



LIFE PAC®

# Language Arts

Teacher's Guide

Grade 1

Part 2



Alpha Omega Publications®

# Language Arts 100

## Teacher's Guide Part 2

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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.

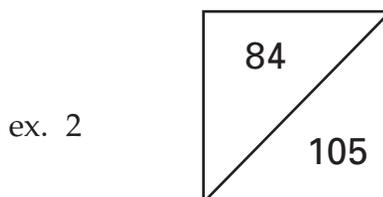
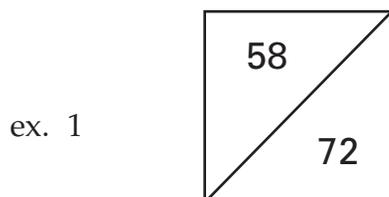
A thorough study of the Curriculum Overview by the teacher before instruction begins is essential to the success of the student. The teacher should become familiar with expected skill mastery and understand how these grade level skills fit into the overall skill development of the curriculum. The teacher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

## Language Arts 100 LIFEPAC Management

### 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.

*Language Arts 100 LIFE PAC Management*

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.

## Language Arts 100 LIFEPAC Management

### 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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# LANGUAGE ARTS



Teacher Notes

Concepts

Phonics/Spelling/Syllable Rules

Teaching Pages

## **INSTRUCTIONS FOR FIRST GRADE LANGUAGE ARTS**

The first grade handbooks of the LIFEPAC 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 LIFEPACs 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.

Language Arts includes those subjects that develop the student's communication skills. The LIFEPAC approach to combining reading, spelling, penmanship, composition, grammar, speech and literature in a single unit allows the teacher to integrate the study of these various language arts subject areas. The variety and scope of the curriculum may make it difficult for students to complete the required material within the suggested daily scheduled time of forty-five minutes. Spelling, reading and various forms of composition may need to be completed during the afternoon enrichment period.

This section of the teacher handbook includes the following teacher aids: 1) Index of Concepts 2) Phonics/Spelling/Syllable Guidelines 3) Teacher Instruction Pages.

The Index of Concepts is a quick reference guide for the teacher who may be looking for a rule or explanation that applies to a particular concept. It does not identify each use of the concept in the various LIFEPACs. The Phonics/Spelling/Syllable Guidelines are another convenient reference guide.

The Teacher Instruction Pages list the Concept to be taught as well as Student Objectives and Goals for the Teacher. Sight words are words that either are needed before their phonetic presentation or do not follow the standard phonetic rules. The Vocabulary Lists are made up of sight words that are needed by the student for better understanding of the subject content. These words need to be learned through memorization and children should be drilled on them frequently. The Teaching Page contains directions for teaching that page. Worksheet pages contained in some lessons follow this section and may be duplicated for individual student use. 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 Alphabet-Penmanship Charts (purchased through the catalog) and writing tablets or any lined paper, alphabet cards, color and number charts, and flash cards for vocabulary words.

Five Readers are necessary for the first grade Language Arts curriculum. Each Reader gives the student an opportunity to practice concepts that have been taught in the LIFEPAC in which it appears as well as the one that precedes it. For example, Reader 1 is used for both LIFEPACs 101 and 102. `Words to Catch' located inside the front cover of the Reader, lists words which may need to be introduced to the student as sight words. Readers are an effective tool to develop the student's reading vocabulary and when they are no longer directly associated with a lesson may be used throughout the school year for independent reading purposes.

The Spelling Words are on the self test and LIFEPAC test Teacher Instruction Pages in the Teacher's Guide and may be written by the student on writing tablet pages. Unlike the upper grade levels, there are no spelling lists for the student to study. Instead, the spelling tests, for both self tests and LIFEPAC tests, are designed to test the student's auditory phonics. The teacher should stress the sound of the word when administering the test. A student who spells the word *sat* as *sad* has not learned to discriminate between the phonetic sounds of *t* and *d* and should receive further drill on these sounds. Words such as *road* and *rode* should be presented to the student in sentences. A misspelled word suggests the teacher should review the concepts of vowel digraph *oa*, silent *e* and homonyms with the student.

