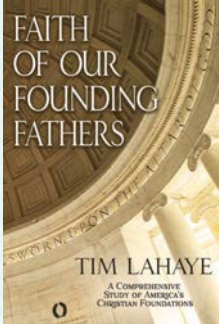


Quote Study: *Faith of Our Founding Fathers* by Tim LaHaye (p. 83)

Modern historians customarily mention that John Adams, our second president, had one of the keenest legal minds in America at that time. They usually omit, however, that both he and his wife were dedicated Christians and that he recommended to his son a lifetime habit of reading five chapters of the Bible each morning, which he said only took him about one hour.¹



This book offers a description of John Adams and his wife. It tells what Mr. and Mrs. Adams were known for and the habit of Mr. Adams. We gain an insight into their lives with this short quote.

List five facts about John Adams from this quote.

- 1. _____
2. _____
3. _____
4. _____
5. _____

What is your opinion of John Adams based on this quote?

If someone were to write a paragraph about you, what would you want them to say? Write a quote to describe yourself.

1 LaHaye, Tim. Faith of Our Founding Fathers. Green Forest, AR: Master Books, 1990, p. 83.

Word Study

Write the definition of each word by looking it up in 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 quote about John Adams from *Faith of Our Founding Fathers*.

Vocabulary Words

Modern: _____

Historians: _____

Customarily: _____

Keenest: _____

Legal: _____

Omit: _____

Dedicated: _____

Habit: _____


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.
- Memorize** the following Scripture verse and recite it for your teacher. (Your preferred Bible translation may be used.)

If any of you lacks wisdom, let him ask God, who gives generously to all without reproach, and it will be given him. James 1:5



Complements

We have already discussed in previous lessons that a sentence must express a complete thought. A subject and a verb are needed in every sentence. Sometimes a subject and a verb are all that is needed for a sentence to express a complete thought, but other times, a third part is needed. That third part is called a complement. A **complement** completes the meaning of the sentence.

Complement	completes the meaning of the sentence
-------------------	---------------------------------------

Examples: The fulfillment of the promise to Abraham and Sarah was **Isaac**.

Fulfillment is the subject. *Was* is the verb. The subject and verb alone here are not enough to express a complete thought. *Isaac* is the complement. The fulfillment was Isaac.

God provided a **ram** for the sacrifice.

God is the subject. *Provided* is the verb. The complement is *ram*.

Underline the complements in the sentences below.

1. Shannon painted a picture of the horses in the field.
2. My favorite dress is purple.
3. Abraham honored God.
4. The granola bar was crunchy.
5. Rachel added cinnamon to her coffee.

Object Complements

Complements that complete the action of a verb are called **object complements**. We are going to study two object complements: direct objects and indirect objects.

Object Complements	complements that complete the action of a verb
---------------------------	--

Direct Objects

A **direct object** receives the action of the verb. It is a noun that follows an action verb. Direct objects answer the question *what* or *whom* after an action verb.

SUBJECT - ACTION VERB - DIRECT OBJECT

A direct object cannot be in a prepositional phrase.

Direct Object	a noun that follows an action verb answers the question <i>what</i> or <i>whom</i>
----------------------	---

Let's study this sample sentence below.

Example: God provided a **ram** for the sacrifice.

God is the subject. *Provided* is the action verb. God provided what?

God provided a ram. *Ram* follows an action verb and answers the question *what*.

Ram is the direct object.

Answer the question for each of the following sentences in order to find the direct object.

6. Isaac asked Rose to stop singing. Isaac asked whom to stop singing? _____

7. Max wore a blue shirt on the first day of camp. Max wore what? _____

Add a direct object to the following sentences.

Alice brought _____ (what) to the church picnic.

Sam asked _____ (whom) to help load the truck.

The direct objects are in bold in the following sentences. In the blank, **write** whether the direct object answers the question *whom* or the question *what*.

8. Savannah pulled the **seatbelt** from the seat. _____

9. Mia collected the **eggs**. _____

10. Hallie took **Christina** with her to the store. _____

In the following sentences, **underline** the subject once, the verb twice, **write DO** above the direct objects, and **put parenthesis** around any prepositional phrases.

11. Abraham sent a servant to Nahor.

12. Richard prefers tea over lemonade.

13. Gwen threw the towel in the dirty clothes hamper.

14. Rebekah fetched water for Eliezer and his camels.

15. Rebekah married Isaac.



Write a sentence of your own with a direct object.


Communication

Writing a Paragraph

A **paragraph** is a group of sentences about a specific idea or topic.

