

PASSAGES 3, LESSONS FROM THE JOURNEY ABOUT HOME pdf

1: Bible Verses About Journey - Real. Powerful. Timeless Quotes.

Readers Theater Script: Journey Home This Readers Theater script is from *Journey Home*, by Yoshiko Uchida. Students enact part of the story of Yuki and her family, in a Japanese-American concentration camp, as they hear the news that the war is over at last.

Home Genesis What follows is an organized and curated list of content. Click here for an exhaustive list of content on Genesis Introduction Bob Deffinbaugh: The Creation Genesis 1: In the Creation to the Cross series: Genesis [] 1 lesson overview of the Book of Genesis in the survey the Bible series. Genesis [] Part of the series: Visual Survey of the Bible. The Method of Faith [, , Translated] one lesson overview of Genesis. Peninsula Bible Church Tommy Nelson: Genesis [] 67 lessons. From Paradise to Patriarchs [, Translated] 50 lessons. The First Story [] 9-part audio series. Capitol Hill Baptist Church S. Genesis [, ,] 65 Lessons. Foundations for Living [] 10 lessons covering Genesis 1: Understanding Man [] 9 lessons covering Genesis 2: Understanding Society [] 12 lessons covering Genesis 4: Man of Faith [] 19 lessons; Genesis Creation and Fall [, Curriculum] In the series: Basics of Christian Faith. Abraham [, , , Curriculum] 9 lessons covering Genesis Patriarchs [, , , Curriculum] 9 lessons covering Genesis ; no lesson 4. Genesis [, , , Study Questions, Curriculum] 14 lessons, Genesis Joseph [, , , Study Questions, Curriculum] 9 lessons, Genesis

2: Paddling the Inside Passage: A Journey of the Sea and Soul – AdventuresNW

Learn test reading journey's comprehension with free interactive flashcards. Choose from different sets of test reading journey's comprehension flashcards on Quizlet.

Set Up Before you begin the unit on Lewis and Clark, break the classroom into two groups. Direct the students to the articles in the Lewis and Clark Student Activity under the Prepare for the Journey section or have printouts of the articles for them to read at home. **Lesson Directions Step 1:** Begin a discussion about the Lewis and Clark journey by asking students what they learned about the articles they have read over night. As a class, make three lists on the board: Once all the facts are on the board, and students have copied the information into their notebooks, prompt students to synthesize this information. Ask students about what kinds of events prompted the journey, challenges faced by the Corps of Discovery, and leadership skills needed by Lewis and Clark. See Discussion starters below. Tell students that they will be going on their own journey, following Lewis and Clark and also making virtual visits to the trail today, but first they must prepare for the journey. Depending on the availability of computers in the classroom, break up students so they can take the interactive quiz on what they would pack for a three-year journey. If computers are not available, you can print this quiz out in advance and have the students complete them offline. While students are still at their computers, have them meet the team of explorers who joined Lewis and Clark. If you have a computer learning station within the classroom, assign the "Meet the Team" area as an independent activity for their computer time. Once all students have completed the quiz, regroup to discuss what they have learned. For example, how many were surprised at the availability of canned goods in ? Discuss the leadership skills needed for Lewis and Clark as well as the men they picked for their team. What kind of decisions did they need to make in order to solve the problems and challenges ahead of them in the trail? Ask students if they would be prepared to make a similar journey and what they would do to prepare for it. **Specimen Box Step 1:** As homework, have students bring in a box from home. Any small box made of cardboard like a shoebox will do. Print out several copies of the Specimen Box Labels printable so students can pick a character to become through their experiences following Lewis and Clark. When they return to class, explain to them that they will collect objects as they go through the Lewis and Clark Student Activity, and they must prepare these objects to send home to their parents. If you have time, have students decorate their boxes with their box labels and any other art material available. If there is no time, have them pick their labels in class, paste them on their boxes, and ask them to decorate their boxes at home **Following the Journey Step 1:** Make a copy of the Timeline printable for each student. Individually or in pairs, have each student by a computer. Introduce them to the home page of Lewis and Clark and explain that they are ready to start the journey in Direct them to the timeline and have them explore while filling out their Timeline printable. As students explore the timelines, they will find the objects for the specimen box. Have them create a specimen box online and collect the objects, filling out the descriptive information as they go along. Once they have completed their specimen box, have them print out the contents and place them in their decorated boxes. Have students collect more objects to add to their specimen box. Using their completed Timeline printable, have students research and find more discoveries made by Lewis and Clark. As they find images, they should print out the images and write descriptions, just as they did for the six objects provided in the online activity. Students will collect these objects in their box for a complete overview of the Lewis and Clark discoveries. **The Trail Today Step 1:** After students read about the events on the trail today, they are given a choice on either reporting on Lewis and Clark or writing a journal entry as if they were a member of the Corps of Discovery. For either writing assignment, have students focus on their point of view – whether they are writing from the perspective of a Native American, a member of the Corps of Discovery, or even President Thomas Jefferson. They should also pay attention to the facts in their journals and articles, and separate them from their opinions. If students are writing a journal, have them pre-write, write, and edit their work offline. They should hand one copy to you before entering it into the Westward Expansion journal. If students are writing the article, they should follow the directions in the "News Report" section, enter their headline, byline, and caption. They should fully