## Language Arts 100 Teacher Notes

Concept	LIFEPAC	Section	Concept	LIFEPAC	Section
Abbreviations and Titles	109	3	vowels - short	101	all
			vowel digraphs	105	1
Alphabetical Order	108	1		107	1
				108	1,3
Composition				109	1,2
letters - invitation,			y as long i and e	105	1
business, friendly	107	3			
paragraph definition	108	2	Parts of Speech		
writing a report	109	2	nouns	107	3
writing a story	103	2	pronouns	106	3
Compound words	103	3	verbs		
			forms	102	3
				107	2
Contractions	103	1	definition	107	3
			tense	104	1
Following Directions				108	2
oral and written	102	1	Plurals	102	1
				103	1,3
Homonyms	105	1			
	106	2	Poetry	105	1
	107	3		109	1
Introductions	108	2	Possessives	103	2
Oral Expression			Sentences		
discussion boxes	108	3	definition	108	2
tell a story rules	102	3	quotations	106	1
Phonics			types		
c - soft	103	2	exclamation	102	3
consonants	101	all	question	102	2
consonant blends	104	1,2	statement	102	1
	106	2	Suffixes	102	3
	108	2,3		105	3
consonant digraphs	103	1			
consonants - silent	101	2	Syllables	103	3
	104	2			
consonants -			Telephone Use	106	2
special blends	104	2		108	2
g-soft	103	3			
letter groups - gh,ph,igh	104	2			
	105	1			
r-controlled vowels	106	1			
vowels - long	105	1,2			
	107	all			

Reader	LIFEPAC	Page in LP	Reader	LIFEPAC	Page in LP
Reader 1 <i>Dog in the Tub</i>					
A Map	101	2	A Big Problem	104	2
The Sun	101	15	The Pup and the Box	104	7
Dog in the Tub	101	29	Pigs	104	13
Dad	101	30	“Fish, Fish, Fish”	104	16
Wet	101	31	Ann and the Fish	104	18
	102	5	Little Lamb	104	20
Getting Dressed To			Glad Tammy	104	22
Go Out in the Rain	102	2	Cotton Candy	104	23
Sis	102	6	The Last Trick	104	24
My Bible	102	7	The Lemonade Stand	104	26
What Is In The Pot?	102	8	I Talk to God	104	29
My Rag Doll	102	10	Stuck Again	104	31
Tom	102	11	The Gift	104	33
A Very Big Mess	102	14			
Our Pet	102	15	Reader 3 <i>Oats Are For Goats</i>		
Jesus	102	16	Kelly’s Daisies	105	2
Run	102	17	Nonsense Poem	105	3
Little Red Fox	102	18	I Don’t Know About Snow	105	6
Bzz	102	21	The Tree Fort	105	7
Mom	102	22	Mike’s Light Bites	105	11
The Big Fat Hen	102	24	A Tale of a Tail	105	12
Tim Kicks	102	25	Adam and Eve	105	14
Ball Fun	102	26	Oats Are For Goats	105	15
Fast Jim	102	27	Clean Machine	105	16
Little Black Ants	102	30	The Ball Game	105	18
Bug	102	31	Just Like Jesus	105	28
			Jack’s Table	105	29
Reader 2 <i>Cotton Candy</i>			Lion Fun	106	2
The Red Ball	103	2	Rose’s Rose	106	6
The Mess	103	4	Working	106	7
Three Missing Pups	103	7	The Cross	106	12
Clickety Clack	103	9	Fun with Words	106	13
The Twins Fix Lunch	103	12	That Buzzing Sound	106	16
Fun!	103	14	I Like Stripes	106	17
The New Little Bug	103	19	Big Blue	106	20
Pets	103	21	Jesus Prays	106	25
The Cowboy	103	26	A Sea Horse is a Fish	106	27
Betty the Bat	103	27	My Little Black Pony	106	28
Black and White Keys	103	31	A Sea Horse is Not a		
			Race Horse	106	29

