



# Writing Strands

— BEGINNING 2 —



**MASTERBOOKS®**  
— CURRICULUM —

Focuses on foundational skills, written exercises, and the overall writing process.



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and the overall writing process.



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### **About the Author**

Since 1988, the *Writing Strands* series by **Dave Marks** has been helping homeschooling students develop their writing and communication skills. Dave was the founder of the National Writing Institute. He graduated from Western Michigan University, then received a master of arts degree from Central Michigan University. Dave retired after 30 years of teaching writing at all levels, from elementary school through the college level.



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## Using Writing Strands

**Features:** The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

**Lesson Scheduling:** Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



**Approximately 30 to 45 minutes per lesson, five days a week**



**Includes answer keys for worksheets**



**Worksheets for each section**



**Reading and writing assignments are included to help reinforce learning and provide assessment opportunities**



**Designed for 5th to 8th grade in a one-year course**

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

- ✓ Learn how to effectively master using sentences and paragraphs, main and supporting ideas, and point of view, as well as the process of rewriting, and creating characters
- ✓ Apply the skill of planning and writing a short story
- ✓ Organize objects so their placement can be understood
- ✓ Understand that all people do not see the same things in the same ways
- ✓ Demonstrate the ability to connect a number of complicated sentences to make a story
- ✓ Discover how to discern settings from a biblical passage
- ✓ Identify cultural aspects of literature, and how this can help in better understanding biblical passages
- ✓ Explain how to search for setting clues, the setting and mood of a story, and symbolism
- ✓ Illustrate how one can use setting clues to understand characters and their actions.

## Course Description

**Introduction:** *Writing Strands Beginning 2* is designed to give students a grounding in the process of giving others their thoughts in written form. This level is designed for third-to-seventh grade students, depending on skill level. Of course, third- and seventh-grade students would write differently but both can benefit from learning the skills presented in this level. Generally, we recommend using this level in grade 4, but the skill level of the student should always guide placement.

This writing program has been designed to start with very simple directions to produce very simple writing. Students will find that the work will get harder as they progress. They should expect to get better at writing as they practice. Lessons are easy to teach and do not require preparation. Sit with the student, read the lesson together, and discuss anything that is not clear. Remember, composition is a skill that is learned over time. We recommend that you get our book *Writing Strands Teaching Companion*. It will save you a great deal of time, and it will help your students to learn more quickly.

The writing exercises in this level focus on four categories of skills: basic, creative, organizational,

and descriptive. The exercises in each of these areas will guide students in the development of the skills they will need.

This course has been designed to alternate each week of writing exercises with a week of reading and discussing books and ideas. The teacher will choose the book to read based on the reading level and interest of the student. In this way, students will have a full school year of language arts. We have made it easy by providing a Daily Schedule to follow.

The reading half of any language arts program should involve reading and talking about books and ideas. The Reading Strands section found in the *Writing Strands Teaching Companion* provides extra guidance to get the most out of the reading weeks. It is available at [masterbooks.com](http://masterbooks.com).

The final lessons of this course are devoted to teaching communication techniques that foster thoughtful, positive interactions. Students will enjoy interactive lessons that teach relational skills such as making eye contact, shaking hands, and making introductions. These life skills are important to creating healthy and productive relationships.

**Grading Options for This Course:** It is always the prerogative of an educator to assess student grades however he or she might deem best. For *Writing Strands* the teacher is to evaluate primarily whether a student has mastered a particular skill or whether the student needs additional experience. A teacher may rank these on a five-point scale as follows:

Skill Mastered				Needs Experience
5 (equals an A)	4 (B)	3 (C)	2 (D)	1 (equals an F)

A — Student showed complete mastery of concepts with no errors.

B — Student showed mastery of concepts with minimal errors.

C — Student showed partial mastery of concepts. Review of some concepts is needed.

D — Student showed minimal understanding of concepts. Review is needed.

F — Student did not show understanding of concepts. Review is needed.

# Reading and Evaluating Literature of the Bible

**Studying the Literature of the Bible:** Each week students will read biblical passages as assigned, as well as a book his or her teacher will assign.

During the course of this year, students will be focusing on the setting of a story during the literature lessons, applying this to the biblical passages. The Bible is a collection of 66 God-inspired books of history, poetry, wisdom, prophecy, letters, and revelation, written by over 40 different authors ranging from shepherds to kings, over the time span of 1,500 years, all revealing God's Word and showing us the way of salvation through Jesus Christ. The following is a guideline to help you gain the most from every biblical passage, and is provided with each biblical passage in this course:

**Step One:** Pray for the Lord's wisdom and inspiration in your reading.

**Step Two:** Determine the genre of the literature (history, poetry, prophecy, proverbs, letters, parables, etc.).

**Step Three:** Read each passage keeping in mind the cultural and historical setting of the text. (This can often be found in the introductory material to a book in the Bible.)