research and write their article before printing out a copy for grading. You may also have students visit the News Writing: A Writing with Writers Activity for a news writing workshop where students can publish these reports online. Lesson Extensions Once their Timeline printables are completed, as a class, students can create a large map or timeline following the journey of Lewis and Clark. Decorate with the specimen box objects as well as images they print off the Internet. Cross Curricular Extensions Vocabulary and Word Origins Students learn about the influence of Native American languages by studying the history of common English words. Assign students to each compile lists of five or more words that originate from Native American languages. Drama Students can choose to dramatize a specific episode from the adventures of Lewis and Clark, rehearse the play, and then present it to the class. Language Arts Students write a story about the Lewis and Clark adventures. Have them write characters, a plot, setting, and point of view. Discussion Starters Why was it important to pick the right people to go on the journey with Lewis and Clark? What were some of the events and people who came together to make the Lewis and Clark journey happen? Why was it important that all these events happened? How is the American landscape different today than it was in the early s? What are some of the changes in the lives of Native American nations? Do you think Lewis and Clark could have imagined some of these changes? What are some of the differences between traveling years ago and today? What would be a comparable journey today and how would you prepare for it? In , Lewis and Clark came back to the United States to very little fanfare. Why do we celebrate their accomplishments today? How are people still exploring today? In reading the journals written by Lewis, Clark, and the members of their team, how can we, as historians, figure out the differences between fact and opinion in their experiences? Students learn how to understand multiple perspectives that derive from different cultural vantage points. Time, Continuity, and Change: Students focus on how the world has changed in order to gain perspective on the present and the future. Individual Development and Identity: Students learn to ask questions such as "What influences how people learn, perceive, and grow? Students utilize technological advances to connect to the world beyond their personal locations. The study of people, places, and human-environment interactions assists learners as they create their spatial views and geographic perspectives of the world. Civic Ideals and Practices: Students gain an understanding of the ideals, principles, and practices of citizenship in a democratic republic.

3: BIBLE VERSES ABOUT JOURNEY

Home is now behind you, the world is ahead! - Gandalf In every telling of the great stories, the Hero's Journey, the Hero must take leave of what has been comfortable and normal for him or her.

Main Idea in 1! Lesson Objective Students will be able to identify the main idea in a text and determine the topic, a new title for the passage, and construct a sentence that supports their findings. Identify the purpose or main point and supporting details. Main Idea in Informational text Objective: Students will be able to identify the main idea in a text and determine the topic, a new title for the passage, and construct a sentence that supports their findings. Write 4 lines about something you did over the weekend. When you are finished underline what line you think best describes the main idea of your paragraph. Have you ever wondered what the big deal with this main idea stuff is? Like why is my teacher spending so much time teaching me about the main idea when so frequently I have to find out so much other information besides the main idea? Well that is because knowing the main idea is important. When we know the main idea we are really understanding the just of what we are suppose to be learning about. We have an idea about the topic and what we are going to learn from our reading. Frequently we are asked to answer questions about the main idea, or rename a title of a passage, which is also another way for test takers or assessors to figure out if we know what the main idea is. When we figure out the main idea, we can actually do 3 things to realize that we are really strong readers. When we think of a main idea, we ask ourselves what is this mostly about? While we are asking ourselves that think to yourself, we can actually answer some important questions about main idea. When we know the main idea we can more than just identify what the passage or story is mostly about. We can also identify the topic, can create a new title, and can write a sentence that supports why you have chosen your main idea. When we can support our main idea we can confirm our findings and support our thinking that is what makes us good readers. Choose a passage, article, reading, or book to model with the students. You can display the passage, do a simple read aloud, or distribute copies of your reading to your students. Read aloud the passage to the students , I would read it once thoroughly and then read it again using out loud thinking, jotting down notes, questions, and highlighting important information. Talk out how you would generate a main idea. Have an anchor chart that looks as the model below. Fill in each area and model thinking aloud how you are creating each object. Then do another reading, have students do think aloud, highlight, add questions and talk through information. Have them come up with the topic, title, and sentence to support. Should be introduced as:

