



# Bible 100

## Teacher's Guide Part 1

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Alpha Omega Publications®

804 N. 2nd Ave. E., Rock Rapids, IA 51246-1759

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## **STRUCTURE OF THE LIFEPAC CURRICULUM**

The LIFEPAC curriculum is conveniently structured to provide one teacher handbook containing teacher support material with answer keys and ten student worktexts for each subject at grade levels two through twelve. The worktext format of the LIFEPACs allows the student to read the textual information and complete workbook activities all in the same booklet. The easy to follow LIFEPAC numbering system lists the grade as the first number(s) and the last two digits as the number of the series. For example, the Language Arts LIFEPAC at the 6th grade level, 5th book in the series would be LAN0605.

Each LIFEPAC is divided into 3 to 5 sections and begins with an introduction or overview of the booklet as well as a series of specific learning objectives to give a purpose to the study of the LIFEPAC. The introduction and objectives are followed by a vocabulary section which may be found at the beginning of each section at the lower levels, at the beginning of the LIFEPAC in the middle grades, or in the glossary at the high school level. Vocabulary words are used to develop word recognition and should not be confused with the spelling words introduced later in the LIFEPAC. The student should learn all vocabulary words before working the LIFEPAC sections to improve comprehension, retention, and reading skills.

Each activity or written assignment has a number for easy identification, such as 1.1. The first number corresponds to the LIFEPAC section and the number to the right of the decimal is the number of the activity.

Teacher checkpoints, which are essential to maintain quality learning, are found at various locations throughout the LIFEPAC. The teacher should check 1) neatness of work and penmanship, 2) quality of understanding (tested with a short oral quiz), 3) thoroughness of answers (complete sentences and paragraphs, correct spelling, etc.), 4) completion of activities (no blank spaces), and 5) accuracy of answers as compared to the answer key (all answers correct).

The self test questions are also number coded for easy reference. For example, 2.015 means that this is the 15th question in the self test of Section II. The first number corresponds to the LIFEPAC section, the zero indicates that it is a self test question, and the number to the right of the zero the question number.

The LIFEPAC test is packaged at the centerfold of each LIFEPAC. It should be removed and put aside before giving the booklet to the student for study.

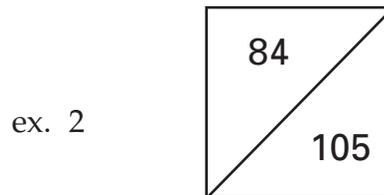
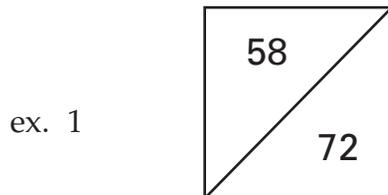
Answer and test keys have the same numbering system as the LIFEPACs and appear at the back of this handbook. The student may be given access to the answer keys (not the test keys) under teacher supervision so that he can score his own work.

A thorough study of the Curriculum Overview by the teacher before instruction begins is essential to the success of the student. The teacher should become familiar with expected skill mastery and understand how these grade level skills fit into the overall skill development of the curriculum. The teacher should also preview the objectives that appear at the beginning of each LIFEPAC for additional preparation and planning.

**TEST SCORING and GRADING**

Answer keys and test keys give examples of correct answers. They convey the idea, but the student may use many ways to express a correct answer. The teacher should check for the essence of the answer, not for the exact wording. Many questions are high level and require thinking and creativity on the part of the student. Each answer should be scored based on whether or not the main idea written by the student matches the model example. "Any Order" or "Either Order" in a key indicates that no particular order is necessary to be correct.

Most self tests and LIFEPAC tests at the lower elementary levels are scored at 1 point per answer; however, the upper levels may have a point system awarding 2 to 5 points for various answers or questions. Further, the total test points will vary; they may not always equal 100 points. They may be 78, 85, 100, 105, etc.



