

# Intermediate Reading and Writing

Lessons 1-20

Succeed in School

# 1

**Student**



## Creating Christ-Centered, Learner-Focused Experiences

Welcome to Succeed in School. The goal of Succeed in School is to help you learn and progress in your education and develop a stronger testimony of Jesus Christ. The Succeed in School classes will help you improve your reading, writing, and mathematics skills. They will also help you learn how to study for your exams.

In the classes, you will read and discuss stories from the Church magazines, quotes from apostles and prophets, and scripture verses. You will hear the testimonies of your teachers and other students, and you will have opportunities to write and share your thoughts and testimony as well.

You will also practice your reading, writing, listening, and speaking skills. You will be taught new words that will grow your vocabulary and help you learn new things. You will learn how to read more effectively so that you can understand and remember what you read. You will also write letters, essays, stories, and poems. These writing activities will help you write in school and on your exams.

In class, we will talk about what we read and write. Sometimes we will talk in large groups. Other times, you will talk with one other person or in a small group. This will help your speaking and listening skills improve.

Sometimes it will be easy for you to understand new things and to share what you are learning. Other times, you may not understand what you are learning, or you might make mistakes. That is OK. Do not be afraid to make mistakes, and please do not make others feel sad or embarrassed when they make mistakes. We learn and grow through the mistakes we make.

It is important for you to try to be in class every day so that you learn new things. It is also important to come to class on time so that there is enough time for all we will do in class.

Each student workbook contains 20 lessons. After you finish each workbook, you may take it home. Please share what you have learned and written in your workbook with your family. You can also read the Church magazine articles with your siblings and other family members. They will be excited to see what you have learned.

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## Class Rules

<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be Ready</b>
<ul style="list-style-type: none"><li>▪ Arrive on time.</li><li>▪ Stay on task.</li><li>▪ Follow instructions.</li><li>▪ Help clean up.</li></ul>	<ul style="list-style-type: none"><li>▪ Listen to others.</li><li>▪ Use kind words; do not tease.</li><li>▪ Do not distract others.</li></ul>	<ul style="list-style-type: none"><li>▪ Bring enough work to do.</li><li>▪ Bring and share resources.</li><li>▪ Ask for help.</li><li>▪ Help others.</li></ul>

# 1

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# Succeed in School Introduction

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## **What You Will Learn**

You will learn the purpose for the Succeed in School lessons.



## Lesson

Think about these scriptures that you read today:

**Doctrine and Covenants 93:36:** “The glory of God is intelligence.”

**Doctrine and Covenants 130:19:** “If a person gains more knowledge and intelligence in this life through his diligence and obedience . . . , he will have so much the advantage in the world to come.”

Think about these questions:

- What can you do to gain knowledge and intelligence?
- Why are you here in the Succeed in School class?

Review the class rules listed below. These rules are also included in each workbook to help you remember what it means to be responsible, respectful, and ready.

## Class Rules (Things to Remember)

Be Responsible	Be Respectful	Be Ready
<ul style="list-style-type: none"> <li>▪ Arrive on time.</li> <li>▪ Stay on task.</li> <li>▪ Follow instructions.</li> <li>▪ Help clean up.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen to others.</li> <li>▪ Use kind words; do not tease.</li> <li>▪ Do not distract others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bring enough work to do.</li> <li>▪ Bring and share resources.</li> <li>▪ Ask for help.</li> <li>▪ Help others.</li> </ul>

## Closing

When you go home today, share your class experience with a friend, parent, or family member. How do you think this class will help you? How is this class different from school?

You can use this space to draw a picture or write down some things you will do to become a better learner and to be successful in this Succeed in School class.

# 2

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## Prereading Activities

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### What You Will Learn

You will be able to use prereading activities to read and understand a text.

### Vocabulary Words

Understanding the words below will help you as you learn today.

- **text:** anything that you read or write
- **reading activities:** things readers do before, during, and after they read to help them become better readers and remember what they have read
- **prereading activities:** activities readers do before they read to help them understand what they read more effectively
- **prediction:** a guess about what you think will happen

## Lesson

Imagine you have picked up a Church magazine and see the picture below:

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Look at this picture with your partner. Discuss the following questions together:

- What do you see?
  - What can you guess about the family in the picture?
  - What do you think they are doing?
- 

### “Who Is Your Hero?”

We are going to read a story called “Who Is Your Hero?” from the Church magazines. Look at the picture below. Before you read the article, talk about what you see in the picture.

- Where do you think these children are?
- What clues in the picture help you guess where they are?
- Why do you think the boy in the back in the red jacket has his hand up?

### Vocabulary Words

The words below may be new to you. Understanding them will help you understand the story you read today.

- **Abraham Lincoln:** a president of the United States of America in the 1800s
- **thumping:** pounding, beating (In the story, Ellie feels her heart “thumping.”)
- **embarrassed:** to feel ashamed, uncomfortable, or self-conscious
- **whisper:** to speak very softly

*Ellie knew who her hero was, but she was too afraid to say it.*

# Who Is

By Charlotte Mae Sheppard  
Based on a true story

*“Stand by your conscience, your honor, your faith; stand like a hero” (Children’s Songbook, 158).*

Ellie bit her thumbnail nervously. Miss Fitz was going down the rows of desks and asking each student a question, one by one.

“Who is your hero?” Miss Fitz asked Jeremy.

Jeremy didn’t waste a moment answering. “My dad!” he said proudly.

ILLUSTRATION BY VALERIO FABBRETTI





# Your Hero?

Miss Fitz smiled. “And yours, Sarah?”

Her answer came just as quickly. “Abraham Lincoln.”

Ellie felt her heart thumping as Miss Fitz continued down the row of students. They had been talking about heroes all day, and now everyone was supposed to say who their hero was—in front of the whole class!

Amber and Justin said their moms were their heroes. Walter said his was his grandfather. A few other students said theirs was a king or a president.

Only a few students were left before Miss Fitz would reach Ellie. She had to think of a hero—and fast.

Ellie looked down at her shoes, embarrassed. Coming up with a hero wasn't the real problem. She already

knew who her hero was. It was Jesus Christ. He had healed the sick, raised the dead, and paid the price for everyone's sins. He was the greatest hero who ever lived! She was just too afraid to say it.

Ellie bit her thumbnail again at the thought of telling the whole class that Jesus Christ was her hero. What if Jeremy laughed at her? What if Sarah and Amber whispered about her at recess?

Of course she knew Jesus Christ was her hero. But that didn't mean everyone else had to know too.

Miss Fitz stopped right in front of Ellie's desk and smiled. “And who is your hero, Ellie?”

Ellie glanced from the row of students beside her up to Miss Fitz. “Abraham Lincoln,” she whispered.

Miss Fitz beamed. “Good!” she said as she walked to the next student in the row.

As soon as she was gone, Ellie's shoulders dropped in relief. Thank goodness that was over. The last thing she needed was for everyone in class to know that her hero was—

“Jesus Christ,” a voice said.

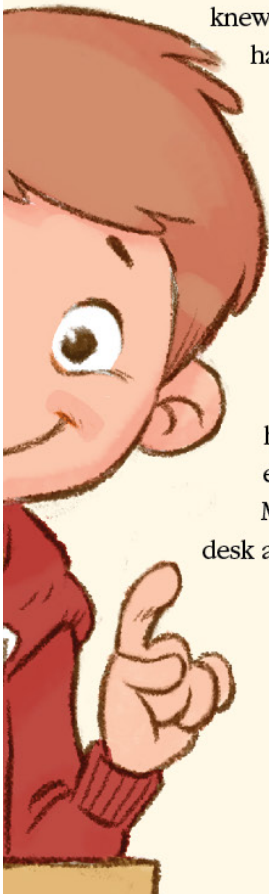
Ellie's eyes widened as she slowly looked over. There—only a little farther down the row—sat a small boy with ruffled hair. He was skinny and shy, and he always sat at the back of the classroom. Ellie didn't even know his name. She couldn't remember him ever saying a single word—until now.

A few students turned to stare at the boy, but he didn't notice them. He just looked up at Miss Fitz and spoke again. “My hero is Jesus Christ.”

Miss Fitz smiled brightly and continued down the row. But Ellie looked at the boy in amazement. She had been afraid to tell everyone about her hero, but he hadn't. He didn't even go to her church! But he knew how important it was to stand as an example of Jesus Christ, even when it was hard.

Ellie smiled at the boy. She wouldn't be afraid to say who her hero was anymore. After all, she had two of them now. ■

*The author lives in California, USA.*





**Prereading Activities Worksheet****“Who Is Your Hero?”**

Choose the best answer for each question below:

1. Why is Ellie afraid to say that Jesus Christ is her hero?
  - a. She is not sure if Jesus Christ is her hero.
  - b. She is afraid her classmates will laugh at her or whisper about her.
  - c. She is afraid her answer will make Miss Fitz angry.
  - d. She is worried that her parents will be unhappy with her.
  
2. Why does the story say, “Ellie’s eyes widened as she slowly looked over” at the boy farther down the row?
  - a. She is surprised because the boy usually does not say anything in class, and he is not afraid to say that his hero is Jesus Christ.
  - b. She is angry that the boy said his hero is Jesus Christ and she did not.
  - c. She is worried that the other kids in the class will now make fun of the boy for saying his hero is Jesus Christ.
  - d. She is sad because she cannot remember his name.
  
3. Which of the following is NOT true about the boy farther down the row?
  - a. He is a member of Ellie’s church.
  - b. He speaks very little in class.
  - c. He always sits at the back of the class.
  - d. He is a small boy.
  
4. What is the most important lesson we can learn from this story?
  - a. We should always pray every day to Heavenly Father.
  - b. When our teacher asks us questions, we should raise our hands and answer.
  - c. We should serve those around us just as Jesus did.
  - d. We should never be afraid to speak of Jesus Christ.

Complete the following sentences. (You may write about anyone you respect or admire.)

One of my heroes is\_\_\_\_\_.

This person is my hero because\_\_\_\_\_.

**Closing**

When you go home today, teach a friend or family member about prereading activities. How can prereading activities help you as you read and study for school and also as you study the scriptures?

Talk with a friend or family member about who your heroes are and how you can become like them. How can you be someone who helps others come unto Christ?

# 3

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# Rereading and Scanning

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## What You Will Learn

You will learn how to use rereading and scanning strategies to help you remember and understand what you read.

## Vocabulary Words

Understanding the words below will help you as you learn today.

- **passive reader:** a reader who reads the words on the paper without thinking about what the words mean
- **active reader:** a reader who uses reading strategies to read effectively
- **rereading:** reading a passage of a text again to understand it fully
- **scanning:** looking at a text to find specific details without reading every word

## Lesson

### Active Reading Skills

Rereading	Scanning	Connecting
Sometimes it can be hard to understand and remember the details of what you read. Active readers go back and reread parts of a text they do not understand or remember.	Scanning means you look over a text without reading every word. Sometimes active readers scan a text to find details that they missed.	Active readers make connections with what they read. They connect what they read to their lives and to the world around them.

### “That’s So Easy, Grandpa!” and “Seeing God’s Prophet”

As you read the stories on the next pages, use rereading and scanning to help you understand the stories. You may write notes on the story pages if you want to. You may also underline words you do not know or circle parts of the story you like.

### Vocabulary Words

Understanding these words will help you understand the stories as you read them.

- **stopwatch:** a watch that is often used to time races; the user presses the start button to start counting time on the watch and the stop button to stop counting time
- **impression:** a feeling about something



By Elder Enrique R. Falabella  
Of the Seventy

# “That’s So Easy, Grandpa!”

*“Search the scriptures; for in them . . . ye have eternal life: and they are they which testify of me” (John 5:39).*

One day I asked my granddaughter Raquel what she thought about setting a goal to read the Book of Mormon. Raquel had recently learned how to read.

“But, Grandpa,” she said, “it’s so hard. It’s a big book.”

Then I asked her to read me a page. I took out a stopwatch and timed her. It took her only three minutes to read the page.

We read the Book of Mormon in Spanish, and the Spanish version of the Book of Mormon has 642 pages. I told her it would take her 1,926 minutes to read the whole book.

This might have scared her even more, so I divided that number by 60 minutes. I told her she would need only 32 hours to read the book. That would be less than a day and a half!

Then she said to me, “That’s so easy, Grandpa!”

It took Raquel, her brother, Esteban, and our other grandchildren a little more time to read the Book of Mormon. That is because when we read it, we need to take time to pray and to think about what we have read.

Just like Raquel and Esteban, we can all learn to love the scriptures. Then each of us can exclaim: “How sweet are thy words unto my taste! yea, sweeter than honey to my mouth!” (Psalm 119:103). ♦

*Adapted from “The Home: The School of Life,” Ensign, May 2013, 102–104.*



ILLUSTRATION BY JAMES L. JOHNSON





By Elder  
Kim B. Clark  
Of the Seventy

# Seeing God's Prophet



When I was 11, I helped my ward build a new Church building. The members helped build them in those days—pounding nails, painting walls, and doing all sorts of things.

When I heard that President David O. McKay (1873–1970) would dedicate the building, I really wanted to be there. My parents said that I could go. I went early and sat on the front row.

I remember seeing President McKay up close. I saw the way he stood, how he talked to people, how he treated people. He had bright blue eyes and white hair. He *looked* like a prophet. When I heard him speak and say the dedicatory prayer, I knew in my heart that this was God's prophet.



I had a powerful spiritual impression from Heavenly Father: "This is My prophet." Heavenly Father was telling me through the Holy Ghost that President McKay was *His* prophet.

President David O. McKay was the ninth President of the Church and served from 1951 until 1970.

Once I knew that President McKay was God's prophet, I knew that the Church was true and that Joseph Smith was a prophet. I knew that the Book of Mormon and the Restoration of the gospel were true. I also knew that all the prophets, from Joseph Smith to David O. McKay, were God's prophets too.

Now every time a new prophet is called, I've had that same confirmation come from Heavenly Father: "This is My prophet." It all started when I was a boy. ♦

*From an interview with Breanne Richards*

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**Rereading and Scanning Worksheet****Questions for "That's So Easy, Grandpa!"**

Select the correct answer for each question about "That's So Easy, Grandpa!"

1. How many pages are in the Book of Mormon in Spanish?
  - a. 642
  - b. 529
  - c. 498
  - d. 602
  
2. What is the name of Raquel's brother?
  - a. Ramone
  - b. Miguel
  - c. Esteban
  - d. Rafael
  
3. How many minutes did it take Raquel to read the page of the Book of Mormon?
  - a. Two
  - b. Three
  - c. Four
  - d. Five
  
4. Why did it take Raquel and her brother a little more time to read the Book of Mormon?
  - a. They took turns reading aloud.
  - b. They decided to read the book of Psalms first.
  - c. They read the Book of Mormon in English.
  - d. They took time to think and pray about what they read.

**Questions for “Seeing God’s Prophet”**

Select the correct answer for each question about “Seeing God’s Prophet.”

1. How old was Elder Clark when he helped his ward build a new church building?
  - a. 9
  - b. 11
  - c. 14
  - d. 17
  
2. Where did Elder Clark sit during the building dedication?
  - a. In the back
  - b. In the hall
  - c. On the front row
  - d. Next to President McKay
  
3. When Elder Clark saw President McKay up close, he watched how he treated and talked to people. Elder Clark says that President McKay “\_\_\_\_\_ like a prophet.”
  - a. sounded
  - b. moved
  - c. prayed
  - d. looked
  
4. President David O. McKay served as President of the Church from 1951 to \_\_\_\_\_.
  - a. 1961
  - b. 1970
  - c. 1972
  - d. 1980

How can you know the prophet today is a prophet of God?

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**Closing**

As you go home today, think about how rereading and scanning can help you as you read the scriptures and other books. As you read the scriptures, follow the example of Raquel and her brother, and think and pray about what you read. Share with a friend or family member what you have learned about rereading and how it can help you at home and in school.

# 4

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# Making Connections with Texts

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## What You Will Learn

You will use reading comprehension skills to understand and make connections to a text.

## Vocabulary Words

Understanding the words below will help you as you learn today.