4: The Lewis & Clark Expedition --Reading 3

Explore the life of Abraham and his journey of faith. 7 lessons for ages Click image for detail Read more. Add to Basket.

A Journey of the Sea and Soul Susan Conrad February 25, Water 51 Views The ocean -the open stuff -is alive, bounding, rebounding, crashing, rolling, breaking, sucking back, roaring, hissing, thundering, and ominously quiet. It took me through glacially carved landscapes and impenetrable forests, narrow channels and wide ocean passages, barreling fronts and mixmaster waves. It was a journey of the sea and the soul that took me both north to Alaska and inward, as I discovered the depths of my own strength and courage. I have still only begun to understand its impact. This alone was enough to lure me into planning an expedition up its labyrinthine coast. Seattle is considered the official starting point and Skagway the terminus where one literally runs out of ocean, about 1, miles later. Departure My journey began in spring , from a crescent-shaped public beach at Washington Park, just outside Anacortes, Washington. A poignant departure arranged by a small group of friends included a champagne-christened bow, a round of goodbye hugs, and a gentle shove to my stern that had me paddling away from the safety and protection of Fidalgo Island. Ten strokes later, as I rounded a small public dock, two old salts rigging their fishing boat asked where I was headed. I could hear my friends chuckle on the beach behind me, and my big, toothy grin could have lit up the ocean. Sixty-six days, 1, miles, dark chocolate bars, 28 ibuprofen gel caps, seven temper tantrums, five anxiety attacks, two pairs of underwear, one foul wetsuit, and a million magical moments later, I laid my paddle down in Juneau, Alaska. Pummeling pandemonium of Butedale Falls, BC During that time I lived indefinitely in a wetsuit, paddled marathon distances for weeks on end, forged friendships with quirky people in the strangest of places, and pretended not to be intimidated by pound grizzly bears and ton whales. I lived my dream. That dream entailed paddling through wild, steep country, subject to strong currents and wind. The realities of hypothermia, dwindling food supplies, non-existent beaches, and extreme tidal differences â€” alarmingly rising walls of water measuring over twenty feet -were part and parcel of the journey. At times I floated in a magical world among whales and icebergs and immeasurable beauty; other times I paddled wildly with fear at my back. Wood â€” stone â€” feather and bone â€” Spirit of the Ocean going to carry you home; Native saying shared on launch day My experience paddling through the Alaska panhandle was perhaps the wildest and most magical of all. On my 45th day at sea, with miles trailing behind my stern and approximately imminent on my bow, I bobbed on the imaginary border that represented the separation of Alaska from British Columbia. Estimating from my chart and nearby landmarks, I had reached a major milestone â€” I had arrived at the Alaskan border via sea kayak! I paddled up a narrow channel speckled with several inviting beaches. Brilliant red Indian paintbrush flourished in pockets of sparkly white sand. Shards of mica-speckled obsidian rocks and veins of quartz punctuated the rocky seashore. The next day my kayak slid over the robust swells of Dixon Entrance, and my surroundings, I thought, began to take on a different look and feel. I skidded around the next point, and there it was: The landscape seemed more open. The mountains loomed bigger. The water, more blue. I noticed more hemlocks and various species of deciduous trees in this land of the midnight sun. It all beckoned me, as if I were paddling into another dimension. Ice and Whales Magical moments in Holkham Bay, AK Several weeks later, nearing Juneau, and the end of my adventure, the ethereal blue ice of Sumdum Glacier hung over my camp, frozen in time, etched in jaw-dropping beauty. It was the most pristine and seductive campsite of the trip so far, in spite of the amusing name. John Muir wrote extensively about this area in Travels in Alaska, and not once did he indicate a tongue-in-cheek attitude when he wrote about the Sumdum ice, the Sumdum seal hunters, or the Sumdum Indians. The Dictionary of Alaskan Place Names reports that the Tlingit Indians who lived nearby named it Sumdum to embody the booming sound of icebergs as they broke off the glacier. Another account states that from to the area was the site of an active mining camp, named Sumdum, complete with a tram, brewery, and post office. Holkham Bay as Sumdum Bay is now named , where Sumdum Glacier meets the sea, showed no signs of past activity. Camped deep inside the bay I watched icebergs flaunt their allure in front of me, suspended timelessly in the peaceful cove. Some resembled ice sculptures: Loons, the symbol of wilderness and solitude, floated amongst them on the glassy smooth