A score box similar to ex.1 above is located at the end of each self test and on the front of the LIFEPAC test. The bottom score, 72, represents the total number of points possible on the test. The upper score, 58, represents the number of points your student will need to receive an 80% or passing grade. If you wish to establish the exact percentage that your student has achieved, find the total points of his correct answers and divide it by the bottom number (in this case 72.) For example, if your student has a point total of 65, divide 65 by 72 for a grade of 90%. Referring to ex. 2, on a test with a total of 105 possible points, the student would have to receive a minimum of 84 correct points for an 80% or passing grade. If your student has received 93 points, simply divide the 93 by 105 for a percentage grade of 89%. Students who receive a score below 80% should review the LIFEPAC and retest using the appropriate Alternate Test found in the Teacher's Guide.

The following is a guideline to assign letter grades for completed LIFEPACs based on a maximum total score of 100 points.

- LIFEPAC Test = 60% of the Total Score (or percent grade)
  - Self Test = 25% of the Total Score (average percent of self tests)
  - Reports = 10% or 10\* points per LIFEPAC
  - Oral Work = 5% or 5\* points per LIFEPAC
- \*Determined by the teacher's subjective evaluation of the student's daily work.

Example:

LIFE PAC Test Score	=	92%	92	x	.60	=	55 points
Self Test Average	=	90%	90	x	.25	=	23 points
Reports						=	8 points
Oral Work						=	4 points

---

TOTAL POINTS = 90 points

Grade Scale based on point system:	100	-	94	=	A
	93	-	86	=	B
	85	-	77	=	C
	76	-	70	=	D
	Below		70	=	F

*TEACHER HINTS and STUDYING TECHNIQUES*

LIFEPAC Activities are written to check the level of understanding of the preceding text. The student may look back to the text as necessary to complete these activities; however, a student should never attempt to do the activities without reading (studying) the text first. Self tests and LIFEPAC tests are never open book tests.

Language arts activities (skill integration) often appear within other subject curriculum. The purpose is to give the student an opportunity to test his skill mastery outside of the context in which it was presented.

Writing complete answers (paragraphs) to some questions is an integral part of the LIFEPAC Curriculum in all subjects. This builds communication and organization skills, increases understanding and retention of ideas, and helps enforce good penmanship. Complete sentences should be encouraged for this type of activity. Obviously, single words or phrases do not meet the intent of the activity, since multiple lines are given for the response.

Review is essential to student success. Time invested in review where review is suggested will be time saved in correcting errors later. Self tests, unlike the section activities, are closed book. This procedure helps to identify weaknesses before they become too great to overcome. Certain objectives from self tests are cumulative and test previous sections; therefore, good preparation for a self test must include all material studied up to that testing point.

The following procedure checklist has been found to be successful in developing good study habits in the LIFEPAC curriculum.

1. Read the introduction and Table of Contents.
2. Read the objectives.
3. Recite and study the entire vocabulary (glossary) list.
4. Study each section as follows:
  - a. Read the introduction and study the section objectives.
  - b. Read all the text for the entire section, but answer none of the activities.
  - c. Return to the beginning of the section and memorize each vocabulary word and definition.
  - d. Reread the section, complete the activities, check the answers with the answer key, correct all errors, and have the teacher check.
  - e. Read the self test but do not answer the questions.
  - f. Go to the beginning of the first section and reread the text and answers to the activities up to the self test you have not yet done.
  - g. Answer the questions to the self test without looking back.
  - h. Have the self test checked by the teacher.
  - i. Correct the self test and have the teacher check the corrections.
  - j. Repeat steps a–i for each section.

5. Use the SQ3R\* method to prepare for the LIFEPAC test.
6. Take the LIFEPAC test as a closed book test.
7. LIFEPAC tests are administered and scored under direct teacher supervision. Students who receive scores below 80% should review the LIFEPAC using the SQ3R\* study method and take the Alternate Test located in the Teacher Handbook. The final test grade may be the grade on the Alternate Test or an average of the grades from the original LIFEPAC test and the Alternate Test.

\*SQ3R: Scan the whole LIFEPAC.

Question yourself on the objectives.

Read the whole LIFEPAC again.

Recite through an oral examination.

Review weak areas.

### *GOAL SETTING and SCHEDULES*

Each school must develop its own schedule, because no single set of procedures will fit every situation. The following is an example of a daily schedule that includes the five LIFEPAC subjects as well as time slotted for special activities.