- **connection:** a bond or link between two things
- **text:** something you read, such as a book, article, essay, or story
- **text-to-self connection:** a connection or link between a text (something you read) and your life

## Lesson

When you read, you make **connections** to what you read. We often make connections between what we read and something we have experienced in our own lives.

With your class, read the passage below and talk about the connections you make.

### Reading Passage #1

My mother was cooking soup when I came home from school. The spices and fish mixed together in the broth of the soup as it bubbled and filled the air with its delicious smell. My stomach growled.

"Mama," I asked her, "may I have a taste?"

"Oh, child," she said with a smile, "you are always so hungry! It will be done soon. Put your school things away, wash your hands, and help me get ready for dinner. If I gave you a taste every time you wanted one, there would never be enough food for everyone!" I smiled and put my school things away. I then went over to help her get things ready for the family. I worked quickly.

"Perhaps," I thought, "if I am fast, we will eat sooner."



Can you make a connection to what you read? Think about these questions to help you make your connection:

- Have you ever asked your mother (or another family member) for a taste of something?
- Is your mother (or another family member) cooking sometimes when you come home?



# 4

## Making Connections with Texts

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Write about your connection:

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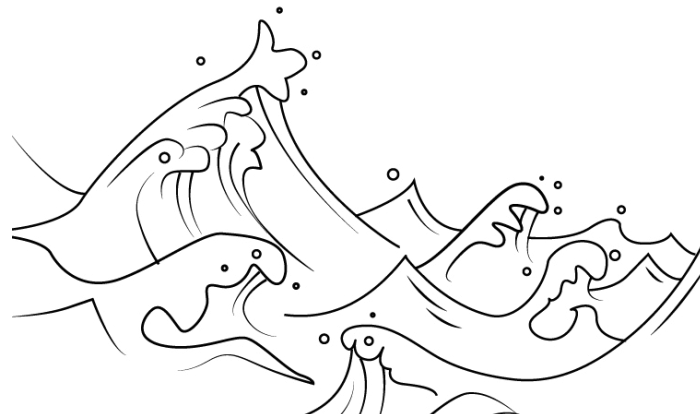
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Draw a picture of one of your favorite foods below:

### Reading Passage #2

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Have you ever been swimming in the ocean? If you have, then you would certainly know that the water tastes salty. Seawater is about 96.5 percent water and 3.5 percent dissolved salts. You might think of salt as just something for food, but there are many different types of salt. Nearly every element from the periodic table can be found in ocean water. The most common salt is indeed sodium chloride (table salt), but salts containing sulfur, magnesium, and calcium are also present. The average salinity (saltiness) of seawater is thirty-five parts per thousand, meaning if you have 1,000 particles of ocean water, thirty-five of them would be salts. If we were to take all the salt out of the world's oceans, we would have enough salt to cover every continent to a depth of about five feet.



# 4

## Making Connections with Texts

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Can you make a connection to this passage? Think about these questions to help you make your connection:

- Have you ever been swimming in the ocean?
- Does your family cook with salt?

Write about your connection:

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### “Just Like the Scriptures!”

Look at the picture in the story. What do you see? What do you think they are doing?

### Vocabulary Words

As you read “Just Like the Scriptures!” it may help to know the following words:

- **family reunion:** a large gathering for family members; sometimes family members must travel distances to gather together
- **hike:** a long walk, usually in the country, wilderness, or mountains
- **backpack trip:** a hiking trip that often involves carrying a backpack with a sleeping pad and food; backpackers usually stay outside for one or more days using what they have carried in their backpacks for food, water, and sleep
- **trailhead:** the beginning of a trail or hiking path; the trailhead is usually marked with a sign that states the name of the trail
- **water filter:** a filter that makes water from a stream or lake clean and safe to drink

# Just Like the Scriptures!

*We thought the hike was going great, until we saw the trail marker.*



By Renae Weight Mackley

Based on a true story

*"I will also ease the burdens  
which are put upon your shoulders"  
(Mosiah 24:14).*

**T**en-year-olds are pretty smart. We like to figure things out on our own.

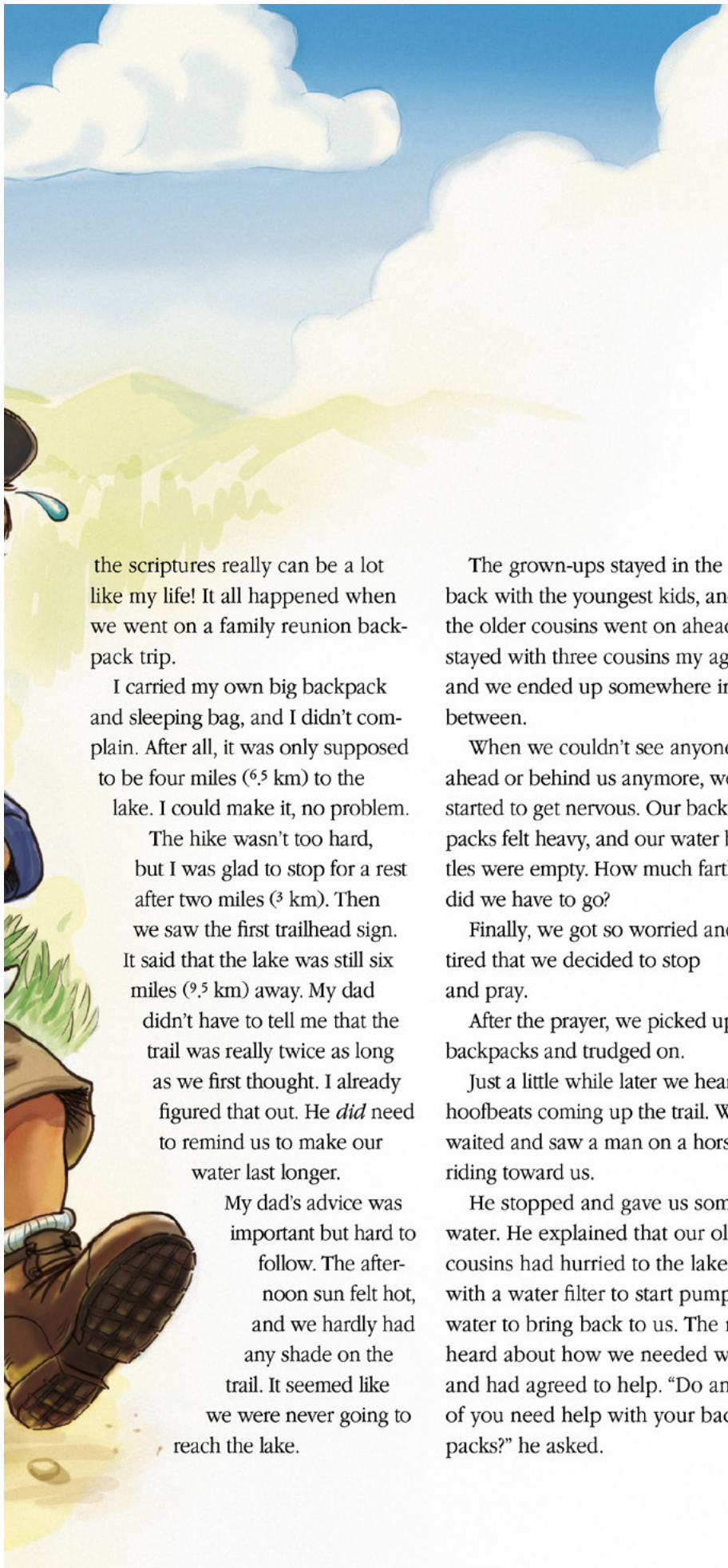
My dad always tells me to liken the scriptures to myself. *Liken* means that you try to use what you learn from the scriptures in your life. So, when we're reading together as a family, I sometimes blurt out

something before Dad can explain it to us. Like, "I know, Dad, we're supposed to fast and pray, like it says in the scriptures."

He smiles because I always get the right message.

But one time, I found out that





the scriptures really can be a lot like my life! It all happened when we went on a family reunion backpack trip.

I carried my own big backpack and sleeping bag, and I didn't complain. After all, it was only supposed to be four miles (6.5 km) to the lake. I could make it, no problem.

The hike wasn't too hard, but I was glad to stop for a rest after two miles (3 km). Then we saw the first trailhead sign. It said that the lake was still six miles (9.5 km) away. My dad didn't have to tell me that the trail was really twice as long as we first thought. I already figured that out. He *did* need to remind us to make our water last longer.

My dad's advice was important but hard to follow. The afternoon sun felt hot, and we hardly had any shade on the trail. It seemed like we were never going to reach the lake.

The grown-ups stayed in the back with the youngest kids, and the older cousins went on ahead. I stayed with three cousins my age, and we ended up somewhere in between.

When we couldn't see anyone ahead or behind us anymore, we started to get nervous. Our backpacks felt heavy, and our water bottles were empty. How much farther did we have to go?

Finally, we got so worried and tired that we decided to stop and pray.

After the prayer, we picked up our backpacks and trudged on.

Just a little while later we heard hoofbeats coming up the trail. We waited and saw a man on a horse riding toward us.

He stopped and gave us some water. He explained that our older cousins had hurried to the lake with a water filter to start pumping water to bring back to us. The man heard about how we needed water and had agreed to help. "Do any of you need help with your backpacks?" he asked.



"Let us commit to reading the scriptures . . . with more purpose and more focus."

**President Dieter F. Uchtdorf, Second Counselor in the First Presidency, "Your Potential, Your Privilege," *Ensign or Liahona*, May 2011, 59.**

I looked at my cousins, and they smiled back at me. We actually felt pretty good!

"You better go on and help the others," we said to the man. "We're fine."

And it was true! The rest of the way to the lake it felt like angels were lifting our packs and pushing us along. When I told my parents about it later, Dad beamed and Mom got tears in her eyes.

A week later my family read Mosiah <sup>24</sup>. My eyes opened wide when we read these words: "And I will also ease the burdens which are put upon your shoulders, that even you cannot feel them upon your backs" (verse <sup>14</sup>).

"That's what happened on the trail," I blurted out. I didn't have to think about how to use this scripture in my life—this scripture already described my life! It was amazing! I could hardly wait to find other scriptures that were like my life.

And that's how I learned I could liken the scriptures to me, and I could also liken me to the scriptures! ■

*The author lives in Utah, USA.*

**Making Connections with Texts Worksheet**

Summarize the story "Just Like the Scriptures!" Remember, a summary is a very short retelling of something. You need to summarize the story in just two to three sentences.

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**Text-to-Self Connections**

Do you have any personal experiences that relate to "Just Like the Scriptures!"? First, make a connection to any of the **physical things** described in the story. This means that you connect to the hike, the backpack, or the people in the story. Have you ever been on a hike? Have you ever worn a backpack and felt hot? Describe your experience below:

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Can you make any connections to the **spiritual things** described in the story? Have you ever felt that your burdens were made light, or that angels were helping you? If you have not experienced this personally, do you know someone who has been strengthened by the Lord during a difficult time? Write your answer in the lines below. There is also space where you may draw a picture of a time when you felt strengthened by the Lord.

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**Closing**

When you go home today, teach a friend or family member about making connections with texts. You can help your friends and family make connections as you read the scriptures together.

Think about the experience you wrote about today in which you or someone you know had been strengthened by the Lord. Share with a friend or family member your experience and bear your testimony of how we can receive strength from the Lord.

# 5

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# Connecting Texts to Other Texts

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## What You Will Learn

You will use reading comprehension skills to understand and make connections between texts.

## Vocabulary Words

Understanding the words below will help you as you learn today.

- **text-to-world connection:** a connection or link between a text (something you read) and something in the world around you, either in current events or history
- **text-to-text connection:** a connection or link between a text (something you read) and another text (something else you read)

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**Lesson****Text-to-World Connections**

As the following paragraphs are read aloud in class, think of anything you have heard about in history or in the world recently that might connect to something in these paragraphs:

**“Cyclones”**

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A cyclone is a large, circle-shaped storm that forms over the ocean. These storms form when the warm water evaporates from the ocean. This means that the water turns from liquid into vapor, or little droplets of water in the air. This vapor rises into the air and makes clouds. Sometimes as the warm air rises, the air begins to move. Eventually, the clouds and the wind spin and grow as more warm air rises. When these storms get very large and begin to move very quickly, they form cyclones.

Cyclones can cause a lot of damage when they reach land. The wind and the rain are very strong, and they can cause large waves to form in the ocean. Cyclone winds can move up to 250 kilometers per hour. Rain and large waves can also cause flooding.

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Can you make a connection to what you read? Write about your connection in the lines below:

- Have you ever experienced a large storm or a cyclone?
- 
- 
-

- Have you ever heard about a cyclone or large storm somewhere in the world recently or in history?

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### **“Is This Not the Fast I Have Chosen?”**

**Henry B. Eyring, *Liahona*, May 2015, 23–24**

The following text will be read aloud in class. Follow along as it is read.

Tropical Cyclone Pam destroyed many homes as it made a direct hit on Port Vila, the capital of Vanuatu. It killed at least six people in Vanuatu, the first confirmed from one of the most powerful storms ever to make landfall.

“Hardly a tree stood straight [as the cyclone] bellowed across” the Pacific island nation.

World Vision’s emergency assessment team . . . advised residents to seek shelter in sturdy buildings such as universities and schools.

And then they said: “The strongest thing they’ve got is cement churches. . . . Some of them don’t have that. It’s hard to find a structure that you’d think would be able to withstand a Category 5 (storm).”

When I read that, I remembered visiting little homes on Vanuatu. I could picture in my mind the people huddled in homes being destroyed by winds. And then I remembered the warm welcome to me of the people of Vanuatu. I thought of them and their neighbors fleeing to the safety of our cement chapel.

Then I pictured the bishop and the Relief Society president walking among them, giving comfort, blankets, food to eat, and water to drink. I could picture the frightened children huddled together.

They are so far away from the home where I read that report, and yet I knew what the Lord would be doing through His servants. I knew that what made it possible for them to succor those children of Heavenly Father was fast offerings, given freely by the Lord’s disciples who were far away from them but close to the Lord.

So I didn’t wait for Sunday. I took a fast offering to my bishop that morning. I know that my offering may be used by the bishop and Relief Society president to help someone in my neighborhood. My small offering may not be needed near where my family and I live, but the local surplus could reach even as far as Vanuatu.

Can you make a connection between “Cyclones” and President Eyring’s talk?

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### “A Great Feeling”

#### Vocabulary Words

Before you read the article “A Great Feeling,” it may help to know the following words:

- **shiny:** something that reflects light; it is something that is glossy or bright
- **hose:** a flexible tube that carries liquid, such as water, from one place to another
- **mess up:** to make a mistake or to spoil
- **renew:** repeating or making something like new again. In this story, Paolo’s mother tells him that he will “renew” his promise to follow Jesus. This means that he will repeat and make like new again his promise to follow Jesus when he takes the sacrament.

Look at the picture in the story. What do you see? What do you think the story is about?

As you read the story, try to make text-to-self, text-to-text, and text-to-world connections to the story or different parts of the story.

# A Great Feeling

By Jane McBride

Based on a true story

After Paulo came up out of the water, he and Dad got dressed in dry clothes. Then Dad and Grandpa and the bishop laid their hands on his head and confirmed him. Now he was a member of The Church of Jesus Christ of Latter-day Saints.

"I feel so great," Paulo said. He touched his heart. "In here."

Mom hugged him tight. "That's because you received the gift of the Holy Ghost when you were confirmed."

Paulo nodded. He didn't want to do anything to make that great feeling go away.

But the very next day, his little brother Carlo broke Paulo's toy plane. Paulo had saved up for a whole month to buy it!

"Look what you did!" Paulo yelled. "Why can't you leave my stuff alone?"

"I'm sorry," Carlo said. Tears rolled down his cheeks. "Maybe we can fix it."

"It won't be the same!"

Carlo ran out of the room crying.

Paulo felt awful inside. He knew Jesus wouldn't have yelled or gotten angry. Would he ever feel the way he did after his baptism again?

"I promised I would try to be like Jesus," he told Mom, his voice shaking. "But I've already messed up."