**Step Four:** Try to look for the intended meaning.

**Step Five:** Once the original meaning is understood, seek to find a life application. (Is the message about sin, or salvation, or faith, or hope, etc.?)

**Step Six:** Seek other passages to help define the meaning (Scripture interprets Scripture).

## Reading and Evaluating Literature

**Studying Classical or Contemporary Literature:** This book can be short enough to be read within an hour, or longer to be read over the course of the full week.

In addition to reading various biblical passages, every other week students will be reading and discussing a book selected by his or her teacher. When reading classical or contemporary books, a primary concern should always be the worldview or moral viewpoint of the author. A writer who believes that God created the heavens and the earth and who created people in His own image, realizes that God instilled us with purpose and meaning. This writing will be distinctly different from an atheistic author who most likely believes that the earth and everything in the universe came about by random chance events, and that life rose from non-life with no direction, intention, or purpose. Students will be specifically focusing on the setting in the literature lessons, which means they will be studying that and applying the lesson to a Bible story each week. In addition, they will be reading and discussing a book selected by the teacher. So in your evaluation of fiction, keep in mind these five principles, provided for you with each book passage portion you choose to read during this course:

**Step One:** Analyze the writer's worldview or belief system (Christian or non-Christian, secular humanism or cosmic humanism, etc.).

**Step Two:** Determine the genre of the literature (historical fiction, fantasy, crime drama, western, thriller, poetry, satire, etc.).

**Step Three:** Read the book keeping in mind the main setting of the text and the primary roles of each character.

**Step Four:** Look for the flow of the story, usually outlined as (1) Introduction, (2) Rising action, (3) Climax, (4) Falling action, (5) Resolution.

**Step Five:** Seek other passages to help better understand the story and its possible meaning.



## How to Make *Writing Strands* Work for You

1. Students should keep a writing folder or 3-ring binder to contain all written work, which can be kept for the next level. This will give the teacher a place to store and record the student's progress and skills.
2. The teacher and student should track what the students have learned and what they still need to learn. Here are some ways to do that:
  - a) After every assignment, the teacher or student should fill in the Progress Report that follows the assignment.
  - b) The teacher should fill out the Writing Skills Mastery as the student completes assignments.
  - c) Writers can always learn new things. Young writers should not expect to fix all their problems right away. The teacher can keep track of the problems they have noted but the student has not yet solved using the "Spelling List" and "List of Problems to Solve."
3. Many of the exercises suggest that the teacher will work with the student during the writing period, reading what the students have written. If this is done, it will serve two purposes:
  - a) It will give the student constant feedback and will allow the teacher to catch many writing problems before they appear in the final papers.
  - b) It will greatly cut down on the teacher's correcting time. Most of the proofreading can be done during writing time, so even though students will be writing much more than they previously have, the teacher should be able to help the students more using less time.
4. We recommend teachers use the *Writing Strands Teaching Companion* to help with the writing process. It can help a great deal with the development of writing skills, including grammar, spelling, and other challenging areas.
5. Prior to beginning this course, it is suggested that teacher and student read through the Helpful Terms found in the back of the book.

## Principles of *Writing Strands*

1. John 1:14 says, “And the Word became flesh and dwelt among us.” God used the Living Word, Jesus Christ, to reveal Himself to us, and so as His followers, the ability to communicate clearly with words is intrinsically important to how we express Christ to the world.
2. Every person needs to learn to express ideas and feelings in writing.
3. There is no one right way to write anything.
4. The ability to write is not an expression of a body of knowledge that can be learned like a list of vocabulary words.
5. Writing teachers and their students both learn in any effective writing situation.
6. The product of each student’s writing efforts must be seen as a success for the following reasons:
  - a) A student in a writing experience is not in competition with anyone else.
  - b) There is no perfect model against which any effort can be compared for evaluation, so there is no best way for any student to write.
  - c) Every controlled writing experience will help students improve the ability to express themselves.
7. All student writing efforts are worthy of praise. The most help any writing teacher can give at any point is to show, in a positive way, what is good about a piece and how it might be improved.
8. Any writing lesson assigned that does not receive a teacher’s reinforcement and suggestions represents a missed opportunity for the student.
9. All writing at any level is hard work, and every writer should be encouraged to feel the pride of authorship. Students should learn that writing is fun, exciting, and rewarding.
10. All young authors need to be published. This can be accomplished by having their work read to other family members, posted on bulletin boards, hung on the refrigerator, printed in “books,” or read by other family members.

