

8

Language Lessons for a Living Education



MASTERBOOKS[®]
— CURRICULUM —



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Rachel Smith has bachelor's degrees in English and Bible and a master's degree in education, with over 20 years of experience in both a classroom and home education. She has been a pastor's wife for over 20 years and is a homeschooling mom of 4. She lives with her family in Wisconsin.

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Course Description

Language Lessons for a Living Education Level 8 continues the journey to prepare students for high school–level communication. This level will strengthen their faith so that they can be effective communicators for Christ.

Students will apply lessons to their own lives and learn how to share what they have learned with others. They will learn and practice foundational communication skills through essays, summaries, and oral presentations. They will learn how to apply grammar and punctuation rules in their writing. Students will be well-prepared for successful communication through studying etiquette, verbal and nonverbal communication, and create a personal statement of faith.

Features

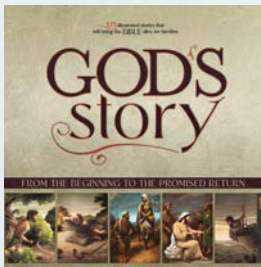
| | | |
|---|----------------------------------|---|
|  | Target Level | Junior high school, Grade 8 and up |
|  | Flexible 180-Day Schedule | Approximately 40 minutes per exercise, five days a week |
|  | Open & Go | Convenient daily schedule, Well-designed lessons |
|  | Engaging Application | Critical thinking, Faith tie-ins, Bonus activities |
|  | Assessments | Weekly reviews |

Objectives

- ▶ Special Features engage students, teaching creativity, spelling, and vocabulary.
- ▶ Grammar sets up a foundation of concepts applied through writing.
- ▶ Students are equipped with biblical application for expression, essay writing, and common courtesies.
- ▶ Worldview lessons strengthen critical thinking and personal faith.
- ▶ Review Days reinforce concepts and may be used as assessments.

Companion Book

Highly Recommended



This course follows *God's Story* for Exercise 4 of each lesson. Students will get the most out of this course by using *God's Story*, but they may read the referenced passages from their own Bible or Bible book. *God's Story* is available from MasterBooks.com.

Placement

Students are ready to begin *Language Lessons for a Living Education* Level 8 when they can write two to three well-written paragraphs on a given topic, write a book report, properly use common grammar and punctuation, and are ready for self-study methods to learn spelling and vocabulary.

Supply List

- 3×5 index cards
- Bible
- Colored pencils
- Dictionary
- Notebook
- Independent reading books

Teacher and Course Information

Welcome to *Language Lessons for a Living Education* Level 8! This is an exciting time, as students sharpen their skills to prepare for the high school years. Strong communication skills will serve students for a lifetime, and a biblical approach to communication is the foundation of this course. Your students' faith will grow along with their communication skills as they study grammar, punctuation, communication, and build a personal statement of faith.

The Grammar & Punctuation days are designed to take students a little bit deeper into the concepts they have studied using an uncomplicated, straightforward approach.

Communication lessons speak to the mind and heart of the student, challenging them to examine their writing, speech, and countenance in light of God's Word. Students should be reminded to save all essays for future lessons.

Worldview lessons walk students through the process of building their own statement of faith. They also continue to practice summary skills as they study passages based on the Bible. The skills they learn will benefit them for many years to come.

Our goal is to come alongside you, the parent, to give you the tools to raise a godly generation of world changers who share the good news of the gospel with their generation and impact generations to come.

We pray special blessings on you and your family as you educate and bring up your students in the wisdom and admonition of the Lord.

In Him,

Kristen Pratt & Rachel Smith

Course Overview

Exercise 1 of each lesson begins with a special feature, vocabulary and spelling words, and Scripture memory.

Exercise 2 is devoted to grammar and punctuation, including application.

Exercise 3 is all about communication. Students develop their skills in the areas of written, verbal and nonverbal, and technological communication.

Exercise 4 is the worldview day. Students will build a personal statement of faith and learn how to summarize what they have read. They will use *God's Story*, their own Bible, or another Bible story book to practice analysis and summary skills.

Exercise 5 is a review of what students have learned in the lesson. The review may be used as a quiz or test.

Special Features

The first day of each lesson begins with a special feature that provides a creative and engaging start to the week. The special features rotate between a book passage, picture, hymn, Scripture, and poem studies.

Quotes from select books published by Master Books provide examples of effective writing and inspiration for the student's own writing as they learn the purposes of different types of book introductions.

Picture Study captures the student's imagination and provides visual connections that can inspire ideas for their own writing. Students will discover how art techniques and styles are used to communicate as they study well-known works of art.

Hymn Study exposes students to classic hymns and traditional writing styles. Students are encouraged to connect with their faith by writing additional hymn verses. Writing and faith are intertwined in these creative writing lessons.

Scripture Study examines select passages from both the Old and New Testaments. Students are encouraged to analyze and connect with God's Word as they continue to grow in their faith.

Poem Study opens a world of creative writing to students. Poems are a rich form of communication that can inspire, create images in the mind, and even share the good news of the gospel.

Vocabulary words are introduced at the start of each lesson and come from the special features

since the best way to learn new vocabulary words is through context. Students may use the vocabulary words for spelling by writing the new words for each lesson on index cards and testing themselves throughout the week.

Scripture Memory sharpens the mind and strengthens the faith of students. Scripture is alive and sharp. Putting it to memory effectively equips students for the battles they will face throughout their lives.

Grammar & Punctuation

The concepts of grammar and punctuation are taught throughout the entirety of a student's education, and perfect use of these concepts is not always achieved. Even educated adults often need to look up grammar or punctuation rules occasionally. However, the more students learn, memorize, and apply the rules of writing, the better they will communicate clearly.

This course gives an overview of important grammar and punctuation rules, allowing the student to interact with those rules by recognizing them in sample sentences and applying them in their own creative writing.

Sample sentences are kept simple so the student can clearly grasp the concepts.

Rules and word lists are condensed into convenient charts located throughout the Grammar & Punctuation lessons and at the back of the book. It is recommended that the students access these charts as a reference tool whenever they feel they are needed.

Through a gentle approach of repetition and application, your student can achieve a good grasp of English grammar and punctuation.

Communication

Communication lessons are birthed out of a belief that communication is important to God. His Word has a lot to say about what and how we communicate. Communicating effectively and righteously often does not come naturally but requires awareness and practice.

Students will be challenged to grow in areas of communication through sentence writing, paragraph assignments, essay assignments, etiquette practice, and facial expressions and body language.

For writing assignments, students will review good paragraph writing, a nonfiction character

sketch, and a fiction character sketch. Students are walked through a step-by-step process as they write a descriptive essay, a comparative essay, an expository essay, and a narrative essay. Since the essays may require research, an introduction to assembling a bibliography is presented. Students will also complete one book report or critical book review each quarter.

Lessons are designed to be personal and to challenge students to think deeply about their communication skills, encouraging them to stretch and grow in how they communicate with God and others.

Worldview

Worldview significantly influences communication, as it shapes our perceptions, beliefs, and interpretations of the world. When individuals communicate, they do so through the lens of their own worldview, which encompasses their cultural background, personal experiences, education, and values. This lens acts as a filter, influencing not only what they choose to communicate but also how they interpret messages from others. A biblical worldview creates a framework of truth for understanding and navigating all of life.

This course helps students to think through foundational biblical concepts as they build their own statement of faith. This analysis and application will equip them to understand and communicate the greater messages of Scripture.

Students will practice summary skills by studying Bible passages from the *God's Story* book. Students may use *God's Story* and/or read the referenced passages from their own Bible or Bible book.

There is a helpful chart included in the resource section in the back of this book that coordinates *God's Story* with each of the lessons in this course.

Review Day

Each weekly lesson offers a Review Day that pulls some of the vital topics from the weekly lesson, giving students another chance to interact with what they have studied. These reviews can be used as a traditional quiz or can be used open-book style, allowing students access to their index cards and the study helps in the back of the book.

There are four sections in each Review Day:

- Special Feature and Vocabulary
- Grammar & Punctuation
- Communication
- Worldview

Students should study and correct any questions they get wrong to reap the most benefit from the Review Day.

Teaching Resources

Be sure to check out the appendix for additional teaching resources!

- **Independent Reading List:** Includes a form to assign and track independent reading books.
- **Recommended Reading Book List:** Suggests Master Book titles to assign as independent reading books.
- **Writing Prompts:** Offer extra practice for fun with additional engaging writing assignments.
- **Word Art Examples:** Give students an extra sketching prompt and visual examples of word art.
- **Templates:** Help with format for writing, interview assignments, and oral presentations.
- **Spelling:** Offers practice ideas, spelling word lists, rules, prefixes, suffixes, and root words.
- **Study Sheets:** Reinforce concepts learned with Grammar and Communication study sheets.
- **Answer Key:** Provides answers for the numbered questions in the course. A grading guide is included.

