

Red 1 Pre A
Week 4

Red 1 Pre A Week 4

Character Focus: Peacemaking

Vocabulary Box

Synonyms of *peacemaker*

ambassador apostle witness soul-winner
missionary reconciler mediator evangelist

Vocabulary Box

Antonyms of *peacemaker*

whisperer trucebreaker agitator dissident
divider dissembler traitor deceiver

1. Copying, Vocabulary, and Comprehension

This Week's Passage

BASIC

Men and women who take messages across hills must have good feet. Still, their feet may hurt after the trip. Their feet might swell.

EXTEN

It is worth it! People who get the message are glad. They are cheerful. The message helps a lot of people.

READ

Have you used your feet to spread God's good news? The Bible says, "How beautiful are the feet of those who spread good news."

Optional Penmanship Practice

Go therefore and make disciples of all the nations...

Matthew 28:19

<> **1a.** Read this week's passage aloud with your teacher.

1. This passage is about putting others before your pain.
2. Peacemakers do not focus on themselves.
3. Wise peacemakers do whatever they need to do to spread the good news of salvation.

<> **1b.** In the first paragraph of the passage, highlight the word *messages*.

<> **1c.** Look up this word in the dictionary, and write its definition in your own words on the lines provided.

Definition of *messages*

Further Study: Have someone read to you about Fanny Crosby in a book such as *Ambassadors for Christ* or Al Smith's *Treasury of Hymns*.

Optional Penmanship Practice:

This is the message which we have heard from Him and declare to you...

1 John 1:5

Further Study: Count how many times the word *word* is written in 1 John 1:1-8. What word is this referring to?

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum suggests, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

Character Connection: Wise people share what they have with others, especially God's gift of eternal life.

<> **1f.** Review your copy with your teacher, and correct any errors.

<> **1g.** Optional: Make a minit-book containing this week's passage.

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre A students. You may want to look up the words in the dictionary together and discuss the meanings rather than completing the written work. Regardless of how many vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

2. Spelling: *Ch* Says *ch* (Examples: choo choo)

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the second copy box of the passage, highlight the word *cheerful*.

1. This word has a *ch* sound.

2. In this lesson you will learn how to write this sound.

3. *C* says *c* or *k*.

4. *H* says *h*.

5. If you put them together, you get the *ch* sound as in choo choo---not the sound of *c* or *h*.

<> **2c.** On the lines provided, copy the spelling words at the level directed by your teacher.

BASIC LEVEL

1. _____
chill

2. _____
check

3. _____
chin

4. _____
chap

5. _____
chip

6. _____
chat

EXTENSION

7. _____
cheek

8. _____
cheer

9. _____
chain

10. _____
chore

Review Words

<> **2c.** Add this week's new words to page 18 of your *Spelling Notebook*.

<> **2d.** Every day this week, study these words and any others you have listed in your Review Words section.

<> **2e.** Optional: In your notebook, write six sentences using six of the spelling words.

Further Study: Read a book about people in their youth who witnessed for Jesus.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

Further Study: Make a "feet poster" by tracing around your feet and writing a Scripture about feet on each foot.

Further Study: Read John 13: 1-20.

Further Study: Read about feet in a human body book, such as *My Magnificent Machine* or *More About My Magnificent Machine*.

3. Editor Duty: Correct Given Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

ALL LEVELS:

1. we should be witnesses
2. people walk to bring the bible.
3. they walked into the hoose.
4. we should go to curch
5. Tell others about jesus

Extension:

6. they are cheerful
7. people who get the message are glad
8. the message help a loot of people

<> **3c.** Review your Editor Duty sentences with your teacher.

4. Composition and Revising: Complete the Checklist Challenge on Original Report

<> **4a.** Read this week's passage with your teacher:

<> **4b.** Complete the following steps in last week's rough draft of your report, using the Checklist Challenge

- (1) Do each one of each item for each sentence or paragraph you wrote, as indicated in the Checklist Challenge.
- (2) Highlight each item you put in your report as you complete it.
- (3) Check off each item in the CC.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or "giving him the answers"! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues ("Try adding a word that means the same as 'kind.'"), guiding him with questions ("What do you think you could put in for walk here?"), or giving him choices ("Why don't you try one of these: pretty, beautiful, lovely, gorgeous?"). Gradually, you will have to tell him less and less of what to do, and he will "guide" himself through the Checklist Challenge.