#### Possible Daily Schedule

8:15	–	8:25	Pledges, prayer, songs, devotions, etc.
8:25	–	9:10	Bible
9:10	–	9:55	Language Arts
9:55	–	10:15	Recess (juice break)
10:15	–	11:00	Mathematics
11:00	–	11:45	Social Studies
11:45	–	12:30	Lunch, recess, quiet time
12:30	–	1:15	Science
1:15	–		Drill, remedial work, enrichment*

\*Enrichment: Computer time, physical education, field trips, fun reading, games and puzzles, family business, hobbies, resource persons, guests, crafts, creative work, electives, music appreciation, projects.

Basically, two factors need to be considered when assigning work to a student in the LIFEPAC curriculum.

The first is time. An average of 45 minutes should be devoted to each subject, each day. Remember, this is only an average. Because of extenuating circumstances a student may spend only 15 minutes on a subject one day and the next day spend 90 minutes on the same subject.

The second factor is the number of pages to be worked in each subject. A single LIFEPAC is designed to take 3 to 4 weeks to complete. Allowing about 3-4 days for LIFEPAC introduction, review, and tests, the student has approximately 15 days to complete the LIFEPAC pages. Simply take the number of pages in the LIFEPAC, divide it by 15 and you will have the number of pages that must be completed on a daily basis to keep the student on schedule. For example, a LIFEPAC containing 45 pages will require 3 completed pages per day. Again, this is only an average. While working a 45 page LIFEPAC, the student may complete only 1 page the first day if the text has a lot of activities or reports, but go on to complete 5 pages the next day.

Long range planning requires some organization. Because the traditional school year originates in the early fall of one year and continues to late spring of the following year, a calendar should be devised that covers this period of time. Approximate beginning and completion dates can be

noted on the calendar as well as special occasions such as holidays, vacations and birthdays. Since each LIFEPAC takes 3-4 weeks or eighteen days to complete, it should take about 180 school days to finish a set of ten LIFEPACs. Starting at the beginning school date, mark off eighteen school days on the calendar and that will become the targeted completion date for the first LIFEPAC. Continue marking the calendar until you have established dates for the remaining nine LIFEPACs making adjustments for previously noted holidays and vacations. If all five subjects are being used, the ten established target dates should be the same for the LIFEPACs in each subject.

## **FORMS**

The sample weekly lesson plan and student grading sheet forms are included in this section as teacher support materials and may be duplicated at the convenience of the teacher.

The student grading sheet is provided for those who desire to follow the suggested guidelines for assignment of letter grades found on page 3 of this section. The student's self test scores should be posted as percentage grades. When the LIFEPAC is completed the teacher should average the self test grades, multiply the average by .25 and post the points in the box marked self test points. The LIFEPAC percentage grade should be multiplied by .60 and posted. Next, the teacher should award and post points for written reports and oral work. A report may be any type of written work assigned to the student whether it is a LIFEPAC or additional learning activity. Oral work includes the student's ability to respond orally to questions which may or may not be related to LIFEPAC activities or any type of oral report assigned by the teacher. The points may then be totaled and a final grade entered along with the date that the LIFEPAC was completed.

The Student Record Book which was specifically designed for use with the Alpha Omega curriculum provides space to record weekly progress for one student over a nine week period as well as a place to post self test and LIFEPAC scores. The Student Record Books are available through the current Alpha Omega catalog; however, unlike the enclosed forms these books are not for duplication and should be purchased in sets of four to cover a full academic year.

T E A C H E R



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## **INSTRUCTIONS FOR FIRST GRADE BIBLE**

The first grade handbooks of the LIFEPAAC curriculum are designed to provide a step-by step procedure that will help the teacher prepare for and present each lesson effectively. In the early LIFEPAACs the teacher should read the directions and any other sentences to the children. However, as the school year progresses, the student should be encouraged to begin reading and following his own instructional material in preparation for the independent study approach that begins at the second grade level.

This section of the teacher handbook includes the following teacher aids: 1) Cumulative Word List 2) Teacher Instruction Pages.