Language Lessons Level 8 Daily Schedule

| Calendar | Assignment | Due Date | ✓ | Grade |
|---------------------------------------|------------|---|---|-------|
| ► First Semester-First Quarter | | | | |
| Week 1 | Day 1 | Lesson 1 • Exercise 1 • Pages 19–20 | | |
| | Day 2 | Lesson 1 • Exercise 2 • Pages 21–22 | | |
| | Day 3 | Lesson 1 • Exercise 3 • Pages 23–24 | | |
| | Day 4 | Lesson 1 • Exercise 4 • Pages 25–26 | | |
| | Day 5 | Lesson 1 • Exercise 5 • Review • Pages 27–28 | | |
| Week 2 | Day 6 | Lesson 2 • Exercise 1 • Pages 29–30 | | |
| | Day 7 | Lesson 2 • Exercise 2 • Pages 31–32 | | |
| | Day 8 | Lesson 2 • Exercise 3 • Pages 33–34 | | |
| | Day 9 | Lesson 2 • Exercise 4 • Pages 35–36 | | |
| | Day 10 | Lesson 2 • Exercise 5 • Review • Pages 37–38 | | |
| Week 3 | Day 11 | Lesson 3 • Exercise 1 • Pages 39–40 | | |
| | Day 12 | Lesson 3 • Exercise 2 • Pages 41–42 | | |
| | Day 13 | Lesson 3 • Exercise 3 • Pages 43–44 | | |
| | Day 14 | Lesson 3 • Exercise 4 • Pages 45–46 | | |
| | Day 15 | Lesson 3 • Exercise 5 • Review • Pages 47–48 | | |
| Week 4 | Day 16 | Lesson 4 • Exercise 1 • Pages 49–50 | | |
| | Day 17 | Lesson 4 • Exercise 2 • Pages 51–52 | | |
| | Day 18 | Lesson 4 • Exercise 3 • Pages 53–54 | | |
| | Day 19 | Lesson 4 • Exercise 4 • Pages 55–56 | | |
| | Day 20 | Lesson 4 • Exercise 5 • Review • Pages 57–58 | | |
| Week 5 | Day 21 | Lesson 5 • Exercise 1 • Pages 59–60 | | |
| | Day 22 | Lesson 5 • Exercise 2 • Pages 61–62 | | |
| | Day 23 | Lesson 5 • Exercise 3 • Pages 63–64 | | |
| | Day 24 | Lesson 5 • Exercise 4 • Pages 65–66 | | |
| | Day 25 | Lesson 5 • Exercise 5 • Review • Pages 67–68 | | |
| Week 6 | Day 26 | Lesson 6 • Exercise 1 • Pages 69–70 | | |
| | Day 27 | Lesson 6 • Exercise 2 • Pages 71–72 | | |
| | Day 28 | Lesson 6 • Exercise 3 • Pages 73–74 | | |
| | Day 29 | Lesson 6 • Exercise 4 • Pages 75–76 | | |
| | Day 30 | Lesson 6 • Exercise 5 • Review • Pages 77–78 | | |

| Calendar | | Assignment | Due Date | ✓ | Grade |
|----------|--------|---|----------|---|-------|
| Week 7 | Day 31 | Lesson 7 • Exercise 1 • Pages 79–80 | | | |
| | Day 32 | Lesson 7 • Exercise 2 • Pages 81–82 | | | |
| | Day 33 | Lesson 7 • Exercise 3 • Pages 83–84 | | | |
| | Day 34 | Lesson 7 • Exercise 4 • Pages 85–86 | | | |
| | Day 35 | Lesson 7 • Exercise 5 • Review • Pages 87–88 | | | |
| Week 8 | Day 36 | Lesson 8 • Exercise 1 • Pages 89–90 | | | |
| | Day 37 | Lesson 8 • Exercise 2 • Pages 91–92 | | | |
| | Day 38 | Lesson 8 • Exercise 3 • Pages 93–94 | | | |
| | Day 39 | Lesson 8 • Exercise 4 • Pages 95–96 | | | |
| | Day 40 | Lesson 8 • Exercise 5 • Review • Pages 97–98 | | | |
| Week 9 | Day 41 | Lesson 9 • Exercise 1 • Pages 99–100 | | | |
| | Day 42 | Lesson 9 • Exercise 2 • Pages 101–102 | | | |
| | Day 43 | Lesson 9 • Exercise 3 • Pages 103–104 | | | |
| | Day 44 | Lesson 9 • Exercise 4 • Pages 105–106 | | | |
| | Day 45 | Lesson 9 • Exercise 5 • Review • Pages 107–108 | | | |

Language Lessons Level 8 Daily Schedule

| Calendar | Assignment | Due Date | ✓ | Grade |
|--|------------|--|---|-------|
| ▶ First Semester-Second Quarter | | | | |
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| | Day 48 | Lesson 10 • Exercise 3 • Pages 113–114 | | |
| | Day 49 | Lesson 10 • Exercise 4 • Pages 115–116 | | |
| | Day 50 | Lesson 10 • Exercise 5 • Review • Pages 117–118 | | |
| Week 2 | Day 51 | Lesson 11 • Exercise 1 • Pages 119–120 | | |
| | Day 52 | Lesson 11 • Exercise 2 • Pages 121–122 | | |
| | Day 53 | Lesson 11 • Exercise 3 • Pages 123–124 | | |
| | Day 54 | Lesson 11 • Exercise 4 • Pages 125–126 | | |
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| Week 3 | Day 56 | Lesson 12 • Exercise 1 • Pages 129–130 | | |
| | Day 57 | Lesson 12 • Exercise 2 • Pages 131–132 | | |
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| | Day 60 | Lesson 12 • Exercise 5 • Review • Pages 137–138 | | |
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| | Day 62 | Lesson 13 • Exercise 2 • Pages 141–142 | | |
| | Day 63 | Lesson 13 • Exercise 3 • Pages 143–144 | | |
| | Day 64 | Lesson 13 • Exercise 4 • Pages 145–146 | | |
| | Day 65 | Lesson 13 • Exercise 5 • Review • Pages 147–148 | | |
| Week 5 | Day 66 | Lesson 14 • Exercise 1 • Pages 149–150 | | |
| | Day 67 | Lesson 14 • Exercise 2 • Pages 151–152 | | |
| | Day 68 | Lesson 14 • Exercise 3 • Pages 153–154 | | |
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| | Day 70 | Lesson 14 • Exercise 5 • Review • Pages 157–158 | | |
| Week 6 | Day 71 | Lesson 15 • Exercise 1 • Pages 159–160 | | |
| | Day 72 | Lesson 15 • Exercise 2 • Pages 161–162 | | |
| | Day 73 | Lesson 15 • Exercise 3 • Pages 163–164 | | |
| | Day 74 | Lesson 15 • Exercise 4 • Pages 165–166 | | |
| | Day 75 | Lesson 15 • Exercise 5 • Review • Pages 167–168 | | |

| Calendar | | Assignment | Due Date | ✓ | Grade |
|----------|--------|--|----------|---|-------|
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| | Day 84 | Lesson 17 • Exercise 4 • Pages 185–186 | | | |
| | Day 85 | Lesson 17 • Exercise 5 • Review • Pages 187–188 | | | |
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| | Day 87 | Lesson 18 • Exercise 2 • Pages 191–192 | | | |
| | Day 88 | Lesson 18 • Exercise 3 • Pages 193–194 | | | |
| | Day 89 | Lesson 18 • Exercise 4 • Pages 195–196 | | | |
| | Day 90 | Lesson 18 • Exercise 5 • Review • Pages 197–198 | | | |
| | | Midterm Grade | | | |

Language Lessons Level 8 Daily Schedule

| Calendar | Assignment | Due Date | ✓ | Grade |
|--|------------|--|---|-------|
| ▶ Second Semester-Third Quarter | | | | |
| Week 1 | Day 91 | Lesson 19 • Exercise 1 • Pages 199–200 | | |
| | Day 92 | Lesson 19 • Exercise 2 • Pages 201–202 | | |
| | Day 93 | Lesson 19 • Exercise 3 • Pages 203–204 | | |
| | Day 94 | Lesson 19 • Exercise 4 • Pages 205–206 | | |
| | Day 95 | Lesson 19 • Exercise 5 • Review • Pages 207–208 | | |
| Week 2 | Day 96 | Lesson 20 • Exercise 1 • Pages 209–210 | | |
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| | Day 110 | Lesson 22 • Exercise 5 • Review • Pages 237–238 | | |
| Week 5 | Day 111 | Lesson 23 • Exercise 1 • Pages 239–240 | | |
| | Day 112 | Lesson 23 • Exercise 2 • Pages 241–242 | | |
| | Day 113 | Lesson 23 • Exercise 3 • Pages 243–244 | | |
| | Day 114 | Lesson 23 • Exercise 4 • Pages 245–246 | | |
| | Day 115 | Lesson 23 • Exercise 5 • Review • Pages 247–248 | | |
| Week 6 | Day 116 | Lesson 24 • Exercise 1 • Pages 249–250 | | |
| | Day 117 | Lesson 24 • Exercise 2 • Pages 251–252 | | |
| | Day 118 | Lesson 24 • Exercise 3 • Pages 253–254 | | |
| | Day 119 | Lesson 24 • Exercise 4 • Pages 255–256 | | |
| | Day 120 | Lesson 24 • Exercise 5 • Review • Pages 257–258 | | |