Further Study: Have someone read to you a Trailblazer historical fiction book by Dave and Neta Jackson about a peacemaker, such as *Imprisoned in the Golden City* about Adoniram Judson or *Shagheid to China* about Hudson Taylor.

5. Grammar: Adjectives

<> **5a.** Read this week's passage aloud with your teacher.

1. You will have fun learning about words!
2. There are so many things for you to learn about words.
3. There are many special kinds of words that you can use in your writing.
4. You will learn some of these special words this week.

<> **5b.** In the first paragraph of the passage, highlight the word *good*.

1. These words are all special words called adjectives.
2. That sounds like a hard word, but you do not have to remember that word right now.
3. You just need to know that there are special describers that you can use when you write.
4. Adjectives are describers!
5. Adjectives answer questions a reader might want to know about your writing, such as:
 - a. What kind of snow? **Clean**
 - b. What size feet? **Small**

Further Study: Learn the song "Our God Reigns" in which the feet that bring the Gospel are described.

Further Study:
Memorize one verse
of "Rescue the
Perishing" by Fanny
Crosby.

c. What kind of walk? **Long**

6. It is fun to think of adjectives (describers)!

<> **5c.** Look around the room with your teacher and for the phrases provided fill in the blanks aloud with describers (adjectives):

1. The _____ book ...

2. The _____ pencil...

3. The _____ chair....

4. The _____ door....

5. The _____ carpet...

6. The _____ marker....

7. The _____ clock...

8. The _____ walls...

<> **5d.** Highlight the describers (adjectives) in the phrases provided.

Example: The **young** boy....

1. The good men.....

2. The small boys

3. Daddy's kind heart

4. Jesus' loving steps....

5. The cheerful boys.....

6. The kind mother.....

7. The deep holes..

8. The helpful father..

9. The tired feet...

10. The glad people...

Character Connection:
Stephen was a wise
peacemaker who felt
that reconciling men to
God was more impor-
tant than his earthly
life.

<> **5e. Extension:** On the lines provided, choose four of the partial sentences from assignment 5d, and copy them and finish the sentences. (Don't forget to put end marks at the ends.)

1. _____

2. _____

3. _____

4.

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

6. Composition and Revising: Final Copy of Your Biographical Report

<> **6a.** Read this week's passage aloud with your teacher.

<> **6b.** You may write the final copy of your report in any of the following ways:

1. Write it in your own handwriting on the lines provided.
 2. Write it in you own handwriting in a minit book.
 3. Have your teacher copy it in a minit book.
 4. Have your teacher type your report on the computer.
-
-
-
-

7. Spelling: Spelling Test

<> **7a.** Read this week's passage aloud with your teacher.

<> **7b.** On the lines provided, take a Spelling Test consisting of this week's words and any Review Words.

BASIC LEVEL

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

EXTENSION

7. _____ 8. _____

9. _____ 10. _____

Review Words

<> **7c.** Have your teacher check your Spelling Test.

<> **7d.** Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words on the whiteboard for your student before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to him to remind him of its contents.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
4. Re-read the first sentence to him a few words at a time (or more if he can handle more). Go as slowly or as quickly as your student can handle.
5. Re-read any of the sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

Teacher Tip: If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week's Review Words from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his Review Words list for next week.)

8. Dictation: Dictation Quiz

<> **8a.** Read this week's passage aloud with your teacher.

<> **8b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps.

- (1) Be sure to put capitals at the beginning of the words that need capitals.
- (2) Be sure you put end marks at the end of sentences.
- (3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
- (4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All:

_____ and women _____ take
messages across _____ must have _____
_____. _____, their
_____ may hurt after the _____. Their feet
might swell.

EXTENSION:

It _____ worth _____. People who
_____ the message _____
_____. They are cheerful. The message
_____ a _____ of people.

<> **8c.** Review your dictation with your teacher.

