

# Week 11: Telemachus

Synonyms, Special Words, Sequencing Words, Prepositions, Editor Duty, Be/Bee, Paragraph House

## Lesson A. Reading Leads to Writing: Telemachus

### This Week's Passage

All*	<p>During the time in history when the Romans were ruling other lands, there lived a man named Telemachus. Telemachus was a monk who lived in Rome. A monk was a man who lived away from others to seek after God. Even though Telemachus sought after God, he thought maybe he should be doing more for God too.</p>
Extension*	<p>One day Telemachus went to Rome. The Romans were having gladiator fights since they had just won some battles. They were ready to "celebrate." Telemachus saw the gladiators fighting. He hated to see this bad sport.</p>
Read Only	<p>Telemachus went on the field and got between the two fighting men. Next, he told them to stop fighting in the name of Jesus. One of the gladiators killed him, but an amazing thing happened that day. From then on, the gladiator games ended. With his deed, Telemachus changed Rome forever.</p> <p style="text-align: right;"><i>Character Connection Coloring Book</i></p>

◁ A-1. Read this week's passage aloud with your teacher.

◁ A-2. In the second paragraph of the passage, highlight the word *gladiators*.

1. The gladiator games described in this passage were bad games in Rome hundreds of years ago.
2. These games were not really games, but rather killing matches.
3. The Romans would put two men in the arena and make them fight to the death.
4. It was a terrible thing.
5. You pronounce the monk's name Tuh-lim'-uh-kus.

**\*All (and Basic) is the level for new, young, or inexperienced MC students. When All is given, everyone should complete the task. Extension is the level for experienced (or advanced) MC students. All students should read all paragraphs, but copy work and dictation are based on these levels.**

<> **A-3. In the first paragraph, highlight the sentence that shows that Telemachus sought after God -- and wanted to do things for God.**

1. Telemachus is an example of someone who diligently sought after God and diligently worked for God.
2. Telemachus diligently sought after God.
3. He also diligently worked for God.
4. **Because of his diligence, the gladiator games ended in Rome forever!**

<> **A-4. On the lines provided, copy the Vocabulary Words listed.**

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

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

1. The word *yearned* means sought after God.
2. The word *fulfilled* means to feel complete.

<> **A-5. Fill in the blanks about Telemachus with the two words you listed above.**

1. Telemachus diligently y\_\_\_\_\_ for God.
2. Telemachus was f\_\_\_\_\_ when he worked diligently for God.

<> **A-6. In the second copy box of the passage, highlight the word “celebrate.”**

1. The word *celebrate* has quotation marks around it.
2. When a word all by itself has quotation marks around it, it might be that the word is used in a special way.
3. In the passage, "*celebrate*" does not really mean to celebrate.
4. It is sarcastic. It means the Romans thought that they were celebrating.
5. Of course, they weren't really celebrating.
6. Hurting others is not celebrating.





## Lesson B. Write On: Sequencing Words

<> B-1. Read this week's passage aloud with your teacher.

<> B-2. In the Read Only box of the passage, highlight the words *From then on*.

1. These words are called **sequencing words**.
2. These words **show the order in which something happened**.
3. They **tell you what happened in what order**.
4. This week, when you are writing your essay, maybe you can use a sequencing word.
5. There are many sequencing words you may use in your essay, such as the following:
  - a. Then,
  - b. First,
  - c. Second,
  - d. Third,
  - e. Next,
  - f. Lastly,
  - g. Finally,
6. When you add a sequencing word to the beginning of a sentence, you usually put a comma after it. Your teacher will help you with that in your essay this

## Lesson C. Language Lessons: Prepositions

<> C-1. In the first paragraph of the passage, highlight the following words:

- |                  |              |
|------------------|--------------|
| 1. During (the)  | 2. in (Rome) |
| 3. from (others) | 4. for (God) |

We call these words prepositions. Prepositions are words that show position. You can remember what prepositions are if you remember this rhyme: **Prepositions show position**.