| Calendar | Assignment | Due Date | ✓ | Grade |
|----------|------------|--|---|-------|
| Week 7 | Day 121 | Lesson 25 • Exercise 1 • Pages 259–260 | | |
| | Day 122 | Lesson 25 • Exercise 2 • Pages 261–262 | | |
| | Day 123 | Lesson 25 • Exercise 3 • Pages 263–264 | | |
| | Day 124 | Lesson 25 • Exercise 4 • Pages 265–266 | | |
| | Day 125 | Lesson 25 • Exercise 5 • Review • Pages 267–268 | | |
| Week 8 | Day 126 | Lesson 26 • Exercise 1 • Pages 269–270 | | |
| | Day 127 | Lesson 26 • Exercise 2 • Pages 271–272 | | |
| | Day 128 | Lesson 26 • Exercise 3 • Pages 273–274 | | |
| | Day 129 | Lesson 26 • Exercise 4 • Pages 275–276 | | |
| | Day 130 | Lesson 26 • Exercise 5 • Review • Pages 277–278 | | |
| Week 9 | Day 131 | Lesson 27 • Exercise 1 • Pages 279–280 | | |
| | Day 132 | Lesson 27 • Exercise 2 • Pages 281–282 | | |
| | Day 133 | Lesson 27 • Exercise 3 • Pages 283–284 | | |
| | Day 134 | Lesson 27 • Exercise 4 • Pages 285–286 | | |
| | Day 135 | Lesson 27 • Exercise 5 • Review • Pages 287–288 | | |

Language Lessons Level 8 Daily Schedule

| Calendar | Assignment | Due Date | ✓ | Grade |
|---|------------|--|---|-------|
| ▶ Second Semester-Fourth Quarter | | | | |
| Week 1 | Day 136 | Lesson 28 • Exercise 1 • Pages 289–290 | | |
| | Day 137 | Lesson 28 • Exercise 2 • Pages 291–292 | | |
| | Day 138 | Lesson 28 • Exercise 3 • Pages 293–294 | | |
| | Day 139 | Lesson 28 • Exercise 4 • Pages 295–296 | | |
| | Day 140 | Lesson 28 • Exercise 5 • Review • Pages 297–298 | | |
| Week 2 | Day 141 | Lesson 29 • Exercise 1 • Pages 299–300 | | |
| | Day 142 | Lesson 29 • Exercise 2 • Pages 301–302 | | |
| | Day 143 | Lesson 29 • Exercise 3 • Pages 303–304 | | |
| | Day 144 | Lesson 29 • Exercise 4 • Pages 305–306 | | |
| | Day 145 | Lesson 29 • Exercise 5 • Review • Pages 307–308 | | |
| Week 3 | Day 146 | Lesson 30 • Exercise 1 • Pages 309–310 | | |
| | Day 147 | Lesson 30 • Exercise 2 • Pages 311–312 | | |
| | Day 148 | Lesson 30 • Exercise 3 • Pages 313–314 | | |
| | Day 149 | Lesson 30 • Exercise 4 • Pages 315–316 | | |
| | Day 150 | Lesson 30 • Exercise 5 • Review • Pages 317–318 | | |
| Week 4 | Day 151 | Lesson 31 • Exercise 1 • Pages 319–320 | | |
| | Day 152 | Lesson 31 • Exercise 2 • Pages 321–322 | | |
| | Day 153 | Lesson 31 • Exercise 3 • Pages 323–324 | | |
| | Day 154 | Lesson 31 • Exercise 4 • Pages 325–326 | | |
| | Day 155 | Lesson 31 • Exercise 5 • Review • Pages 327–328 | | |
| Week 5 | Day 156 | Lesson 32 • Exercise 1 • Pages 329–330 | | |
| | Day 157 | Lesson 32 • Exercise 2 • Pages 331–332 | | |
| | Day 158 | Lesson 32 • Exercise 3 • Pages 333–334 | | |
| | Day 159 | Lesson 32 • Exercise 4 • Pages 335–336 | | |
| | Day 160 | Lesson 32 • Exercise 5 • Review • Pages 337–338 | | |
| Week 6 | Day 161 | Lesson 33 • Exercise 1 • Pages 339–340 | | |
| | Day 162 | Lesson 33 • Exercise 2 • Pages 341–342 | | |
| | Day 163 | Lesson 33 • Exercise 3 • Pages 343–344 | | |
| | Day 164 | Lesson 33 • Exercise 4 • Pages 345–346 | | |
| | Day 165 | Lesson 33 • Exercise 5 • Review • Pages 347–348 | | |

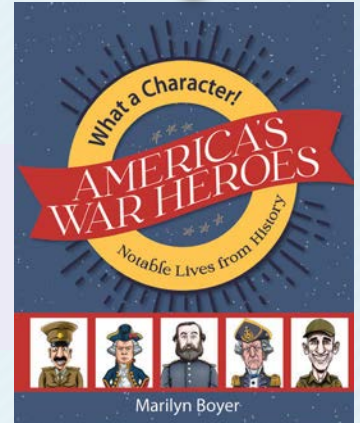
| Calendar | Assignment | Due Date | ✓ | Grade |
|----------|-------------|--|---|-------|
| Week 7 | Day 166 | Lesson 34 • Exercise 1 • Pages 349–350 | | |
| | Day 167 | Lesson 34 • Exercise 2 • Pages 351–352 | | |
| | Day 168 | Lesson 34 • Exercise 3 • Pages 353–354 | | |
| | Day 169 | Lesson 34 • Exercise 4 • Pages 355–356 | | |
| | Day 170 | Lesson 34 • Exercise 5 • Review • Pages 357–358 | | |
| Week 8 | Day 171 | Lesson 35 • Exercise 1 • Pages 359–360 | | |
| | Day 172 | Lesson 35 • Exercise 2 • Pages 361–362 | | |
| | Day 173 | Lesson 35 • Exercise 3 • Pages 363–364 | | |
| | Day 174 | Lesson 35 • Exercise 4 • Pages 365–366 | | |
| | Day 175 | Lesson 35 • Exercise 5 • Review • Pages 367–368 | | |
| Week 9 | Day 176 | Lesson 36 • Exercise 1 • Pages 369–370 | | |
| | Day 177 | Lesson 36 • Exercise 2 • Pages 371–372 | | |
| | Day 178 | Lesson 36 • Exercise 3 • Pages 373–374 | | |
| | Day 179 | Lesson 36 • Exercise 4 • Pages 375–376 | | |
| | Day 180 | Lesson 36 • Exercise 5 • Review • Pages 377–378 | | |
| | Final Grade | | | |

Quote Study: *America's War Heroes*¹

By Marilyn Boyer

The first exercise of each lesson starts with a special feature. The special features will alternate between quotes, picture studies, poems, hymns, and Scripture. For this exercise, we will study a quote from page 5 of *America's War Heroes* by Marilyn Boyer.

Officially, the War of Independence, often called the American Revolution, began on July 4, 1776, when the Continental Congress adopted the Declaration of Independence. However, the bloodshed had begun the previous year on April 19, with the battles of Lexington and Concord.



How a book begins sets up the story or prepares the reader for the rest of the book. A good introduction can create interest, provide valuable background information, or a transition if the book is part of an ongoing series. *America's War Heroes* tells the stories of particularly brave people who participated in various wars. The wars and heroes are covered in chronological order. Before the story of heroes from each war is told, the book includes an introduction to the war.

Check the box with the correct answer.

1. Based on the quote, title of the book, and the information you have been given, **choose** the purpose of this introduction.

- create interest
- provide valuable background information
- provide a transition

Each book is unique and may have different types of introductions. With a parent's permission, **collect** at least three books from your family bookshelf and study how the books begin. **Check** each type of beginning you found. Some books may have more than one type of introductory section, while some may start with the first chapter.

- | | |
|---|---|
| <input type="checkbox"/> Introduction | <input type="checkbox"/> Chapter One |
| <input type="checkbox"/> Preface | <input type="checkbox"/> How to Use This Book |
| <input type="checkbox"/> Prologue | <input type="checkbox"/> Foreword |
| <input type="checkbox"/> Publisher's Note | |
| <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Other _____ | |

¹ Boyer, Marilyn. *America's War Heroes*. Green Forest, AR: Master Books, 2024. p. 5.

Vocabulary Words

Use what you learned from your study of different book introductions to **match** the vocabulary word with the correct definition. You may use a dictionary if you aren't sure. **Ask** a parent for permission before using the internet.

- | | |
|-----------------------|---|
| 1. _____ introduction | a. setting, circumstances, events, information |
| 2. _____ preface | b. introductory statements of an author |
| 3. _____ prologue | c. sets the scene, giving background information |
| 4. _____ foreword | d. written by someone other than the author, introducing the author and the book. |
| 5. _____ background | e. creates interest, provides valuable background information, or a transition. |

Vocabulary & Spelling

- Write** each vocabulary word on an index card. On the back of the card, **write** the definition and a sentence using the word. Use the cards to **test** yourself on the definition and spelling of the words.