<> **8d.** Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

Red 1 Pre A Weeks 3&4 Checklist Challenge

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.

- All ALL LEVELS
- B BASIC LEVEL only
- E EXTENSION only
- Checks will vary

- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).

To Be Completed During Week Four

All Read each paragraph of your report with your teacher. Listen together for places it might sound unclear or not make sense. Only correct content errors at this time.

All Circle each verb in your paragraph with a highlighter. This will make it easier to add *ly* words and change your verbs as directed below. Be sure to circle all of the following verbs:

- Action verbs (show what the subject does)
- Be, a Helper, Link verbs (is, are, was, were, etc.)
- Infinitives (to + verb)

All Change one of the “boring” verbs in your paragraph to a “strong” verb. You may select one from the list below or choose one of your own:

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing
coming	visiting	sit	recline
go	hasten to	asked	interrogated
said	announced	write	pen
look	examine	answered	responded
walking	skipping	lie	stretch out
list	enumerate	become	developed
look	scan	see	determine
help	aid		

All Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	happily	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

All

Put a title at the top of your essay that describes what the whole essay is about. Try:

1. Something catchy like: Terrific Taylor
2. Something comical like: He Had Good Feet!
3. Something bold like: The Message
4. A song title or line like: Go Tell It on the Mountain
5. A Scripture like: How Lovely Are the Feet
6. Something biblical like: Blessed Are the Peacemakers
7. Something about character like: Wise Men Lead Others to Christ
8. Something else like: Missionary Messenger

E

Add one SSS5---Super Short Sentence of five words or less. (If you already have this, just highlight it as directed by your teacher.)

All

Add a sentence at the beginning of your paragraph or report that tells what the whole paragraph or report is about. This is called the topic sentence.

*Write a sentence that tells what your report is about without telling the reader exactly what it is about!

All

Add a sentence to the very end of your paragraph or report that re-states the title in some way. This is called the closing sentence.

*For example, if your title was, *Missionary Message*, you could close your essay with: *Hudson Taylor was a wise missionary messenger.*

All

Choose a word that you used more than one time within your paragraph and circle it one time. Change that word, at least once, to a word that means the same or almost the same. Only do this if you and your teacher think that word sounds redundant. Do not change insignificant words like was, it, and, etc.

All

Edit each sentence of your essay with your teacher. Make sure you have done each of the following items to each sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of each sentence?
3. Does the sentence "sound" correct?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you have pauses in your sentence that make your sentence need commas?

Red Pre A 1 Week 1 Teacher's Helps

For a Five-Day Week

Peacemaking

Vocabulary Box

Synonyms for *peacemaker*
ambassador apostle
missionary reconciler
evangelist witness
soul-winner mediator

Antonyms for *peacemaker*
traitor trucebreaker
divider dissembler
agitator whisperer
deceiver dissident

Day One

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Sam and Joe were playing together. They got mad at each other. They got into a fight. Their Mom came and saw them fighting. She made them stop and go to their rooms.

EXTENSION

Mother came and told them the story of William Penn. Hundreds of years ago, William Penn made peace between white men and Indians. The state of Pennsylvania is named after him because of the good work he did.

READ ONLY

The boys made up. Then they saw that they should have peace, not war. Stories of William Penn are helping people see the value of peace even today!

2. Spelling: Plural Nouns (Examples: dog, dogs; mess, messes)

<> 2b. In the 2nd paragraph of the passage, highlight the following words:

1. Hundreds
2. years
3. Indians

BASIC LEVEL

- | | | |
|---------|---------|-----------|
| 1. dog | 2. dogs | 3. cat |
| 4. cats | 5. mess | 6. messes |

Extension

- | | | |
|----------|----------|--------|
| 7. ash | 8. ashes | 9. joy |
| 10. joys | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Study Skills/Prewriting: Key Word Outline for Sentence Writing

Sample

Original sentence: Sam and Joe were playing together.

Words I will highlight: **Sam** and **Joe** were **playing** together.

Write those words. Sam Joe playing

My new sentence: One summer day Joe and Sam were playing together outside.