**PHONICS for Language Arts 100**

The following letter and letter combinations are introduced in Language Arts 100. They may be put on cards for drilling purposes.

a e i o u

b c d f g h j k l m n p q r s t v w x y z

th wh sh ch, ng nk, ck mb lk gn kn gh

ar er ir or ur, ai ay, au aw, ei ey, ea ee, ie

oa, oo, ew, ou, ow, oi, oy

gh ph, igh

			<b>Teacher Notes</b>
1.	short vowels	-	a (bat) e (bet) i (bit) o (cot) u (but) 101
2.	long vowels	-	a (bait) e (beat) i (bite) o (coat) u (use) 105
3.	consonants	-	b d f h j k l m n p r s t v w x z 101
4.	c and g	-	hard sound before a, o, u 101
		-	soft sound before e, i 103
5.	q (qu)	-	always has the sound of kw 101
6.	y	-	as y (yard) 101
		-	as e (baby) 105
		-	as i (cry) 105
7.	consonant digraphs	-	th, wh, sh, ch 103
8.	special blends	-	ng (sing) nk (sank) 104
9.	silent consonants	-	ck (lock) 101
		-	mb (lamb) lk (talk) gn (sign) 104
		-	kn (know) gh (though) t (often) 104
		-	
10.	r-controlled vowels	-	ar (car) or (for) 106
		-	er (her) ir (sir) ur (fur) 106
11.	vowel digraphs	-	ai, ay as long a (pail) (pay) 107
		-	au, aw (Paul) (paw) 107
		-	ei, ey as long a (veil) (they) 105
		-	
		-	ea, ee as long e (beat) (feet) 107
		-	ie as long e (piece) 107
		-	as long i (pie) 107
		-	oa as long o (boat) 108
		-	oo long sound (boot) 108
		-	short sound (book) 108
		-	ew as long u (few) 108

	-	ou as long u (soup)	108
			109
	-	as `ow' (cloud)*	109
	-	ow as long o (slow)	108
		as `ow' (clown)*	109
	-	oi, oy (boil) (boy)*	109
12. letter groups	-	gh ph as f (laugh) (phone)	104
	-	igh as long i (sigh)	105
		*sometimes referred to as diphthongs	

### **DIRECTION WORD FLASHCARDS for Language Arts 100**

Begin constructing a set of direction words flashcards—Circle, Say, Write, Listen, Cut and Paste, etc.—for key words in the activity instructions. Add to this set of direction words as new ones are encountered in the activities.

### **SPELLING RULES for Language Arts 100**

1. Double the final consonant of a short vowel word before adding *-er*, *-ed* and *-ing*, and drop the final *e* in long vowel words and some short vowel words before adding *-er*, *-ed* and *-ing* (102 p. 32).
2. Even though the sound is the same, some words with the *ch* sound are spelled *tch* (103 p. 6). In *ch* words, if the letter right after the *h* is an *l* or *r*, the *ch* will usually have the sound of *k* as in *Christmas* or *chlorine* (103 p. 6).
3. Words ending in *s*, *x*, *sh* or *ch* must have the *es* ending to make them plural (103 p. 30).
4. *Y* is used at the end of short words to make the sound of *i*. *Y* is used at the end of long words (those with two or more syllables) to make the sound of *e*.
5. A word that has a long vowel sound may have a silent *e* at the end of the word (105 p. 10).
6. Because *er*, *ir*, *ur* and sometimes *or* all have the same sound, it becomes necessary to remember how the word is spelled (106 p. 9).
7. Words that end in *y*, change the *y* to *i* before adding *es*. Words that end in *f*, change the *f* to *v* before adding *es* (106 p. 18).