Independent Reading

Write out your list of independent reading books using the form in the back of the book. Look at the Recommended Book List for ideas. **Discuss** with your teacher the books to put on your list and the dates you will have read each book. We have included an Independent Reading reminder icon at the start of the lesson. Be sure to update the list each time you see the icon with the date you finished reading each book.

Scripture Memorization

Memorize the following Scripture verses and prepare to **recite** them for your teacher. (Your preferred Bible translation may be used.)

Now on the first day of the week Mary Magdalene came to the tomb early, while it was still dark, and saw that the stone had been taken away from the tomb. So she ran and went to Simon Peter and the other disciple, the one whom Jesus loved, and said to them, "They have taken the Lord out of the tomb, and we do not know where they have laid him." John 20:1-2

Optional Bonus Activity

Refer to the back of the book for all optional bonus activities.

Teacher's Discretion

- No Yes Due Date: _____ In your notebook, **create** a list of the types of information you think would be helpful for readers to know before they begin to read a book.



Grammar & Punctuation

On day 2 of each lesson, you are going to be studying the rules of grammar. You should recognize these rules and notice that a little more has been added to what you have learned in previous years. Do you ever wonder why you need to study grammar rules over again each year? **Grammar** refers to the rules of a language that govern sounds, words, and sentences, as well as how they are combined and understood. Gaining a good understanding of grammar now will help you for years to come. Those rules need to be learned and practiced so that you can be an excellent communicator. First Corinthians 10:31 tells us to “do all to the glory of God.” This includes language arts.

Grammar

refers to the rules of a language that govern sounds, words, and sentences, as well as how they are combined and understood

Capitalization

- **Capitalize the first word of every sentence.**
- **Capitalize proper nouns which are specific persons** like John Bunyan, Noah, or Isaac Watts.
- **Capitalize proper nouns which are specific things** like calendar days, nationalities, languages, brand names of products, organizations, monuments, or historical events.
- **Capitalize proper nouns which are specific places** like streets, cities, states, sections of the country (the East, the Midwest), countries, bodies of water, mountains, or parks.
- **Do NOT capitalize seasons** like spring or summer unless it is in a title or used in personification.
- **Do NOT capitalize directional words** like east and west. *Hint:* The directional word will not have the article *the* in front of it. If the article *the* is used in front of east or west it is referring to a region of the country which you do capitalize.
- **Do NOT capitalize the word *earth* unless it is being used in the sentence as the name of our planet.** *Hint:* If the article *the* is used in front of the word *earth*, do not capitalize. In this case, it is not being used as the name of the planet but is being used in the same manner as the words *sun* and *moon*.

Underline the letters that should be capitalized in each of the following sentences.

1. This past spring tammie moved to oregon because she wanted to leave the south.
2. jesus came from galilee and wanted john to baptize Him.
3. Miss lisa roott planned a labor day picnic for her sunday school class.
4. we will need to travel east in order to see the statue of liberty and ellis island.
5. when we visited the creation museum, we learned about Adam and Eve’s time on earth.

Rewrite the following sentences and correct the capitalization errors. One sentence will be correct. **Write correct** on that line.

6. The queen of england lives in buckingham palace in london.

7. the great barrier reef is in the pacific ocean along the coast of australia.

8. Shannon studied hard and learned to speak italian and portuguese.

9. The Bible says in Genesis 8:22 that summer and winter will not cease.

10. On wednesday we are going to the volkswagen car dealership to buy tires.

Write sentences using these words correctly.

11. (Ocean) _____

12. (ocean) _____

13. (fall) _____

14. (Earth) _____

15. (earth) _____




Communication

On the third day of each lesson, we will study communication. We are going to focus mainly on our written communication. It is important that you are able to effectively present your thoughts, your ideas, and any information in a clear way to others. We will begin with some basics that may be review for you and work our way up to some new and more challenging writing assignments.

We will also look each lesson at communication through our manners, **courtesies**. First Corinthians 13 is known as the chapter of love. The Lord has given us within these verses a list of ways to show our love for others. Some qualities included are suffering long, being kind, not being easily provoked, and being humble. One thing in the list that stands out to me the most in relation to our manners is not behaving in an unseemly or unbecomingly. Having good manners and behaving ourselves properly will show our love, and more importantly, God's love to others.

Subjects and Predicates

A sentence must have a subject and a predicate. The **subject** will be a noun (person, place, or thing) and will be who or what the sentence is about. The **predicate** will contain a verb (action or state-of-being) and will state something about the subject.

The **simple subject** is the subject or noun without any additional words that describe it or add to it. The **simple predicate** is the verb without any additional words that describe it or add to it.

The **complete subject** is the subject or noun plus any additional words that describe it or add to it. The **complete predicate** is the verb plus any additional words that describe it or add to it.

| | |
|---------------------------|---|
| Sentence | Expresses a complete thought, can stand alone, contains a subject and a predicate |
| Simple Subject | subject or noun without any additional words that describe it or add to it |
| Complete Subject | subject or noun plus any additional words that describe it or add to it |
| Simple Predicate | verb without any additional words that describe it or add to it |
| Complete Predicate | verb plus any additional words that describe it or add to it |

Example: The U.S. Navy's Blue Angels flew very low over the water.

Blue Angels is a noun and the simple subject. The complete subject is *The U.S. Navy's Blue Angels*. *Flew very low over the water* is the complete predicate. *Flew* is the verb and the simple predicate.

Find the subjects and predicates in the following sentences.

Jesus told Peter and Andrew to cast their nets.

1. Simple Subject: _____
2. Simple Predicate: _____
3. Complete Subject: _____
4. Complete Predicate: _____

Many fish filled the nets.

5. Simple Subject: _____
6. Simple Predicate: _____
7. Complete Subject: _____
8. Complete Predicate: _____

Courtesy: Good Morning

We all want our homes to be a pleasant place to live. How do you treat the people that you live with — your family? Unfortunately, we too often take for granted our families, the people that love us the most and that we love the most.

Do you greet your parents and siblings each morning with a “good morning,” or do you grumble and stumble past them barely saying a word? Not everyone is a morning person, but this does not give us a right to be grumpy or to not even acknowledge that others are there. Our culture gives us excuses for this bad behavior in things like “do not talk to me until I have had my coffee.” These little sayings are humorous, but this is not how we should be as Christians. Now, you do not have to be chatty in the morning, but you can give a small smile and a “good morning.” If you are not a morning person, pray and ask the Lord to help you remain kind to others even in the morning.

Are you a morning person? _____

What are some choices you can make to help you be in a better mood in the mornings?



 **Worldview: Statements of Faith**

Ministries and other Christian organizations often make available a Statement of Faith. A Statement of Faith is useful for understanding the beliefs of a church, organization, or business. The word *Christian* is sometimes claimed by groups of people who do not believe the Bible is true or include beliefs that do not align with the Bible. We should be like the Bereans in Acts 17 and make sure the doctrines of a trusted organization align with Scripture.

1. **Look up** Acts 17:10–12 in your Bible and **copy** it here:

Read and Summarize

Read Deuteronomy 34, Joshua 1–6 from your Bible, *God's Story*, or another Bible book.

Sketch a picture that represents something from the Bible passages you read. You may copy an image from your Bible, *God's Story*, or another Bible book, or create your own. You may add color to your sketch. You may also opt to pick a word from the Scripture you read and create a word art image. (Refer to the back of the book for word art examples.)



Review

- Recite** John 20:1–2 for your teacher using your preferred Bible translation.
- Use your spelling index cards to **test** for mastery.

Word Study Review

Match the vocabulary word with the correct definition.

- | | |
|-----------------------|---|
| 1. _____ introduction | a. written by someone other than the author, introducing the author and the book. |
| 2. _____ preface | b. sets the scene, giving background information |
| 3. _____ prologue | c. introductory statements of an author |
| 4. _____ foreword | d. creates interest, provides valuable background information, or a transition. |
| 5. _____ background | e. setting, circumstances, events, information |

Grammar Review

Underline the words that should be capitalized in each of the following sentences.

1. I am traveling to ireland and visiting the cliffs of moher this spring.
2. Jesus went to live in capernaum, a town on the sea of galilee.
3. One of my favorite hymns was written by horatio spafford.
4. The rolex watch brand is a swiss company.
5. Chandra is spending thanksgiving with her family in the midwest this year.



Communication Review

Find the subjects and predicates in the following sentence.

The cousins that live in Alabama are coming to visit us for two days.

1. Simple Subject: _____
2. Simple Predicate: _____
3. Complete Subject: _____
4. Complete Predicate: _____

Worldview Review

Fill in the blanks.