A paragraph has three parts:

1. topic sentence
2. supporting or detail sentences
3. closing sentence

We will be studying and practicing all three of these in the next few communication lessons.

The first sentence should be on a new line and should be indented. The **topic sentence** is what the paragraph is about. The next two to three sentences are the supporting sentences. The **supporting sentences** provide details about the topic. The last sentence is the closing sentence. The **closing sentence** states the topic sentence in a different way and lets the reader know that the paragraph is complete.

Paragraph	group of sentences about a specific idea or topic; has three parts
Topic Sentence	what the paragraph is about
Supporting Sentences	provide details about the topic
Closing Sentence	states topic sentence in another way; lets reader know paragraph is complete

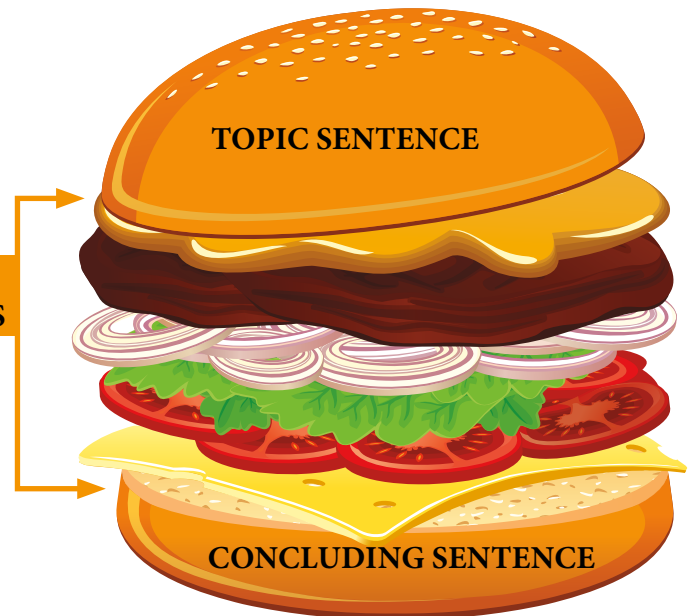
A paragraph can be compared to a sandwich. A piece of bread is used for the top and bottom of the sandwich. All the stuff that makes the sandwich good is in between the bread.

DETAIL SENTENCES

In the space provided on the following page, **write** a paragraph describing your favorite hobby, the outside of your home, or a family member.

Be sure to:

- Begin with a topic sentence.
- Indent the first line.
- Include 2–3 supporting sentences.
- Use correct capitalization and punctuation.
- End with a closing sentence.





Courtesy: Helping at Home

We often hear Christians speaking of being good stewards. Many times, we think of that as meaning stewards of our finances, but it can also mean being good stewards of our belongings, as well as our talents. Everything we have is a blessing and a gift from the Lord. We need to be good stewards of it all. This applies to our home. We must take good care of the people and the things within our homes.

Everyone in your family is an important part of the home. It takes all members of the home helping and working together to be good stewards of the home.

The Bible tells us in 1 Peter 4:9 to use hospitality with one another without grudging. The Bible also tells us in Colossians 3:23 to do all things for the Lord and not for men. These verses apply to our serving each other in the home and our responsibilities within the home. We need to happily help others within our home, and we need to do our responsibilities well. We need to do it all for the Lord!

I challenge you this week to **go above and beyond** to serve others in your home. I challenge you to be watchful of ways that you can be a help without being asked. Be mindful to do these things to be a good steward of your home and to please the Lord rather than for the recognition.