water. Around the corner of a small rock outcropping, out of my line of sight, something snorted loudly in the water. A sea lion, perhaps? Big daddy orcas frolicking in Windham Bay, AK Paddling north the next day, I encountered several humpback whales competing for attention, giant cetaceans swimming circles around me. One slapped the water with its white pectoral fin, then dove deep, its tail fluke spanning nearly fifteen feet, momentarily suspended between sky and sea. Three other humpbacks intermittently stayed on the surface and sang melodious and mysterious songs to each other, repeating patterns of chirrups, sighs, moans, and growls. I listened to this hauntingly beautiful outdoor symphony, watching long, curving backs oscillate through the water for a few more magical moments before they silently slipped beneath the surface. Two bays north, I floated in tranquil solitude “ until a super-pod of orcas burst into my reality in full-on frolic mode. Thunderous claps filled the air, emulating gunfire, as the whales breached and spiraled, then smacked the water with massive force. Their communicative nature resonated across the water as dorsal fins, tail flukes, and a cacophony of sounds surrounded me. My gaze swept in an arc across the bay; I was afraid I would miss any number of sideshows. The big daddies, showing off their triangular, six-foot-high dorsal fins, paraded in front of me. Swimming powerfully and gracefully, they undulated and then dove, cutting through the water in a trajectory that had one red kayak in its epicenter. I gasped as one swam beneath me. Looking down in a combination of amazement and fright, it appeared as if a submarine might surface directly below me. Susan picked a dandy for her last campsite I continued to glide through paradise on this radiant, eye-piercing afternoon. I would pitch my tent one last time that night on a small pebble crescent beach nestled into a slim indentation just north of Slocum Inlet. Its amenities included profuse amounts of dazzling pink fireweed, a babbling brook, and sweeping views of Stephens Passage. Gastineau Channel, my final approach to Juneau, loomed in the distance. Icebergs floated by; whales serenaded me. As the night opened before me and the pulse of the day slowed, as nature fell into order and my journey drew to its end, I reflected on the many mind-blowing, altogether intoxicating moments of this adventure, along with the challenges that were, at times, more than I had bargained for. Within minutes I could pick my friend Becky out of the crowd, her arms waving high and wildly back and forth to greet me. My heartbeat quickened as my feet approached terra firma “and the end of this adventure. Further south the road widened and flattened as it ran through the fertile farmlands of the Skagit River Valley. Soon, we headed west for Anacortes, back to the same beach where I began my trip, seventy-three days earlier. Standing in the very spot where I launched, I tuned into the memories and emotions of that inaugural day. The circle was complete. Susan Conrad is a writer and photographer whose tenacious exploration by sea kayak has fueled her stories and images of the natural world for decades. Check out her website [here](#).

5: Fifth grade Lesson The True Story of Christopher Columbus

Words of Life - Lessons in the Journey. 61 likes. Welcome to Words of Life. Sit down. Relax. Stay a while. May you be encouraged in your journey.

