- 23. sheep  moose
- 24. moose  sheep
- 25. corn  deer
- 26. seaweed  fish

**Lesson 29; Exercise 3; Day 143**

- 1. Micah was nervous about his new class?