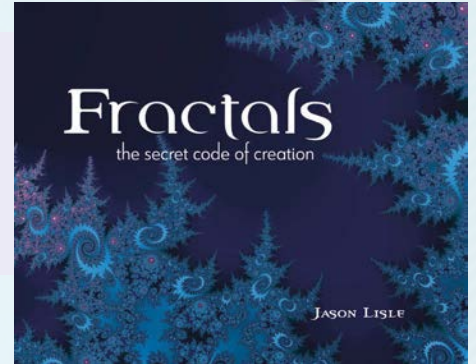
1. A _____ is useful for understanding the beliefs of a church, organization, or business.
2. We know from Acts 17:10–12 that the Bereans “*received the word with all eagerness, _____ the _____ daily to see if these things were so.*”

Quote Study: *Fractals*¹

By Jason Lisle

Let's study a quote from page 6 of *Fractals* by Jason Lisle.

What if mathematicians discovered a secret code embedded in math itself? What would that mean? Suppose that when analyzing certain sets of numbers, we found an amazing work of art embedded in them, far more intricate and complex than any work of man. How would we make sense of such complex beauty in something as simple as numbers? Who put it there?



Like the introduction we studied in *Foundational Truths*, our quote from *Fractals* starts with questions. However, rather than setting up what the author wants you to know through an introduction to the book, the author of *Fractals* jumps right into the first chapter, using questions to draw the reader into the topic. The questions are written in a way that makes the reader want to continue reading the book for the answers. Did the author succeed? Do you want to read *Fractals*?

Think about your favorite books and **choose** one. **Write** a list of things you like about the book.

Use your list for ideas to **write** a chapter introductory paragraph that asks questions to cause a reader to want to read more of the book. You may want to share your paragraph with a friend or family member to try to convince them to read the book!

¹ Lisle, Jason. *Fractals: The Secret Code of Creation*. Green Forest, AR: Master Books, 2021. p. 6.

Vocabulary Words

Use what you learned from the introduction study of *Fractals* to **match** the vocabulary word with the correct definition. You may use a dictionary if you aren't sure. **Ask** a parent for permission before using the internet.

- | | |
|------------------------|---|
| 1. _____ mathematician | a. inserted |
| 2. _____ embedded | b. a person who specializes in math |
| 3. _____ analyzing | c. studying, examining |
| 4. _____ intricate | d. many interrelated details |
| 5. _____ complex | e. difficult to understand, not easy, complicated |

Vocabulary & Spelling

- Write** each vocabulary word on an index card. On the back of the card, **write** the definition and a sentence using the word. Use the cards to **test** yourself on the definition and spelling of the words.

Independent Reading

Update your reading list. **Discuss** what you are reading with your teacher.

Scripture Memorization

Memorize the following Scripture verses and prepare to **recite** them for your teacher. (Your preferred Bible translation may be used.)

On the evening of that day, the first day of the week, the doors being locked where the disciples were for fear of the Jews, Jesus came and stood among them and said to them, "Peace be with you." When he had said this, he showed them his hands and his side. Then the disciples were glad when they saw the Lord. John 20:19–20

Optional Bonus Activity

Refer to the back of the book for all optional bonus activities.

Teacher's Discretion

- No Yes Due Date: _____ **Select** one or more books and **write** an introductory paragraph for each that uses questions to inspire readers to read the book. **Ask** family and friends if they are inspired to read more based on your paragraph.



Grammar & Punctuation

Eight Parts of Speech

We have eight kinds of words called the eight parts of speech that make up the basics of our language. We will study each one in detail throughout this course, but for now it is good to be reminded of their definitions and to be familiar with them as we move forward in our lessons.

1. A **verb** is a word that shows action, links a word to the subject, helps another verb, or indicates existence.
2. A **noun** is a word that names a person, place, or thing.
3. A **pronoun** is a word that takes the place of a noun.
4. An **adjective** is a word that describes a noun or a pronoun. It answers the questions *what kind, which one, how many, how much, or whose*.
5. An **adverb** is a word that describes a verb, adjective, or another adverb. It answers the questions *where, when, how, and how often*.
6. A **preposition** shows a relationship between nouns, pronouns, and other words in a sentence.
7. A **conjunction** is a word that joins words, phrases, or clauses together.
8. An **interjection** is an exclamatory word that expresses strong feeling or emotion.

Label the bolded words as one of the eight parts of speech based upon the definitions given above.

The Taylor **family** packed their bags and hit the road, excited to see the **vibrant** colors of autumn in Upper Michigan. They **drove** through the winding roads and were surrounded by beautiful trees of red, orange, **and** gold. **They** couldn't help but gasp in awe at the breathtaking scenery. "**Wow!** This is incredible!" exclaimed Sabrina, the youngest member **of** the family. They stopped at scenic overlooks to take photos. It was a trip they would **always** cherish.

- | | |
|------------------|-----------------|
| 1. family _____ | 5. They _____ |
| 2. vibrant _____ | 6. Wow _____ |
| 3. drove _____ | 7. of _____ |
| 4. and _____ | 8. always _____ |



Verbs

1. A **verb** is a word that shows action, links a word to the subject, or helps another verb.
Examples: A bird **flew** into our front window. *Flew* is an action verb.
 The bird **seemed** shocked after hitting the window. *Seemed* is a linking verb.
 The bird **will** fly again after a few minutes. *Will* is a helping verb.
2. An **action verb** is a verb that shows action. It describes something that you can do physically or mentally.
Examples: clap, run, sing, hesitate, wonder, type, read, dream
 Madison **dances** gracefully. *Dances* is the action verb.
 The giraffe **stretches** its long neck. *Stretches* is the action verb.

| | |
|--------------------|--|
| Verb | shows action, links, or helps |
| Action Verb | a verb that shows action, describes something that you can do physically or mentally |

Underline the action verbs in the following sentences. There may be more than one in a sentence.

9. The birds chirped cheerfully in the morning sunlight.
10. All of the children raced towards the playground.
11. The woman left the well and returned to her village.
12. Waves crashed loudly against the rocky shore.
13. Many people from the village followed the woman back to the well.

Fill in the blank with an action verb in the following sentences.

14. The camper _____ his hands by the fire.
15. Our swim team _____ the second-place trophy.
16. The chef _____ the roast beef into thin slices.
17. We _____ her birthday on Friday night.
18. The postman _____ the package to the cabin.




Communication

Essay: Identify the Topic

An **essay** is a short piece of writing on a particular subject. An essay could be a topic that you choose, a topic that is given to you by a teacher, or a topic that is a response to a question that you have been asked. In a school setting, an essay is usually a written answer that includes information and discussion to test how well you understand the subject. Essay questions are often given in high school and college classes.

| | |
|--------------|--|
| Essay | a short piece of writing on a particular subject |
|--------------|--|

An essay will have an essay prompt. An **essay prompt** is the instruction about the topic of the essay. Study this prompt to make sure to understand what you are being asked to do.

The **first step** of writing your essay is to **identify the topic**.

You will need to look for topic words and direction words in the essay prompt. **Topic words** tell you the subject or topic of the essay. **Direction words** tell you what type of information is expected about the topic. Direction words are words like *explain*, *describe*, *pros and cons*, or *compare and contrast*.

| | |
|------------------------|--|
| Essay Prompt | Gives instruction about the topic of the essay. |
| Topic Words | Tell you the subject or topic of the essay. |
| Direction Words | Tell you what type of information is expected about the topic. |

Direction words are helpful and let you know exactly what you are expected to do with the topic. Let's look at the meaning of some direction words.

| | |
|-----------------------------|--|
| Explain | Give your reasons for your opinion on the topic. |
| Describe | Give the details, characteristics, and qualities of the topic. |
| Pros and Cons | Give the positives and negatives of the topic. |
| Compare and Contrast | Give the ways that the topics are alike and different. |

Study this essay prompt.

Write about your favorite outdoor activity. Explain why it is your favorite.

Answer the questions below about the essay prompt.

1. What is the topic of this essay? _____
2. What are the direction words used in this essay prompt? _____

Find the topic and direction words for the following essay prompts.

Prompt: Describe the advantages and disadvantages of having a pet.

3. Topic: _____

4. Direction words: _____

Prompt: Compare and Contrast two different genres of literature.

5. Topic: _____

6. Direction words: _____

Prompt: Explain the benefits of flossing your teeth daily.

7. Topic: _____

8. Direction words: _____

Courtesy: Greeting Others

Have you ever had a time where you have passed someone in the hall or walked into the room when others are there, and you have felt awkward or didn't know what to do?

When greeting others, it's important to remember some key rules of etiquette. Be sure to first make eye contact with the person and offer a genuine smile. This acknowledges that the other person is there and that you see them. You should also say "hello" or "hi." If you know the person's name, you could add their name to that. If appropriate, especially in a formal situation, offer your hand for a handshake. If you are unsure if you should shake their hand, just follow the lead of the other person.



You should not pass someone or walk into a room with someone else and not offer any type of greeting. That would be ignoring them. Ignoring others is not kind; it is rude.

You should also practice good manners in your digital greeting of others. When texting or messaging, use a friendly greeting like "hi" before starting a conversation. If someone you know texts you, try to respond promptly. If you are busy, you should at least acknowledge that you received the text and will get back to them later. No one likes to be ignored digitally either.

Doing these simple things can make positive impressions and build good relationships with others. Not doing these things can build negative impressions and hurt relationships.