Tweet There are many different ways to distill the lessons of the Bible. It is such a wonderful book and worth studying for a lifetime. Here are 7 life lessons from the Bible. We could certainly look at many more, but what I have tried to do is give a big picture idea of some of the concepts taught over and over in the Bible. We are familiar with the 10 Commandments and that is a good place to start, but it is certainly not all the Bible has to say about loving God and our fellow man. A good story from the Old Testament that illustrates obedience to God is the story of the life of Joseph. He certainly had his share of hard times and difficult situations to deal with, but he was guided with the simple principle of obeying God and doing right by others around him. His story is found in Genesis chapters 37 through 50. Submit to Authority We can think of many people in the Bible who had gotten themselves thrown into prison or sentenced to death. But the interesting thing is that many of the stories of people dealing with authority problems show us that these men and women were still submissive to authority even when they found they could not obey authority. Sometimes we find that we cannot obey what authority asks us to do. Shadrach, Meshach and Abed-nego are good examples of this. They were told by the king that they must bow down to a statue and worship that image. They accepted the punishment that the king and his government pronounced upon them. We are told in Romans 13 and we are told by Peter in Acts 5: There is no conflict in these two passages. The vast majority of the time there is no conflict between submission and obedience. We just like to use examples of disobedience to authority in the Bible as an excuse to do things our own way. Love Others Besides submission to authority, Romans 13 teaches us a wonderful definition of love. Love is not always easy or convenient. But love is always right. In some cases love may mean withholding something from someone. Love may mean giving something at great personal sacrifice. Love is doing what is right and best for the other person in each situation. Be Humble God is touched by our humility. Without this humility, we would still be in our sins. I am thinking of a dear friend right now who, as far as I know, died without the Lord as his savior because he refused to allow Christ to forgive his sins. My friend said that he should be able to save himself with his own good works. He would not allow anyone or anything take responsibility of his deeds. Before you think of my friend as a wicked heathen who thumbed his nose at God, I have to tell you, he was one of the sweetest, kindest men I have ever met. He really had done many marvelous things in his life. He had been loving and benevolent to those around him. He was greatly loved and respected by the community where he lived. Yet, my friend was too proud to allow the Lord Jesus Christ to forgive him of his sins. I am reminded of another story in the Bible. If you have not read the story of Esther, you should take some time to study the character named Haman. What the verse actually says is that the love of money is the problem. Money easily becomes an idol. People begin to worship money and the pursuit of it more than worshiping God. Certainly money is necessary to live in this world. The Bible has a surprisingly large number of verses concerning money, especially in the book of Proverbs. Even though we should not lust after money, we do need to be wise in the way we handle it. And, no, it is not a requirement to be poor to be a good Christian. Read all of 1 Timothy 6 to see some great teaching about money and wealth. Paul does not condemn the rich in verse 6. Rather, he encourages them to trust the Lord, not their riches. Then he says in that verse that God gives us things to enjoy. There is nothing wrong with enjoying nice things. The problem comes in thinking stuff will make us happy. The point of the passage is that we should be godly do what is right and content satisfied with what God has given us. We see that clearly stated in verses 6 through 11 of that chapter. Sowing and Reaping What we sow we will reap. The Bible teaches that in various places and ways. In the Old Testament we are told in Numbers 32: There is nothing secret before God. In the New Testament we see 2 Corinthians 9: A great way I have heard this Bible principle taught is that we reap what we sow of the same kind, we reap proportionately to how much we sow, we reap more than we sow, and we reap later than we sow. This means that if we sow good, we reap good things. If we sow evil, we reap evil things. Then if you sow very little you will reap proportionately very little. However, you always reap more

than you sow. Even though it is proportionate it is still abundantly more than you plant. If you sow one grain of corn you reap one stalk with many ears. But if you sow a whole row of corn, you will reap many more stalks with many ears and thousands of kernels. Finally, you reap later than you sow. Harvest time is coming in the future. Will your harvest be good or evil? Conflict Management I was listening to a Human Resources coach speak recently and he said that it is not always possible to resolve every conflict, but it was possible to manage conflicts. The Bible teaches us to live peaceably with those around us Romans We are taught the Golden Rule from childhood: That is a principle straight from the pages of Scripture Matthew 7: Matthew 18 is the classic passage on conflict management. The first thing to do is go personally to the person who has done wrong toward you. Try to resolve the conflict individually. If that does not work, then take two or three other people with you to try to work out the problem. This way you have people who can be witnesses to what is said, the problem can be clarified and you have other input to help see where the real problem is. If the problem continues, then take it before the church and deal with it as a public matter. The progression is to keep the problem as private as possible. Only escalate the conflict when it cannot be solved privately. These are 7 that came to mind quickly. You are welcome to share in the comments below other life lessons that you enjoy from the Bible. Here is another article by David: Just click the button below to get started.

6: Fluency Practice Passages - Reading A-Z

JUNO's Journey to Jupiter (Grade Readability) A Long Way from Home – A Story of the Spanish American War, Part 2 Garon Gets Golf Lessons.