Day Three

5. Grammar: Prepositions

<> 5b. In the 1st paragraph of the passage, highlight the following words:

1. at (each other)
2. into (a fight)
3. to (their rooms)

Day Four

6. Composition and Revising: Complete the Checklist Challenge for Sentences

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

All:

_____ and _____ were playing together. They _____ at each other. They _____ into a fight. Their Mom _____ and _____ them fighting. She _____ them _____ and _____ to their _____.

Extension:

Mother _____ and told _____ the story of William Penn. Hundreds of years _____, William Penn _____ peace between _____ and Indians. The _____ of Pennsylvania _____ named _____ him because _____ work _____.

9. Composition: Final Copy of Sentences

Red Pre A 1 Week 1 Teacher's Helps

For a Four-Day Week

Peacemaking

Vocabulary Box

Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	apostle	traitor	trucebreaker
missionary	reconciler	divider	dissembler
evangelist	witness	agitator	whisperer
soul-winner	mediator	deceiver	dissident

Day One

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Sam and Joe were playing together. They got mad at each other. They got into a fight. Their Mom came and saw them fighting. She made them stop and go to their rooms.

EXTENSION

Mother came and told them the story of William Penn. Hundreds of years ago, William Penn made peace between white men and Indians. The state of Pennsylvania is named after him because of the good work he did.

READ ONLY

The boys made up. Then they saw that they should have peace, not war. Stories of William Penn are helping people see the value of peace even today!

2. Spelling: Plural Nouns (Examples: dog, dogs; mess, messes)

<> 2b. In the 2nd paragraph of the passage, highlight the following words:

- Hundreds
- years
- Indians

BASIC LEVEL

- | | | |
|---------|---------|-----------|
| 1. dog | 2. dogs | 3. cat |
| 4. cats | 5. mess | 6. messes |

Extension

- | | | |
|----------|----------|--------|
| 7. ash | 8. ashes | 9. joy |
| 10. joys | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Study Skills/Prewriting: Key Word Outline for Sentence Writing

Sample

Original sentence: Sam and Joe were playing together.

Words I will highlight: **Sam** and **Joe** were **playing** together.

Write those words. Sam Joe Playing

My new sentence: One summer day Joe and Sam were playing together outside.

Day Three

5. Grammar: Prepositions

<> 5b. In the 1st paragraph of the passage, highlight the following words:

- at (each other)
- into (a fight)
- to (their rooms)

6. Composition and Revising: Complete the Checklist Challenge for Sentences

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

All:

_____ and _____ were playing together. They _____ at each other. They _____ into a fight. Their Mom _____ and _____ them fighting. She _____ them _____ and _____ to their _____.

Extension:

Mother _____ and told _____ the story of William Penn. Hundreds of years _____, William Penn _____ peace between _____ and _____ Indians. The _____ of Pennsylvania _____ named _____ him because _____ work _____.

9. Composition: Final Copy of Sentences

Red Pre A 1 Week 1 Answer Keys

3. Editor Duty: Correct Given Sentences

<> **3b.** Correct the mistakes in the sentences provided.

ALL LEVELS:

1. sam and joe was playing together
1. **Sam** and **Joe were** playing together.
2. they got into a fight?
2. **They** got into a fight.
3. there mom came and saw them fighting
3. **Their** mom came and saw them fighting.
4. she maid them stop and go too their roomes
4. **She made** them stop and go **to** their **rooms.**
5. mother came and told them the story of william penn
5. **Mother** came and told them the story of **William** **Penn.**

EXTENSION:

6. hundreds of years ago, he made piece
6. **Hundreds** of years ago, he made **peace.**
7. he made peace between white men and indians
7. **He** made peace between white men and **Indians.**
8. a state was named after Him.
8. **A** state was named after **him.**

5. Grammar: Prepositions

<> 5f. Highlight the preposition at the beginning of each phrase provided.