<> C-2. Another way you can remember prepositions is to do the following:

1. Get an empty bathroom tissue tube and a small toy animal or character.
2. Hold your little toy in various positions around the tissue tube.
3. All of the words you use to describe where your toy is in comparison to the tube are prepositions:
  - a. **aboard** the tube
  - b. **above** the tube
  - c. **against** the tube
  - d. **along** the tube
  - e. **around** the tube
  - f. **at** the tube
  - g. **below** the tube
  - h. **beneath** the tube
  - i. **beside** the tube
  - j. **between** the tube
  - k. **beyond** the tube
  - l. **for** the tube
  - m. **from** the tube
  - n. **in** the tube
  - o. **into** the tube
  - p. **on** the tube
  - q. **onto** the tube
  - r. **over** the tube
  - s. **through** the tube
  - t. **under** the tube
  - u. **with** the tube
  - v. **within** the tube
4. There is one preposition that is somewhat confusing. It is the preposition *to*.
5. The word *to* is usually used as a preposition: The toy went to the tube.
6. Sometimes it is not used as a preposition.
7. **When the word *to* is followed by a verb, it is a special verb, called an infinitive—not a preposition:**
  - a. **to** write
  - b. **to** read
  - c. **to** run
  - d. **to** jump

You can also learn prepositions by seeing if the word in question fits into one of two Preposition-Check Sentences:

1. The angel flew \_\_\_\_\_ the clouds.
2. The girl prayed \_\_\_\_\_ the service.

<> C-3. (T) Put your bathroom tissue tube and character in a little baggie, and keep them for future preposition practice.

<> C-4. (T) Memorize the rhyme below and recite it to your teacher:

Prepositions show position.

<> C-5. (T) Practice prepositions with your bathroom tissue tube and toy until you can recite prepositions to your teacher.

**Basic Level:** Recite ten prepositions

**Extension:** Recite fifteen prepositions

**<> C-6. In the sentences provided, highlight the prepositions.**

**Note: Some sentences have more than one preposition.**

Example: It shows the *goodness* *Christ*.

**All**

1. It is the basis for success. (one)
2. We cannot do well without it. (one)
3. The ear is made early in the womb. (one)
4. We know things work together for good. (one)
5. You should be attentive in prayer. (one)
6. We should listen to sermons. (one)
7. Jesus was alert to each person. (one)
8. Jesus was moved with compassion. (one)
9. Moses went onto Mount Sinai. (one)
10. It was during 1776. (one)
11. It was Christmas along the Potomac. (one)
12. The essay was written by Thomas Paine. (one)
13. The pen can be used for good. (one)

**Extension**

14. Work on a character quality for the week. (two)
15. The mountains offered a place of quietness. (one)
16. Errors of focusing can happen. (one)
17. In feeding the five thousand, the disciples showed alertness. (one)
18. The disciples gathered the rest of the bread and fish. (one)
19. Without words of hope, Washington's men may have failed. (two)
20. After the flood, Noah and his family repopulated the earth. (one)

## Lesson D. Editor Duty: Correct Given Sentences

<> D-1. Correct the mistakes in the sentences provided.

### All

1. Their lived an men named Telemachus
2. telemachus was a monk who lived inn Rome
3. 1 day telemachus went too rome
4. Telemachus see the gladiators fighting

### Extension

5. he hated two sea this bad sport?
6. Won of the gladiators killed him

<> D-2. Review your Editor Duty sentences with your teacher.

## Lesson E. Structural Analysis/Vocabulary: Wacky Words

Homophones: *bee*, *be*

<> E-1. In the first paragraph of the passage, highlight the word *be*.

1. The word *be* has a Wacky Word partner that sounds the same.
2. Its WW partner is the word *bee*.
3. Of course, *be* is a Be, a Helper, Link verb.
4. The word *bee* is an insect that stings.

**<> E-2. Fill in the blanks provided with the correct Wacky Word--*be* or *bee*.**

1. The \_\_\_\_\_ was buzzing in my ear.
2. Telemachus was going to \_\_\_\_\_ a hero.
3. He did not know he was going to \_\_\_\_\_ a hero.

**<> E-3. On the lines provided, write two sentences using the Wacky Words *be* and *bee*.**

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

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

# Lesson F. Study Skills/Prewriting: Outline Informative/ Comparative Essay

<> F-1. Read this week's passage aloud with your teacher.

<> F-2. This week you will be writing a one paragraph informative report about an animal/insect that is described in the Bible as a good comparison to something. Follow these steps in writing the outline for your report:

- (1) Choose one of the animals listed below (or another one that you or your teacher think of) that is often used as a good comparison in the Bible.
  - a. sheep
  - b. deer
  - c. ant
  - d. eagle
- (2) You will just be writing a factual paragraph about the animal -- then you can use the information in the Bible about your animal/insect (the good comparison) as your opening sentence(s) or your closing sentence(s), as desired.
- (3) Take notes about your animal/insect, following these steps:
  - a. Find the Scripture that you will either open or close your report with first.
    - i. Read this verse with your teacher. This will help you know what all you want to include in your paragraph about your animal.
    - ii. Have your teacher write the verse and reference (or write it yourself) in the "foundation" of your Paragraph House
  - b. With your teacher, look up the animal you chose in a book, encyclopedia, or online source. You might find information in one of the following sources:
    - i. Creation Corner Coloring Book
    - ii. Character Sketches book
    - iii. Ninety-Five Animals of the Bible
    - iv. Animal atlas or encyclopedia type source
  - c. Read your source with your teacher and mark with a highlighter or sticky notes anything you think you might want to include in your essay. Keep these tips in mind:
    - i. You are only going to write one paragraph, so you can not write about every aspect of your animal.
    - ii. You will just want to introduce your animal/insect and tell some major details of it -- such as where it lives, its size, and anything that pertains to the Bible passage that you will open or close with (i.e. how sheep graze; how ants work; how eagles fly; etc.).
    - iii. Do not worry about getting each step in the exact order.
      - (1) If you remember something later that needs put in, just write it wherever you are on the lines.
      - (2) Before you write you will number your notes in the exact order you want them in your paragraph.

- d. When you have your Scripture Opening (foundation) and the body (squares) filled in, add a line of notes to the “attic.” Plan to sum up your paragraph or restate the comparison in this spot.
- (4) Keep these tips in mind while making your notes:
    - a. Plan for each line to be one sentence in your report.
      - i. **Basic Students:** Plan to write four sentences.
      - ii. **Extension Students:** Plan to write six sentences.
    - b. If you find something in your research that you think you want to use in your opening or closing (whichever one you did not already decide to put your verse in), go to that section and write those notes there.
  - (5) Fill in the Informative Paragraph House for your animal with the information you find in your notes.
  - (6) Once the foundation is filled in with an opening sentence and the squares are filled in with the body of your paragraph, decide what you will say for your Closing Sentence -- repeating what the Bible says about your animal/insect.

### Sample Informative Paragraph House

Paragraph Topic  
Sheep

Closing Sentence (later):

Loved as pets, barn yard animals,

wool, and meat

**Supporting Sentence**

> one billion = domestic sheep

**Supporting Sentence**

mammal kept as livestock

**Supporting Sentence**

female = ewe

male = ram

baby = lamb

**Supporting Sentence**

sheep's wool =

+++ used animal fiber

Lamb meat eaten

Opening Sentence (verse): "My sheep hear My voice and I know them, and they follow Me"--John 10:14

Sample Box F-2

**My Paragraph House Outline--Basic**

Closing Sentence (later):  
\_\_\_\_\_  
\_\_\_\_\_

Paragraph Topic  
\_\_\_\_\_

**Supporting Sentence**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Opening Sentence (verse): \_\_\_\_\_  
\_\_\_\_\_

## My Paragraph House Outline--Extension

Closing Sentence (later): _____ _____			Paragraph Topic _____
<b>Supporting Sentence</b> _____ _____ _____ _____	<b>Supporting Sentence</b> _____ _____ _____ _____	<b>Supporting Sentence</b> _____ _____ _____ _____	
<b>Supporting Sentence</b> _____ _____ _____ _____	<b>Supporting Sentence</b> _____ _____ _____ _____	<b>Supporting Sentence</b> _____ _____ _____ _____	
Opening Sentence (verse): _____ _____			

# Lesson G. Composition and Revising: Writing a Rough Draft Informative/ Comparative Essay

<> G-1. Read this week's passage aloud with your teacher.

<> G-2. Using your notes from earlier this week, write your Informative/Comparative animal/Insect essay following these steps:

- a. Read through your notes with your teacher to see if you need to add anything or take out anything. (Be sure to be thorough in checking your notes!)
- b. Look carefully at your notes to see if you have them in the order you want them in. If they are not in the right order, number them however you want them in your report. Be sure to write clear numbers that you will see when you are writing.
- c. When you have your notes completely filled in and in order, read the opening sentence line of notes and consider how you want that sentence worded.
- d. Practice reading your sentence aloud until it sounds the way you want it to sound.
- e. Indent one finger space, and write your first sentence on the lines provided. (Or have your teacher write it as you dictate it to her.)
- f. Continue in that manner for all of your notes.

**Note: Be sure to indent the first sentence of your first paragraph.**

## Sample Informative/Comparative Paragraph

*"My sheep hear my voice, and I know them, and they follow me," John 10:14. Sheep is an animal commonly mentioned in the Bible as an example of people following Christ. There are over one billion domestic sheep in the world. These are one of the most popular mammals kept as livestock. Sheep are often called by different names. A female is called a ewe. A male is sometimes called a ram. Of course, a baby sheep is called a lamb. Sheep are enjoyed for their meat, but they are widely popular for their wool since it is the most common animal fiber. Truly, sheep are love for pets, barnyard animals, meat and wool.*





# Lesson H. Dictation: Dictation Quiz

<> H-1. Read this week's passage aloud with your teacher.