"You did something wrong," Mom said gently. "But Jesus also gave us a way to have the Holy Ghost with us again after we mess up."

Paulo knew what she was going to say. "I know. Repentance. I have to ask for forgiveness."

Mom nodded. "Then when you take the sacrament, you'll renew the promise you made to follow Jesus.

*Paulo had messed up.  
What could he do?*



And you'll be just as clean as you were right after you were baptized and confirmed."

Paulo went to find Carlo. "I'm sorry I yelled at you," he said. "Let's fix the plane together."

Carlo smiled, and Paulo felt like he had done what Jesus would do. When he said his prayer that night, he asked Heavenly Father to forgive him and to help him be nicer to Carlo. A quiet peace settled in his heart.

That Sunday at church, Paulo paid extra attention to the sacrament prayers. He listened carefully to the words. As he took the bread and water, he felt Heavenly Father's love for him. Mom was right. That great feeling was back! ■

*The author lives in Colorado, USA.*



- When airplanes are new, their wings are shiny and bright. Air flowing over the wings keeps the plane in the air.
- When ice and snow build up on the wings, air can't flow smoothly over them. Then the airplane can't fly safely.
- Before the airplane flies, people use big hoses to spray off the wings and make them shiny and bright again.
- Then the airplane can fly as well as when it was new!

## KEEP YOUR WINGS SHINY!

- When we are baptized, we have no sins and we're given the gift of the Holy Ghost to help us learn and grow.
- When we make wrong choices, it's harder to feel the Holy Ghost.
- When we repent and pray for help, Heavenly Father forgives us. Our sins are taken away. The Holy Ghost can be with us.
- Because of the Savior's Atonement, we can repent every day! On Sunday, the sacrament helps us be clean, remember Jesus, and have a happy, new start.

**Text-to-Text Connections Worksheet**

Choose the correct answer to each question:

1. Who is Carlo?
  - a. Paulo's father
  - b. Paulo's friend
  - c. Paulo's brother
  - d. Carlo is not in the story
  
2. Mom tells Paulo that he can renew the promise he made to follow Jesus when he:
  - a. Takes the sacrament
  - b. Goes to church
  - c. Reads his scriptures
  - d. Gets baptized
  
3. What did Paulo do that he wished he had not?
  - a. He broke his brother's toy.
  - b. He got mad at his brother.
  - c. He took a toy without asking.
  - d. He dropped his toy plane.
  
4. In the story it says, "Dad and Grandpa and the bishop laid their hands on his head and confirmed him." What can we **infer** about these men?
  - a. They like playing with toy planes.
  - b. They are all members of Paulo's family.
  - c. They all served missions.
  - d. They all hold the priesthood.

# 5

## Connecting Texts to Other Texts

Can you make connections to “A Great Feeling” and “Keep Your Wings Shiny!”? Write your connections below:

1. What **text-to-text connections** can you make between “A Great Feeling” and “Keep Your Wings Shiny!”?

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2. What **text-to-world connections** can you make between something you know about the world or history and “A Great Feeling” or “Keep Your Wings Shiny!”?

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3. What **text-to-self connections** can you make between something you have experienced and “A Great Feeling” or “Keep Your Wings Shiny!”?

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### Closing

When you go home today, teach a friend or family member about making text-to-text connections. Talk with them about a connection you made between your life and one of the texts you read today. Both President Eyring and the story “A Great Feeling” talked about receiving guidance from the Holy Ghost. Tell them or ask them to tell you about a time when you or they received a “great feeling” or guidance from the Holy Ghost.

# 6

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# Listening Comprehension —Making Connections

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## What You will Learn

You will use reading and listening comprehension skills to understand and make connections to a text.

## Vocabulary Words

Understanding the words below will help you as you learn today.

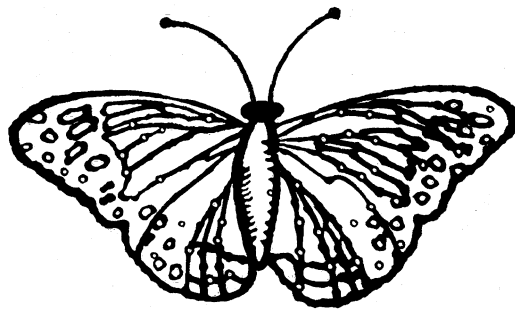
- **connection:** a bond or link between two things
- **text-to-self connection:** a connection or link between a text (something you read) and your life
- **text-to-world connection:** a connection or link between a text (something you read) and something in the world around you either in current events or history
- **text-to-text connection:** a connection or link between a text (something you read) and another text (something else you read)

## Lesson

### “Monarch Butterflies”

Before you read the article, think about these questions when making connections to your life:

- Have you ever seen a butterfly?
- Have you ever seen a caterpillar?
- What experiences have you had with butterflies?



Monarch butterflies are amazing creatures. In the winter, monarch butterflies in North America fly south to warmer areas. Many monarchs travel about 3,000–4,000 kilometers to Mexico during the winter.

Millions of butterflies reach Mexico together and land on trees, covering branches and leaves. The butterflies mate during the winter months. As winter ends, the butterflies begin their long journey north. As they fly north, the female butterflies find milkweed plants. They lay their eggs on these plants. Each female lays hundreds of eggs. These eggs hatch into caterpillars that eat the milkweed plant.

Once the caterpillar has eaten and grown enough, it forms a chrysalis. In the chrysalis, an adult butterfly forms. The process of changing from the caterpillar to the butterfly is called **metamorphosis**. Metamorphosis is when an animal or insect goes through a *complete* transformation. They change from looking one way when they are young to looking completely different when they grow to adulthood. Butterflies are a good example of this because they start as eggs, then change to caterpillars, then they go through the chrysalis stage, and then they become beautiful butterflies with colorful wings.

The butterfly hatches from the chrysalis after about two weeks. It stretches its bright orange and black wings, and it beats its wings until they stiffen and are fully formed. About an hour after hatching from its chrysalis, the butterfly is ready to fly.

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As you listen to Sister Reyna I. Aburto's Talk "With One Accord," you may follow along with the text of the talk below. Sister Aburto talks about monarch butterflies. Try to connect what she says to what you have learned about monarch butterflies in this lesson.

### "With One Accord"

**By Reyna I. Aburto, April 2018**

One of the most remarkable creatures on earth is the monarch butterfly. On a trip to Mexico to spend Christmas with my husband's family, we visited a butterfly sanctuary, where millions of monarch butterflies spend the winter. It was fascinating to see such an impressive sight and for us to reflect on the example of unity and obedience to divine laws that God's creations demonstrate.

Monarch butterflies are master navigators. They use the sun's position to find the direction they need to go. Every spring, they travel thousands of miles from Mexico to Canada, and every fall, they return to the same sacred fir forests in Mexico. They do this year after year, one tiny wing flap at a time. During their journey, they cluster together at night on trees to protect themselves from the cold and from predators.

A group of butterflies is called a kaleidoscope. Isn't that a beautiful image? Each butterfly in a kaleidoscope is unique and different, yet these seemingly fragile creatures have been designed by a loving Creator with the ability to survive, travel, multiply, and disseminate life as they go from one flower to the next, spreading pollen. And although each butterfly is different, they work together to make the world a more beautiful and fruitful place.

Like the monarch butterflies, we are on a journey back to our heavenly home, where we will reunite with our Heavenly Parents. Like the butterflies, we have been given divine attributes that allow us to navigate through life, in order to "[fill] the measure of [our] creation." Like them, if we knit our hearts together, the Lord will protect us "as a hen [gathers] her chickens under her wings" and will make us into a beautiful kaleidoscope.

Girls and boys, young women and young men, sisters and brothers, we are on this journey together. In order to reach our sublime destiny, we need each other, and we need to be unified. The Lord has commanded us, "Be one; and if ye are not one ye are not mine."

Jesus Christ is the ultimate example of unity with His Father. They are one in purpose, in love, and in works, with "the will of the Son being swallowed up in the will of the Father."

How can we follow the Lord's perfect example of unity with His Father and be more unified with Them and with each other?

An inspiring pattern is found in Acts 1:14. We read, "[The men] all continued *with one accord* in prayer and supplication, with the women."



I think it is significant that the phrase “with one accord” appears several times in the book of Acts, where we read about what Jesus Christ’s followers did immediately after He ascended to heaven as a resurrected being, as well as the blessings they received because of their efforts. It is also significant that we find a similar pattern among the faithful of the American continent at the time the Lord visited and ministered to them. “With one accord” means in agreement, in unity, and all together.

Some of the things that the faithful Saints did in unity in both places were that they testified of Jesus Christ, studied the word of God, and ministered to each other with love.

The Lord’s followers were one in purpose, in love, and in works. They knew who they were, they knew what they had to do, and they did it with love for God and for each other. They were part of a magnificent kaleidoscope moving forward with one accord.

Some of the blessings they received were that they were filled with the Holy Ghost, miracles took place among them, the Church grew, there was no contention among the people, and the Lord blessed them in all things.

We can suppose that the reason why they were so united is because they knew the Lord personally. They had been close to Him, and they had been witnesses of His divine mission, of the miracles that He performed, and of His Resurrection. They saw and touched the marks in His hands and feet. They knew with certainty that He was the promised Messiah, the Redeemer of the world. They knew that “He is the source of all healing, peace, and eternal progress.”

Even though we may not have seen our Savior with our physical eyes, we can know that He lives. As we draw closer to Him, as we seek to receive a personal witness through the Holy Ghost of His divine mission, we will have a better understanding of our purpose; the love of God will dwell in our hearts; we will have the determination to be one in the kaleidoscopes of our families, wards, and communities; and we will minister to each other “in newer, better ways.”

Miracles happen when the children of God work together guided by the Spirit to reach out to others in need.

We hear so many stories of neighborly love shown among people when catastrophe strikes. For example, when the city of Houston suffered a massive flood last year, people forgot about their own needs and went to the rescue. An elders quorum president sent a call for help to the community, and a fleet of 77 boats was quickly organized. Rescuers went around the affected neighborhoods and transported whole families to one of our meetinghouses, where they received refuge and much needed help. Members and nonmembers worked together with one purpose.

In Santiago, Chile, a Relief Society president had the desire to help immigrants in her community who had come from Haiti. By counseling together with her priesthood leaders, she and other leaders came up with the idea to offer Spanish classes to those immigrants, helping them integrate better into their new home. Every Saturday morning, missionaries gather together with their eager students. The feeling of unity in that building is an inspiring example of people from diverse backgrounds serving with one accord.

In Mexico, hundreds of members traveled for hours to help the survivors of two major earthquakes. They came with tools, machinery, and love for their neighbor. As volunteers gathered together in one of our meetinghouses waiting for instructions, the mayor of the city of Ixhuatán broke down in tears as he saw such a manifestation of “the pure love of Christ.”

The Lord is now giving us the opportunity to counsel together each month in our priesthood quorums and Relief Societies, so we can all be more active participants in our ward or branch kaleidoscope—a place where we all fit in and where we are all needed.

Every one of our paths is different, yet we walk them together. Our path is not about what we have done or where we have been; it is about where we are going and what we are becoming, in unity. When we counsel together guided by the Holy Ghost, we can see where we are and where we need to be. The Holy Ghost gives us a vision that our natural eyes cannot see, because “revelation is scattered among us,” and when we put that revelation together, we can see more.

As we work in unity, our purpose should be to look for and do the Lord’s will; our incentive should be the love we feel for God and for our neighbor; and our greatest desire should be to “labor diligently,” so we can prepare the way for the glorious return of our Savior. The only way we will be able to do so is “with one accord.”

Like the monarch butterflies, let us continue on our journey together in purpose, each of us with our own attributes and contributions, working to make this a more beautiful and fruitful world—one small step at a time and in harmony with God’s commandments.

Our Lord Jesus Christ has promised us that when we are gathered together in His name, He is in the midst of us. I testify that He lives and that He was resurrected on a beautiful spring morning like today. He is the Monarch above all monarchs, “the King of kings, and [the] Lord of lords.”

May we be one in the Father and in His Begotten Son, as we are guided by the Holy Ghost, is my humble prayer in the name of Jesus Christ, amen.

**Listening Comprehension—Making Connections Worksheet****Text-to-Text Connection:**

You have read “Monarch Butterflies” and watched or listened to “With One Accord.” What connections can you make between these two texts? Did “Monarch Butterflies” help you understand parts of “With One Accord” better?

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**Text-to-Self Connection:**

Sister Aburto talks about groups of butterflies called kaleidoscopes. Like butterflies, we are different, but we can work together to reach our heavenly home.

A time in my life when I was helped by others was \_\_\_\_\_

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**Text-to-World Connection:**

In her talk, Sister Aburto talked about a flood in the USA, about immigrants in Chile, and about earthquakes in Mexico. Choose one of these events and make a connection to something in the world around you or something you have heard about in history (examples: a flood somewhere, immigrants in your country, or an earthquake).

When I heard Sister Aburto talk about \_\_\_\_\_

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I made a connection to \_\_\_\_\_

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# 6

## Listening Comprehension—Making Connections

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Butterflies are beautiful creations made by our Heavenly Father. In the space below, draw a picture of either a single butterfly or a kaleidoscope of butterflies.

### Closing

Sometimes understanding talks in general conference can be difficult. Making connections to things we hear in conference can help us understand what the speaker is saying. As you listen to talks in church, try to make connections to what you hear so that you will better understand the speaker's message.

After class today, share something you learned from Sister Aburto's talk with a family member or friend. Share your testimony of what you learned and how it can help you in your life.

# 7

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## Reading Passages on Exams

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### What You Will Learn

You will learn reading strategies that will help you succeed on exams.

### Vocabulary Words

Understanding the words below will help you as you learn today.

- **rereading:** reading a passage of text again to fully understand or remember details
- **skimming:** looking at a text, book, or chapter to have a general idea of what it is about
- **scanning:** looking at a text to find specific details without reading every word
- **process of elimination:** when you can figure out which answers are not correct in order to determine the right answer
- **critical thinking:** a special kind of thinking that means you think deeply about what you are learning

## Lesson

Today, you are going to read two different reading passages like those you will see on your exams. Remember to use active reading skills as you read each passage.

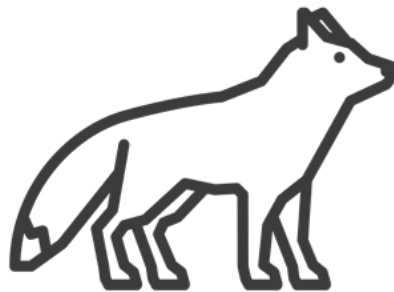
### Active Reading Skills

Rereading	Scanning	Connecting
Sometimes it can be hard to understand and remember the details of what you read. Active readers go back and reread parts of a text they do not understand or remember.	Scanning means you look over a text without reading every word. Sometimes active readers scan a text to find details that they missed.	Active readers make connections with what they read. They connect what they read to their lives and to the world around them.

### Reading Passages on Exams Worksheet

#### “The Fox and the Crow”

Read the following fable from ancient Greece and answer the questions with a partner. Scanning the questions *before* you read a passage can help you know what to look for as you read. Scan the questions before you read the passage.





One bright morning as the Fox was following his sharp nose through the wood in search of a bite to eat, he saw a Crow on the limb of a tree overhead. This was by no means the first Crow the Fox had ever seen. What caught his attention this time and made him stop for a second look, was that the lucky Crow held a bit of cheese in her beak.

“No need to search any farther,” thought sly Master Fox. “Here is a dainty bite for my breakfast.”

Up he trotted to the foot of the tree in which the Crow was sitting, and looking up admiringly, he cried, “Good-morning, beautiful creature!”

The Crow, her head cocked on one side, watched the Fox suspiciously. But she kept her beak tightly closed on the cheese and did not return his greeting.

“What a charming creature she is!” said the Fox. “How her feathers shine! What a beautiful form and what splendid wings! Such a wonderful Bird should have a very lovely voice, since everything else about her is so perfect. Could she sing just one song, I know I should hail her Queen of Birds.”

Listening to these flattering words, the Crow forgot all her suspicion, and also her breakfast. She wanted very much to be called Queen of Birds.