1. with each other
2. at each other
3. into a fight
4. to them
5. to their rooms
6. of William Penn
7. of years ago
8. between white men and Indians
9. after him
10. with each other
11. towards the Lord
12. from Him

Red Pre A 1 Week 2 Teacher's Helps

For a Five-Day Week

Peacemaker

Vocabulary Box

Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	apostle	traitor	trucebreaker
missionary	reconciler	divider	dissembler
evangelist	witness	agitator	whisperer
soul-winner	mediator	deceiver	dissident

Day One

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Jesus got into Peter's fishing boat. He went fishing with Peter and his friends. The men had not been catching fish. They were sad.

EXTENSION

Jesus told the men to throw the net on the other side of the boat. They did not think they would catch any fish on that side either. Then they caught lots of fish! Jesus told them they would become fishers of men!

READ ONLY

People who share the Gospel with others are known as fishers of men. They are using their talents for God wisely. God wants all of us to be fishers of men.

2. Spelling: Plural Nouns (Example: child, children)

<> 2b. In the first paragraph of the passage, highlight the following words one time each:

1. fish
2. man

BASIC LEVEL

- | | | |
|---------|--------|---------|
| 1. man | 2. men | 3. deer |
| 4. fish | 5. kid | 6. kids |

EXTENSION

- | | | |
|------------|-------------|---------|
| 7. child | 8. children | 9. half |
| 10. halves | | |

Day Two

3. Editor Duty: Correct Given Sentences

4. Study Skills/Prewriting: Key Word Outline for Sentence Writing

Sample

- Original sentence: Jesus got into Peter's fishing boat.
- Words I will highlight: **Jesus got into Peter's fishing boat.**
- Write those words. Jesus into Peter's boat
- My new sentence: Jesus carefully climbed into Peter's boat.

Day Three

5. Grammar: Prepositions

<> 5b. In the first paragraph of the passage, highlight the following words:

1. into (Peter's fishing boat)
2. with (Peter and his friends)
3. on (the other side)
4. on (that side)

Day Four

6. Composition: Checklist Challenge

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

All:

Jesus _____ into Peter's fishing
_____. He went fishing _____

Peter _____ his friends. The _____ had
not _____ catching fish. They were
_____.

Extension:

Jesus told the _____ to throw the
_____ on the other _____ of the
_____. They did _____ think they
would catch any _____ on that side
either. Then they caught _____ of fish!

Jesus _____ them they would
become fishers of _____

9. Composition: Final Copy of Sentences

Red Pre A 1 Week 2 Teacher's Helps

For a Four-Day Week

Peacemaker

Vocabulary Box

Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	apostle	traitor	trucebreaker
missionary	reconciler	divider	dissembler
evangelist	witness	agitator	whisperer
soul-winner	mediator	deceiver	dissident

Day One

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Jesus got into Peter's fishing boat. He went fishing with Peter and his friends. The men had not been catching fish. They were sad.

EXTENSION

Jesus told the men to throw the net on the other side of the boat. They did not think they would catch any fish on that side either. Then they caught lots of fish! Jesus told them they would become fishers of men!

READ ONLY

People who share the Gospel with others are known as fishers of men. They are using their talents for God wisely. God wants all of us to be fishers of men.

2. Spelling: Plural Nouns (Example: child, children)

<> 2b. In the first paragraph of the passage, highlight the following words one time each:

1. fish
2. man

BASIC LEVEL

- | | | |
|---------|--------|---------|
| 1. man | 2. men | 3. deer |
| 4. fish | 5. kid | 6. kids |

EXTENSION

- | | | |
|------------|-------------|---------|
| 7. child | 8. children | 9. half |
| 10. halves | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Study Skills/Prewriting: Key Word Outline for Sentence Writing

Sample

- Original sentence: Jesus got into Peter's fishing boat.
- Words I will highlight: **Jesus got into Peter's fishing boat.**
- Write those words. Jesus into Peter's boat
- My new sentence: Jesus carefully climbed into Peter's boat.

Day Three

5. Grammar: Prepositions

<> 5b. In the first paragraph of the passage, highlight the following words:

1. into (Peter's fishing boat)
2. with (Peter and his friends)
3. on (the other side)
4. on (that side)

6. Composition: Checklist Challenge

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

All:

Jesus _____ into Peter's fishing
 _____. He went fishing _____
 Peter _____ his friends. The _____ had
 not _____ catching fish. They were
 _____.