The Cumulative Word List is made up of words introduced at least once in one of the ten subject LIFEPAACs. An asterisk (\*) following a word indicates a direction-word that the children will need to know by sight to complete the work independently. Sight words are words that either are needed before their phonetic presentation or do not follow the standard phonetic rules. These words need to be learned through memorization and children should be drilled on them frequently. The drill may be done by use of a chart posted in a prominent place, by word card drills, word recognition or meaning games. Some words on the Cumulative Word List are not expected to be part of the student's reading vocabulary but part of his speaking vocabulary for better understanding of subject content.

A cumulative list of Memory Verses is included on page 217. This can be duplicated and kept for easy reference as the students work on learning the verses.

The Teacher Instruction Pages list the Concept to be taught as well as Student Objectives and Goals for the Teacher. The Teaching Page contains directions for teaching that page. The Activities section at the end of each lesson is optional and may be used to reinforce or expand the concepts taught.

Materials needed are usually items such as pencils and crayons which are readily available. Additional items that may be required are writing tablets or any lined paper, alphabet cards, color and number charts, and flash cards for vocabulary words.

**Page 1: God Created all Things**

**CONCEPT:** God created the whole world.

**OBJECTIVE:** Introduce all the objectives.

**MATERIALS NEEDED:** pencils

**BIBLE REFERENCE:** Genesis 1:1 and 2

**TEACHING PAGE 1:**

Read the title to the children. Discuss it with them. Write (Genesis 1:1 and 2) on the board. Tell the children that Genesis is the first book of the Bible. Show them where Genesis is in the Bible. Tell the children that the numbers after the word Genesis tell them where to find certain verses. Show them Chapter 1, Verses 1 and 2, in Genesis. Do not spend a long time on this activity. Simply introduce the idea and mention it as you present each Bible verse. The children will gradually learn how to interpret the Bible reference.

Ask the children to look at the picture. Let them tell what it is. Read the text and discuss briefly.

Read the objectives one-by-one. Have the children repeat each one as you read it. Explain to the children that the objectives tell them what they will be able to do when they complete the LIFEPAK.

Read the direction at the bottom of the page. Check each child's name. Circle any letters that are not formed correctly. Have them practice these letters in their writing tablets.

**ACTIVITIES:**

Read books on creation.

**GOD CREATED ALL THINGS**

(Genesis, Chapters 1 and 2)



God created the whole wide world.  
He created everything in it.



**Objectives**

1. I can tell who created the world.
2. I can name what God created.
3. I can tell who created me.
4. I can tell why I am very special.



**Write your name.**

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**PART I: GOD CREATED THE HEAVEN**

This section will explore God’s wonderful heaven. When God created the heaven, He divided it into two parts. He called the light, day and the darkness, night.

This section will appeal somewhat to the scientist within each child. The idea of day and night lends itself to demonstration activities. Several experiments, in which the concepts of light and dark become visible, will be done in this section.

**Page 2: God Created the Heaven**

**CONCEPT:** God created the heaven.

**OBJECTIVE:** I can name what God created.

**BIBLE REFERENCE:** Genesis 1:1

**READING INTEGRATION:** listening, left to right, main idea

**VOCABULARY:** created, day, GOD, heaven, light, night

**MATERIALS NEEDED:** word cards

**TEACHING PAGE 2:**

Read the title. Have the children follow along moving their fingers from left to right. Introduce the vocabulary words *created*, *God*, and *heaven*. Ask the children to find these words in the title and circle them. Take note of any child who has difficulty recognizing the word in its upper-cased form (created—CREATED) and have an aide or helper work with the child.

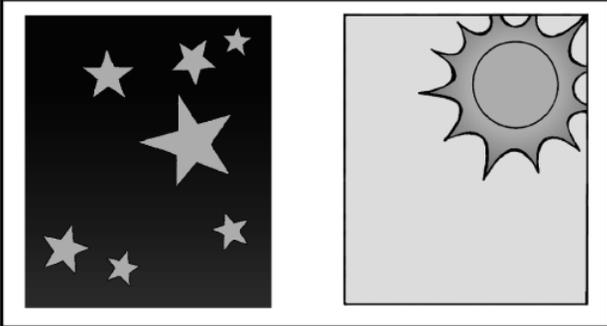
Ask the children to read the title together. Ask them if they can find the same sentence somewhere on the page (yes, in the quote).