# Writing Guidelines

Why should we follow guidelines, or rules, when we write? Guidelines help us communicate better. They provide us with the things that we should do, that we agree to do, and things that make life nicer for everyone if we do them.

An example of a writing rule is the rule that says every sentence must start with a capital letter. This is written down, and we all must write using this rule. It helps us know when a new sentence is beginning. Following this rule helps us to communicate better.

Our list of guidelines consists of just a few rules to keep in mind when you write. We suggest students review the rules before each writing exercise:

1. Do not use exclamation points. This makes any writing look amateurish and fuzzy. If you are saying something that is important, the way you say it should be strong enough so that you do not have to tell your reader that it is important by using exclamation points at the end of your sentences.
2. Do not underline or italicize the titles of your papers. The only time there should be italics in one of your titles is when you use the names of books or magazines.
3. Skip a line after the title of your own paper.
4. Never write “The End” at the end of anything you write for a school exercise.
5. Do not try writing humor until you have studied it and really know the difference between being funny and being corny.
6. Do not skip a line between paragraphs.
7. Always leave a margin at the bottom of each page.

# Weekly Skills Writing Mastery Chart

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Teacher:** Below is a list of each assignment's objectives. As your student completes an assignment, indicate whether each objective has been met. If your student needs experience with an objective, revisit this assignment or this skill before proceeding to the next *Writing Strands* level.

	Skill Mastered	Needs Experience
<b>Week 1: Following Directions</b> Skill Area: Basic		
1. Believing that it is possible to follow directions		
2. Understanding that it is good to follow directions		
3. Understanding what makes a sentence		
<b>Week 3 &amp; 5: Sentence and Paragraph Control</b> Skill Area: Basic		
1. Including more than one item in a sentence		
2. Understanding the relationship between main and subordinate ideas		
3. Writing an organized paragraph		
<b>Week 7: Write and Rewrite a Sentence</b> Skill Area: Basic		
1. Writing a simple sentence		
2. Making a simple sentence more complicated		
3. Connecting a number of complicated sentences to make a story		

	Skill Mastered	Needs Experience
<b>Week 9: My Friend</b> Skill Area: Description		
1. Organizing what will be described		
2. Describing in sentences the appearance of a friend		
3. Seeking help from a teacher		
4. Rewriting parts of a paper to improve it		
<b>Week 11: Point of View</b> Skill Area: Creation		
1. Understanding that characters think when they talk		
2. Writing about characters who think		
<b>Week 13: "What Did You Do Today?"</b> Skill Area: Organization		
1. Organizing a description		
2. Using experiences to help organize		
3. Planning organized answers to questions		
<b>Week 15: Furniture</b> Skill Area: Organization		
1. Examining a number of objects		
2. Organizing objects so their placement can be understood		
<b>Week 17: Out the Window</b> Skill Area: Description		
1. Understanding that all people do not see the same things		
2. Organizing what is seen		
3. Establishing a character's position by telling what that character can see		

# Weekly Skills Writing Mastery Chart

	Skill Mastered	Needs Experience
<b>Week 19: A Very Short Story</b> Skill Area: Creation		
1. Planning a very short story		
2. Writing the parts of a very short story		
3. Putting story parts together		
<b>Week 21: My Room</b> Skill Area: Description		
1. Understanding that the world is an organized place		
2. Realizing the need to understand organization		
3. Describing something in an organized way		
<b>Week 23: How People Move When They Talk</b> Skill Area: Description		
1. Punctuating dialogue		
2. Describing characters' dialogue		
3. Writing so that characters move as they talk		
<b>Week 25, 27 and 29: Story Events</b> Skill Area: Organization		
1. Understanding that a story is a series of events		
2. Understanding that the order of events is logical		
3. Writing a series of events for a story		
4. Creating a story from a series of events you have listed		

	Skill Mastered	Needs Experience
<b>Week 31 and 33: Tell a Story</b> Skill Area: Creation		
1. Planning the telling of an event		
2. Supplying the details to the event		
3. Telling the parts of the event in order		
4. Maintaining a point of view		
<b>Week 35: Liking the Character</b> Skill Area: Creation		
1. Understanding that all characters in stories are not liked by all readers		
2. Creating characters who will be liked by your readers		

## Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester — First Quarter					
Week 1	Day 1	Read introductory portion • Pages 6–15 • Writing Lesson 1 • Pages 21-22			
	Day 2	Applying what you have learned • Page 23			
	Day 3	Following directions and writing sentences • Page 24			
	Day 4	Writing additional sentences • Page 25			
	Day 5	Progress Report • Page 26			
Week 2	Day 6	Reading Lesson 1: Introduction to Setting • Page 27			
	Day 7	Discuss assigned passage • Page 28			
	Day 8	Reading and discussion with teacher • Page 29			
	Day 9	Short paragraph • Page 30			
	Day 10	Read and discuss assigned book • Page 31			
Week 3	Day 11	Writing Lesson 2: Sentence and Paragraph Control, Part 1 • Pages 33-34			
	Day 12	Adding information to your core sentence • Page 35			
	Day 13	Creating a new core sentence • Page 36			
	Day 14	Writing your own core sentence • Page 37			
	Day 15	Progress Report • Page 38			
Week 4	Day 16	Reading Lesson 2: Setting as Place and Time • Page 39			
	Day 17	Discuss assigned passage • Page 40			
	Day 18	Reading and discussion with teacher • Page 41			
	Day 19	Complete activity • Page 42			
	Day 20	Read and discuss assigned book • Page 43			
Week 5	Day 21	Writing Lesson 3: Sentence and Paragraph Control, Part 2 • Page 45			
	Day 22	Learning to write a paragraph • Pages 46-47			
	Day 23	Beginning steps to writing a paragraph • Page 48			
	Day 24	Writing the rest of the sentences • Pages 49-50			
	Day 25	Progress Report • Page 51			
Week 6	Day 26	Reading Lesson 3: Setting and Culture • Page 53			
	Day 27	Discuss assigned passage • Page 54			
	Day 28	Reading and discussion with teacher • Page 55			
	Day 29	Complete activity • Page 56			
	Day 30	Read and discuss assigned book • Page 57			
Week 7	Day 31	Writing Lesson 4: Write and Rewrite a Sentence • Page 59			
	Day 32	Writing short sentences • Pages 60-61			
	Day 33	Writing a very short story • Page 62			
	Day 34	Write the story down • Pages 63-64			
	Day 35	Progress Report • Page 65			
Week 8	Day 36	Reading Lesson 4: Setting and Plot, Part 1 • Page 67			
	Day 37	Discuss assigned passage • Page 68			
	Day 38	Reading and discussion with teacher • Page 69			
	Day 39	Complete activity • Page 70			
	Day 40	Read and discuss assigned book • Page 71			
Week 9	Day 41	Writing Lesson 5: Description of My Friend • Page 73			
	Day 42	Introducing your friend • Page 74			
	Day 43	Time to tell about your friend • Page 75			
	Day 44	Setting up your page • Pages 76-77			
	Day 45	Progress Report • Page 78			



Date	Day	Assignment	Due Date	✓	Grade
First Semester — Second Quarter					
Week 1	Day 46	Reading Lesson 5: Setting and Plot, Part 2 • Page 79			
	Day 47	Discuss assigned passage • Page 80			
	Day 48	Reading and discussion with teacher • Page 81			
	Day 49	Complete activity • Page 82			
	Day 50	Read and discuss assigned book • Page 83			
Week 2	Day 51	Writing Lesson 6: Point of View • Pages 85-86			
	Day 52	Fiction writing and character thought • Page 87			
	Day 53	Writing a short fiction piece • Page 88			
	Day 54	Writing the fiction piece from the thoughts of the character • Page 89			
	Day 55	Progress Report • Page 90			
Week 3	Day 56	Reading Lesson 6: Setting and Characters • Page 91			
	Day 57	Discuss assigned passage • Page 92			
	Day 58	Reading and discussion with teacher • Page 93			
	Day 59	Complete activity • Page 94			
	Day 60	Read and discuss assigned book • Page 95			
Week 4	Day 61	Writing Lesson 7: What Did You Do Today? • Page 97			
	Day 62	Describing your day • Pages 98-99			
	Day 63	Writing your day in detail • Pages 100-101			
	Day 64	Rewriting your day • Page 102			
	Day 65	Progress Report • Page 103			
Week 5	Day 66	Reading Lesson 7: Integral Settings vs Backdrop Settings • Page 105			
	Day 67	Discuss assigned passage • Page 106			
	Day 68	Reading and discussion with teacher • Page 107			
	Day 69	Complete activity • Page 108			
	Day 70	Read and discuss assigned book • Page 109			
Week 6	Day 71	Writing Lesson 8: Furniture • Page 111			
	Day 72	Taking your description further • Page 112			
	Day 73	Writing about your room • Pages 113-114			
	Day 74	Adding details • Pages 115-116			
	Day 75	Progress Report • Page 117			
Week 7	Day 76	Reading Lesson 8: Searching for Setting Clues • Page 119			
	Day 77	Discuss assigned passage • Page 120			
	Day 78	Reading and discussion with teacher • Page 121			
	Day 79	Complete activity • Page 122			
	Day 80	Read and discuss assigned book • Page 123			
Week 8	Day 81	Writing Lesson 9: Out the Window • Page 125			
	Day 82	Adding details • Page 126			
	Day 83	Describing detail of items • Page 127			
	Day 84	Combing papers into one • Pages 128-129			
	Day 85	Progress Report • Page 130 • Fill out Problems • Page 131			
Week 9	Day 86	Reading Lesson 9: Setting and Mood: Physical Descriptions • Page 133			
	Day 87	Discuss assigned passage • Page 134			
	Day 88	Reading and discussion with teacher • Page 135			
	Day 89	Complete activity • Page 136			
	Day 90	Read and discuss assigned book • Page 137			

## Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
Second Semester — First Quarter					
Week 1	Day 91	Writing Lesson 10: A Very Short Story • Pages 139–142			
	Day 92	Thinking of your character in a place • Page 143			
	Day 93	Character solving problems • Page 144			
	Day 94	Writing the ending • Pages 145–147			
	Day 95	Student Progress Report • Page 148			
Week 2	Day 96	Reading Lesson 10: Setting and Mood: Previous Events • Page 149			
	Day 97	Discuss assigned passage • Page 150			
	Day 98	Read and discuss with teacher • Page 151			
	Day 99	Complete activity • Page 152			
	Day 100	Read and discuss assigned book • Page 153			
Week 3	Day 101	Writing Lesson 11: My Room • Pages 155–156			
	Day 102	Writing a paragraph of description • Page 157			
	Day 103	Describing items • Page 158			
	Day 104	Putting your descriptions together • Pages 159–161			
	Day 105	Student Progress Report • Page 162			
Week 4	Day 106	Reading Lesson 11: Setting and Mood: Character Attitudes • Page 163			
	Day 107	Discuss assigned passage • Page 164			
	Day 108	Read and discuss with teacher • Page 165			
	Day 109	Complete activity • Page 166			
	Day 110	Read and discuss assigned book • Page 167			
Week 5	Day 111	Writing Lesson 12: How People Move When They Talk Pages 169–170			
	Day 112	Creating setting for your dialogue • Page 171			
	Day 113	Writing the conversation • Page 172			
	Day 114	Finishing your dialogue • Page 173			
	Day 115	Student Progress Report • Page 174			
Week 6	Day 116	Reading Lesson 12: Setting and Symbolism • Page 175			
	Day 117	Discuss assigned passage • Page 176			
	Day 118	Read and discuss with teacher • Page 177			
	Day 119	Complete activity • Page 178			
	Day 120	Read and discuss assigned book • Page 179			
Week 7	Day 121	Writing Lesson 13: Story Events, Part 1 • Page 181			
	Day 122	Writing your notes on events • Page 182			
	Day 123	Turning your items into sentences • Page 183			
	Day 124	The order of events • Page 184			
	Day 125	Student Progress Report • Page 185			
Week 8	Day 126	Reading Lesson 13: Setting as Antagonist • Page 187			
	Day 127	Discuss assigned passage • Page 188			
	Day 128	Read and discuss with teacher • Page 189			
	Day 129	Complete activity • Page 190			
	Day 130	Read and discuss assigned book • Page 191			
Week 9	Day 131	Writing Lesson 14: Story Events, Part 2 • Page 193			
	Day 132	Setting and problem for your story • Page 194			
	Day 133	Listing the events in your story • Page 195			
	Day 134	Solution and ending to your story • Page 196			
	Day 135	Student Progress Report • Page 197			