Extension:

Jesus told the _____ to throw the
 _____ on the other _____ of the
 _____. They did _____ think they
 would catch any _____ on that side
 either. Then they caught _____ of fish!
 Jesus _____ them they would
 become fishers of _____

9. Composition: Final Copy of Sentences

Red Pre A 1 Week 2 Answer Keys

3. Editor Duty: Correct Given Sentences

<>3b. Correct the mistakes in the sentences provided.

ALL LEVELS:

1. we should have peace
1. **We** should have peace.
2. jesus were peaceful.
2. **J**esus was peaceful.
3. missionaries is wis.
3. **M**issionaries **are wise**.
4. jesus showed wisdom?
4. **J**esus showed wisdom.

EXTENSION:

5. we shoul also be fishers of men
5. **We should** also be fishers of men.
6. jesus friends was fishers of men
6. **J**esus' friends **were** fishers of men.
7. are you wise
7. **A**re you wise?
8. Wisdom start by luving jesus
8. Wisdom starts by **loving J**esus.

5. Grammar: Prepositions

<> 5e. In the sentences provided, highlight the prepositions at the beginning.

BASIC LEVEL

1. **Into** the boat Peter went.
2. **At** the sea, Peter got fish.
3. **On** the other side, the men got fish.
4. **With** Jesus, they got lots of fish.
5. **Over** the side of the boat, they threw their nets.

EXTENSION

6. **With** Jesus' help, we can be fishers of men.
7. **From** Jesus, we learn to be a peacemaker.
8. **With** Peter and his friends, Jesus went fishing.
9. **From** Jesus' life, we see how to be a peacemaker.
10. **From** Jesus' teaching, we see wisdom.

<> 5f. Answers will vary.

Red Pre A 1 Week 3 Teacher's Helps

For a Five-Day Week

Peacemaking

Vocabulary Box			
Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	apostle	traitor	trucebreaker
missionary	reconciler	divider	dissembler
evangelist	witness	agitator	whisperer
soul-winner	mediator	deceiver	dissident

Day One

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

There was a small boy named Hudson Taylor. He heard his dad pray at dinner for people in China who did not know Jesus. He knew his dad and mom prayed that he would be a missionary in China someday.

EXTENSION

When Hudson was older, he tried to be good, but he did some bad things. One day he saw that only God could help him stay away from the bad things. He asked God to help him. God did! From then on, he knew he was supposed to be a missionary in China.

Cloud of Witnesses: A Book of Childrens Godly Heros

2. Spelling: Ay Words (Example: bay, day)

<> **2b.** In the passage, highlight the following words

1. pray	2. someday	3. stay	4. away
---------	------------	---------	---------

BASIC LEVEL

1. way	2. day	3. say
4. lay	5. may	6. nay

EXTENSION

7. away	8. pray	9. stay
10. today		

Day Two

3. Editor Duty: Correct Given Sentences

4. Study Skills/Prewriting: Outline Original Biographical Report

Day Three

5. Grammar: Main Subject

<> **5b.** Highlight the *He* at the beginning of the 2nd and 3rd sentences of the 1st copy boxes.

Day Four

6. Composition: Rough Draft Biographical Report

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

All:

There was a _____ boy named Hudson Taylor. He heard his _____ pray _____ dinner _____ people in China who _____ not know Jesus. He knew his _____ and _____ prayed that he would _____ a missionary _____ China someday.

Extension:

_____ Hudson was older, he _____ to be _____, but he _____ some _____ things. _____ day he _____ that _____ God could _____ him _____ away from the _____ things. _____ asked _____ help _____ From then _____, _____ was supposed to _____ mission ary _____

Red Pre A 1 Week 3 Teacher's Helps

For a Four-Day Week

Peacemaking

Vocabulary Box			
Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	apostle	traitor	trucebreaker
missionary	reconciler	divider	dissembler
evangelist	witness	agitator	whisperer
soul-winner	mediator	deceiver	dissident

Day One

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

There was a small boy named Hudson Taylor. He heard his dad pray at dinner for people in China who did not know Jesus. He knew his dad and mom prayed that he would be a missionary in China someday.