So she opened her beak wide to utter her loudest caw, and down fell the cheese straight into the Fox’s open mouth.

“Thank you,” said Master Fox sweetly, as he walked off. “Though it is cracked, you have a voice sure enough. But where are your wits?” (Aesop 1919, 101)

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1. What did Crow hold in her mouth?

- a. Bread
- b. Cheese
- c. Grapes
- d. Corn

2. Read the following line from the story:

“No need to search any farther,” thought **sly** Master Fox.

The word *sly* means:

- a. Clever
- b. Unkind
- c. Silly
- d. Beautiful

3. Why does the fox say kind things about the crow?

- a. He is a very kind fox.
- b. He enjoys making other people happy.
- c. He wants the crow to drop the cheese.
- d. He wants to hear her singing voice.

4. The crow opens her beak because

- a. She wants Fox to hear her sing.
- b. She wants to tell Fox thank you.
- c. She wants to tell Fox to leave.
- d. She wants to eat the cheese.

5. What are *flattering* words?

- a. Unkind words
- b. Words about singing voices
- c. Words full of praise
- d. Lying words

6. What is the main message of the passage?

- a. Crows should not give foxes cheese.
- b. Be careful of flattery.
- c. Hold tightly to your breakfast.
- d. Don't be boastful and prideful.

**“Arachne”**

Read “Arachne” and answer the questions that follow. Use a reading technique that you have learned, such as rereading, scanning, or connecting, to help you understand the story and answer the questions that follow.

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Arachne was a very talented weaver of tapestries. When villagers praised Arachne’s weaving, they gave credit to the goddess Athena, who taught mortals to weave, saying that Arachne had been blessed by the goddess. “Nonsense,” Arachne would counter, “it is my talent, and I am the one who deserves the credit—not Athena.”

That was the wrong thing to say. Athena decided that Arachne was too prideful and needed to be humble. She challenged Arachne to a contest; they would both weave a tapestry, and then they would let the mortals decide who was the finest weaver.

Athena wove an impressive picture of the gods in all of their splendor, sitting on their thrones and looking very divine. When they saw it, the villagers were amazed. Then Arachne unveiled her tapestry. It was not less impressive, as far as skill went, but in her weaving, she portrayed a royal cast of drunken immortals looking more like bumbling fools than gods. It made the villagers laugh to see the gods looking so human.

Athena was not laughing. In her rage, she turned Arachne the weaver into Arachne the spider. As a spider, Arachne would only weave small webs that humans would sweep away with a brush of their hands. She would be small and unimportant. She would never again be seen as a great weaver.

Today, spiders are given the name arachnids, after Arachne.

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1. The tapestry Athena created was of
  - a. The gods sitting on their thrones.
  - b. The gods being foolish drunks.
  - c. The gods being kind to humans.
  - d. The gods playing a game with humans.
  
2. The tapestry Arachne created was of
  - a. The gods sitting on their thrones.
  - b. The gods being foolish drunks.
  - c. The gods being kind to humans.
  - d. The gods playing a game with humans.
  
3. Who was made into a spider?
  - a. Arachne
  - b. Athena
  - c. The local villagers who laughed
  - d. The weaver's apprentice
  
4. The main message of this myth is
  - a. Don't mock the gods.
  - b. Be careful of pride.
  - c. Create pictures that honor the gods.
  - d. We should all fear spiders.

**Closing**

Did you learn any skills that will help you in your future exams? As you go home today, talk with a friend or family member about what you have learned and how it can help you in the future.



# 8

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# The Divine Process of Learning

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## What You Will Learn

You will learn how God can help you learn and grow.

## Vocabulary Words

Understanding the words below will help you as you learn today.

- **translate:** to change from one condition to another; for example, one language to another language
- **formal schooling:** attending a school to learn; not learning that is done at home or at work

**Lesson**

“Because his family could not afford the luxury of public education, Joseph received only three years of formal schooling. Along with his brothers and sisters, he was educated mainly at home from the family Bible.” (“Joseph Smith and the Restoration,” newsroom. ChurchofJesusChrist.org)

**Multiplication Problems**

$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$$

# Multiplication Master

*The test was coming.  
But Luca had a plan.*



By Jessica Larsen

Based on a true story

*"Love the Lord and do your part"*

(Children's Songbook, 9).

**N**ine times seven is 63. Six times eight is . . . 42? No, that's not right!

Luca furiously erased his answer.

"Time!" Luca's teacher called. "Everyone hand in your tests."

"Oh no!" Luca thought. "But I'm not even done!"

Luca sighed as he handed in his test. He had to get a 90 percent on his timed tests to pass his multiplication tables and become a class Multiplication Master, but he just didn't know how he was going to do it!

ILLUSTRATIONS BY JOSH TIMOTHY



"Once I wanted to learn how to do the monkey bars, but I fell. So I tried again, but I fell again. I could only get to the third bar. I prayed to Heavenly Father to help me be brave. After my prayer, I felt ready to try again. This time I made it to the fourth bar! Then the fifth! I was getting better! I knew Heavenly Father would help me be brave enough to keep trying so I could get better."

Lily S., age 7, Arkansas, USA



That night during family scripture study, Dad read from the Doctrine and Covenants: "Therefore, if you will ask of me you shall receive; if you will knock it shall be opened unto you" (D&C 6:5).

Luca's head popped up. That was the answer! Prayer!

Luca started praying every day to do well on his timed multiplication test. This would work. It *had* to work. He would finally become a Multiplication Master!

On Tuesday, Luca came home from school and grabbed his basketball.

"Do you need help studying?" Mom asked.

"Nope! I've got it taken care of!" Luca said as he ran out the door. He believed so much in prayer that he didn't even take out his flash cards to practice his math.

On Friday, Luca knew he was going to pass the test. But when he sat down to take it, the answers just didn't come, and he did even worse than before!

Luca walked home from the bus stop with his head down. He had prayed so hard to be a Multiplication Master. Why didn't Heavenly Father answer his prayer?

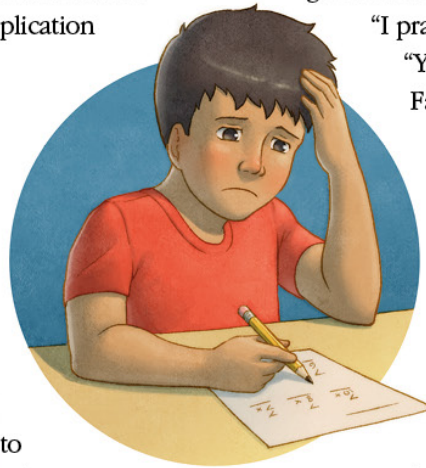
When he got home, he shot baskets until Dad came home from work. Dad honked the car horn as he pulled up.

"How was school?" Dad asked.

"Not very good," Luca said, looking down. "I can't pass my multiplication test."

"I'm sorry to hear that," Dad said. He held up his hands for a pass.

"I should have passed!" Luca said. "I prayed and everything. Dad, you said that Heavenly Father answers prayers. He definitely didn't answer mine today!"



"Did you practice with your flash cards?" Dad asked.

"No."

"Did you study at all?"

"No," Luca said. "But I prayed all week!"

Dad dribbled the ball and looked at Luca. "Well, multiplication is kind of like basketball. How did you get so good at basketball?"

"I practiced," Luca said.

"Yes, and so when we pray for Heavenly Father to help you before your games, we're not praying for Him to magically make you a better basketball player. What do we pray for?"

"For me to remember what I practiced," Luca said.

"That's right. Prayer works best when we do our part and also ask Heavenly Father to help us," Dad said.

"So my part is studying my flash cards?"

Luca asked.

"Exactly," Dad said, passing the ball back to Luca.

Luca heaved a big sigh and took a shot. The ball bounced off the rim. "OK. It's going to take a lot of work. But I guess I can study hard *and* ask Heavenly Father to help me."

"There you go!" Dad said. "So, are you ready for a little one-on-one?"

Luca grinned and stole the ball from Dad. "Sure! As long as you help me study at the same time."

"You're on," Dad said. "Six times eight is?"

"Forty-eight!" Luca said, taking another shot. This time it swished through the hoop.

Between practice and prayer, he would become a Multiplication Master after all. ■

*The author lives in Texas, USA.*

**The Divine Process of Learning Worksheet****“Multiplication Master”**

What was the lesson that Luca learned about preparing for tests? Write a few sentences explaining your answer.

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Think about a problem you have or something you are trying to do. You can pray to Heavenly Father and ask for his help. What else can you do to work very hard and do the thing you are trying to do?

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What does it mean to “seek learning, even by study and also by faith”? Write some thoughts or draw a picture to show what you think this means.

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## Closing

In the story you read today, Luca's father read Doctrine and Covenants 6:5:

"Therefore, if you will ask of me you shall receive; if you will knock it shall be opened unto you."

Like Luca and Joseph Smith, you can study and work very hard to learn. Then, as you pray to Heavenly Father for help with school, you will be blessed to learn and understand.

Talk with a friend or family member about what you learned today. Share your testimony of how we can receive help with our learning from Heavenly Father.

# 9

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# Reading and Summarizing

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## **What You Will Learn**

You will learn to read and summarize texts.

## **Vocabulary Word**

Understanding the word below will help you as you learn today.

- **summary:** a brief statement of the main point of something

## Lesson

When you summarize something, you tell just the main points of it. For example, if you were to summarize a story, you would describe the main characters and the main things those characters do. Instead of telling every detail of everything these characters do, your **summary** would be a very short description of the story.

We often summarize when we read the scriptures. For example, your seminary teacher might ask you to summarize the New Testament stories of the prodigal son or the lost lamb. In a summary, you would not recite every verse of scripture. Instead, you would briefly tell what happened in the story.

We can practice this together using paragraphs from a Church magazine.

### **“Don’t Lose Hope,” by Carmila R., age 18, Southern Tagalog, Philippines**

***Liahona*, February 2012, 55**

One of the trials that our family endured was when my oldest brother got sick and, after a while, died. It was really hard for us at first, but our family was able to overcome that trial. Because our family was sealed in the temple, we know that we will be with my brother again and with Heavenly Father and Jesus Christ when the right time comes.

I know that this trial was one of the ways the Lord prepared us for other trials—to help us become stronger. Everyone has trials to endure, and our Heavenly Father knows we can overcome them. So we shouldn’t lose hope.

With a partner, talk about how you would summarize Carmila’s story in one or two sentences. Write these sentences below:

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**“Support Each Other,” Nancy S., age 19, Tultitlán, Mexico*****Liahona*, December 2013, 52**

I think that by reading the scriptures daily, praying, exercising self-control, and following the words of the prophet, we can resist temptation. Resisting temptation strengthens your faith and shows your commitment to Heavenly Father to keep the covenants you have made. Having friends in the Church can also help us because we can support each other. It takes a lot of courage to say no. Remember, “God hath not given us the spirit of fear; but of power, and of love, and of a sound mind” (2 Timothy 1:7). When we overcome temptation, we draw nearer to Jesus Christ and to our Heavenly Father.

With a partner, talk about how you would summarize Nancy’s thoughts in one or two sentences. Write these sentences in the lines below:

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**“Jesus Blesses the Little Children,” by Jan Pinborough*****Liahona*, October 2013, 76–78**

Many people gathered around Jesus. They wanted to hear Him tell stories. They wanted to hear Him teach about heaven. When people were sick, Jesus healed them. He healed people who could not see. He healed people who could not hear.

One day some people brought their little children to see Jesus. They wanted Him to give their children a blessing. Jesus’s disciples told the people not to bother Jesus. They thought He was too busy. Jesus was not too busy. He told the disciples to let the children come to Him. He said that the kingdom of heaven belongs to people who are like little children.

Jesus loves all children. It doesn’t matter who you are, what you look like, or where you live. Jesus loves you!

With a partner, talk about how you would summarize the story of Jesus and the children in one or two sentences. Write these sentences below:

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## Reading and Summarizing Worksheet

### “What Am I Supposed to Think about During the Sacrament?”

*Liahona*, June 2014, 58–59

#### Part 1

You will read Part 1 in class today. As you read, remember to use your reading strategies to understand and remember what you learn.

Although we stand as witnesses of Jesus Christ at all times, in all things, and in all places (see Mosiah 18:9), sometimes the influences in the world around us compete for our attention. The sacrament gives us a chance to focus our thoughts on the Savior without distractions.

During the sacrament, you can think about the meaning and beauty of the ordinance. Partaking of the tokens of the Savior’s body and blood can help you reflect on His infinite and atoning sacrifice. When you take the sacrament, you are renewing your baptismal covenant. As you do so, you can recommit yourself to always remember Him and keep His commandments.

You can improve your sacrament experience by preparing yourself spiritually. During the week, consider studying general conference talks or passages of scripture that help you focus on the Savior’s sacrifice and your own discipleship. During the sacrament hymn and prayers, focus on the words you sing and hear, and contemplate their meaning.

During the sacrament, take time to think about the changes you are making in your personal life to become more like Jesus Christ. After partaking of the sacrament worthily, you can feel clean and pure, just as you did on your baptism day.

#### Part 2

Your teacher will assign you and your group one of the following sections of this article to read and summarize. Summarize your section on the lines included.

1. **Remember the Last Supper**, Jonás A., age 18, Morelos, Mexico

We should think about the atoning sacrifice of Jesus Christ and the importance of partaking worthily of the symbols of His body and His blood. We can also think about the time when He blessed the bread and wine with His Twelve Apostles.

2. **Think of Jesus Christ**, Andee B., age 13, Utah, USA

During the sacrament I think about what the Savior went through so we can repent of the mistakes we have made. I also think of all the blessings He has given me and of the amazing miracles He has performed and will perform. We are so blessed to be able to partake of the sacrament so that we can repent of our sins and commit to do better.

3. **Ponder the Words of Sacrament Hymns**, Austin B., age 15, Alberta, Canada

The sacrament hymns teach what we should think about during the sacrament. For example, my favorite sacrament hymn, "In Humility, Our Savior" (Hymns, no. 172), says, "Let me not forget, O Savior, Thou didst bleed and die for me when thy heart was stilled and broken on the cross at Calvary." Remembering the words of sacrament hymns during this sacred ordinance helps me feel peace and increases my gratitude for Jesus Christ's Atonement.

4. **Remember and Recognize**, Abigail P., age 14, Arizona, USA

The purpose of the sacrament is to renew our covenants with our Heavenly Father and to be washed clean of the sins we have repented of. During the sacrament, we remember Christ's sacrifice for us and ponder how we are applying it in our lives. I try to think about what I have done during the past week and how well I have kept my covenants with my Father. I recognize the sins I have committed and focus on how I can use the Atonement to overcome them. When I do this, the sacrament is an uplifting and spiritually strengthening experience.

5. **Give Thanks for Blessings**, Elen S., age 16, Paraíba, Brazil

During the sacrament we should think about how great the sacrifice was that our Savior made for us and have our hearts full of gratitude. When I take the sacrament, I like to thank Heavenly Father and His Beloved Son, Jesus Christ, for the blessings I have received.

6. **Keep Your Mind from Wandering**, Alisha M., age 19, Texas, USA

I have a little card tucked inside my scriptures that I pull out every Sunday during the sacrament. It's bookmarking Mosiah 18, where Alma sets forth the baptismal covenant. The card has little notes, such as "Be grateful for the Atonement," written on it to help me remember the purpose and holiness of the sacrament. Reviewing the notes helps me keep my mind focused on the purpose and sanctity of the sacrament.

7. **Turn Your Thoughts to the Atonement**, Nephi B., age 20, Brazzaville, Republic of the Congo

During the sacrament, my thoughts turn to Jesus Christ and His Atonement. It is difficult for me to express how I feel during the sacrament when I think about the Atonement of Jesus Christ. I know that Jesus Christ was chosen to be our Redeemer. I know He lives.

8. **Reflect on Your Covenants**, Levi F., age 19, Abia, Nigeria

When I was younger, the only thing I thought about during the sacrament was how I could be quiet. Now that I am a priesthood bearer, I understand that for the sacrament to have meaning and help me grow spiritually, I need to reflect during it. I think about the Savior's Atonement and how He showed love for us. I also think about how taking the sacrament can strengthen my faith and desire to fulfill my baptismal covenant.