<> H-2. Fill in the blanks as your teacher reads the passage slowly to you, following these steps.

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

## All

During the \_\_\_\_\_ history when  
\_\_\_\_\_ Romans \_\_\_\_\_ ruling other lands,  
\_\_\_\_\_ lived a \_\_\_\_\_ named Telemachus.  
Telemachus \_\_\_\_\_ a monk \_\_\_\_\_ lived  
\_\_\_\_\_ Rome. \_\_\_\_\_ monk  
\_\_\_\_\_ a \_\_\_\_\_ who lived away from others  
\_\_\_\_\_ after \_\_\_\_\_  
Even though Telemachus sought after \_\_\_\_\_,  
thought maybe \_\_\_\_\_ should \_\_\_\_\_ doing more  
\_\_\_\_\_ God \_\_\_\_\_.

## Extension

\_\_\_\_\_ Telemachus  
\_\_\_\_\_ to Rome. The Romans \_\_\_\_\_ having  
gladiator fights since \_\_\_\_\_ just  
\_\_\_\_\_ battles. They  
\_\_\_\_\_ ready \_\_\_\_\_ “celebrate.” Telemachus  
\_\_\_\_\_ gladiators fighting.  
\_\_\_\_\_ to \_\_\_\_\_  
this \_\_\_\_\_ sport.

<> H-3. Review your dictation with your teacher.



# Week 12: John Adams

Prepositions, Prepositional Phrases, Editor Duty, Checklist Challenge, Dictation Quiz

## Lesson A. Reading Leads to Writing: John Adams

### This Week's Passage

All*	Sometimes when we do good works, others do not cheer them. That is what happened to John Adams. Mr. Adams is one of the men who did creative, good works that helped our country in many ways.
Extension*	John Adams was a smart lawyer who lived before our country even had a name. He was willing to do many hard things that other people did not want to do. He knew the King of England would be angry with him, but John Adams did what he knew he should do.
Read Only	John Adams is the one who thought George Washington should be the first President of the United States. Others disagreed with him. Later, John Adams became the second President of the United States. God blessed the initial years of our country through the good works of John Adams.

- <> A-1. Read this week's passage aloud with your teacher.
- <> A-2. In the third paragraph of the passage, highlight the words *President of the United States*.
- <> A-3. Look up this phrase in the dictionary, encyclopedia, or online source and write its definition in your own words on the lines provided.

### Definition of *President of the United States*

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\*All (and Basic) is the level for new, young, or inexperienced MC students. When All is given, everyone should complete the task. Extension is the level for experienced (or advanced) MC students. All students should read all paragraphs, but copy work and dictation are based on these levels.





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<> A-6. Review your copy with your teacher and correct any errors.

## Lesson B. Language Lessons: Prepositional Phrases

<> B-1. If you do not remember what you learned earlier in this book about prepositions, get out your bathroom tissue tube and toy and review them.

<> B-2. (T) How many prepositions can you say from memory to your teacher?

<> B-3. Practice the rhyme: Prepositions show position.

1. Do you remember learning about the main subject of the sentence?
2. One of the reasons it is so important to learn prepositional phrases is because the simple subject of the sentence is never found in a prepositional phrase.
3. If you learn to recognize prepositional phrases, you can isolate them in your sentences and easily find the subjects without those extra words of the sentence getting in your way.
4. This is especially helpful later when you write longer sentences and you get confused about matching up the subject with the verb.
5. **A phrase is a group of words that is not a complete sentence.**
6. **The preposition is the first word of a part of the sentence called the prepositional phrase.**
7. **A prepositional phrase is a group of words that begins with a preposition and ends with the object of the preposition (a noun or pronoun).**

<> **B-4. In the passage, place parentheses ( ) around the following prepositional phrases:**

Paragraph One:

- |                  |               |
|------------------|---------------|
| 1. to John Adams | 2. of the men |
| 3. in many ways  |               |

Paragraph Two:

- |               |             |
|---------------|-------------|
| 4. of England | 5. with him |
|---------------|-------------|

Paragraph Three:

- |                            |                   |
|----------------------------|-------------------|
| 6. of the United States    | 7. with him       |
| 8. of the United States    | 9. of our country |
| 10. through the good works | 11. of John Adams |

Do you see that all the groups of words in the list above are prepositional phrases? (Prepositional phrases are called PP's for short.) Each one starts with a preposition and ends with the object of the preposition.