EXTENSION

When Hudson was older, he tried to be good, but he did some bad things. One day he saw that only God could help him stay away from the bad things. He asked God to help him. God did! From then on, he knew he was supposed to be a missionary in China.

Cloud of Witnesses: A Book of Childrens Godly Heros

2. Spelling: Ay Words (Example: bay, day)

<> **2b.** In the passage, highlight the following words

- | | | | |
|---------|------------|---------|---------|
| 1. pray | 2. someday | 3. stay | 4. away |
|---------|------------|---------|---------|

BASIC LEVEL

- | | | |
|--------|--------|--------|
| 1. way | 2. day | 3. say |
| 4. lay | 5. may | 6. nay |

EXTENSION

- | | | |
|-----------|---------|---------|
| 7. away | 8. pray | 9. stay |
| 10. today | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Study Skills/Prewriting: Outline Original Biographical Report

Day Three

5. Grammar: Main Subject

<> **5b.** Highlight the *He* at the beginning of the 2nd and 3rd sentences of the 1st copy boxes.

6. Composition: Rough Draft Biographical Report

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

All:

There was a _____ boy named Hudson Taylor. He heard his _____ pray _____ dinner _____ people in China who _____ not know Jesus. He knew his _____ and _____ prayed that he would _____ a missionary _____ China someday.

Extension:

_____ Hudson was older, he _____ to be _____, but he _____ some _____ things. _____ day he _____ that _____ God could _____ him _____ away from the _____ things. _____ asked _____ help _____ From then _____, _____ was supposed to _____ mission-ary _____

Red Pre A 1 Week 3 Answer Keys

3. Editor Duty: Correct Given Paragraph(s)

<> 3b. Correct the mistakes in the sentences provided.

ALL LEVELS:

1. hudson taylor were a missionary
1. Hudson Taylor was a missionary.
2. he was a christian
2. He was a Christian.
3. we should bee peacemakers.
3. We should be peacemakers.
4. god changed hudson taylor
4. God changed Hudson Taylor.

EXTENSION:

5. the people from china liked hudson
5. The people from China liked Hudson.
6. he walked through the door?
6. He walked through the door.
7. she have a long list
7. She had a long list. (or *has*)
8. they love gods Word
8. They love God's Word.

5. Grammar: Main Subjects

<> 5d. In the sentences provided, highlight the main subjects. (Hint: It is the first word or two of three in each of these sentences!)

All

1. **Hudson Taylor** went to China.
2. **Jamie** said he liked the book.
3. **He** made a desk.
4. **She** cooked corn.
5. **They** worked on the porch.
6. **We** talked a long time.
7. **Sarah and Kara** lived uptown.
8. **Grant** played with the truck.
9. **Breanna** smiled so sweetly.
10. **Josiah and Jacob** worked hard.

Extension

11. **Jamie** liked ice cream.
12. **Cami** taught the younger kids.
13. **Kara** wrote a funny story.
14. **Sam** hid in the backyard.
15. **Jon** looked out the window.

Red Pre A 1 Week 4 Teacher's Helps

For a Five-Day Week

Peacemaker

Vocabulary Box

Synonyms for *peacemaker*
 ambassador apostle
 missionary reconciler
 evangelist witness
 soul-winner mediator

Antonyms for *peacemaker*
 traitor trucebreaker
 divider dissembler
 agitator whisperer
 deceiver dissident

Day One

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Men and women who take messages across hills must have good feet. Still, their feet may hurt after the trip. Their feet might swell.

EXTENSION

It is worth it! People who get the message are glad. They are cheerful. The message helps a lot of people.

Read Only

Have you used your feet to spread God's good news? The Bible says, "How beautiful are the feet of those who spread good news."

2. Spelling: *Ch* says *ch* (Examples: choo choo)

Basic Level

<> **2b.** In the second copy box of the passage, highlight the word *cheerful*.