Remember that Proverbs 18:24 tells us that in order to have friends a man must be friendly.

Think of a time where you were ignored or not greeted. **Did** this happen physically or digitally?

Be mindful and purposeful in greeting others this week so that they feel acknowledged.


Worldview: Statements of Faith

Let's continue to prepare to write a personal Statement of Faith.

Salvation

All things necessary for our salvation are expressly set down in Scripture, brought to the sinner by grace as the free gift of God. Freedom from the penalty and power of sin is available to man only through the sacrificial, substitutionary death on the cross, the shed blood of Jesus Christ, and His complete and bodily resurrection from the dead. Salvation is a gift received by faith alone in Christ alone and expressed in the individual's repentance, recognition of the death of Christ as full payment for the penalty of sin, and acceptance of the risen Christ as Savior, Lord, and God. Those who are born of God (born again) are members of the body of Christ, the church, of which He is the head. They are to live in fellowship, uniting in worship, supporting the great commission, and loving one another with pure and sincere hearts. Those who do not believe in Christ are subject to everlasting conscious punishment, but believers enjoy eternal life with God.

Genesis 1:1, 1:31, 3:17-19, Matthew 13:49-50, 25:46, Luke 24:39, John 1:1-3, 1:12-18, 3:14-18, 3:36, 5:24, 8:12, 8:36, 11:25, 14:6, Acts 3:19, 4:12, 16:30-31, 17:30-31, 20:7, 20:21, Romans 1:16-18, 3:23-25, 5:1-2, 5:12, 6:23, 10:8-10, 1 Corinthians 11:17-33, 15:1-4, 16:2 Galatians 2:20-21, Ephesians 2:1-22, 5:23, Colossians 1:13-20, 1 Thessalonians 1:8-10, 1 Timothy 2:3-6, Titus 3:3-7, Hebrews 10:23-25, 13:17, 1 Peter 1:3, 1 John 3:9, 5:11-13, Revelation 21:8

Copy the statement on salvation in your notebook. Start each sentence on its own line, skipping a line before starting the next one. **Choose** at least three sentences and **use** the list of Scriptures to **support** each statement.

Read and Summarize

Read 1 Kings 11-14 and 2 Chronicles 10-12 from your Bible, *God's Story*, or another Bible book.

Sketch a picture that represents something from the Bible passage you read. You may copy an image from your Bible, *God's Story*, or another Bible book, or create your own. You may add color to your sketch. You may also opt to pick a word from the Scripture you read and create a word art image.



Review

- Recite** John 20:19–20 for your teacher using your preferred Bible translation.
- Use your spelling notecards to **test** for mastery.

Word Study Review

Match the vocabulary word with the correct definition.

- | | |
|------------------------|---|
| 1. _____ mathematician | a. inserted |
| 2. _____ embedded | b. studying, examining |
| 3. _____ analyzing | c. many interrelated details |
| 4. _____ intricate | d. difficult to understand, not easy, complicated |
| 5. _____ complex | e. a person who specializes in math. |

Grammar Review

Label the bolded words as one of the eight parts of speech based upon the definitions given.

Riding a bicycle is a **thrilling** experience. The **wind** rushes pass as you pedal **swiftly** along the road. Your heart **beats** with excitement, **and** your muscles feel alive. **You** might encounter a challenging hill. **Oh!** The satisfaction **of** reaching the top is worth it.

- | | |
|--------------------|--------------|
| 1. thrilling _____ | 5. and _____ |
| 2. wind _____ | 6. you _____ |
| 3. swiftly _____ | 7. Oh _____ |
| 4. beats _____ | 8. of _____ |

Underline the action verbs in the following sentences. There may be more than one in a sentence.

- The dog chased the squirrel up the tree.
- The kids played and rested in the park today.
- She cooked dinner for her family.



Communication Review

Find the topic and direction words for the following essay prompts.

Prompt: List the pros and cons of participating in a team sport.

1. Topic: _____

2. Direction words: _____

Prompt: Explain how to hang a picture on the wall.

3. Topic: _____

4. Direction words: _____

Prompt: Describe your grandmother.

5. Topic: _____

6. Direction words: _____

Worldview Review

Fill in the blanks.

- Freedom from the penalty and power of _____ is available to man _____ through the sacrificial, substitutionary _____ on the cross, the shed _____ of Jesus Christ, and His complete and bodily _____ from the dead.
- _____ is a gift received by _____ in _____ and expressed in the individual's _____, recognition of the death of Christ as _____ payment for the penalty of sin, and acceptance of the risen Christ as _____, _____, and _____.



Picture Study: The Fresco of Entry of Jesus in Jerusalem (Palm Sunday) in Duomo

By Lattanzio Gambara (1567–1573)



If you visit the Parma Cathedral in Italy, you will find magnificent paintings adorning the walls that depict the life of Jesus. Read the title of this scene. **Fresco** is the method of painting watercolor pigments on fresh plaster, resulting in the colors being part of the wall itself. **Duomo** is an Italian word for **cathedral**.

Study the fresco and **compare** it to Matthew 21:1–11. How accurate is the painting compared to what the Bible describes? Did you find any differences? If you were to paint this scene, would you change anything?

Write a description of Lattanzio Gambara’s fresco, and include details. **Explain** how the use of light affects the scene.

Vocabulary Words

Write the definition for each vocabulary word. You may use a dictionary. Ask a parent before using an online dictionary. If there is more than one definition, choose the one that fits the way it is used in the lesson.

fresco: _____

duomo: _____

magnificent: _____

pigments: _____

cathedral: _____

Vocabulary & Spelling

- Write** each vocabulary word on an index card. On the back of the card, **write** the definition and a sentence using the word. Use the cards to **test** yourself on the definition and spelling of the words.

Independent Reading

Update your reading list. **Discuss** what you are reading with your teacher.

Scripture Memorization

Memorize the following Scripture verses and prepare to **recite** them for your teacher. (Your preferred Bible translation may be used.)

When they got out on land, they saw a charcoal fire in place, with fish laid out on it, and bread. Jesus said to them, "Bring some of the fish that you have just caught." John 21:9-10

Optional Bonus Activity

Refer to the back of the book for all optional bonus activities.

Teacher's Discretion

- No Yes Due Date: _____ **Research** Lattanzio Gambara and **write** a short essay on what you learned. **Ask** a parent for permission before using the internet. **Note:** Parental supervision is highly suggested when researching art and artists.
- No Yes Due Date: _____ **Research** Lattanzio Gambara's self-portrait. **Sketch** a copy of it. **Try** sketching a self-portrait of yourself. **Ask** a parent for permission before using the internet. **Note:** Parental supervision is highly suggested when researching art and artists.
- No Yes Due Date: _____ **Sketch** Gambara's fresco depicting Palm Sunday. You may use watercolor or watercolor pencils to finish your masterpiece.
- No Yes Due Date: _____ **Research** how to create a fresco. Create your own fresco on plaster. **Ask** a parent for permission before using the internet. **Note:** Parental supervision is highly suggested when researching art and artists.



Grammar & Punctuation

Nouns

A **noun** is a word that names a person, place, or thing.

| | |
|-------------|-------------------------|
| Noun | person, place, or thing |
|-------------|-------------------------|

Person: aunt, pastor, jockey, teacher, Joseph

Place: church, home, Arkansas, field

Thing: mountain, toy, tree, window

Example: The **lady** picked **flowers** from the **field** behind the **barn**.

Underline the nouns in the sentences below.

1. The cat chased the mouse around the kitchen.
2. The book and the notebook were left on the desk.
3. Ruthie washed the towels and the sheets from the guest room.
4. The doctor examined the patient at the clinic.
5. Jesus saw that the man's heart was full of faith.

A noun can be a compound noun. A **compound noun** is two or more words used as a single noun.

| | |
|----------------------|---|
| Compound Noun | two or more words used as a single noun |
|----------------------|---|

Example: **Grandmother** packed her **suitcase** to go on vacation with **Anita Raymond**.

Underline the compound nouns in the sentences below.

6. The toothpaste in the bathroom is almost empty.
7. Our oldest dog likes to bark at the mailman.
8. Margarette Williams baked me a cake for my birthday.
9. The manager ordered more textbooks and notebooks for the new semester.
10. We watched the firefighter put out the blaze using a fire extinguisher.



Nouns can be common or proper. A **common noun** is a general person, place, or thing. A **proper noun** is a specific person, place, or thing like people's names, cities, companies, and titles of works. A proper noun is always capitalized.

| | |
|--------------------|--|
| Common Noun | general person, place, or thing; not capitalized |
| Proper Noun | specific person, place, or thing; always capitalized |

Underline the proper nouns in the sentences below.

11. The officer sent some Jews to ask Jesus to come and heal his servant.
12. Aaron and Rachel visited the Eiffel Tower during their trip to Paris.
13. Maria will attend a conference in New York City.
14. The *Mona Lisa* is one of the most famous paintings in the Louvre Museum.
15. Jesus was eating at the home of Simon when a woman anointed him with oil.

Read this paragraph from Marilyn Boyer's book *America's Famous Spies*¹ and **underline** the nouns. There are twenty-three nouns.