**You can tell when the prepositional phrase ends because it ends with a noun or a pronoun--the object of the prepositional phrase.** For example, in the PP of people, the PP starts with the preposition *of* and ends with the noun *people*.

<> **B-5. In the list given in B-4, highlight the last word of each of the prepositional phrases.**

Did you highlight the following:

- |            |            |
|------------|------------|
| 1. Adams   | 2. men     |
| 3. ways    | 4. England |
| 5. him     | 6. States  |
| 7. him     | 8. States  |
| 9. country | 11. works  |
| 12. Adams  |            |

**Each of these words is the object of the prepositional phrase--the last word in the PP.**

**Note: It is technically more accurate to call the first and last names (or the complete proper noun) the object of the preposition. Thus, the full objects of the prepositions are:**

- 1. John Adams
- 6. the United States
- 8. the United States
- 12. John Adams

<> B-6. In the sentences provided, highlight the prepositions.

<> B-7. Extension--Place parentheses around the prepositional phrases.

Example: It was ( in 1776).

### All

1. We do good words for other. (one)
2. People do not cheer for us. (one)
3. That happened to John Adams. (one)
4. He is one of a group. (one)
5. He did good works for others. (one)
6. He helped in many ways. (one)
7. He helped the United States of America. (one)
8. He did good things for people. (one)
9. The king of England was angry. (one)
10. He was angry with John Adams. (one)

### Extension

11. John Adams thought George Washington should be the first President of the United States. (one)
12. Others disagreed with him. (one)
13. John Adams became the second President of the United States. (one)
14. God blessed the early years of our country. (one)
15. He blessed our country through the good works of John Adams. (two)

<> **B-8. Extension--Write five sentences using five of the prepositional phrases from the list given in B-4.**

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Lesson C. Editor Duty: Correct Given Sentences

<> C-1. Correct the mistakes in the sentences provided.

## All

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

## Extension

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

<> C-2. Review your Editor Duty sentences with your teacher.

<> C-3. **Extension:** On the lines provided, rewrite one of the sentences correctly with a prepositional phrase added to it.

Example:

Old: People walk to bring the Bible.

New: People walk to bring the Bible to others.

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# Lesson D. Vocabulary/Structural Analysis: Wacky Words

## Homophones: son, sun

1. The word *son* is a Wacky Word.
2. It has a Wacky Word partner that sounds just like it but is spelled differently.
3. This word is the word *sun*.
4. You probably already know the two meanings for these words if you read often:
  - a. Son--a male child
  - b. Sun--a huge ball of gas that warms the earth
5. You just need to remember when to use each spelling!

### <> D-1. Fill in the blanks provided with the correct Wacky Word--*son* or *sun*.

1. The \_\_\_\_\_ is the earth's source of light and warmth.
2. The prodigal \_\_\_\_\_ was not happy at home.

### <> D-2. On the lines provided, write one sentence using *sun* and one sentence using *son*.

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

## Lesson E. Composition and Revising: Complete the Checklist Challenge

<> E-1. Read this week's passage with your teacher:

<> E-2. Complete the following steps in last week's rough draft of your report, using the Checklist Challenge.

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

## Lesson F. Composition and Revising: Final Copy of Your Animal Report

<> F-1. Read this week's passage aloud with your teacher.

<> F-2. You may write the final copy of your report in any of the following ways:

1. Write it in your own handwriting on the lines provided.
2. Have your teacher copy it on the lines provided.
3. Have your teacher type your report on the computer.

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# Lesson G. Dictation: Dictation Quiz

<> G-1. Read this week's passage aloud with your teacher.

<> G-2. Fill in the blanks as your teacher reads the passage slowly to you, following these steps.

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

## All

Sometimes when \_\_\_\_\_ do good works, others do \_\_\_\_\_  
\_\_\_\_\_ them. That \_\_\_\_\_ what happened  
\_\_\_\_\_ John Adams. Mr. Adams \_\_\_\_\_  
\_\_\_\_\_ of the men who \_\_\_\_\_ creative, good works that helped  
\_\_\_\_\_ country \_\_\_\_\_ many ways.

## Extension

John Adams \_\_\_\_\_ a smart lawyer \_\_\_\_\_ lived before our  
country even \_\_\_\_\_ a name. \_\_\_\_\_ was willing  
\_\_\_\_\_ do many \_\_\_\_\_ things \_\_\_\_\_ other  
people did not want to do. \_\_\_\_\_ knew \_\_\_\_\_ King of England  
\_\_\_\_\_ angry \_\_\_\_\_ him,

\_\_\_\_\_ John Adams did \_\_\_\_\_ he knew he should do.

<> **G-3. Review your dictation with your teacher.**