Tolkien, is one of my favorite books. The past couple of times, both as a reader and listener, a myriad of quotes have jumped out at me, leaving me to think about their application in writing, business, friendship, trust, and bravery. As The Hobbit films are released today, and millions of fans return to Middle-Earth, I wanted to share 12 of my favorite quotes and lessons with you. I hope they speak to you as well. Home is now behind you, the world is ahead! We must do this as well when we strike out on a new adventure, and awaken from slumber to the quest ahead. We must begin, the world is out there! There is more in you of good than you know, child of the kindly West. Some courage and some wisdom, blended in measure. If more of us valued food and cheer and song above hoarded gold, it would be a merrier world – Thorin This lovely quote speaks for itself, and has only taken on more meaning in the present world. It does not do to leave a live dragon out of your calculations, if you live near him – Gandalf This sounds like a silly, unnecessary piece of advice, but how often do we actually overlook an aspect of our plan which can so easily ruin everything? Looking back, we may wonder how we could have missed it! Much like you should be prepared if dragons are nearby. Check out all of the quotes on Pinterest! The road goes ever on and on We must continue to walk the road, leaving old mistakes and success behind, for there is still much to do. I should think so – in these parts! We are plain quiet folk and have no use for adventures. Nasty disturbing uncomfortable things! Make you late for dinner! And if you do, you will not be the same We often do not want to change, we want to remain the same. Nasty, disturbing thing, change. Yet when the call of adventure sings in our ear, we feel a stirring in our souls to follow. At this point, our friends and family may be equally hesitant for us to change, because they know we will not be the same! This tension can be the cause of a lot of pain, but does not mean we should resist. Now is the time for Bilbo to perform the service for which he was included in our company; now is the time for him to earn his reward – Thorin Remember you are called to act, to fulfill the role you were made for. Fighting against your call is fruitless, for you will never be content until you have acted. Just for your sole benefit? But you are really just a little fellow, in a wide world after all – Gandalf We can easily be pulled in to the temptation to think we have done everything ourselves, our success is a direct result of our performance, and that we deserve our success. But we must remember there is a lot of variance in the world, and we are just a small piece of a larger game. When I went to Haiti last December, I brought far too much. Even in my day-to-day life, I go about thinking I need this or that to be happy, when in reality my happiness is received by much simpler things, and mostly by people. I can manage without a good many things. Bilbo had many hardships and adventures before he got back. The wild is still the wild after all, and we have duty to fulfill. We must return, yes! But we must also contribute, and contribution is a dangerous, life-changing act. There is a lot more in Bilbo than you guess, and a deal more than he has any idea of himself – Gandalf Perhaps there is a lot more in you than you guess. Or in your spouse. Or in your kids. Or in your friends. You should find out, not all journeys involve leaving your home. If you have some of your own to share, either before or after viewing, let us know in the comments!

7: Fourth Grade Reading Comprehensions and 4th Grade Reading Lessons

A Journey of Discovery in the Books of lessons, each of which contains the full NIV text of the Scripture passage, several study and discussion questions, and.