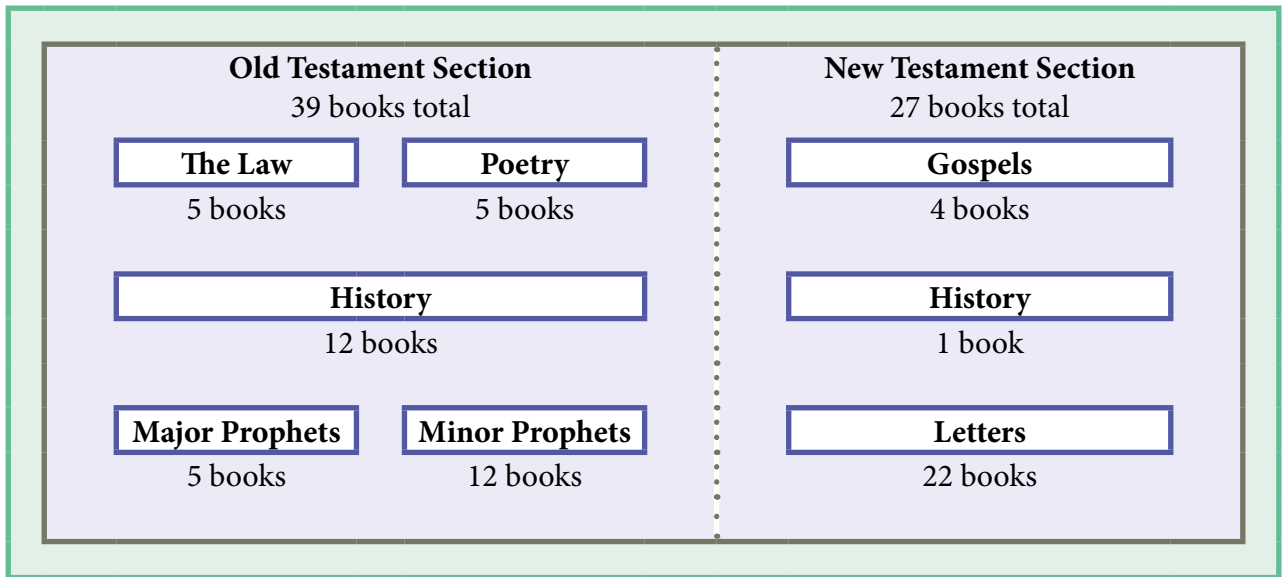
The Bible: Old Testament Overview

As you may remember, the Bible is a collection of sixty-six books. It is a library broken into two main sections, the Old Testament and the New Testament. In each section, there are different genres of books. Later in this course, we will use this library to apply important truths to our lives. It will be important to have a basic understanding of each book and what **genre** of literature it falls under.

Genre – A category of literature characterized by a particular style, form, or content

In the section of our library called the Old Testament, there are five genres of literature that exist.

Our Library – The Bible



Using the chart above, **write** the five genres that exist in the Old Testament section and how many books are in each genre.

Genre	Number of Books
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____


Review

- Recite** James 1:5 for your teacher. (Your preferred Bible translation may be used.)
- Use your spelling index cards to **test** for mastery. Continue to **practice** until you can spell all the vocabulary words.

Word Study Review

Write a sentence for each word below. Be sure to use the correct definition.

Modern: _____

Historians: _____

Customarily: _____

Keenest: _____

Legal: _____

Omit: _____

Dedicated: _____

Habit: _____

Grammar Review

Answer the questions.

What type of verb does a direct object follow in a sentence?

1. _____

What questions does a direct object answer?

2. _____

3. _____

The direct objects are in bold in the following sentences. In the blank, **write** whether the direct object answers the question *whom* or the question *what*.

4. This morning, Kate made **coffee** for her visiting family. _____

5. Renee encouraged **James** to practice his guitar. _____

Underline the direct object in the following sentences.

6. The mama bird brought food to her babies in the nest.

7. The babies widely opened their beaks.

8. Mrs. Richardson left her keys in our mailbox.

9. We cleaned the windows on the back side of the house.

10. Harrison left his socks in a pile on the couch.



Communication Review

What are the three parts of a paragraph?

1. _____

2. _____

3. _____

Fill in the blanks to complete the definitions below.

4. The topic sentence is the sentence that expresses the _____ of the paragraph.

5. The _____ provide details about the topic.

6. The _____ lets the reader know that the paragraph is complete.

Worldview Review

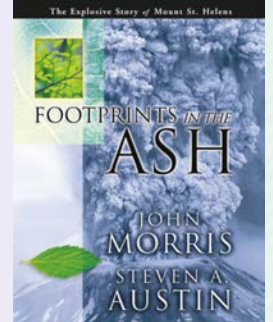
Write the number of books that are in each genre.

Genre	Number of Books
1. The Law	_____
2. Poetry	_____
3. History	_____
4. Major Prophets	_____
5. Minor Prophets	_____

Quote Study: *Footprints in the Ash*

by John Morris and Steven A. Austin (p. 124–125)

The New Testament explains that the ark of Noah has a lesson for us about Jesus Christ. Just as Noah and his family escaped the global, watery judgment of sin in their day by accepting God’s provision of salvation in the Ark, so we can be saved from the global, fiery judgment of sin to come by accepting God’s provision of salvation today. Jesus Christ is God’s gracious provision to us. A Christian is one who has boarded the Ark, as it were. He has recognized his own sinful, helpless position before God as one deserving eternal death. However, he also recognizes that his sins have been paid for, that the penalty has been paid by a Substitute. Each individual must go before the Heavenly Father and ask Him to specifically apply Christ’s death to his own sins, thereby gaining forgiveness. Doing so is the only way to escape the coming judgment and receive eternal life.¹



Think about this quote from *Footprints in the Ash* and, using complete sentences, **answer** the following questions.