16. "Nathan also loved the outdoors. He was a good runner and jumper, and he did well in the contests he had with the other young men. He was a good wrestler, too. He was a kind young man; most people liked him. Nathan and his college friends were growing and changing. America was changing, too. In those days America was not a nation. It was just 13 British colonies spread up and down the eastern part of North America. They could not make their own laws because they were ruled by King George of England. They lived in colonial America, but they were still Englishmen."

You should have underlined nine proper nouns. **Write** those proper nouns in order below.

17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____



¹ Boyer, Marilyn. *America's Famous Spies*. Green Forest, AR: Master Books, 2024. p. 9.

 Communication

Fiction Character Sketch

In the last lesson, you wrote a nonfiction character sketch. In this lesson you are going to write a fiction character sketch.

A **fiction character sketch** is a written portrait that describes a person that is not real. You are describing a person that you are creating or that has been created by someone else. It can even be a character in a book that you are reading or have read.

The reader should be able to fully picture this person in their mind. The description should be so clear that the person becomes real to the reader.

| | |
|---------------------------------|---|
| Fiction Character Sketch | written portrait that describes a person that is not real |
|---------------------------------|---|

It's time to write a portrait of the fiction character!

Write about your fictional character. What is their name?

Write details of their physical characteristics:

Write details of their personal characteristics:

Write how others feel about this person. How do you feel about this person?

Write down what this person always says or does.

Write your topic sentence:

Write your full paragraph below. Use a separate piece of paper if needed.

Note: This paragraph will be used again on Day 100.

Courtesy: Be a Good Friend

Friendship during the preteen and teen years can be exciting and challenging. Being a good friend takes thought and purposeful action.

An excellent example of friendship is the friendship of Jonathan and David in the Bible.

Jonathan and David came from different backgrounds, but they respected each other even though they had differences. Jonathan and David were supportive and loyal to each other during tough times. They were there for each other. They encouraged each other. Jonathan and David were also open and honest in their communication with each other.

To be a good friend, you need to respect the unique qualities and personalities of your friends even when they are different from yours. Be there for your friends during thick and thin. Stand up for them and defend them even when they aren't around. Good friends support each other and encourage each other. Be a good friend by being honest and transparent. Speak the truth but do it with kindness.



Read 1 Samuel 18:1–5, 19:1–7, and 20:1–42 in your own Bible. These verses are about Jonathan and David.

Write down at least two examples of what was happening when Jonathan and David practiced good friendship.

1. _____
2. _____


Worldview: Statements of Faith

Jesus

It is time to write the Jesus section of your statement of faith. **Study** the Jesus section in the back of your book. You may use it as an example but use your own words. **Look up** and **study** your notes from Lesson 7, Day 34. **Review** the notes you took during the conversation you had with a parent. Use the lines below to **write** your statement of faith, then **add** the Scripture references your statement is based on.

Ask a parent to review your statement. **Revise** your statement based on any recommendations made by your parent. **Write** your final copy of your Jesus Statement of Faith on the form in the back of the book or the document you created on a computer.

You will continue to add to your Statement of Faith section by section.

Read and Summarize

Read Luke 1:5–25 from your Bible, *God's Story*, or another Bible book.

Sketch a picture that represents something from the Bible passage you read. You may copy an image from your Bible, *God's Story*, or another Bible book, or create your own. You may add color to your sketch. You may also opt to pick a word from the Scripture you read and create a word art image.



Review

- Recite** John 21:9–10 for your teacher using your preferred Bible translation.
- Use your spelling index cards to **test** for mastery.

Word Study Review

Match the vocabulary word with the correct definition.

- | | |
|----------------------|--|
| 1. _____ fresco | a. church where a bishop has a seat or throne |
| 2. _____ duomo | b. grand, impressive, beautiful |
| 3. _____ magnificent | c. watercolor pigments painted on fresh plaster |
| 4. _____ pigments | d. cathedral |
| 5. _____ cathedral | e. insoluble vibrant color powders mixed into water or oil |

Grammar Review

Underline the nouns in the sentences below.

1. Sarah visited the library to borrow a book.
2. Master Books sells many different books.
3. New York City is known for its bustling streets and landmarks.
4. Jessica and her friends went to the zoo on Friday.
5. Emily bought a dress for the wedding.

Label the bolded nouns as common or proper.

6. During the summer, **Tony** likes to visit the beach. _____
7. The **teacher** handed out the exams. _____
8. The dog chased the ball across **Central Park**. _____



Communication Review

Ask your parent or teacher **read** and **edit** your fiction character sketch from Day 98. **Rewrite** that paragraph below using your best handwriting and making any corrections needed.

Worldview Review

Fill in the blanks.

1. _____ led a sinless life, performed miracles, and died on the cross, making _____ for sin.
2. Jesus Christ rose bodily from the dead, ascended to heaven, and is currently seated at the right hand of God the Father as our _____, and shall bodily and visibly return in person to this earth in power and glory as _____ of the living and the dead.
3. All shall be raised from the dead. Those who have died in _____ to eternal life in heaven and those who have rejected Him to everlasting punishment.

QUARTER ONE

Lesson 1, Exercise 1, Day 1, Pages 19–20

Quote Study

1. provide valuable background information

Vocabulary Words

- | | |
|------|------|
| 1. e | 4. d |
| 2. b | 5. a |
| 3. c | |

Lesson 1, Exercise 2, Day 2, Pages 21–22

1. This past spring tammie moved to oregon because she wanted to leave the south.
2. jesus came from galilee and wanted john to baptize Him.
3. Miss lisa roott planned a labor day picnic for her sunday school class.
4. we will need to travel east in order to see the statue of liberty and ellis island.
5. when we visited the creation museum, we learned about Adam and Eve's time on earth.
6. The Queen of England lives in Buckingham Palace in London.
7. The Great Barrier Reef is the Pacific Ocean along the coast of Australia.
8. Shannon studied hard and learned to speak Italian and Portuguese.
9. Correct
10. On Wednesday we are going to the Volkswagen car dealership to buy tires.
11. Answers will vary but ocean should be capitalized and be a specific ocean like Atlantic Ocean.

12. Answers will vary but ocean should NOT be capitalized and should NOT be a specific ocean.
13. Answers will vary but fall is a season and should NOT be capitalized
14. Answers will vary but earth should be capitalized and be referring to our planet. It should not have the article *the* in front of it.
15. Answers will vary but earth should NOT be capitalized. It should have the article *the* in front of it.

Lesson 1, Exercise 3, Day 3, Pages 23–24

1. Jesus
2. told
3. Jesus
4. told Peter and Andrew to cast their nets
5. fish
6. filled
7. Many fish
8. filled the nets

Lesson 1, Exercise 4, Day 4, Page 25

1. *The brothers immediately sent Paul and Silas away by night to Berea, and when they arrived they went into the Jewish synagogue. Now these Jews were more noble than those in Thessalonica; they received the word with all eagerness, examining the Scriptures daily to see if these things were so. Many of them therefore believed, with not a few Greek women of high standing as well as men. Acts 17:10–12 ESV. Note: Students may use their own choice of Bible translations.*

QUARTER TWO

Lesson 10, Exercise 1, Day 46, Page 110

1. b
2. a
3. c
4. d
5. e

Lesson 10, Exercise 2, Day 47, Pages 111–112

1. noun
2. adjective
3. verb
4. conjunction
5. pronoun
6. interjection
7. preposition
8. adverb
9. The birds chirped cheerfully in the morning sunlight.
10. All of the children raced towards the playground.
11. The woman left the well and returned to her village.
12. Waves crashed loudly against the rocky shore.
13. Many people from the village followed the woman back to the well.
14. The camper warmed (*answers will vary*) his hands by the fire.
15. Our swim team won (*answers will vary*) the second-place trophy.
16. The chef cut (*answers will vary*) the roast beef into thin slices.
17. We celebrated (*answers will vary*) her birthday on Friday night.
18. The postman delivered (*answers will vary*) the package to the cabin.

Lesson 10, Exercise 3, Day 48, Pages 113–114

1. your favorite outdoor activity
2. explain why
3. having a pet
4. describe advantages and disadvantages
5. genres of literature
6. compare and contrast
7. flossing your teeth
8. explain the benefits

Lesson 11, Exercise 2, Day 52, Pages 121–122

1. linking
2. action
3. action
4. linking
5. The sunset looks stunning tonight.
6. Jesus was angry when He saw people selling in the temple.
7. Granny's carrot cake is delicious.
8. The flowers feel soft to the touch.
9. She appears confident in her abilities.
10. The temple of God was meant to be a place of worship.
11. He has completed his homework already.
12. I should have called you earlier.
13. Jesus will teach the disciples to fish for men.
14. We might visit the museum this weekend.
15. helping
16. linking
17. action
18. action
19. helping
20. action

Lesson 11, Exercise 3, Day 53, Page 124

1. Answers may vary but a possible answer is: My house is a cozy and welcoming retreat with a spacious layout, comforting décor, and modern amenities.