Date	Day	Assignment	Due Date	✓	Grade
Second Semester — Second Quarter					
Week 1	Day 136	Reading Lesson 14: Using Setting Clues to Understand the Culture • Page 199			
	Day 137	Discuss assigned passage • Page 200			
	Day 138	Read and discuss with teacher • Page 201			
	Day 139	Complete activity • Page 202			
	Day 140	Read and discuss assigned book • Page 203			
Week 2	Day 141	Writing Lesson 15: Story Events, Part 3 • Page 205			
	Day 142	Set up the problem • Page 206			
	Day 143	Have character solve the problem • Page 207			
	Day 144	Finish your story • Pages 208–209			
	Day 145	Student Progress Report • Page 210			
Week 3	Day 146	Reading Lesson 15: Using Setting Clues to Understand Character Actions Page 211			
	Day 147	Discuss assigned passage • Page 212			
	Day 148	Read and discuss with teacher • Page 213			
	Day 149	Complete activity • Page 214			
	Day 150	Read and discuss assigned book • Page 215			
Week 4	Day 151	Writing Lesson 16: Point of View • Page 217			
	Day 152	Writing in third person • Page 218			
	Day 153	Writing in first person • Page 219			
	Day 154	Deciding which point of view to use • Page 220			
	Day 155	Student Progress Report • Page 221			
Week 5	Day 156	Reading Lesson 16: Using Setting Clues to Understand Character Attitudes Page 223			
	Day 157	Discuss assigned passage • Page 224			
	Day 158	Read and discuss with teacher • Page 225			
	Day 159	Complete activity • Page 226			
	Day 160	Read and discuss assigned book • Page 227			
Week 6	Day 161	Writing Lesson 17: Tell a Story, Part 1 • Page 229			
	Day 162	Writing the beginning of your story • Page 230			
	Day 163	Writing the middle of your story • Page 231			
	Day 164	Writing the ending of your story • Page 232			
	Day 165	Student Progress Report • Page 233			
Week 7	Day 166	Reading Lesson 17: Using Setting Clues to Understand Character Motivation • Page 235			
	Day 167	Discuss assigned passage • Page 236			
	Day 168	Read and discuss with teacher • Page 237			
	Day 169	Complete activity • Page 238			
	Day 170	Read and discuss assigned book • Page 239			
Week 8	Day 171	Writing Lesson 18: Tell a Story, Part 2 • Page 241			
	Day 172	Adding detail • Page 242			
	Day 173	Continue adding detail • Page 243			
	Day 174	Describing the ending • Page 244			
	Day 175	Student Progress Report • Page 245			

Date	Day	Assignment	Due Date	✓	Grade
Week 9	Day 176	Reading Lesson 18: Reviewing Setting • Page 247			
	Day 177	Discuss assigned passage • Page 248			
	Day 178	Read and discuss with teacher • Page 249			
	Day 179	Complete activity • Page 250			
	Day 180	Read and discuss assigned book • Page 251 Fill out Problems I Have Solved • Page 252			
		Final Grade			



This exercise is about following directions. Remember when we talked about rules? Rules help us communicate better. Directions are a little like rules. Following directions can also help us communicate better. Let's have some fun following directions.

### Read the paragraph below

A sentence is a statement one person tells another. A question is what one person asks another. They both have to make sense.

Until you are older, there is no such thing as a one-word sentence. Really! Write each statement or question so your reader understands what you are saying or want to know.

One word is not a sentence. Read that sentence again. *One word is not a sentence.*

Sometimes you have to follow directions even when you do not think you are doing so.

Sometimes two words can make a sentence. Bill ran. That is a sentence. Bill. That is not a sentence. Ran. That is not a sentence. A sentence must have two things: noun and a verb. You already know this; this is not a grammar lesson. You are following *directions*, remember?

In our sentence, "Bill ran," the word Bill is the noun. *A noun is a subject — a person, a place, or a thing.* Do you know a Bill who is a thing? Most Bills are people. I get and pay the gas bill, but that is something else.

Ran is a verb, a word that shows action. It is what Bill did. It is an action word.

Read this sentence twice. *Read this sentence twice.*

Sometimes there is no way to avoid following directions, is there?

### Writing

Write a two-word sentence.

\_\_\_\_\_

Did you write a two-word sentence? If your two-word sentence starts with Bill and ends with ran, write one using different words. If you did not start with Bill and end with ran, do not write another sentence.

### Objectives:

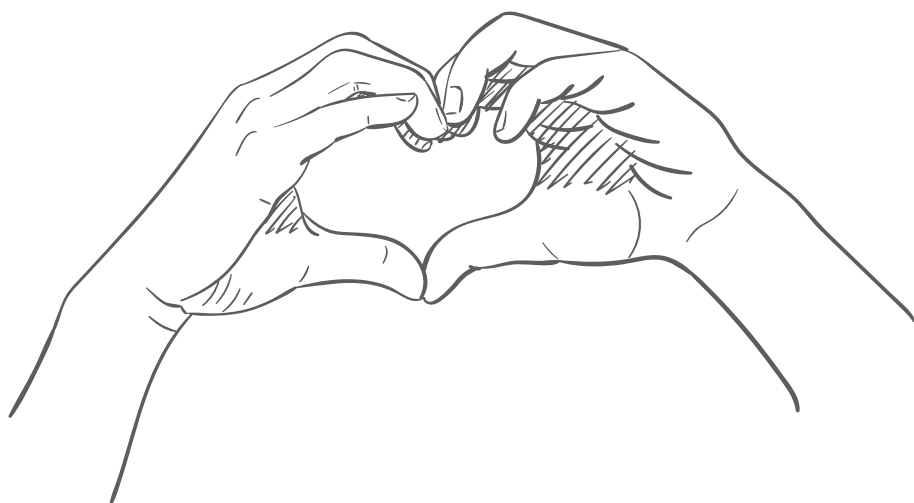
- ❶ Believe that it is possible to follow directions.
- ❷ Understand that it is good to follow directions.
- ❸ Understand what makes a sentence.