1. What is the lesson for us in the account of the Ark of Noah?

2. How is a Christian like one who has boarded the Ark?

3. What is the only way to escape the coming judgment and receive eternal life?

Discuss the way of salvation with a parent. Write down your notes from your discussion.

¹ Morris, John, and Steven A. Austin. *Footprints in the Ash*. Green Forest, AR: Master Books, 2003, p. 124–125.

Word Study

Circle or highlight each vocabulary word in the quote from *Footprints in the Ash*. (Note: Some words will be found more than once.)

Match each word to the correct definition as it is used in the quote. If you do not know the meaning of a word, read the quote for clues. If you are still uncertain, look it up in a dictionary. (If using an online dictionary, ask for a parent's permission.)

- | | |
|-----------------------|--|
| 1. _____ judgment | a. took the place of |
| 2. _____ provision | b. deliverance from the penalty of sin |
| 3. _____ salvation | c. unearned favor |
| 4. _____ gracious | d. act of supplying; making available |
| 5. _____ eternal | e. exactly, precisely, with purpose |
| 6. _____ penalty | f. without end, forever |
| 7. _____ substitute | g. punishment |
| 8. _____ specifically | h. verdict |


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.

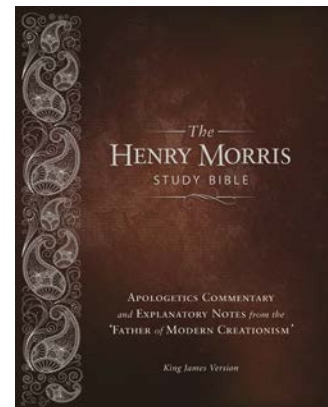

Independent Reading

- Update** your reading list. **Discuss** what you are reading with your teacher.
- Memorize** the following Scripture verse and recite it for your teacher. (Your preferred Bible translation may be used.)

By faith Noah, being warned by God concerning events as yet unseen, in reverent fear constructed an ark for the saving of his household. By this he condemned the world and became an heir of the righteousness that comes by faith. Hebrews 11:7

Optional Bonus Activity: Teacher's Discretion No Yes Due Date: _____

Read the account of Noah and the Flood from your Bible, found in Genesis 6–9. If you have access to the *Henry Morris Study Bible*, published by Master Books, you may find the commentary helpful. In your notebook, **write** 2–3 paragraphs about lessons we can learn from this account.




Grammar
Sentence Structure

You should now feel comfortable recognizing the differences between an independent clause and a dependent clause. We are going to study the use of clauses a little further.

A **simple sentence** contains one independent clause and no dependent clauses. A simple sentence may have a compound subject or a compound verb.

Example: Moses grew up in the royal family of Egypt.

This sentence is one independent clause. It has one subject and one verb.

A **compound sentence** contains two or more independent clauses but no dependent clauses. The independent clauses can be joined by a comma and a conjunction or by a semicolon.

Example: Moses was raised as a royal prince of Egypt, but he knew who his true people were.

This sentence has two independent clauses that are joined by a comma and a conjunction. The sentence has two separate subjects and two separate verbs.

Simple Sentence	one independent clause, no dependent clauses
Compound Sentence	two or more independent clauses, no dependent clauses

In the following sentences, **underline** the subjects once and the verbs twice. **Draw** a circle around any commas and conjunctions or semicolons that join two parts together. **Write** in the blank whether the sentence is simple or compound.

- The dog next door is barking loudly. _____
- Reagan watched the birds, and she listened to their singing. _____
- My box is on the top shelf, but your box is on the bottom shelf. _____
- Moses tried to stop an Egyptian from hurting an Israelite. _____
- I picked sunflowers yesterday at the farm. _____
- Moses heard the voice of God, and he covered his face. _____
- My chair is the gray one beside the window. _____
- The control button on the car door is broken, and the window is stuck. _____
- Naomi's drink is in the red cup; Andrea's drink is in the purple cup. _____
- We went to the ballpark to watch Raymond's baseball game. _____

Remember, dependent clauses have introductory words like *who*, *whom*, *which*, *whose*, *when*, *whenever*, *that*, *because*, *since*, *after*, *although*, *as*, *as if*, *if*, or *until*.