# 9

## Reading and Summarizing

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Our section was called \_\_\_\_\_.

Write your one-sentence summary below:

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### Closing

You have learned and practiced writing summaries. Use what you have learned to help you summarize scriptures, talks, and stories in a family home evening or Sunday lesson.

When you go home today, share with a friend or family member something you learned about the sacrament. What can you do to improve your sacrament experience by preparing yourself spiritually?

# 10

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# Critical Thinking

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## What You Will Learn

You will use critical thinking skills to read and understand a text.

## Vocabulary Words

Understanding the words below will help you as you learn today.

- **summary:** a brief statement of the main point of something
- **critical thinking:** a special kind of thinking that means you think deeply about what you are learning



# A Winning Decision

*This was her chance to play on the winning team—how could she say no?*

By Marissa Widdison  
Church Magazines  
Based on a true story

*“Remember the sabbath day, to keep it holy” (Mosiah 13:16).*

Miranda hurried through the front door, thankful that her house was cooler than the hot summer weather outside. She was sweaty from playing her last football game of the season and frustrated because the Teal Turbos had lost. Again.

Mom came into the room carrying a water bottle and a bag of leftover orange slices from the game. “You played a great game. Being goalie is a rough job.”

Miranda *had* played well—she had blocked a lot of shots and kicked harder than usual. But most of the other girls on her team had never played football before, and today made it official: they had lost every game this season.

“I just wish I could be on a team

that won once in a while, you know?” A few tears leaked out of the corners of Miranda’s eyes and fell onto her blue-green jersey. As she squeezed her eyes shut, the phone rang.

Mom picked up the phone and after a moment said, “It’s for you.”

“Hi, Miranda? This is Tom, coach of the Chili Kickers. I was watching your game today. You looked great out there.”

Miranda’s heart started beating faster. The Chili Kickers was the best football team in the league!

“Our team is going to the regional championship games next month. You played so well today that I want you to come with us as a back-up goalie.”

Miranda’s heart nearly leaped out of her chest. This was her chance to play with a winning team!

“I’d love to come!” Miranda said. They talked for a few minutes about the details before she hung up and ran into the other room to tell Mom.

Together they started writing the dates of the practices and games on the family calendar.

Suddenly Mom stopped writing, her pen hovering above one of the calendar squares.

“Uh-oh. Miranda, these games are on







### A DAY OF DELIGHT

The scriptures teach us that the Sabbath should be a delightful day (see Isaiah 58:13). What happy things can you do on Sundays? What are some beautiful, creative ways you can worship Heavenly Father?

Sundays. Here, look.” She pointed to the game schedule and turned to Miranda with a worried frown. “What do you think we should do?”

Miranda’s heart sank, and she bit her lip as she thought about her options. Mom might let her play if she asked, but when she thought about playing on Sunday—and especially about missing church—she got a sick feeling in her stomach. She knew Sunday was for going to church and worshipping Heavenly Father, and she couldn’t really do those things while playing football.

“I think I should probably call him back and tell him I can’t play,” Miranda said. She tried hard not to cry. Even though she knew it was the right choice, it was hard to give up something she wanted so badly.

“And you know what I think?” Mom said, giving her a big hug. “I think you are one great kid.”

That Sunday, as Miranda sat in Primary, she thought about the good decision she had made. The coach was surprised when Miranda had called and said she couldn’t play football on Sundays. He had tried to get her to change her mind, but she had stuck with her decision. Now, as she listened to the Primary songs and lessons, Miranda smiled. The peaceful feeling in her heart told her that she was in the right place. She’d made a winning decision after all. ■

**Critical Thinking Worksheet for "A Winning Decision"**

After reading "A Winning Decision," answer the questions below:

1. What is the name of Miranda's football team?
  - a. The Chili Kickers
  - b. The Four Footballers
  - c. The Teal Turbos
  - d. The Great Kickers
  
2. Why does Miranda cry at the beginning of the story?
  - a. She cannot play in the game.
  - b. Her team always loses.
  - c. She got hurt in the game.
  - d. Her team was unkind.
  
3. What is Miranda's difficult decision?

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4. Why does Miranda feel happy about her decision?

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5. Are there difficult decisions you must make in your life? Ask your group to help you think of ways to decide what to do. Write these ideas below:

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## Closing

Critical thinking skills can help you become a better learner in every area of your life. In 2020, Brother Milton Camargo reminded us about the importance of asking and learning:

Asking seems simple, and yet it is powerful because it reveals our desires and our faith. However, it takes time and patience to learn to understand the voice of the Lord. We pay attention to thoughts and feelings that come to our minds and hearts, and we write them down, as our prophet has counseled us to do. (“Ask, Seek, and Knock,” *Liahona*, Nov. 2020, 107)

What Brother Camargo describes is using critical thinking skills as we learn with the Lord’s help. When you go home today, teach a friend or family member about critical thinking skills and how these skills can bless them as they learn at home, at church, and in school.

# Outlining Your Friendly Letter

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## What You Will Learn

You will outline a friendly letter that can be sent to a friend or family member.

## Vocabulary Words

Understanding the words below will help you as you learn today.

- **friendly letter:** a personal letter written to a friend or family member
- **heading:** the date and address of the sender at the top of the page
- **salutation:** the greeting that begins the letter; it often includes the word “Dear” and the name of the person you are writing to
- **the body of the letter:** the message of your letter organized into paragraphs
- **closing:** the way you end your letter; it is usually one or two polite closing words followed by a comma; some closings include things like “Sincerely,” “Your friend,” “Warmly,” or “Thank you”
- **signature:** your name printed or typed
- **pre-writing activities:** activities writers complete before they begin writing to help them be more effective writers
- **outline:** a plan or short description of what you are going to write; creating an outline will help you come up with ideas for your letters so you can organize them before writing

**Lesson**

Friendly letters are letters you can write for many different reasons. Here are some of the reasons why you might write friendly letters:

1. Friendly letters can help you share details about you and your life with someone.
2. Friendly letters can help you learn more about other people and their experiences.
3. Friendly letters are often required writing assignments on your end-of-year exams.

The example letter on the next page can help you understand how to write a friendly letter and what you might write about in your letter. Then you will write your own friendly letter.

## Example Letter

The heading includes the date and your address.

February 26, 2018  
3419 North Red Bud Drive  
Denver, Colorado 80014

Dear Friend, Salutation or greeting

Hello! How are you? I am excited to write you this letter. I am 14, and I live in the United States. I really like football (in the United States we call it soccer) and basketball. I also like to play the piano and guitar. My favorite foods are bananas and chocolate.

Body of the letter

The body of your letter tells your reader about you.

On my football team, I like to play defense. I am fast, and I like to tackle other players and get the ball.

In school, I like to study math and science. I want to study engineering when I am older. I also really like to read. I like to read about different countries in the world. I think it would be very fun to visit many different places.

The body of your letter also includes questions for your reader.

What is it like where you live? What do you like to do? Do you like to play football? What foods do you like to eat?

Your Friend, Closing

Daniel Signature

## Outlining Your Letter Worksheet

Heading (Date and your address)

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Salutation (Greeting)

Dear \_\_\_\_\_

Outline the body of your letter below (Ideas to write about: things you like to do, favorite things to make or eat, goals for the future, experiences in school)

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

Questions you would like to ask your reader:

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

Closing and signature:

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# 12

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## Drafting Your Friendly Letter

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### **What You Will Learn**

You will be able to draft a letter to a friend describing yourself and some things you enjoy.

### **Vocabulary Word**

Understanding the word below will help you as you learn today.

- **draft:** a first copy or version of something





# 13

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## Time Management and Pacing on Exams

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### **What You Will Learn**

You will learn to use test-taking strategies to help you prepare for exams.

### **Vocabulary Words**

Understanding the words below will help you as you learn today.

- **time management:** how you use your time
- **pacing:** how quickly or slowly you read and answer the questions on a test

## Lesson

As you prepare for your exams, try to find out as much as possible about the exam. Learn the following things:

- When will students sit for the exam?
- Where will the exam be given?
- How long is the exam?
- Do students take one long exam with different sections on one day or several exams on several days?
- What subjects are tested on the exam?
- Is there a time limit for the exam?

Learning this information can help you be more successful as you prepare for your exams.

### Exam Question Examples

Look at the exam question examples 1 and 2. Which of these questions do you think would take less time to complete?

1. Juan had 25 bananas. He went to the market and bought 15 more bananas. How many bananas does Juan have?
2.  $25 + 15 =$

### “Honeybees”

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Honeybees are some of the world’s most hardworking insects. They live together in groups called colonies, and they work together to build a hive in which they live. Different types of honeybees have different jobs, but they all work together to make sure the colony survives and grows.

There are three types of honeybees: queens, drones, and workers. Each colony only has one queen honeybee. The queen is a female, and she is the largest honeybee in the colony. The queen alone lays all of the eggs for the colony. The drones are male honeybees, and they spend all of their time inside the colony. They mate with the queen to form new honeybees. The workers are the bees most people see flying around outside. These workers work both inside and outside of the colony. They build and clean the hive, they care for young bees and the queen, and they collect pollen and nectar from plants and flowers outside of the hive.

When a worker bee finds a good food source of flower nectar outside of the hive, she communicates through movement to let the other worker bees know where to go to find food for the colony. She does not speak or make noise to communicate. All of the honeybee’s communication is done through movement. The other worker bees then go to where the food can be found to collect the nectar which is necessary to feed the entire colony.

A honeybee colony is made up of many, many bees. In fact, one hive can be made up of as few as 10,000 bees to as many as 60,000 bees or more. These bees all hatch from the eggs laid by the queen. A queen may lay up to 1,500 eggs per day.

Although a honeybee colony is made up of thousands of bees, these bees do not live for very long. A drone bee lives for 24 days, a worker bee lives for 21 days, and a queen bee lives for only 16 days.

These amazing insects not only work to build their colonies, but they also help to spread pollen from one plant to the next. This helps plants to grow and create seeds, which leads to more plants and more food for the human population. Honeybees are very important to our world.

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**"Honeybees" Worksheet**

1. Honeybee colonies are
  - a. Groups of honeybees
  - b. Five worker honeybees collecting food
  - c. Large groups of honeybee eggs
  - d. A queen honeybee and its mates
  
2. A drone honeybee lives for \_\_\_\_\_ more days than a queen honeybee.
  - a. 8
  - b. 3
  - c. 5
  - d. 10
  
3. Which of the following is NOT a task completed by a worker honeybee?
  - a. Build the hive
  - b. Care for young bees
  - c. Lay eggs
  - d. Collect pollen
  
4. Which of the following is NOT true of honeybees?
  - a. There are five queens in every hive.
  - b. They help spread pollen.
  - c. There are three types of honeybees.
  - d. Honeybees communicate through movement.

**Closing**

Think about what you have learned today. When you go home, share with a friend or family member how what you have learned today can help you on your exams and in school.



# 14

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## Revising Your Friendly Letter

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### What You Will Learn

You will learn how to complete a peer review of someone else's letter. You will also learn how to revise your own letter.

### Vocabulary Words

Understanding the words below will help you as you learn today.

- **revise:** to look over a text again, to correct and improve it
- **peer review:** when another student or a friend reads through your writing and helps you revise it
- **self-review:** when you read through your own writing and revise it
- **rough draft:** the first version of something you write; this draft still needs to be revised

## Lesson

Today, you will have the chance to revise your friendly letter. When you revise a text, you look over it again to correct mistakes and improve your writing. Today, you will complete two different revisions:

**Step 1: peer review:** when another student or a friend reads through your writing and helps you revise it

**Step 2: self-review:** when you read through your own writing and revise it

Before you complete the peer revision experience, we are going to read a short story together. “Believe in Yourself and Begin” is a story about a young man who felt that peer revision was very difficult. As you read the story, think about how you can use your peer review to help another student just as Kofi helped his friend Priscilla.

### “Believe in Yourself and Begin”

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Kofi looked around the room in a panic. All of the other students were busy reading and writing. The room was very quiet except for the soft scratching of pencils against paper on top of the wooden desks.

It was peer review day in class. Kofi’s class had been working on writing essays this week. The students had completed a pre-writing activity to think of ideas and things to write, then they had written their rough drafts, and now Mr. Dante had asked all of the students to

trade essays with each other. Kofi and Priscilla had traded essays. They were to read each other's writing and give each other suggestions on how they could improve their writing.

That is why Kofi was panicking.

Kofi wasn't an expert writer. In fact, Kofi often felt extremely overwhelmed every time Mr. Dante gave them a writing assignment. Kofi sometimes thought that putting words down on paper was like squeezing water from a stone—it felt impossible. It had taken all of Kofi's concentration to write the essay he had written, and he didn't think it was very good.

Now, he had traded essays with Priscilla, who was a very good writer, and he was supposed to read through her essay and tell her how to improve. Once again, he felt he had been given an impossible task.

Kofi closed his eyes and lowered his head. He felt frustrated, completely inadequate, and discouraged. He could hear the clock ticking on the classroom wall behind him. Each tick of the clock was a reminder to him that time was running out and he hadn't written a single suggestion on Priscilla's paper. The ticking sound seemed to get louder and louder as he felt threads of panic fill him and make it a little harder to breathe and think.

*Heavenly Father, he silently prayed. Please help me. I do not know what to write. I do not even know how to write my own essay; how can I help Priscilla write hers?*

He kept his eyes closed and listened to the ticking of the clock.

*Tick. Tick. Tick. Tick. Tick.*

*Read the first sentence. You know more than you think you do. Just begin.*

Kofi opened his eyes. It was almost as if the clock's ticking had formed words in his mind. Read the first sentence, he thought. Just begin.

Kofi began reading Priscilla's first sentence. Then, he read the second. Then the third. In the fourth sentence, he noticed that Priscilla had forgotten to capitalize the first word of the sentence. He quickly made a small note on her paper to capitalize that word.

*There, he thought, I helped her!*

He grinned and kept reading.

As he read, he noticed some wonderful language Priscilla used in her writing. On the side margin of the paper he wrote, "I really like what you have written here. I understand what you are saying."

Once again, he smiled, *I gave her encouragement!* He thought. *Sometimes that helps me more than corrections. Maybe it will help her to know that I really liked what she wrote.*

As Kofi finished Priscilla's essay, he noticed that she had forgotten to answer one of the questions Mr. Dante had given them in the assignment. *Do not forget to answer question number 4*, he wrote.

A feeling of confidence and joy filled him. Not only had he given Priscilla encouragement, but he had also found a couple of ways he could help her.

As the students traded back their essays, Priscilla smiled at Kofi. "Thank you," she whispered. "I knew you would be able to help me. I was really nervous about this essay. Sometimes it just helps to have someone else read it and help me see what I missed."

Kofi smiled. Suddenly he realized that he didn't have to be the *best* writer in order to help someone else improve their writing. He knew Heavenly Father had answered his prayers by reminding him to believe in himself and begin.

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### Think about the Story

Many students feel like Kofi and are not sure they know how to help other students with their writing. Do you feel that way? If you do, that is OK. Through prayer and your best efforts, you can do your best to help your fellow students. Remember that as you read other students' writing, you might learn things that will help you in your own writing and that will help you become a better writer.



**Step 1. Revising Your Friend's Letter Worksheet (Peer Review)**

You will give another student your workbook. Your friend will write their comments about your letter on this page:

My friend's letter includes a correct salutation or greeting: (Dear \_\_\_\_\_.)

- Yes
- No

My friend's letter includes a closing and signature:

- Yes
- No

My friend's letter includes a heading with the date:

- Yes
- No

Is your friend responding to Chaya or Jacob?

- Chaya
- Jacob

My friend's letter includes a heading with the address:

- Yes
- No

Read through the body of your friend's letter. Does it include at least four or five things about your friend? (For example: things your friend likes to do, favorite things to eat, goals for the future, or experiences in school.)

- Yes
- No

Write the number of things you learn about your friend: \_\_\_\_\_

In the lines below, answer these questions:

- Did you understand what your friend wrote?
- What other things would you like to know in this letter?

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How many questions did your friend include for their reader? Write the number of questions you found here: \_\_\_\_\_

How many words are in your friend's letter?