**Note to the teacher:** For the lessons this year, sit with the student, read the lesson together, and discuss anything that is not clear.

**HINT!** *Every sentence ends with a period, an exclamation point, or a question mark.*

If you wrote a two-word sentence that starts with a person or a place or a thing and ends with an action word, you might have written a good sentence.

Tell your teacher that you are at the end of day 1.







This is an exercise in following directions, remember? You are to add to your two-word sentence that you wrote for day one. If your sentence starts with a person's name, or the label of a person, like Bill or Coach, then your sentence might be a good one.

If your sentence starts with the name of an object, you might be having trouble. *Car ran.*

That is not a sentence. *Rain fell* is a sentence, but that gets complicated.

Next you will write a sentence with three words in it. The third word will explain something to the reader that the reader might want to know: *Bill ran home*, *Dogs chase cats*, or *I burned dinner*. There still is a subject and there still is a verb, but there is more information. **The third word could be added anywhere in the new sentence.**

**HINT!** *Do exactly as the directions tell you.*

Write five sentences. Each one should add information to the one that comes before it. If you do not understand how many sentences you are to write, read this paragraph again. *The new words can be added anywhere to each previous sentence.*

The first sentence should have two words in it. Do not start with *Bill*.

1. \_\_\_\_\_ .

The second sentence should have three words in it.

2. \_\_\_\_\_ .

The third sentence should have four words in it. (Put the new word anywhere.)

3. \_\_\_\_\_  
\_\_\_\_\_ .

The fourth sentence should have five words in it.

4. \_\_\_\_\_  
\_\_\_\_\_ .

The fifth sentence should have six words in it.

5. \_\_\_\_\_  
\_\_\_\_\_ .

Now go back and count the number of words in each of your sentences. If you do not have the right number of words in each of your sentences, erase some or add some.



We are going to practice following directions again. You are going to write a new two-word sentence. If your sentence starts with a person's name, or the label of a person, like Bill or Coach, then your sentence might be a good one.

Write five sentences. Each one should add information to the one that comes before it. If you do not understand how many sentences you are to write, read this paragraph again. The new words can be added anywhere to each previous sentence.

The first sentence should have two words in it. Do not start with *Bill*.

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

The second sentence should have three words in it.

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

The third sentence should have four words in it. (Put the new word anywhere.)

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

The fourth sentence should have five words in it.

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

\_\_\_\_\_

The fifth sentence should have six words in it.

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

\_\_\_\_\_





You have a chance to put to use what you have learned about following writing directions.

To demonstrate that you understood this exercise, find some writing you did some time ago and redo it using what you just learned. Take a paragraph or a page of writing and rewrite it and make the sentences more complicated.

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**HINT!** *All sentences have capitals and, remember, end marks — periods, question marks, or once a year, exclamation points.*

Be sure to show it to your mom, dad, and anyone else you see.



### Progress report

This is the best sentence I wrote this week:

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I think it is the best because:

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I made this mistake this week, and this is what I learned to help me avoid making the mistake again:

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This is the sentence showing how I fixed this mistake:

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Comments:

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Your teacher will assign a book for you to read this week. Be sure to finish it before the end of the week.

Name of the book: \_\_\_\_\_

Author of the book: \_\_\_\_\_

### Read and discuss with your teacher

This year we're going to be learning all about settings in stories.

You probably are familiar with settings even if you have never thought much about them before.

A setting is when and where a story takes place. A story can take place in the past or in modern times or even in the future. A story can take place during any season or any time of day. Stories can be set in countries all over the world. Settings can include houses, ships, cars, and any other location you can imagine. Stories can also have multiple settings if they cover several days or years or follow a character traveling around. Sometimes when and where a story is set is not clear and you have to look for clues to help you decide.

Understanding the setting is important because it affects the characters and often the story. It is often easier to understand a story and its characters if you know the setting. Authors frequently use setting to convey a story's mood too. A good way to know whether the specific setting is important is to ask yourself if the story would be changed if it were set in another place or at another time. Would the story be the same, or would it be different?