A **complex sentence** contains one independent clause and at least one dependent clause. When the dependent clause comes first, we put a comma before the independent clause. When the independent clause comes first, we do not usually need a comma.

Examples: When Moses and Aaron approached Pharaoh, he was angry and offended.
Pharaoh was angry and offended when Moses and Aaron approached him.

These sentences have one independent clause and one dependent clause that is introduced by the word *when*.

A **compound-complex sentence** contains two or more independent clauses and at least one dependent clause.

Example: Pharaoh did not want to free the Israelites, and he made the slaves work harder so that they would blame Moses and Aaron.

This sentence has two independent clauses that are joined by a comma and a conjunction. It has one dependent clause introduced by the words *so that*.

Complex Sentence	contains one independent clause and at least one dependent clause
Compound Complex Sentence	contains two or more independent clauses and at least one dependent clause

In the following sentences, **draw** a circle around any commas and conjunctions or semicolons that join two parts together. **Put brackets** around dependent clauses. **Write** in the blank whether the sentence is complex or compound-complex.

- The Israelites were angry at Moses and Aaron because their lives had become more difficult.

- Olivia went to the courtyard to look for birds, and Hannah went to the garden where she last saw her favorite birds. _____
- God loves us, and He sent his Son to earth so that He could take the punishment of sin for us.

- God demonstrated his power to the Egyptians by performing miracles that came in the form of various plagues. _____





Descriptive Paragraph

Now that you have fully learned how to develop a good paragraph, let's focus on writing different types of specific paragraphs.

We are going to first look at the **descriptive paragraph**. A well-written descriptive paragraph will make the reader see, hear, feel, smell, and taste what the writer sees, hears, feels, smells, and tastes. A good descriptive paragraph will describe the person, place, or thing in a way that deeply appeals to the senses of the reader.

As the writer, you also need to clearly portray your point of view to the reader. Your point of view includes your mental view and your physical view of what you are describing. Physically, what do you see? Mentally, how do you feel about it?

Descriptive Paragraph	a paragraph that describes a person, place, or thing in a way that deeply appeals to the senses of the reader
------------------------------	---

Let's start planning for the paragraph.

Your topic is going to be your favorite restaurant.

Determine your physical point of view of the restaurant. Are you inside the restaurant sitting in a booth? Are you standing at the hostess counter? You **decide** and **write** the point of view below.

Physical point of view: _____

Determine your mental point of view. Are you excited to be there? Are you concerned? Are you rushed?

Mental point of view: _____

Which of the five senses can you appeal to when writing about your favorite restaurant? **List** them below.

Quickly **write** down three to four details about your restaurant that appeal to those senses and will be used in your supporting sentences.

Write your topic sentence. _____

Write your full paragraph below. Use a separate piece of paper if needed (or type it using a word processor).

Note: This paragraph will be used again on Day 95.



Courtesy: Gossip

Gossip is defined as conversation or reports about other people that are usually not confirmed as true. When someone is called a gossip, it typically means that they are a person who has a habit of sharing personal information or exaggerated things about others.

The Bible says in Ephesians 4:29 to “Let no corrupting talk come out of your mouths, but only such as is good for building up, as fits the occasion, that it may give grace to those who hear.” Our communication should be edifying of others and not corrupting of others.

Can you **think** of another Bible verse that speaks to us concerning being careful with our words about others? **Copy** that verse on the lines.



The Bible: Defining Story

The sixty-six books in our library (the Bible) contain a number of stories. What do you think of when you hear the word *story*?

In your dictionary, **look up** the word *story*. Ask a parent's permission before using an online dictionary. **Write** all the definitions of the word below.

Were you surprised by how many definitions of the word *story* there are? Whenever we hear the word *story*, we must make sure we understand what definition is being used. We want to know if it is a true story (nonfiction) or a made-up story (fiction) that is being discussed.

The stories found in the books of our library are factual and based upon real people, places, and events. God's Word — which is also called the Bible, Scripture, or, in this course, referred to as our library — is truth. These sixty-six books set the standard for what is true and good throughout all of history.

- As we read the stories found in our library, we should remember what we are told in the Book of 2 Timothy, chapter 3, verses 16 and 17. Using your Bible, **look up** these verses and **write** them below.



Read and Summarize

Read Genesis 29:31-35, 30-32 from your Bible, *God's Story*, or another Bible book.