Read the Bible reference and have the children repeat it. Call attention to the reference in parentheses.

**I. GOD CREATED THE HEAVEN**  
(Genesis 1:1 through 5, 14 through 19)

“In the beginning  
God created the heaven . . .”  
(Genesis 1:1)

God created all things.  
God created day and night.  
God created light and dark.



page 2 (two)

Ask the children if they can read the beginning of the next sentences (God created. . .). Complete the sentence and have them read the complete sentence after you.

Discuss the three sentences and the pictures.

**Page 8: Self Test 1**

**CONCEPT:** Evaluate child's progress.

**MATERIALS NEEDED:** Pencils

**TEACHING PAGE 8:**

Read the directions to the children as they listen. Read the directions again as they follow along. Let the children complete the page independently. Be available for individual questions.

Correct the test and discuss it with each child.

If a child does poorly on this page, review Section I pages and activities, especially 3, 6, and 7.

Make clear to the children that the self tests tell them what they have learned and what they still need to study. Do not treat tests in such a way that children become frightened of them.

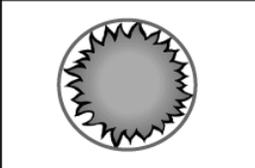
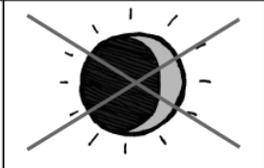
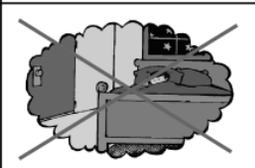
**ACTIVITIES:**

1. Some students can give you one or two sentences to go with each picture.
2. Have the children tell stories for selected pictures.

**SELF TEST 1**

**Circle the day pictures.**

**Put an X on each night picture.**

5	
6	



Teacher Check \_\_\_\_\_

Initial \_\_\_\_\_ Date \_\_\_\_\_

page 8 (eight)



My Score \_\_\_\_\_

## **PART II: GOD CREATED THE EARTH**

This section discusses the creation of God's beautiful earth. It will talk about all parts of God's earth—the land and sea, the plants and animals, and the people.

Just as the first section talked about the heavens as having two parts, day and night, this section can talk about the earth and everything in it as being divided into two parts, living things and nonliving things.

Then this question can be asked: "What makes a thing to be living as opposed to nonliving?" "Why is a plant one of God's living things, but a rock is a nonliving thing?" The land and the sea will be talked about as God's nonliving parts of the earth. This section will show, however, that both land and sea are inhabited by living plants and creatures. Emphasize that all living things have in common that they are alive and that they grow. Nonliving things are not alive and they do not grow.



### **II. GOD CREATED THE EARTH**

"In the beginning  
God created the heaven  
**and the earth.**"  
(Genesis 1:1)

God created all things.  
God created land and sea.  
God created plants and animals.

page 9 (nine)

### **Page 9: God Created the Earth**

**CONCEPT:** God created the earth.

**OBJECTIVES:**

- I can tell who created the world.
- I can name what God created.

**BIBLE REFERENCE:** Genesis 1:1

**VOCABULARY:** Adam, animals, earth, Eve, land, plants, sea, things

**MATERIALS NEEDED:** word cards, writing tablet, pencils

### **TEACHING PAGE 9:**

Write the title on the board. Ask the children to read as much as they can. Introduce the word *earth* to complete the sentence. Have the children read the entire title. Read Genesis 1:1 with the children.

Introduce the remaining vocabulary words in the context of the text. Discuss each sentence as it is read. Ask the children if they know who Adam and Eve are.

**ACTIVITIES:**

1. Have the children copy Genesis 1:1 in their writing tablet.
2. Read the words *land*, *Adam*, *plants*, and *animals* to the class. Ask them if they hear a sound that is alike (short *a*). Ask them to think of other short *a* words. Use the short *Aa* chart made in language Arts 100 or make a short *a* chart.
3. Read books on plants and animals.