- | | | |
|----------|----------|---------|
| 1. chill | 2. check | 3. chin |
| 4. chap | 5. chip | 6. chat |

Extension

- | | | |
|-----------|----------|----------|
| 7. cheek | 8. cheer | 9. chain |
| 10. chore | | |

Day Two

3. Editor Duty: Correct Given Sentences

4. Composition: Complete the Checklist Challenge on Original Report

Day Three

5. Grammar: Adjectives

<> 5b In the first paragraph of the passage, highlight the word *good*.

Day Four

6. Composition: Final Copy of Your Biographical Report

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

All:

_____ and women _____ take mes-
 sages across _____ must have _____
 _____. _____, their _____ may
 hurt after the _____. Their feet might swell.

EXTENSION:

It _____ worth _____. People who _____
 the message _____ _____. They are
 cheerful. The message _____ a _____ of
 people.

Red Pre A 1 Week 4 Teacher's Helps

For a Four-Day Week

Peacemaker

Vocabulary Box			
Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	apostle	traitor	trucebreaker
missionary	reconciler	divider	dissembler
evangelist	witness	agitator	whisperer
soul-winner	mediator	deceiver	dissident

Day One

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Men and women who take messages across hills must have good feet. Still, their feet may hurt after the trip. Their feet might swell.

EXTENSION

It is worth it! People who get the message are glad. They are cheerful. The message helps a lot of people.

Read Only

Have you used your feet to spread God's good news? The Bible says, "How beautiful are the feet of those who spread good news."

2. Spelling: *Ch* says *ch* (Examples: choo choo)

<> **2b.** In the second copy box of the passage, highlight the word *cheerful*.

Basic Level

- | | | |
|----------|----------|---------|
| 1. chill | 2. check | 3. chin |
| 4. chap | 5. chip | 6. chat |

Extension

- | | | |
|-----------|----------|----------|
| 7. cheek | 8. cheer | 9. chain |
| 10. chore | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Composition: Complete the Checklist Challenge on Original Report

Day Three

5. Grammar: Adjectives

<> 5b In the first paragraph of the passage, highlight the word *good*.

Day Four

6. Composition: Final Copy Biographical Report

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

All:

_____ and women _____ take messages across _____ must have _____
 _____. _____, their _____ may hurt after the _____. Their feet might swell.

EXTENSION:

It _____ worth _____! People who _____ the message _____ _____. They are cheerful. The message _____ a _____ of people.

Red Pre A 1 Week 4 Answer Keys

3. Editor Duty: Correct Given Paragraph(s)

<> 3b. Correct the mistakes in the sentences provided.

ALL LEVELS:

1. we should be witnesses
1. **We** should be witnesses.
2. people walk to bring the bible.
2. **P**eople walk to bring the **B**ible.
3. they walked into the hoose.
3. **T**hey walked into the **h**ouse.
4. we should go to curch
4. **We** should go to **ch**urch.
5. Tell others about jesus
5. Tell others about **J**esus.

EXTENSION:

6. they are cheerful
6. **T**hey are cheerful.
7. people who get the message are glad
7. **P**eople who get the message are glad.
8. the message help a loot of people
8. **T**he message **h**elps a **l**ot of people.

5. Grammar: Adjectives

<> 5c. Look around the room with your teacher and for the phrases provided fill in the blanks aloud in the with describers (adjectives).

There are many correct answers. Examples are shown.

- | | |
|------------------------------|-------------------------------|
| 1. The red book ... | 2. The sharp pencil... |
| 3. The soft chair... | 4. The back door.... |
| 5. The soft carpet... | 6. The blue marker.... |
| 7. The alarm clock... | 8. The big walls... |

<> 5d. Highlight the describers (adjectives) in the phrases provided.

Example: The young boy....

- | | |
|--|-----------------------------------|
| 1. The <u>good</u> men..... | 2. The <u>small</u> boys |
| 3 Daddy's <u>kind</u> cheerful heart | 4. Jesus' <u>loving</u> steps.... |
| 5. The <u>cold</u> boys..... | 6. The <u>kind</u> mother..... |
| 7. The <u>deep</u> holes.. | 8. The <u>helpful</u> father.. |
| 9. The <u>tired</u> feet... | 10. The <u>glad</u> people... |