Write a 1-2 paragraph summary of what you have read. (You may write in a notebook if you need more room.) Include the main characters and what is happening in the Bible passage. **Take notes** in your notebook before you start to write your summary. Use complete sentences, proper punctuation, and correct spelling.

In one or two sentences, **what** is the main message of this biblical account?

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** Hebrews 11:7 for your teacher. (Your preferred Bible translation may be used.)
- Use your spelling index cards to **test** for mastery. Continue to **practice** until you can spell all the vocabulary words.

Word Study Review

Match the vocabulary word with the correct definition.

- | | |
|-----------------------|--|
| 1. _____ judgment | a. verdict |
| 2. _____ provision | b. unearned favor |
| 3. _____ salvation | c. deliverance from the penalty of sin |
| 4. _____ gracious | d. act of supplying; making available |
| 5. _____ eternal | e. exactly, precisely, with purpose |
| 6. _____ penalty | f. without end, forever |
| 7. _____ substitute | g. punishment |
| 8. _____ specifically | h. took the place of |

Grammar Review

Label the following sentences as simple or compound.

- The trash can is in the cabinet under the sink. _____
- Lake Erie is north of Ohio, and Lake Huron is north of Michigan. _____
- I decorate with mums in the fall. _____
- God spoke to Moses from a burning bush. _____
- We drove by the park, but we did not stop to play. _____

Label the following sentences as complex or compound-complex.

- I went to Christina's house when she called because she needed a friend.

- Since he is the oldest, Asher's room is in the basement, and Justus' room is upstairs next to ours.

- Troy sat in the backseat, and Timothy sat in the front seat when we went to the soccer game.

- Marcy likes to go visit Anne, whose house is next to the park. _____

Communication Review

Have your parent or teacher **read** and **edit** your descriptive paragraph from Day 93. **Rewrite** that paragraph below using your best handwriting and making any corrections needed.

Worldview Review

1. **What** definition of the word *story* describes the stories found in the Bible?

Fill in the blanks.

2. "All Scripture is _____ by God and profitable for _____, for reproof, for _____, and for _____ in righteousness, that the _____ of God may be complete, equipped for every good work." 2 Timothy 3:16-17



Poem Study: “Hope is the Thing with Feathers”

by Emily Dickinson (1830–1886)

Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all,
And sweetest in the gale is heard;
And sore must be the storm
That could abash the little bird
That kept so many warm.
I’ve heard it in the chillest land,
And on the strangest sea;
Yet, never, in extremity,
It asked a crumb of me.



Answer the questions about the poem “Hope is the Thing with Feathers” by Emily Dickinson.

1. Where can hope be found?

2. Describe the tune hope sings.

3. Where is hope the sweetest?

Explain what you think the last stanza of the poem means. **Retell** it in your own words.

Word Study

Circle or highlight each vocabulary word in the poem.

Write the definition of each word by looking it up in 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 poem "Hope is the Thing with Feathers."

Vocabulary Words

Perches: _____

Gale: _____

Sore: _____

Abash: _____

Chillest: _____

Extremity: _____


Vocabulary & Spelling

Write each vocabulary word on an index card. Use a dictionary to **find** the definition used in this lesson. On the back of the card, **write** the definition and a sentence using the word. Ask a parent

for permission before using an online dictionary. 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.
- Memorize** the following Scripture verse and recite it for your teacher. (Your preferred Bible translation may be used.)

For we know that the whole creation has been groaning together in the pains of childbirth until now. And not only the creation, but we ourselves, who have the firstfruits of the Spirit, groan inwardly as we wait eagerly for adoption as sons, the redemption of our bodies. Romans 8:22-23

Optional Bonus Activity: Teacher's Discretion No Yes Due Date: _____

Copy the poem "Hope is the Thing with Feathers" onto nice paper. You may want to create a poster and hang it up.



Better Sentences Continued

Do not leave out necessary verbs in a verb phrase.

Example: Kendall has and still is asking for a trampoline.

In this example sentence, a main verb has not been included with the helping verb *has*.

Study the correctly written sentence below.

Kendall has asked and still is asking for a trampoline.

Example: Robert has not and possibly never will play the violin in front of a large crowd.

Study the correctly written sentence below.

Robert has not played and possibly never will play the violin in front of a large crowd.

Correct the following sentences by adding the missing verb.