Count them and write the number here: \_\_\_\_\_

### Step 2. Revising Your Own Letter Worksheet (Self-Review)

Now that you have received your feedback from your friend, it is time for you to read through and revise your own letter. Reading through and revising your letter will help you make it better.

You may write on the first draft of your letter. After you revise it, you will write it again on different paper. This is your chance to improve your letter and make corrections.

Follow the steps below to help you revise your letter:	Mark after each step:
1. Read through the comments your friend made on the Peer Review worksheet.	
2. After reading through your friend's comments, decide which things you would like to add or change in your letter. Circle any ideas that you would like to include or change in your letter.	
3. Read your letter aloud. (It's OK if you whisper to yourself—you don't have to be loud.) Sometimes, reading your letter aloud can help you read more carefully and revise parts of your letter that are unclear.	
4. Write on your draft and make any changes you think you need to make.	
5. Look at each sentence in your letter. Make sure the first word of each sentence is capitalized.	
6. Add any other details or questions that you think will make your letter better and easier to read.	
7. Read through your letter again and check for all of the parts of a letter: heading, salutation, body, closing, and signature.	
8. Count all of the words in your letter.  Write the number of words in your letter here: _____	



## Closing

Was the review process helpful for you today? Completing a peer review and a self-review can be very helpful to you as you write and revise your writing. Share your experience with a friend or family member when you go home today.

Think about the story you read today. Pray and ask Heavenly Father to guide you as He guided Kofi so you can help those around you learn and succeed.

# 15

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## Writing the Final Draft of Your Friendly Letter

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### **What You Will Learn**

You will learn how to complete the writing process and write the final draft of your friendly letter.

### **Vocabulary Word**

Understanding the word below will help you as you learn today.

- **final draft:** a copy of your writing after you have fixed and revised the rough draft; the final, finished copy that you send or turn in to your teacher

## Lesson

### Writing Final Draft of Your Friendly Letter

You have now outlined, written, and revised your friendly letter. Today, you will write the final draft of your letter. The final draft of something you write is written after you have fixed and revised the rough draft. This is the final, finished copy that you send or turn in to your teacher.

Before you write the final draft of your letter, you are going to read a story about a young girl learning how to write.

#### **“The Write Choice”**

After you read the story called “The Write Choice,” write the final draft of your letter. If you do not finish writing today, your teacher may give you time to finish in the next class. If you finish early, you may work on the Extra Activities at the end of this workbook. Or you may use the blank page included in this lesson to draw a picture to go with your letter.

Use the lined pages following “The Write Choice” to write the final draft of your letter.

# The Write Choice

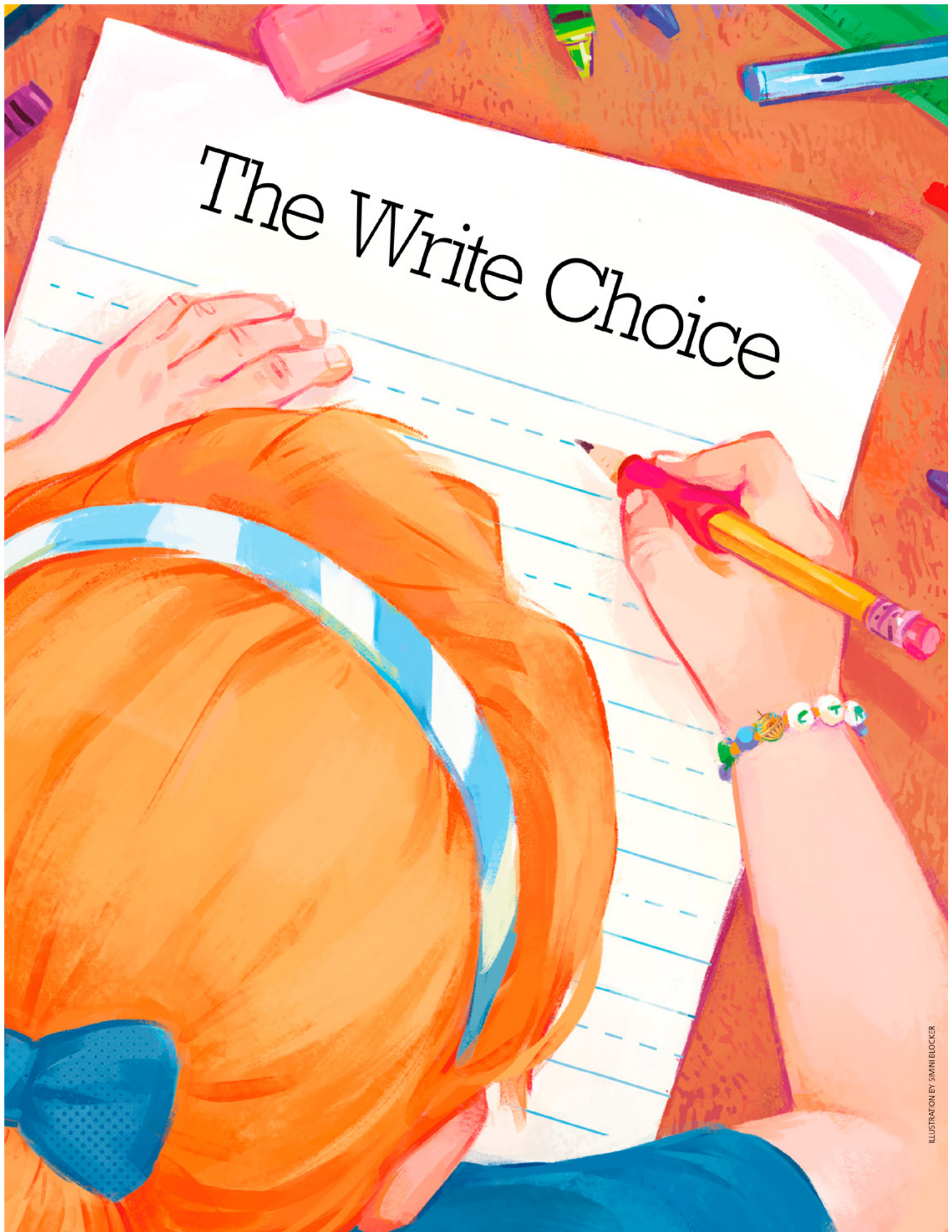


ILLUSTRATION BY SIMINI BLOCKER



**By Justina Lichner**

Based on a true story

*“And they are free to choose” (2 Nephi 2:27).*

Justina sat extra tall in her seat. She placed her new pencils right at the top of her desk. Today was the first day of school. She’d met her classmates and drawn a fun picture.

Then Mrs. Werner said, “Time to work on writing!” Mrs. Werner handed out papers to the class. “You have 30 minutes to work on this. Then we’ll go to recess.”

Justina gulped. “Oh no. Writing already?” she thought.

Last year Justina had a hard time with reading and writing. All of her friends seemed to like it. It wasn’t so hard for them. What if this year was like last year all over again?

Justina picked up her pencil. She looked at her paper. Her stomach sank. All the other students were writing. Except for her.

She wanted to talk to Mrs. Werner. Would she be mad that Justina was having trouble? Even if she was, that still sounded better than writing.

Justina walked to her teacher’s desk. “Mrs. Werner? This is harder than what I did last year. I don’t think I can do it.”

Mrs. Werner didn’t look upset. She smiled at Justina. “Do what you can. You might be surprised at what you can do! You can’t always choose what you’re good at. But you can always choose how hard you try.”

Justina walked back to her desk. She thought about what Mrs. Werner said. “I can choose to try.” That was like what she learned in Primary. Her class read a scripture that said we are “free to choose.” That meant we could make our own choices. Heavenly Father trusts us to make good choices. He promises to help us when we make mistakes.

Could school be different this year? Maybe she could *choose* to make it different! Justina picked up her pencil.

She looked at her paper. Her stomach relaxed. “OK. I’m going to do this,” she thought.

The recess bell rang. Justina wasn’t finished yet. But she was more than halfway done! She raised her hand. “Can I stay and keep working? I’m so close to being done!”

Mrs. Werner smiled and nodded.

Justina finally handed in her paper. Her hand ached a little bit. Even her brain hurt! But she was smiling. She had never worked so hard on writing before.

The next day the class worked on reading. Mrs. Werner asked everyone to read for 20 minutes. Justina tried again. She opened her book and sounded out the words.

Justina started making choices every day. She chose to read. She chose to write. Maybe reading and writing weren’t so bad!

She even chose to go to the library. She checked out books. Last year she would have never done that. Soon she was reading all the time. And it was actually fun! And the more she read, the better she got at writing.

When Justina got older, she was glad she chose to work hard in reading and writing. Because now those were some of her favorite things to do. ■

*The author lives in Rhineland-Palatinate, Germany.*



## ALL GROWN UP

Hi, I’m Justina! After I learned to love writing, I just kept on doing it. I wrote in high school. Then I went to college to learn more about writing. Now I’m a writer! I get to write stories, like this one about my challenges as a kid. I’ve written for magazines, websites, and newspapers.







## Closing

Today, you completed the writing process for a friendly letter. You should feel very proud of your efforts! When you go home today, talk with a friend or family member about your experience as you wrote your letter. Explain how writing this letter will help you prepare for other writing assignments and your future exams.

Think about what you learned about the importance of making good choices. How can you be an example to those around you and help others make good choices?

# 16

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## Inference

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### What You Will Learn

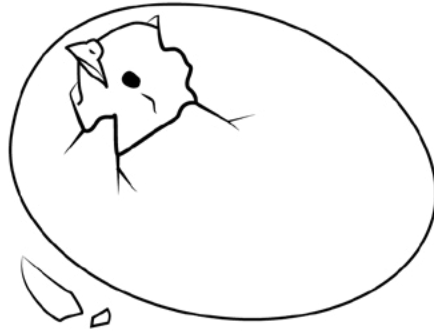
You will learn to use inference to improve your understanding of what you read.

### Vocabulary Words

Understanding the words below will help you as you learn today.

- **infer:** to make an assumption or a guess based on facts or the clues that you gather from something you read or see
- **inference:** a guess or an assumption
- **active reader:** a reader who uses reading strategies to read effectively
- **rereading:** rereading a passage of a text to understand it fully
- **scanning:** looking at a text to find specific details without reading every word

Lesson



What do you think is happening in this picture?

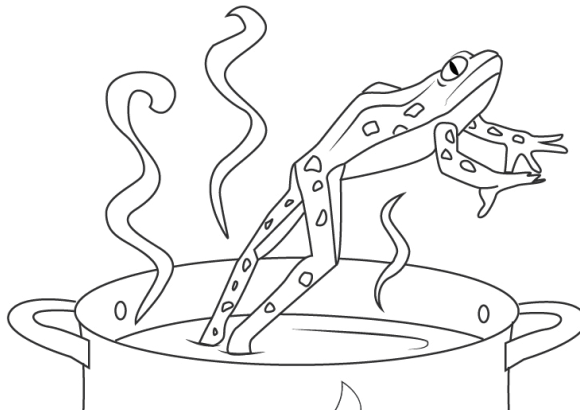
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What do you think is happening in this picture?

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**“Ingrid’s Birthday Surprise”****Maryssa Dennis, *Liahona*, February 2019**

Read the story “Ingrid’s Birthday Surprise” with your group. When you see the word “STOP,” stop reading and discuss the questions included in the story. These questions will help you make inferences about what you read.

There is another copy of this story with pictures on the following pages.

**START:**

The sound of Mamá’s singing woke Ingrid up. She opened her eyes and saw Mamá coming into her room. Mamá always sang her a special birthday song on her birthday.

**STOP:**

**Can you make an inference? What is special about this day for Ingrid?**

“Happy birthday!” Mamá said. “Let’s get ready for your party.”

Ingrid could smell a chocolate cake baking in the oven. “I wonder what presents I’ll get!” she thought. She climbed out of bed and looked out the window. The jacaranda tree outside was full of purple flowers.

**STOP:**

**Can you make an inference? Why do you think Ingrid smells chocolate cake baking in the oven?**

Ingrid helped push the sofa into Mamá’s room so there was lots of space in the living room. She helped frost the cake and stuck seven candles on top. Soon it was time for the party!

**STOP:****Can you make an inference? How old is Ingrid?**

Ingrid's friends from school and Primary came. They played games and ate cake. Then it was Ingrid's favorite part—presents! She got a new book, a stuffed tiger, and a charm bracelet.

After everyone left, Ingrid gave Mamá a hug. "Thank you, Mamá. That was the best birthday ever!"

"It's not over yet," Mamá said. "I have a special surprise for you." She handed Ingrid a slip of paper. It said, "Time for bed!"

"It's a clue," Mamá explained. "You have to find the next one."

**STOP:****Can you make an inference? The clue Ingrid receives requires her to make an inference. Where do you think the next clue is located?**

Ingrid hurried to her bedroom. She found another slip of paper under her pillow. It said, "Laundry day."

**STOP:****Can you make an inference? The clue Ingrid receives requires her to make an inference. Where do you think the next clue is located?**

Ingrid ran to the kitchen and opened the washing machine. Another clue!

Ingrid found more clues behind the TV, inside her favorite book, and under the bathroom rug. The last clue led to her closet. Up on the shelf was a wrapped box. Ingrid wasn't tall enough, so Mamá got it down for her.

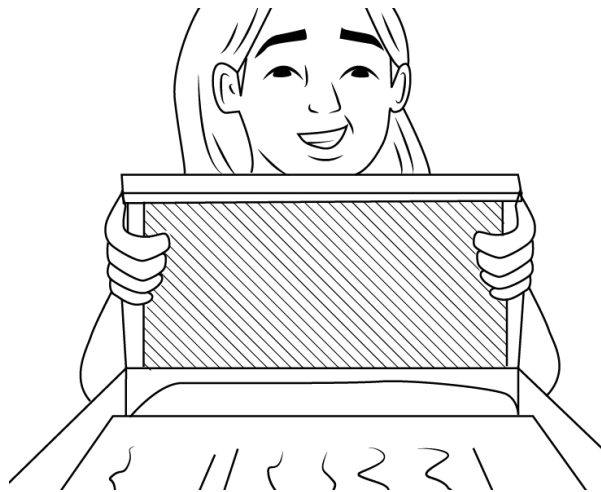


Ingrid tore off the paper and lifted the lid. Inside the box was some folded white fabric and a big copy of the Book of Mormon.

“Next year, you can be baptized,” Mamá said. “This is a special gift to help you get ready.” Mamá touched the white fabric. “This is what I’ll use to make your baptism dress. And this”—she picked up the Book of Mormon—“is for you to read.”

Ingrid looked up at Mamá. “I’ve never read the Book of Mormon.”

“I know you can do it.” Mamá flipped the book open. “Look. The letters are extra big. I thought that might make it easier.”



Mamá closed the book again and handed it to Ingrid. Ingrid ran her fingers over the smooth cover.

“It’s important that you find out for yourself if the Book of Mormon is true,” Mamá said. “I promise that if you read and pray with all your heart, Heavenly Father will help you know.”

That night Ingrid read the first chapter of the Book of Mormon. It wasn’t as hard as she thought it would be. She liked reading the scriptures.

She read her Book of Mormon again the next day. And the next. She read it every day. After a few weeks, she decided she didn’t want to wait till the end of the book to pray about it.

Ingrid knelt by her bed. She prayed with all her heart and asked Heavenly Father to help her know that the Book of Mormon is true. Then she waited. She thought she might hear a voice, but she didn’t. Instead, a happy feeling grew in her heart. She knew Heavenly Father was answering her prayer.

**STOP:**

**Can you make an inference? What do you think the happy feeling is that Ingrid feels?**

Almost a year later, Ingrid finished reading the Book of Mormon. She knew that no matter what she got for her eighth birthday, the Book of Mormon would always be the best gift ever!

**Inference Worksheet**

Answer the following question:

You make inferences every day. How can making inferences help you be a more effective reader? Write your answer in the lines below:

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**Closing**

What inferences do you make every day? As you go home today, think about the inferences you make as you see and speak with people. How do you use inference at church and in school?