Think about some of your favorite stories. When are these stories set? Are they set in a specific time during history, or are they set in the present or the future? Are they set during a specific time of year or at specific time of day? Where are they set? Are they set in a specific country or city? Are they set in a specific place, like a house or a store? Does the setting change?

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### Objectives:

- ❶ Learn about settings.
- ❷ Read assigned Bible passage.
- ❸ Answer questions about the Bible passage.
- ❹ Write a short paragraph.
- ❺ Read and discuss an assigned book (teacher's choice).

**HINT!** *A setting is when and where a story takes place.*



**Discuss assigned passage** (You can use the lines provided for notes.)

Read the following Bible passage: Gen. 2:8–17, Gen. 3:1–24

**Step One:** Pray for the Lord’s wisdom and inspiration in your reading.

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**Step Two:** Determine the genre of the literature (history, poetry, prophecy, proverbs, letters, parables, etc.).

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**Step Three:** Read each passage, keeping in mind the cultural and historical setting of the text. (This can often be found in the introductory material to a book in the Bible.)

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**Step Four:** Look for the intended meaning.

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**Step Five:** Once the original meaning is understood, seek to find a life application. (Is the message about sin, or salvation, or faith, or hope, etc.?)

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**Step Six:** Seek other passages to help define the meaning (Scripture interprets Scripture).

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## Read and discuss with your teacher

Answer the following questions about yesterday's passage:

a. When is the passage set? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

b. Where is the passage set? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

c. Is the setting important to the story? If so, why? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

d. Does the setting change? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_





**Complete the following activity**

The Garden of Eden is described in this week's passage. Pretend you are there and write a short paragraph about what it looks like. Be sure to use specific details in your description.

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## Read and discuss assigned book

Keep in mind these five principles when reading the book of your choice this week:

**Step One:** Analyze the writer's worldview or belief system.

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**Step Two:** Determine the genre of the literature.

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**Step Three:** Read the book, keeping in mind the main setting of the text and the primary roles of each character.

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**Step Four:** Look for the flow of the story in the book.

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**Step Five:** Seek other text to help better understand the story and its possible meaning.

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## Answer Key

The following answers are provided for the objective questions throughout the Reading Lessons.

### Reading Lesson #1 - Day 8

- a. shortly after creation
  - Garden of Eden
  - Yes. The punishment for sin is leaving Eden.
  - Yes. They leave Eden at the end.

### Reading Lesson #2 - Day 18

- a. ancient biblical times, during Abraham's and Isaac's lifetimes
  - Mt. Moriah, Beersheba
  - answers will vary, but should consider the role of the setting's time and place in the passage itself
  - Yes. Abraham and Isaac travel to and from Mt. Moriah.)
- Exact answers will vary, but students should be able to identify the geographical setting as the Middle East or some variation of that answer and the immediate setting as the mountain. They should also be able to identify it as being set in ancient biblical times.

### Reading Lesson #3 - Day 28

- a. ancient Biblical times, during the lifetimes of Isaac, Jacob, and Esau
  - ancient Middle East
  - answers will vary but should consider the role of the setting's time and place in the passage itself
  - no

### Reading Lesson #4 - Day 38

- a. ancient biblical times, during the lifetimes of Jacob and Joseph
  - Egypt and Canaan
  - answers will vary but should consider the role of the setting's time and place in the passage itself

d. Yes. Joseph's brothers travel to and from Egypt from their homes in Canaan.

- Answers will vary, but students should be able to see that, in the scenes in Egypt, Joseph's brothers are very uncomfortable as Hebrews in a foreign land. They do not want to anger the Egyptians.

### Reading Lesson #5 - Day 48

- a. ancient biblical times, during the lifetime of Moses
  - Egypt, pharaoh's court
  - answers will vary but should consider the role of the setting's time and place in the passage itself
  - No.
- Answers will vary, but students should be able to recognize that the solution to the problem — the Hebrews being led out of Egypt — is directly connected to their history of suffering in Egypt. They might also notice that the role of the pharaoh in their release would not work in another setting where he was not in charge.

### Reading Lesson #6 - Day 58

- a. biblical times, after the Hebrews were brought to Israel)
  - Israel
  - answers will vary but should consider the role of the setting's time and place in the passage itself
  - No.
- Answers will vary but should note that because of the Midianite attacks and his own membership in the tribe of Manasseh, Gideon is not very confident. He does still obey God and change his setting by destroying a pagan worship site and building an altar to God.
- Gideon destroys the pagan worship site and builds the altar at night because he is still afraid of being caught.