1. I have and will go again to the Memorial Day parade downtown.

2. Anthony thinks he can do as well as everyone else has on the driver's test.

3. Have you ever or will you ever go on a mission trip in a foreign country?

4. Bella finished what no one else had before.

5. Austin has not and probably never will eat grilled octopus.

Do not use different grammatical forms for parallel items in a sentence. Parallel items are joined with conjunctions. The items that the conjunctions join must be balanced. Balance a noun with a noun, an adjective with an adjective, a prepositional phrase with a prepositional phrase, and so on.

Example: Shelby likes singing, hiking, and to bake. (incorrect)

The items joined by the conjunction *and* are not balanced in this example sentence. They are not parallel. *Singing* and *hiking* are gerunds. *To hike* is an infinitive. They need to all be gerunds or all be infinitives.

Study the correctly written sentences below.

Shelby likes singing, hiking, and baking.

Shelby likes to sing, to hike, and to bake.

Example: Put the basket of eggs either beside the bread box or the refrigerator. (incorrect)

The items joined by the conjunctions *either-or* are not balanced in this example sentence. A good way to check to see if they are balanced is to look at the first word to see if it is the same kind of word. After the conjunction *either* is a preposition. After the conjunction *or* is an article.

Study the correctly written sentence.

Put the basket of eggs either beside the bread box or in the refrigerator.

In the corrected sentence, a preposition follows both parts of the conjunction. This is parallel.

Correct the following sentences by balancing the items that should be parallel.

6. When we go to the amusement park, we are going to ride rides, to watch some shows, and shopping.

7. Neither a book nor watching videos can fully prepare anyone for taking the driver's test.

8. Elizabeth's hobbies are running, reading, and piano.

 Communication

Essay: Closing Paragraph

The **closing paragraph** consists of your final thoughts on the topic of your essay. The closing rounds out your essay and leaves the reader knowing that you are finished.

Closing Paragraph	consists of your final thoughts on the topic of your essay rounds out your essay and leaves the reader knowing that you are finished
--------------------------	---

In the introductory paragraph, you learned that you need to include an attention-getting sentence. In your closing paragraph, it is helpful to add an encouragement to action, a question about what you discussed, a thought about the future, or a strong personal opinion to help finalize the essay and your thoughts to the reader.

The closing paragraph needs to be at least three sentences. Your closing paragraph should also include a rewording of your original thesis statement.

Example:

As you can see, my dog is a beautiful and loving pet who brings joy to our family. A dog truly can be man's best friend. If you do not have a pet, you should consider bringing a dog into your family too.

This sample closing paragraph includes an encouragement to action for the reader.

Below, **write** the sentence from the sample closing paragraph that includes that encouragement to action.

1. _____

Write your closing paragraph.

Note: This paragraph will be used again on Day 170.



Courtesy: Being a Team Player

Being part of a team is a great experience! It is a great way to learn about leadership and unity.

First Corinthians 12 tells us about the different spiritual gifts that each of us is given and how they work together for the body of Christ. A team sport is also an example of how our different gifts work together for one common goal. Each player brings value to the team just as each Christian brings value to the cause of Christ.

Here are some rules to follow in order to be a good and encouraging teammate:

- Respect everyone on the team. Don't talk negatively about other team members or the coaches.
- Play honestly. Don't cheat.
- Control your temper. Do not yell at referees, judges, other players, or coaches. If you are playing a sport, don't throw the ball or any equipment. Having good sportsmanship is the testimony that you want to have.
- Learn from your mistakes. When they are pointed out, take the constructive criticism with a good attitude.
- Be a humble player. You may excel at a team event. Don't brag about your accomplishments. It is okay to be proud of yourself and your team, but don't take all of the credit for yourself. It is a team effort.

Answer the questions.

Do you participate in a team activity? _____

If so, which one? _____



 Worldview**The Bible: Practice**

Sometimes, a story's character faces conflict and makes a bad decision. In your Bible, **read** the story of Peter denying Jesus, found in Luke 22:54–62.



Draw a line under the correct answer.

1. The Book of Luke is in the (Old Testament, New Testament).
2. The correct genre for the Book of Luke is (history, poetry, Gospels).
3. In this story, Peter is the (protagonist, antagonist).

Even though we may be sad to see our protagonist resolve the conflict poorly, there is still an opportunity to create a strong takeaway or application. In the story of Peter's denial, we see that even though Peter knew he should say he knew Jesus, he acted out of fear. Peter deeply regretted his actions.

4. **What** is a takeaway or application from this story?