Think about the story of Ingrid. Ingrid prayed to know if the Book of Mormon is true and received an answer through the Holy Ghost. Talk with a friend or family member about how you and those you know can receive answers to their prayers.



# Inference Practice

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## What You Will Learn

You will practice using inference to help you understand what you read.

## Vocabulary Words

Understanding the words below will help you as you learn today.

- **infer:** to make an assumption or a guess based on facts or the clues that you gather from something you read or see
- **inference:** a guess or an assumption

## Lesson

### “Who Am I?” Game

Write the name of each person described by your teacher:


### Create Your Own “Who Am I?” Game

It is now your turn to create “Who Am I?” clues for the rest of the class. In your group, you will need to describe a person or a thing using clues that will help the other students guess or infer what you are describing.

Write your clues in the boxes below:


## Closing

“Who Am I?” or “What Am I?” is a fun game you can play with friends or family. Play this game during a family night or with a group of friends.

# 18

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# Predictions and Conditional Statements

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## What You Will Learn

You will learn to make predictions and use conditional statements.

## Vocabulary Words

Understanding the words below will help you as you learn today.

- **predict:** to say or guess something that will happen in the future or that might happen because of something else
- **prediction:** a thing predicted or a statement about what will happen or might happen in the future

## Lesson

Discuss the picture below with a partner:



Answer the following questions with your partner:

- What do you infer is happening in this picture? What clues help you guess what is happening?
- Where do you think these people are? What clues help you guess where they are?

### Using Conditional Statements to Make Predictions

- Statements that describe something that might happen or could happen (If I go to the market, I will get bread.)
- Statements that describe things that could have happened or might have happened but did not actually happen (If I had gone to the market, I would have gotten bread.)
- Statements that describe something that is different from what actually happened (If I ate the rotten fish, I would be sick.)
- Statements that describe things that have not happened (If Lote had not stopped to talk to me, I would have been on time.)

### Other examples of conditional statements:

- If I throw a glass, it will break.
- If I make a snack, students will eat it.
- If it rains, we will get wet.
- If it rained, I would be getting wet.
- If I had not been sick, I could have gone to the party.

**Game 1: Who Should Go to the Party?**

As you play the game “Who Should Go to the Party?” use the instructions below to help.

Imagine there is a celebration or a party planned for this evening. Very important people who make decisions about your community will be at the party, there will be delicious food, and everyone will be talking together. You can only go to the party if you have a special ticket. Using a conditional statement, tell your teacher why you should go to the party.

For example, you might say:

- “If I do not go to the party, my friends will be sad.”
- “If I go to the party, I will make new friends.”
- “If I go to the party, I can ask \_\_\_\_\_ to fix a problem in my area.”
- “If I go to the party, I can bring treats for my friends.”

**Game 2: If I Were a . . .**

Stand or sit in a circle with the students in your group. Each of you will think of an animal. Go around the circle and say what you would do if you were that animal. Then act out what the animal would do.

For example, “If I were a dog, I would bark.” (The student gets on all fours and barks, “Woof! Woof!”)

Or “If I were a fish, I would swim.” (The student can lie on the ground and pretend to swim, or the student may wave her arms like she is swimming while standing.)

**Game 3: Where Should I Look?**

Someone will choose a small item to hide. A student will be sent out into the hallway. One person from the class hides the item somewhere in the room. Bring the student in from the hall. The student has one minute to find the object. If she or he does not find the object, the person who hid the object says, “If you had looked \_\_, you would have found it!” The person who hid the object then shows the other one the object.

## Closing

When you go home today, play one of the games from today's lesson with your family or friends. This is a fun way to practice using conditional statements.

In 2020, President Nelson reminded us, "If we will ask, we may receive 'revelation upon revelation'" ("Embrace the Future with Faith," *Liahona*, Nov. 2020, 75).

Think about President Nelson's words "if we will ask . . ." This conditional statement reminds us that if we ask, we can receive answers. and pray to the Lord for answers. Share with a friend or family member your experiences with asking and receiving revelation.

# 19

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## Using Inference on Exams

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### **What You Will Learn**

You will learn how to use inference on exams.

### **Vocabulary Word**

Understanding the word below will help you as you learn today.

- **scanning:** looking at a text to find specific details without reading every word



**Lesson**

**Write what you learn.**

Use the space below for any notes you wish to take while you watch the video, "I'm Trying to Be Like Jesus" and make inferences about what you see.

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## Using Inference on Exams Worksheet

## "The Wind and the Sun"



One day, up in the sky, Wind and Sun were arguing.

"I am the strongest," said Sun. "I shine my light and warmth over all the earth."

"I am stronger than you are," said Wind. "I blow large black clouds across the sky."

From these clouds come flashes of light, loud sounds, and water that force all of the people find shelter."

"That may be impressive," said Sun, "but I can change the temperature from hot to cold in a single day; I can dry the rain that falls from the clouds you move across the sky, and I can melt snow and ice."

"I can make the air warm also," replied Wind. "I can blow warm breezes across the desert, and I can move clouds over the mountains to drop snow upon the earth. On Monday, I blew winds so hard that the waves grew and grew and tossed boats and ships; even the whales and dolphins swam deep below to escape my winds."

Sun looked down below them and saw a man wearing a coat walking down a dusty road. Suddenly, Sun had an idea.

"Let us see who is stronger. Do you see the man below us? Whoever can remove the coat from his back shall be declared the strongest."

Wind agreed to the contest, and it was agreed that Wind would begin.

Wind blew with all of his might. The air around the man got colder and colder, and the dust from the ground blew into the air. The man pulled his coat tighter around him and put his arm above his face to shield his eyes. He bent his head to protect his face and worried he

would not be able to make it in time for his favorite meal that his wife was making him because of the fierce wind blowing against him.

Wind saw the man holding his coat tightly around him and grew angry. He blew harder and harder and the dust filled the air so much it was difficult for the man to breathe.

Finally, Wind gave up.

Sun said, "It is my turn now." He started to shine brightly, and the air became warmer and warmer. The dust settled, the air calmed, and the skies cleared. Sun sent gentle rays that shone on the man.

The man took his arm away from his face and turned his face toward the sun. He smiled as he felt the sun's rays on his face.

He took off his coat and happily went on his way.

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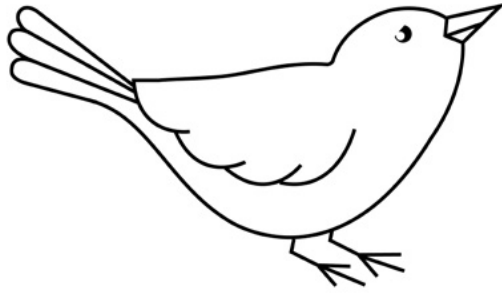
Select the correct answer to each question about "The Wind and the Sun":

1. Wind says, "I blow large black clouds across the sky. From these clouds come flashes of light, loud sounds, and water that force all of the people to find shelter."  
What can we infer about these clouds?
  - a. They are big and fluffy in blue summer skies.
  - b. They are soft rain clouds that bring spring rains.
  - c. They are storm clouds that bring thunder and lightning.
  - d. They are storm clouds that bring winter snow.
2. Where can we infer the man is going?
  - a. To work
  - b. To his home
  - c. To school
  - d. To church
3. Which sentence best describes the theme or message from the story?
  - a. The sun is stronger than the wind.
  - b. The sun makes people comfortable while the wind makes people uncomfortable.
  - c. Gentle persuasion is often more powerful than force.
  - d. Force is often more powerful than words.

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**"How the Wren Became the King of the Birds," a Celtic folktale**

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Long, long ago, the birds met together in a large council to decide who would be the king of the birds.

"I am the largest of all birds," said the ostrich. "I should be king."

"No, no, no," replied several of the birds, "The king of all birds must be able to fly."

"I am the wisest of all birds," said the owl. "I should be king!"

"No, Owl," another bird said, "You always ask, 'Who? Who?' Our king must be certain in his song."

The birds argued for several minutes and could not come to a decision about how to determine who would be king. Finally, one of the birds had an idea.

"We will see who can fly the highest. The bird who can fly the highest will be our king."

Most of the birds thought this was a fine idea, but the ostrich and kiwi thought this was quite unfair.

"Now we do not have the chance to be king!" they cried.

But the other birds did not listen to them. They all lined up on the great oak tree at the edge of the plain. The vulture let out his loud shriek, and the birds launched into the air. Higher and higher they climbed. Soon, the duck, the goose, and the pelican dropped down below, exhausted from trying to climb so high. The raven, sparrow, and jay also realized that they could not go any higher, and they dropped down as well.

Soon, it was only the falcon, hawk, and eagle flying higher and higher. Eventually, the falcon and the hawk dropped below, too tired to continue, and the eagle let out a screech of triumph.

"I am the king of all birds!" he cried.

"No," said a small voice, "I am even higher than you!"

Startled, the eagle looked around to find the source of the small voice. There, right above the eagle's head, was a little brown wren. She had hidden in the feathers on his wings and had flown up with him into the sky.

"What?" the eagle gasped. "This is impossible!" He tried to fly higher and higher, but the little bird was not tired and was able to stay above his head no matter how hard he tried. Finally, the eagle became exhausted, and he went down to the ground.

When the eagle and the wren were back on the ground, the eagle was furious.

"You won through trickery!" he screeched.

"Eagle would have won through the strength of his wings," the wren said. "Why is that better than winning through the strength of my mind?"

The birds counseled together and discussed the competition. Finally, they reached a decision.

"We have decided," Owl said, "Being a king is not only about being strong and powerful. It is also about being thoughtful and clever. We need a king who will lead us and make careful decisions. Wren, you will be our king."

That is the story of how the little brown wren outsmarted the powerful eagle and became king of all the birds.

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Select the correct answer to each question about "How the Wren Became the King of the Birds":

1. What can you infer about the ostrich from the story?
  - a. The ostrich has brown feathers.
  - b. The ostrich is very loud.
  - c. The ostrich cannot fly.
  - d. The ostrich lays very large eggs.
  
2. From the story, we can infer that ducks are not able to fly as high as a
  - a. goose
  - b. hawk
  - c. pelican
  - d. ostrich

3. Why was the wren not as tired as the eagle when they were high up in the sky?
- a. The wren had ridden on the eagle.
  - b. The wren was stronger than the eagle.
  - c. The wren is smaller and does not get as tired as the eagle.
  - d. The wren can fly farther than the eagle.
4. Why do the birds choose the wren as their king?
- a. They are afraid of her.
  - b. She was able to fly the highest.
  - c. They want a king who is wise and thoughtful.
  - d. She is the kindest of all birds.

## Closing

When you go home today, share with a friend or family member how you think inference can help you on your exams.

# 20

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## Words to Look for in Exam Questions

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### What You Will Learn

You will learn how to answer true/false questions and also how to answer questions about nonfiction passages on exams.

### Vocabulary Word

Understanding the word below will help you as you learn today.

- **true/false questions:** an exam question that includes a statement that is either true or false. (For example, the statement “The angel Moroni appeared to Mary, the mother of Jesus” is false because it is not true.)
- **absolute words:** words that tell you that something is always true or always false or that something is never this or mostly that (For example, the statement, “Parents never make mistakes” is false because of the absolute word “never.” Everyone makes mistakes.)
- **qualifiers:** words that provide for exceptions such as sometimes, often, frequently, ordinarily, some, and generally (For example, the statement, “Parents sometimes make mistakes” is true because of the qualifier “sometimes.”)



## Lesson

### Problem 1:

The earth revolves (or moves) around the sun.

- a. True
- b. False

### Problem 2:

Joseph Smith was 17 years old at the time of the First Vision.

- a. True
- b. False

### Problem 3:

The only animals that swim in the ocean are fish.

- a. True
- b. False

### Absolute Words:

Absolute words tell you that something is always true or always false or that something is *never* this or that

always	none	least
every	only	best
never	except	
all	most	

### Statements with Absolute Words:

1. Girls *always* wear red shirts.
2. *Every* flower is yellow.
3. *All* boys like sports.
4. Dogs *never* bite.

### Qualifiers:

sometimes	frequently	some
often	ordinarily	generally

**Statements with Qualifiers:**

1. Girls *sometimes* wear red shirts.
2. *Some* flowers are yellow.
3. *Some* boys like sports.
4. Dogs *sometimes* bite.

**Words to Look for in Exam Questions Worksheet****“Personal Health and Hygiene”**

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Kenji is a Year 9 student. He is studying for his end-of-year exams and trying to complete all of his school assignments. He has more projects and deadlines than he expected, and he is overwhelmed.

In order to complete all of his tasks, he has been sleeping only four hours per night for the last 10 days. He has also eaten a lot of unhealthy food, and he skipped bathing this morning because he woke up late; he also skipped bathing last Thursday, which made him also forget to brush his teeth. He hasn't washed his clothes in 10 days, and he has re-worn his clothes several times. He feels it is OK to forget some of his hygiene practices because it will only be until the end of the school year. He is starting to feel very sick; however, he knows he cannot stop to rest because he must prepare for his exams.

Sleep is essential for daily living. By getting enough sleep, Kenji can give his body the energy and rest it needs. Most adults need about six to eight hours of sleep each night, but teenagers need about nine hours of sleep each night.

Earlier we read that Kenji is feeling sick. His illness is probably mostly related to his worries and stress about school and his exams; however, he has also not been very careful with his hygiene, which could have helped him get sick. Hygiene is composed of cleanliness practices that help keep the human body healthy. For example, bathing regularly can help personal cleanliness and keep the body healthy. Your body, inside and out, is a place where bacteria and fungi can grow. Many bacteria, such as those inside your body, are good for you. Other bacteria, such as those that cause body odor, may be unpleasant, but they do not do any real damage. However, some bacteria can be bad for you and cause illness or death. We can avoid allowing unhealthy bacteria to grow on our skin through good hygiene. This means washing our bodies regularly with soap—especially in the regions that will be warm, dark, and moist once we clothe ourselves—washing our clothing, brushing our teeth, and washing our hands often.

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Read each statement about the passage. Circle the correct answer for each item.

**True/False**

1. All bacteria is bad for you.
  - a. True
  - b. False
  
2. Every adult needs about six to eight hours of sleep each night.
  - a. True
  - b. False

**Multiple Choice**

1. Bad hygiene can
  - a. Never make a person sick.
  - b. Cause more unhealthy bacteria to grow.
  - c. Help a person stay healthy.
  - d. Always cause death.
  
2. Which of the following statements is NOT true of Kenji:
  - a. He has not gotten enough sleep lately.
  - b. He has sometimes forgotten to brush his teeth.
  - c. He has always eaten unhealthy food.
  - d. He has not bathed every day.

**“Healthy Hygiene Practices”**

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After completing his exams, Kenji wanted to learn more about hygiene. He talked to his teacher Mr. Ibrahim and asked him to help him learn more about bacteria. Mr. Ibrahim gave him a booklet to read. Here is some of the information that Kenji learned from the booklet.

We can avoid giving bacteria and fungi wet places to grow by drying our skin with clean towels after we wash. This means taking special care to dry off completely.

You can also limit bacteria by washing your clothes often. Always wash your underclothing especially well. Bacteria can stick to clothing. By washing your clothes often and well, you can avoid passing bacteria back to yourself.

Now that you know a little more about bacteria, it should make good sense to you when we say to wash your hands. Wash your hands after each time you use the toilet, before you cook food, after handling raw meat, after you cough or sneeze, after you blow your nose, and after you touch money. Doing this will help you avoid passing bacteria to other surfaces or people. Washing your hands with soap and warm water for about 20 seconds will remove most bacteria from your skin.

The bacteria in your mouth can form plaque. Plaque is a sticky deposit that can grow on your teeth. Brushing your teeth twice per day can make it more difficult for bacteria to form plaque. You should also avoid putting objects in your mouth. Pens, pencils, and other objects can hurt your mouth, and they can also spread bacteria. If you put objects in your mouth, you also may pass bacteria to an object that someone else may touch.

Good hygiene habits are very important. The small daily things you do can help your long-term health.

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Read each statement about the passage. Circle the correct answer for each item.