Page 17: Self Test 2

**CONCEPT:** Evaluate child's progress.

**MATERIALS NEEDED:** pencils, crayons

**TEACHING PAGE 17:**

Read the directions to the children as they listen. Read the directions again as they follow along.

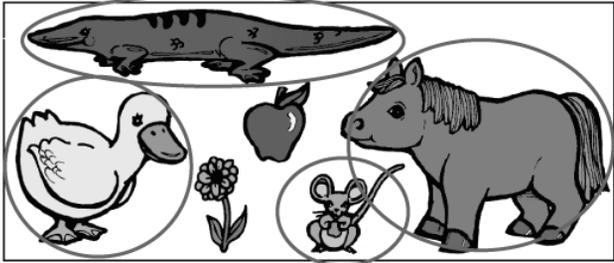
After the children have completed their self-test page, go over the questions and answers with them. If they had difficulty with any of the activities, review those pages and activities that stress the concepts taught. Review page 12 for Activity 1, page 14 for Activity 2, and pages 2 and 9 for the memory verse.

**SELF TEST 2**

**Circle the plants God made.**



**Circle the animals God made.**



**Say your memory verse.**

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7						
8						

page 17 (seventeen)

### **PART III: GOD CREATED PEOPLE**

In this section the children will explore their uniqueness. This section is very important because, as they develop a better understanding and fondness of themselves, children can begin to like others and focus on other areas of their world; but their understanding of "me" must come first.

In getting across the idea of "specialness," the concepts presented in the first two sections are reviewed. The children can begin to understand how very special they are by being reminded that God made His beautiful plants and animals very special and that He loves each one. God loves His children more. He made them even more special than His plants and animals. As you refer to each child's uniqueness, point out that each person has his own special qualities or talents which are gifts from God.



**III. GOD CREATED PEOPLE**  
(Genesis 1:26 through 28)

God made Adam.  
God made Eve.  
God made all people.  
People are special.

page 18 (eighteen)

#### **Page 18: GOD CREATED PEOPLE**

**CONCEPT:** God made all people.

**OBJECTIVES:**

- I can name what God created.
- I can tell who created me.

**TEACHER GOAL:** To teach the children that God made all people.

**BIBLE REFERENCE:** Genesis 1:26-28

**READING INTEGRATION:** writing first and last name, speaking in a group, left to right, listening, letter recognition

**VOCABULARY:** people, (Adam, Eve)

**MATERIALS NEEDED:** Worksheet 22, crayons, construction paper, old magazines, paper, writing tablet

#### **TEACHING PAGE 18:**

Read the page to the children as they listen. Read it again as they follow.

After you have read the Bible reference and verses to the children, initiate a discussion of the verses. Talk about the idea that everything that God made is good and very special. However, when God made man and woman, He made them extra special. God made people even more special than plants and animals. Point out that people can think and love and tell the difference between right and wrong. We can call this extra thing that God gave to people "free will." Plants and animals do not have this special gift.

**ACTIVITIES:**

1. Tell the children that people's names always begin with a capital letter. Put capital letters A and E on the chalkboard. Next to these letters put their small letters.

Ask the children what name on the page begins with *A* (Adam). Ask them what name begins with *E* (Eve).

2. Collect old magazines. Maybe the parents could be asked to bring in any extra magazines they have. Have the children cut out pictures of people. Have the children paste these pictures on a piece of colored construction paper in collage form. Title the collage.

3. Help each child to make a headband. Cut strips of construction paper about 2" by 22". This construction paper will be the headband. Help the children to write their name on the headband (in the center, lengthwise) in large letters with a crayon. After their name is written, they may make their own designs all around their name. Point out once again the uniqueness of each person.

4. Help the children to cut out a string of paper dolls. Talk about some people in their lives who might be very special to them. *Example:* Members of their family and special friends. Let the children color each paper doll and write a name on it.

5. Have the children color the paper doll on Worksheet 22 to look like themselves. Make a special bulletin board for the paper dolls. Cut out a large construction-paper house for the bulletin board. Have each child write his initials on his paper doll.