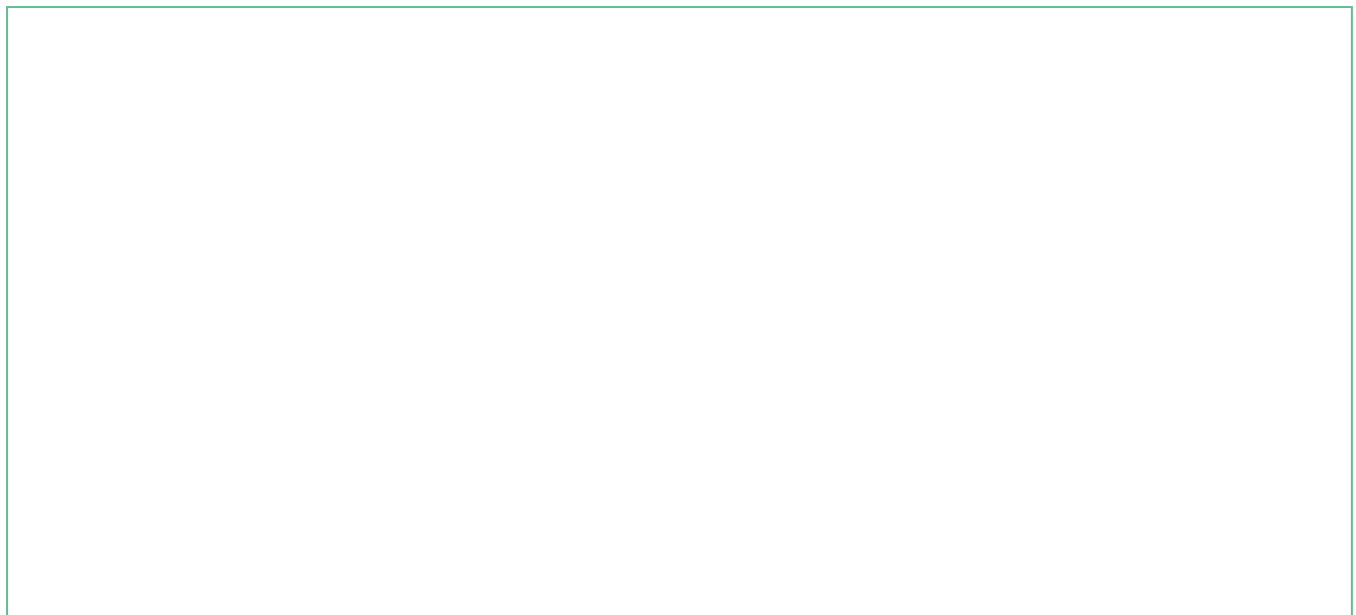
Read and Summarize

Read Numbers 1:46, 10–12, 13:1–24 from your Bible, *God's Story*, or another Bible book.

Write a 1–2 paragraph summary of what you have read. (You may write in a notebook if you need more room.) Include the main characters and what is happening in the passage. **Take notes** in your notebook before you start to write your summary. Use complete sentences, proper punctuation, and correct spelling.

In one or two sentences, **what** is the main message of this account?

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** Romans 8:22–23 for your teacher. (Your preferred Bible translation may be used.)
- Use your spelling index cards to **test** for mastery. Continue to **practice** until you can spell all the vocabulary words.

Word Study Review

Match the vocabulary word with the correct definition.

- | | |
|--------------------|--|
| 1. _____ perches | a. embarrass, make ashamed |
| 2. _____ gale | b. sits |
| 3. _____ sore | c. strong wind |
| 4. _____ abash | d. cold, unfriendly |
| 5. _____ chillest | e. painful |
| 6. _____ extremity | f. distress; greatest amount; farthest point |

Grammar Review

Fill in the blanks with the correct answer.

- Do not leave out necessary _____ in a verb phrase.
- Do not use different grammatical forms for _____ items in a sentence.
- The items that the conjunctions join must be _____.

Correct the following sentences.

- Renee has not and probably never will zipline across the valley.

- Matthew asked us to go paddleboarding, to go skiing, and surfing.



Communication Review

Ask your parent or teacher to **read** and **edit** your closing paragraph from Day 168. **Rewrite** the paragraph below using your best handwriting and making any corrections needed.

Worldview Review

Fill in the blanks based on Luke 22:54–62.

1. The Book of Luke is in the _____.
2. The correct genre for the Book of Luke is _____.
3. In this story, Peter is the _____.

Answer the question.

4. What opportunity do we have when a protagonist poorly resolves a conflict?

Bonus Question

5. How have you applied Luke 22:54–62 to your life?