**True/False**

1. Washing your clothes can help limit bacterial growth.
  - a. True
  - b. False
2. The only way to prevent bacteria from spreading is to wash your hands.
  - a. True
  - b. False

**Multiple Choice**

1. You should wash your hands after
  - a. Using the toilet.
  - b. Touching money.
  - c. Coughing.
  - d. All of the above.
2. From this article, we can infer that
  - a. Bacteria does not stick to towels.
  - b. It is good to wash with vinegar.
  - c. You should wash clothes daily.
  - d. There is bacteria on money.

**Closing**

When you go home today, teach a friend or family member what you learned about words in exam questions. You may also want to share what you learned about personal hygiene.

This is the last lesson in this workbook. Take your workbook home and share your work and the stories you read with your family. Talk about what you have learned in these 20 lessons and how it will help you in school.

## Extra Activity Pages

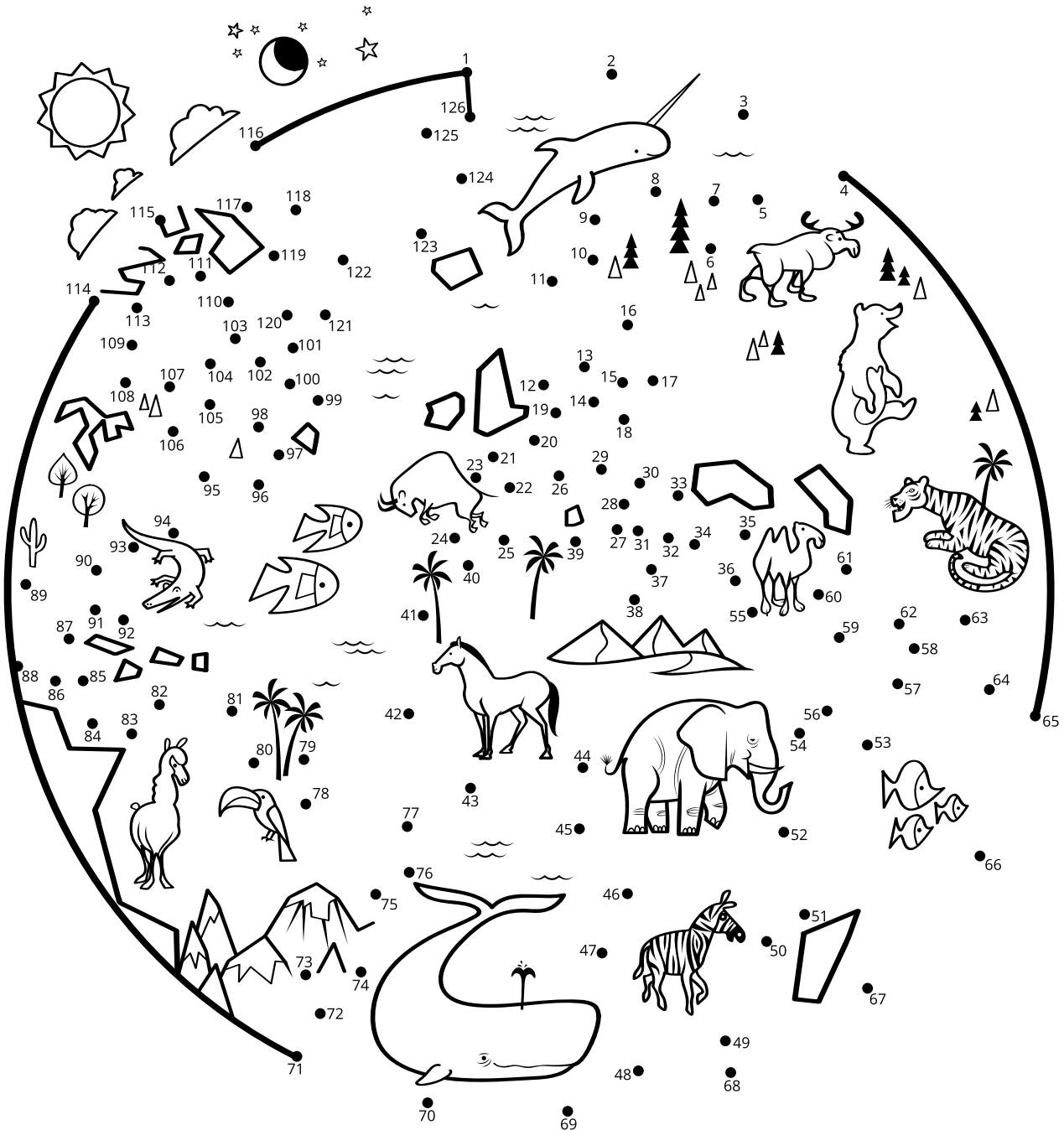
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These activity pages are provided for you to work on if you have extra time. Here are some ideas of when you may choose to complete them:

- When you arrive early to class.
- If you complete your work in class early.
- When you take your workbook home, you may complete them at home.
- You may also work on them with a friend or brother or sister.

## God created the heaven and the earth in six days.

Find some of the living things that God created on the earth: 1 bear, 4 palm trees, 5 fish, 1 alligator, 1 horse, and 1 zebra.

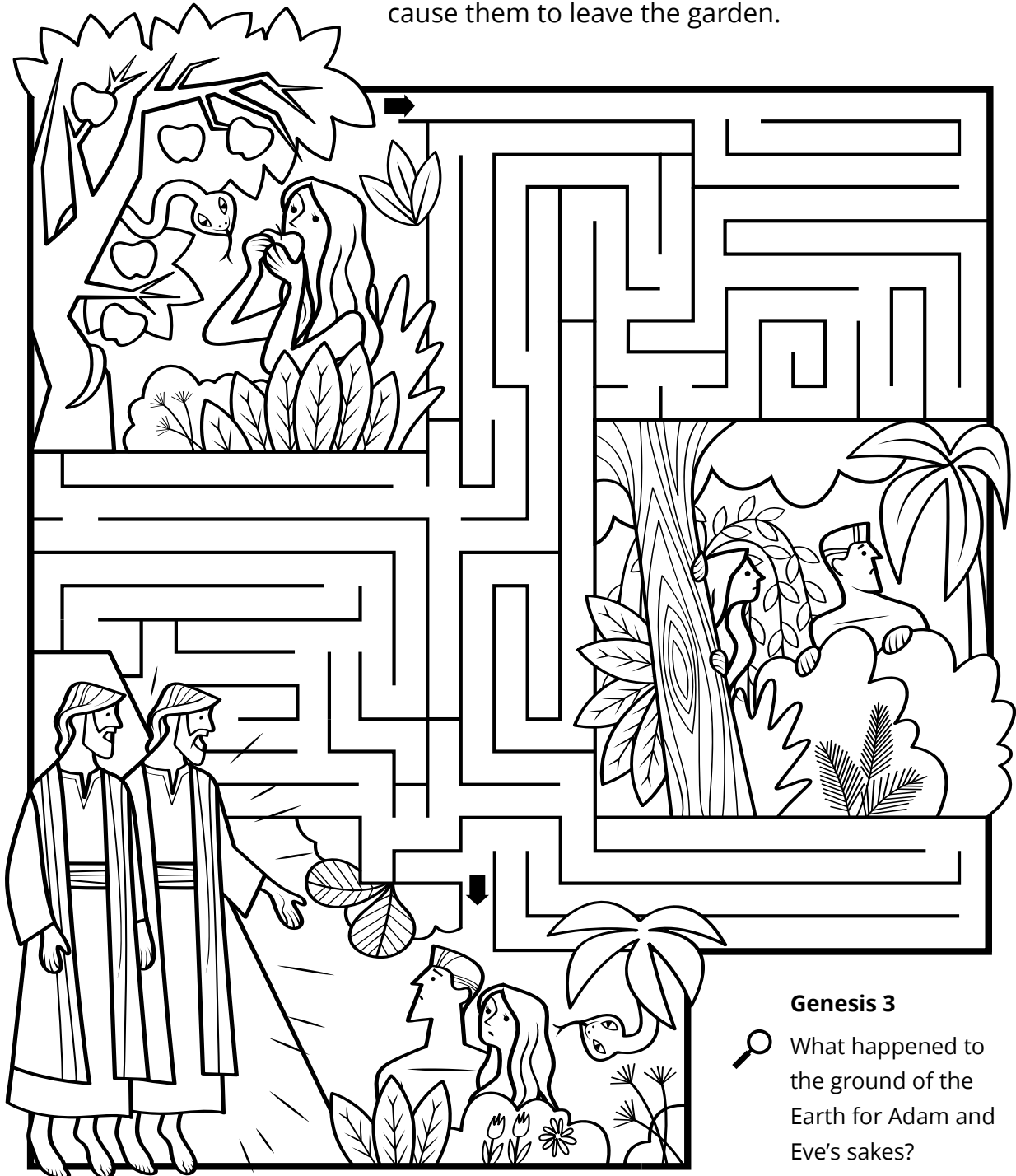


### Genesis 1-2



In whose image was man (male and female) created?

God put **Adam and Eve** into a beautiful garden. God commanded them not to eat the fruit on the tree of knowledge of good and evil. The devil, disguised as a serpent (snake), tempted them and they ate the fruit. Follow Adam and Eve as they **make choices** that cause them to leave the garden.





Jacob had 12 sons. Their families are known as the **12 tribes of Israel**.  
Trace the names of each of Jacob's sons.



**Genesis 49; Deuteronomy 33**



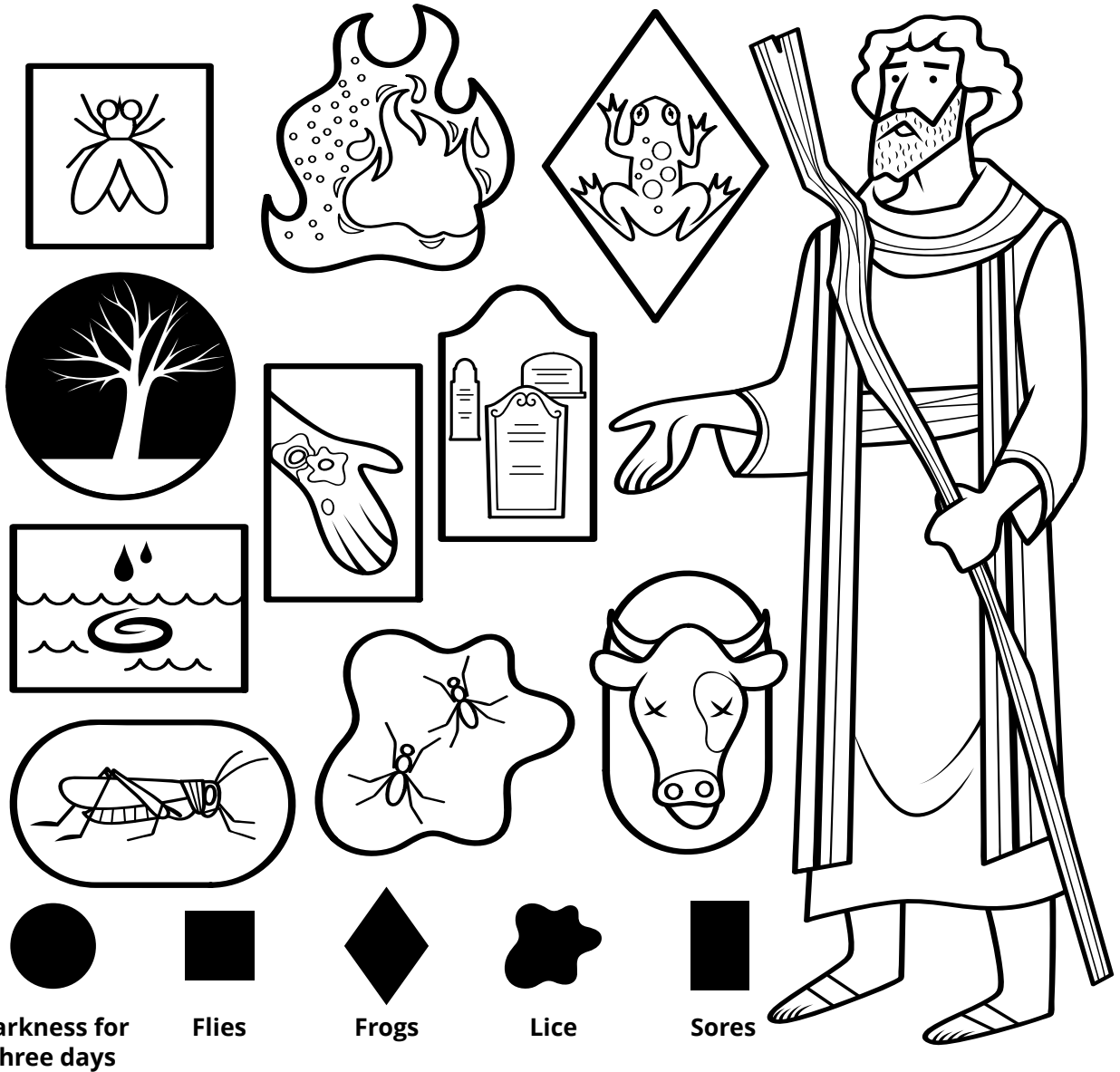
What blessings were promised to Joseph?






Through Moses, the Lord commanded Pharaoh to set the Israelites free.

But Pharaoh would not obey God's command.

Match the shapes to the **plagues God sent to humble Pharaoh.**

-  Water into blood
-  Sick cattle
-  Thunderstorms of hail
-  Death of firstborn
-  Locusts

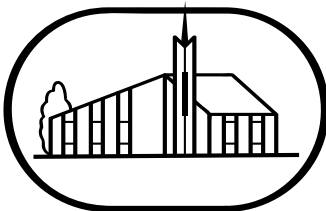
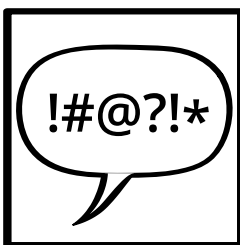
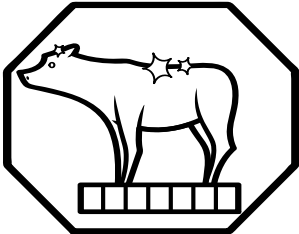
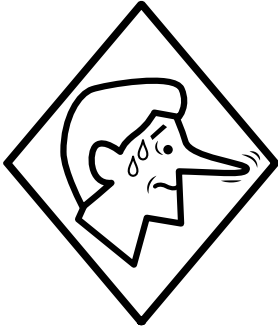


-  Darkness for three days
-  Flies
-  Frogs
-  Lice
-  Sores

Exodus 7-12

 How did Aaron help Moses?

The Lord revealed the **10 Commandments** to Moses.  
Match the following shapes to their commandment.



Thou shalt not commit adultery

Do not take the Lord's name in vain

No graven images or likenesses

Thou shalt not kill

Thou shalt not bear false witness

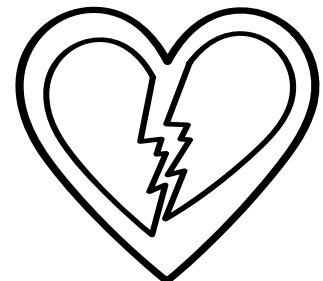
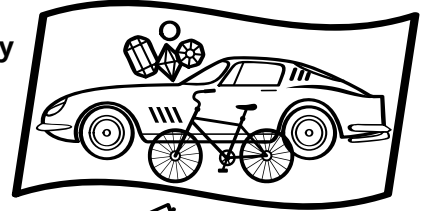
No other gods before me

Honor thy father and thy mother

Thou shalt not covet

Thou shalt not steal

Remember the Sabbath day



Exodus 20:2-17; Exodus 34; Deuteronomy 5:6-21

🔍 How many days are we given to labor (work)?

## Extra Activity Pages

These pages contain some extra writing practice. Write in the lines below. Then, draw a picture to go along with your writing.

One thing I want to do when I get older is . . .

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**Extra Activity Pages**

When the weather is \_\_\_\_\_, I like to go outside and . . .

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**Extra Activity Pages**

Write about your family in the lines below:

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**Extra Activity Pages**

Write about one or two of your friends in the lines below:

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