6. Help the children to write their first and last names in their writing tablets. Reinforce the idea that each name begins with a capital letter.



**LIFEPAC TEST AND ALTERNATE LIFEPAC TEST**

**MATERIALS NEEDED:** pencils

**TEACHING LIFEPAC TEST:**

Read the directions to the children as they listen. Read the directions again as they follow along. Read the sentences in the first activities. Read each sentence and wait for the children to circle the answer before going on to the next sentence.

After the children have completed their Bible LIFEPAC Test, go over the questions and answers with them. If they have trouble with a particular question, review the pages and activities that stress the concept taught.

Activity 1: Review pages 6, 14, 19, 20, and 21.

Activity 2: Review pages 20 and 27.

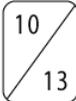
Activity 3: Review pages 12 and 13.

Activity 4: Review pages 14 and 15.

If a child does not achieve the acceptable level on the test, more extensive review of the LIFEPAC by an aide or parent is necessary. After sufficient review administer the alternate LIFEPAC Test following the same procedure as given for the LIFEPAC Test.

# BIBLE

1 0 1



Name \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_

## LIFEPAC TEST

### LIFEPAC TEST: BIBLE 101

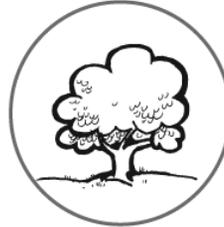
**Circle yes or no.**

God made fish.	<input checked="" type="radio"/> yes	<input type="radio"/> no
God made stars.	<input checked="" type="radio"/> yes	<input type="radio"/> no
Plants can think.	<input type="radio"/> yes	<input checked="" type="radio"/> no
I am a very special person.	<input checked="" type="radio"/> yes	<input type="radio"/> no
God made one other person just like me in the world.	<input type="radio"/> yes	<input checked="" type="radio"/> no

**Say your 2 memory verses.**

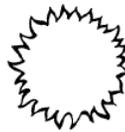
page 1 (one)

Circle the plants God made.



page 2 (two)

Circle the animals God made.



page 3 (three)

**BIBLE**

**1 0 1**

**ALTERNATE  
LIFEPAC TEST**

12 / 14

Name \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_

**BIBLE 101: ALTERNATE LIFEPAC TEST**

Circle yes or no.

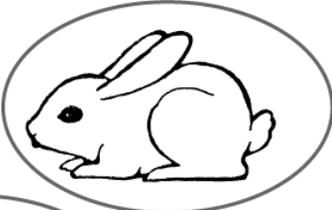
God made me.	<input checked="" type="radio"/> yes    no
Trees can think.	yes <input type="radio"/> no
I am not special.	yes <input type="radio"/> no
No one else is just like me.	<input checked="" type="radio"/> yes    no
God made flowers.	<input checked="" type="radio"/> yes    no

Say your 2 memory verses.

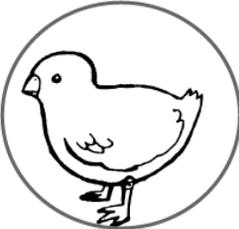
page 1 (one)

**Color the animals that God has made.**







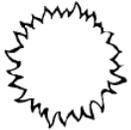




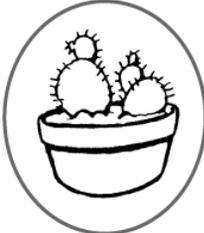
page 2 (two)

**Color the plants that God has made.**













page 3 (three)

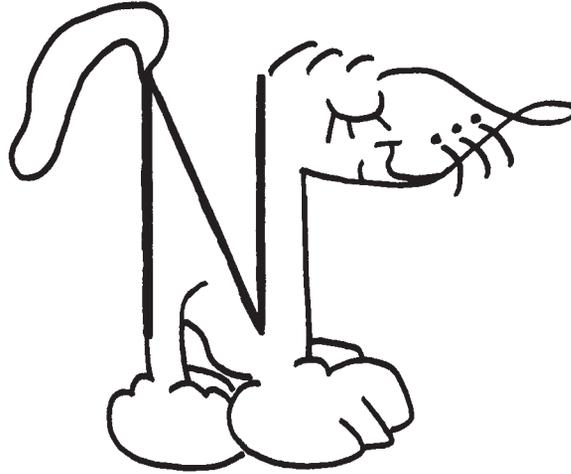


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S**

**Reproducible Worksheets**  
for use with the Bible 100  
Teacher's Guide

Name \_\_\_\_\_

Here is a way to make a funny animal out of the letter N.