Theme registry rebuild completed. Turn off this feature for production websites. As parents we wait for and even seek out teaching moments. But even more specifically, we love distilled instruction. We want the ideas boiled down. Give us three easy points and we are happy. You want proof for this mindset? Check out the endless series of books for Dummies and Idiots on virtually any subject. We want the facts and just the facts. Well, I have become persuaded that the problem is not that we like three easy lessons or distilled ideas though they are not without their pitfalls. Instead I am eager to tell you about one of the finest of books which has the best lessons. While at this house Christian learns seven vital lessons that will be profitable throughout his journey to the Celestial City. However, before going further let me break for a question you may have. Now, I am not a Bunyan scholar but here is my take. I am of the mind that if Bunyan were writing a systematic theology his *ordo salutis* or his order of salvation would have been constructed a bit different. However, as he attempts to relate experience through allegory his *ordo docendi* or the order of his teaching is what it is. But no matter how we handle this issue our point is left secure; Christian is learning early lessons which will serve him throughout his earthly pilgrimage. That repetition is like a New Testament *inclusio* which is a literary device used to bracket material. Again, whether or not Bunyan intended such a thing is open to debate. However, there is something else in the text which makes me think that this bookending was intentional. Now, before getting to those lessons I have a piece of advice for you. And if the instruction Christian received from the Interpreter helped him, then it can help us. Our spiritual progenitors understood this. They had committed these lessons to heart and life. Seven Lessons The lessons Christian learns are not simply for him. These lessons help us to stand. The second lesson is learned watching a man sweeping who is only able to stir up dust until water is brought to sprinkle the room. The lesson is that the law has no power to subdue our sin. Only the gospel of grace applied through faith can reign over our corruption. After watching two children named Passion and Patience interact with one another and with earthly treasures Christian learns that it is best to wait contentedly for the best things in the next life. The fourth lesson is a dual lesson. Not only does Christian learn that the Devil continually seeks to devour the pilgrim but also that Christ is the One who maintains the good work that is begun in the heart of a believer. The fifth lesson comes to Christian while watching a valiant man fight his way through wicked men in order to attain entrance to a beautiful palace. The sixth lesson is in some ways the most troubling. Christian speaks to a caged man who is in great despair because the man no longer believes that the Lord of the land is gracious toward him. Now, that, my friends, is a hint. We will encounter situations which require these lessons to be applied as ointment to spiritual maladies if Christian is to successfully find his way to the Celestial City. Lessons Applied Let me give two examples. We have seen this man before and we will encounter him again in the story. For instance, think back to Good-Will who stands at the Wicket-Gate. How is he portrayed? And do you remember how Evangelist is described? The point is that Christian has encountered this guide before and he will meet him again because he must! The second example that Bunyan will need along the way is the lesson of the man in the cage. For this example we need to think far ahead in the story. After becoming discouraged with the narrow path Christian suggests to Faithful, his traveling companion, that they leave the narrow way and take what seems to be the easier route through By-Path Meadow. However, this turns out to be disastrous. Not long after departing from the way they are abducted by Giant Despair and thrown into the dungeon of Doubting Castle. Christian finds himself in a cage of despair and doubt. He even contemplates ending his own life Now, think back to the Interpreters house. Do you remember what Christian said after the Interpreter showed him the man in the cage of his own despair? With that in mind think again of Christian in his cage of despair and doubt. It was on Sunday a little before daybreak notice the resurrection imagery that Christian discovered himself thrilled with excitement. Christian recognizes that liberty from doubt and despair lay near to any believer. But the question is how did this all come about? Christian had learned his lessons well from the Interpreter. Do you see why I

PASSAGES 3, LESSONS FROM THE JOURNEY ABOUT HOME pdf

told you to make a bookmark of these lessons from the Interpreters House? They are a help not only to understanding the book “ but they are a help to every pilgrim. They are Scriptural lessons discerned and applied. Now, what are you waiting for? Gird up your loins and address yourself to the journey! The Alliance of Confessing Evangelicals is member supported and operates only by your faithful support.

8: Lewis and Clark for Grades | Scholastic

With these lessons conjuring both hope and fear in Christian, the pilgrim once again girds up his loins to address himself to the journey but not before the Interpreter encourages him to keep these lessons as "a goad in thy sides, to prick thee forward in the way thou must go" (39).

Level Correlation Chart Why Use Fluency Practice Passages Fluency is a key foundational skill that helps students read complex text with greater understanding. When students read with accuracy and expression at an appropriate reading rate, their fluency supports their comprehension. Repeated reading practice with short passages improves word recognition and automaticity. How to Use Fluency Practice Passages Passages are provided from Levels F to Z and are original fiction or nonfiction text that can be used for one-on-one reading, independent timed reading, or partner timed reading. Read the Fluency Assessment Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Have a student start a stopwatch as she or he begins a passage, and stop it at the end of the passage. The student can record the words per minute and reading time on a chart or graph. One partner times the other partner reading a passage. At the end of one minute, the partner with the timer says, "Stop" and circles the last word read. This partner then marks the number of words read on the table at the bottom of the page. After several readings the partners then switch roles. Tell the student that if she or he has trouble struggling for more than 3 to 5 seconds, you will say the word so she or he can keep reading. After one minute, say "Stop," stop the stopwatch, and circle the last word read. During the reading, resist the urge to correct mistakes. Mistakes and self-correction will be accounted for in the score. If the student has extreme difficulty, stop the test. Reassure the student that she or he will redo the assessment after further reading practice. You should select a lower level passage for the next assessment. Follow along on your copy word by word with your pencil. Mark a dash above words skipped. Skipped words Word substitutions, including incorrect forms of the word Words in the wrong order; both or all words are counted as wrong Struggling that lasts for 3 to 5 seconds, or more The following are not considered misses: Added words Varying pronunciation due to accent, dialect, or speech impediment Repetitions in which the wording is correct Self-correcting a mistake; the word is scored as correct. Count the total words the student reads in one minute using the words-per-line totals listed in the margin. Write this in the chart at the bottom, along with the date of the reading. Count the number of errors slashes. Record the number in the "Errors" line for the read. Subtract the number of errors from the total number of words read to find the words correct per minute WCPM.