QUARTER THREE

Lesson 19, Exercise 1, Day 91, Pages 199–200

Quote Study

1. The authority of the Bible faces a crisis. Its historical reliability is being challenged.
2. a. usually
b. might
3. The chronology usually ascribed to the history of Egypt is wrong.

Vocabulary Words

- | | |
|------|------|
| 1. b | 4. a |
| 2. d | 5. e |
| 3. c | |

Lesson 19, Exercise 2, Day 92, Page 202

1. Jesus fell asleep on a cushion in the back of the boat.
2. A powerful storm came while they were on the lake.
3. The Apostles were afraid and cried out to the Lord.
4. Timothy found the keys under the couch after the party.
5. They went hiking in the mountains.
6. The children played with the toys in the living room.
7. He wrote a letter to his friend.
8. Debby read a book before dinner.
9. Jesus helped them get through the storm.
10. During the afternoon, the cat slept in the window.
11. She arrived at the station with her luggage.
12. Melanie spoke excitedly about her new job.
13. He completed the project on time.
14. The artist painted a mural at the school.
15. Frances walked under the moonlight.

Lesson 20, Exercise 2, Day 97, Pages 211–212

1. The cat chased the mouse around the kitchen.
2. The book and the notebook were left on the desk.
3. Ruthie washed the towels and the sheets from the guest room.
4. The doctor examined the patient at the clinic.
5. Jesus saw that the man's heart was full of faith.
6. The toothpaste in the bathroom is almost empty.
7. Our oldest dog likes to bark at the mailman.
8. Margarette Williams baked me a cake for my birthday.
9. The manager ordered more textbooks and notebooks for the new semester.
10. We watched the firefighter put out the blaze using a fire extinguisher.
11. The officer sent some Jews to ask Jesus to come and heal his servant.
12. Aaron and Rachel visited the Eiffel Tower during their trip to Paris.
13. Maria will attend a conference in New York City.
14. The Mona Lisa is one of the most famous paintings in the Louvre Museum.
15. Jesus was eating at the home of Simon when a woman anointed him with oil.
16. "Nathan also loved the outdoors. He was a good runner and jumper, and he did well in the contests he had with the other young men. He was a good wrestler, too. He was a kind young man; most people liked him. Nathan and his college friends were growing and changing. America was changing, too. In those days America was not a nation. It was just 13 British colonies spread up and down the eastern part of North America. They could not make their own laws because they were ruled by King George of England. They lived in colonial America, but they were still Englishmen."
17. Nathan
18. Nathan
19. America
20. America
21. North America
22. King George
23. England
24. America
25. Englishmen

Lesson 20, Exercise 3, Day 98, Page 214

- 1.-2. Examples will vary but could include answers such as not letting their differences stand in the way of being friends, they were supportive, loyal, and encouraged each other. They also didn't lie to one another — choosing to be honest and trustworthy.

Lesson 21, Exercise 1, Day 101, Page 220

Blessed **assurance**, Jesus is mine!
 Oh, what a **foretaste** of glory divine!
 Heir of salvation, purchase of God,
 Born of His Spirit, washed in His blood

Chorus:

This is my story, this is my song,
 Praising my Savior all the day long;
 This is my story, this is my song,
 Praising my Savior all the day long.

Perfect **submission**, perfect delight,
 Visions of **rapture** now burst on my sight;
 Angels, descending, bring from above
 Echoes of mercy, whispers of love.

Perfect submission, all is at rest,
 I in my Savior am happy and **blest**,
 Watching and waiting, looking above,
 Filled with His goodness, lost in His love.

- | | |
|------|------|
| 1. b | 4. c |
| 2. a | 5. d |
| 3. e | |

Lesson 21, Exercise 2, Day 102, Pages 221–222

- what
- who
- Answers will vary, but should be a noun
- Answers will vary, but should be a noun
- Answers will vary, but should be a noun
- Answers will vary, but should be a noun

- ^{DO} Jesus used parables to help illustrate His messages.
- ^{DO} The scientist conducted an experiment in the lab.
- ^{DO} Anthony watched a movie on Saturday night.
- ^{DO} The teacher gave the students a homework assignment.
- ^{DO} Shannon wrote a letter to her grandfather.
- ^{DO} He found a lost puppy in the park.
- Rachel sent her mother a postcard from Paris.
- The librarian offered the children some books.
- The coach gave the team a pep talk.
- She gave her friend a necklace for her birthday.
- The chef cooked us a special dinner.
- The teacher read the students a story.

Lesson 21, Exercise 3, Day 103, Page 224

- But the Lord said to Samuel, “Do not look on his appearance or on the height of his stature, because I have rejected him. For the Lord sees not as man sees: man looks on the outward appearance, but the Lord looks on the heart.”* 1 Samuel 16:7 ESV.
 Note: Students may use their own choice of Bible translations.

Lesson 22, Exercise 1, Day 106, Pages 229–230

Scripture Study

- Answers may vary but should include the idea that the kingdom of heaven starts small but, when grown, is large and provides a place to dwell.
- Leaven is compared to the kingdom of heaven in this parable, so it cannot be a symbol of sin.

Vocabulary Words

- | | |
|------|------|
| 1. d | 4. b |
| 2. e | 5. a |
| 3. c | |

| God's Story Coordination with LL7 | | | |
|--|-----------|--|---------|
| | | Preface | Page 5 |
| | | Part One: of Darkness and Light | Page 6 |
| <input type="checkbox"/> | Lesson 1 | The Dawning of Time | Page 7 |
| <input type="checkbox"/> | Lesson 2 | Beauty and Purpose | Page 8 |
| <input type="checkbox"/> | Lesson 3 | The Animal Kingdom | Page 9 |
| <input type="checkbox"/> | Lesson 4 | Made in His Image | Page 10 |
| <input type="checkbox"/> | Lesson 5 | Between Two Trees | Page 11 |
| <input type="checkbox"/> | Lesson 6 | Hiding from God | Page 12 |
| <input type="checkbox"/> | Lesson 7 | The Aftermath | Page 14 |
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| <input type="checkbox"/> | Lesson 9 | Two Paths | Page 18 |
| <input type="checkbox"/> | Lesson 10 | A Flood Is Coming! | Page 20 |
| <input type="checkbox"/> | Lesson 11 | A Fresh Start | Page 22 |
| <input type="checkbox"/> | Lesson 12 | Pride Meets Providence | Page 24 |
| <input type="checkbox"/> | Lesson 13 | Out of a Far Country | Page 26 |
| <input type="checkbox"/> | Lesson 14 | Son of the Promise | Page 27 |
| <input type="checkbox"/> | Lesson 15 | A Family for Isaac | Page 28 |
| <input type="checkbox"/> | Lesson 16 | Of Birthrights and Blessings | Page 30 |
| <input type="checkbox"/> | Lesson 17 | Rebekah's Plan | Page 31 |
| <input type="checkbox"/> | Lesson 18 | The Bride Price | Page 32 |
| <input type="checkbox"/> | Lesson 19 | The Long Walk Home | Page 34 |
| <input type="checkbox"/> | Lesson 20 | Jacob Wrestles with God | Page 35 |
| <input type="checkbox"/> | Lesson 21 | The Favorite Son | Page 36 |
| <input type="checkbox"/> | Lesson 22 | Joseph's Rise to Power | Page 38 |
| <input type="checkbox"/> | Lesson 23 | Money for Grain | Page 39 |
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| <input type="checkbox"/> | Lesson 25 | Hard Times for Israel | Page 42 |
| <input type="checkbox"/> | Lesson 26 | Saved Out of the Water | Page 43 |
| <input type="checkbox"/> | Lesson 27 | Holy Ground | Page 44 |
| <input type="checkbox"/> | Lesson 28 | Let My People Go! | Page 47 |
| <input type="checkbox"/> | Lesson 29 | The One True God | Page 48 |
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| God's Story Coordination with LL7 | | | |
|--|-----------|-----------------------|---------|
| <input type="checkbox"/> | Lesson 32 | Fire and Commandments | Page 55 |
| <input type="checkbox"/> | Lesson 33 | A New Way to Worship | Page 56 |
| <input type="checkbox"/> | Lesson 34 | So Much to Learn | Page 57 |
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| God's Story Coordination with LL8 | | | |
|--|-----------|--------------------------------|----------|
| <input type="checkbox"/> | Lesson 1 | Joshua Conquers Jericho | Page 64 |
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| <input type="checkbox"/> | Lesson 2 | Women Warriors | Page 68 |
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| <input type="checkbox"/> | Lesson 6 | The Last Judge | Page 72 |
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| | | A Lasting Dynasty | Page 79 |
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| | | The Northern Kingdom of Israel | Page 86 |
| | | Divided Kingdoms | Page 87 |
| | | The Southern Kingdom of Judah | Page 91 |
| | | Letter to the Exiles | Page 92 |
| <input type="checkbox"/> | Lesson 12 | Dreams in Babylon | Page 95 |
| <input type="checkbox"/> | Lesson 13 | One Hot Fire | Page 96 |
| <input type="checkbox"/> | Lesson 14 | The Lion's Den | Page 97 |
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