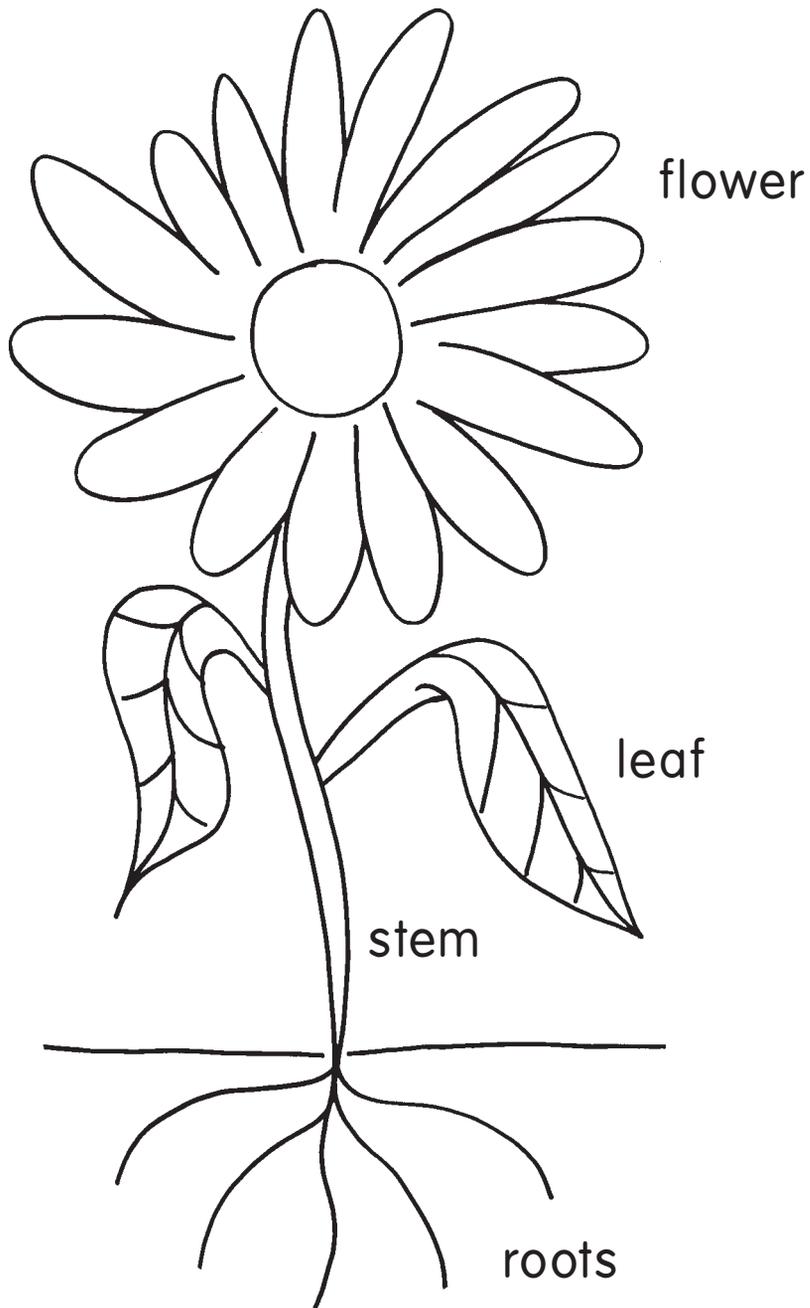


What can you make out of this N?



Name \_\_\_\_\_

Look at the parts of the flower.  
Color the flower.



Teacher check \_\_\_\_\_

Initial

Date

Name \_\_\_\_\_

**Color the words. Cut them apart to make a puzzle.**