9: 7 Simple Life Lessons Found In The Bible

ELA / Literacy Lessons. Lessons designed to highlight the ELA/literacy Shifts and expectations of college- and career-ready standards. Learn more about these lessons.

Determining the Facts Reading 3: Wintering on the West Coast Some rain all day at intervals, we are all wet and disagreeable, as we have been for Several days past, and our present Situation a verry disagreeable one in as much, as we have not leavel land Sufficent for an encampment and for our baggage to lie cleare of the tide, the High hills jutting in so close and steep that we cannot retreat back, and the water of the river too Salt to be used, added to this the waves are increasing to Such a hight that we cannot move from this place, in this Situation we are compelled to form our camp between the hite of the Ebb and flood tides, and rase our baggage on logs. Resigned to this reality, Lewis and Clark consulted their crew about where the camp should be located, either north or south of the Columbia River. Writing in his journal that evening, Patrick Gass, a member of the corps, noted: At night the party were consulted by the Commanding Officers, as to the place most proper for winter quarters; and the most of them were of opinion, that it would be best, in the first place, to go over to the south side of the river and ascertain whether good hunting ground could be found there. Should that be the case, it would be a more eligible place than higher up the river, on account of getting salt, as that is a very scarce article with us. The corps hoped to replenish their supplies and equipment, and procure a fresh supply of trade goods to purchase provisions from the Indians for the trip home. Setting to work on the construction of a temporary structure, designed for habitation and basic defense, the corps spent the early days of December rushing to complete the fort. By Christmas, almost all work was concluded and the crew moved into Fort Clatsop, named after the Clatsop nation inhabiting the area. This is where they would spend the following three months. When complete, the fort consisted of two parallel rows of huts, separated by a foot parade ground and connected at either end by stockades with gates. The three huts on the south side are thought to have housed all of the enlisted men. During the next three months members of the corps set about a number of tasks in preparation for their long journey home: The procurement of salt was a necessary task for the crew because salt was needed to cure meat. That being the case, five men set out to establish a salt-making camp some 15 miles to the southwest, on the ocean. Three-and-one-half bushels of salt were produced for the return trip. While the work on the salt-making front was very beneficial, the most significant advance was in the development of associations with the indigenous population. The Clatsop nation, one of the many coastal tribes, was forward in its interactions with the American explorers, paddling over to the fort in canoes in hopes of trading goods and wares. Observing these people, Clark noted: They came to observe and to trade skins, roots, dried fish and berries for fish hooks, bits of cloth--anything the captains could muster from their meager store of goods. Blue and white beads were the highest prized articles. Lewis and Clark spent the rest of their time at Ft. Clatsop carefully reviewing their notes and calculations. Revising maps, organizing for the quickly approaching return trip, and continuing to carefully document all observations of flora, fauna, and indigenous people, they both were consistently occupied throughout the winter season. However productive they were, the three months at Fort Clatsop were difficult for the members of the expedition. Their hopes of meeting a trade ship never realized. Game was hard to locate, and with only a few days rations on hand, regular hunting parties were kept out constantly. The miserable, rainy weather played havoc with black powder and flintlock weapons. The jerking of meat never met with complete success in the moist coastal environment and spoiled quickly. Colds, fevers and rheumatism joined the multitude of fleas as their constant companions. These disagreeable conditions hastened the departure of the corps. Before setting out on March 23, , Clark wrote: Fort Clatsop had served its purpose. It had protected the Corps of Discovery allowing them to prepare for the six-month journey home. Questions for Reading 3 1. What factors went into choosing the location of the winter camp? Describe the fort they built. Why do you think they included a parade ground? The Corps of Discovery made good use of their time while wintering at Fort Clatsop. What sorts of tasks occupied their time? Why was it important for Ft. Clatsop to be located near the water? Why were the salt-making operations important to the corps? What difficulties did the members of the expedition encounter during their stay at Fort

PASSAGES 3, LESSONS FROM THE JOURNEY ABOUT HOME pdf

Clatsop? What do you think would be the most frustrating problem to deal with? Reading 3 was compiled from Robert G. Department of the Interior, National Park Service, Antiquarian Press LTD, ,

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