### **THE SYLLABLE RULE for Language Arts 100**

There are as many syllables in a word as the number of vowels you can hear.(103 p. 27)

Example:	boat:	One vowel is heard. ( <i>oa</i> is a vowel digraph) This is a one-syllable word.
	basket:	Two vowels are heard - <i>a</i> and <i>e</i> . This is a two-syllable word.
	difference:	Three vowels are heard - <i>i</i> , <i>e</i> , <i>e</i> . (The final <i>e</i> simply makes the <i>c</i> a soft sound.) This is a three-syllable word.

**Page 1: FUN WITH WORDS**

**CONCEPTS:** purpose of the LIFEPAC, children's objectives

**TEACHER GOALS:** To teach the children  
To understand what will be taught in this LIFEPAC, and  
To understand what will be expected of them in Language Arts LIFEPAC 106.

**TEACHING PAGE 1:**

Read the title and sentences at the top of the page with the children. Talk about each one so children will know what they will be learning about in this LIFEPAC.

Ask the children to tell what objectives are. Read the list of objectives with them and talk about each one. The children should understand that these are the things they will be able to do when this LIFEPAC is finished.

Have the children write their names and ages on the lines.

**FUN WITH WORDS**

You can have fun reading, listening, and writing.

In this LIFEPAC  
you will learn about r-controlled vowels.  
You will learn to read stories.  
You will learn to write good sentences.  
You will learn to spell and write rhyming words.  
You will learn to write paragraphs and stories.



**Objectives**

1. I can choose words with r-controlled vowels.
2. I can read and write good sentences.
3. I can learn about contractions and possessives.
4. I can write paragraphs and stories.
5. I can follow directions.

**My name is** \_\_\_\_\_

**I am** \_\_\_\_\_ **years old.**

**I. PART ONE**

**Page 2: Activity Page**

**CONCEPTS:** *r*-controlled vowels *ar, er, ir, or, ur*

**TEACHER GOALS:** To teach the children  
 To recognize the *r*-controlled vowels *ar, er, ir, or, ur,*  
 To listen to their sounds, and  
 To find them in words.

**VOCABULARY:** *r*- controlled vowels

**MATERIALS NEEDED:** Worksheet 1, magazines, newspapers

**TEACHING PAGE 2:**

Have the children read the title of the page and say the *r*-controlled vowels. Have them do both exercises on the page. Check by having the children read the words and letters. Give help only if necessary. (church, bird, horn, letter, store, butter, star, shirt, churn, car, acorn, arm)

**ACTIVITIES:**

1. Do Worksheet 1.

Have the children read the directions at the top of the page. Have them name the pictures and write *ar* on the lines. Have them read the words.

Do the same with *or*.

Have the children read the last direction.

Have them name the pictures and circle all those with the sound made by *er, ir, or ur*. Check by having the children tell which pictures they circled (toaster, bird, star, curl, horn, skirt, squirrel, finger).

2. Make a chart for each *r*-controlled vowel. Have the children cut out pictures from magazines or catalogs to paste on the chart. Write the name under the picture and underline the *r*-controlled vowel. List the words that the children will use in their writing but that cannot be pictured in one section of the chart.

**I. PART ONE**  
**R-controlled Vowels**

**ar      er      ir      or      ur**

 **Circle the words with r-controlled vowels.**

are	parts	aren't
grape	together	rockets
store	hurt	corn
church	first	try

 **Circle the r-controlled vowels.**

 <b>ur</b> <b>ar</b>	 <b>ur</b> <b>ir</b>	 <b>er</b> <b>or</b>	 <b>er</b> <b>ar</b>
 <b>or</b> <b>ar</b>	 <b>er</b> <b>ur</b>	 <b>or</b> <b>ar</b>	 <b>ir</b> <b>er</b>
 <b>or</b> <b>ur</b>	 <b>ar</b> <b>ir</b>	 <b>er</b> <b>or</b>	 <b>ur</b> <b>ar</b>

page 2 (two)

**TEACHING READING:**

Read the story "Lion Fun" in *Reader 3*.

Present the words *lion, turtle, scare* and have the children read them several times. Ask the meaning of each word.

Have the children look at the picture. Have several children tell about a time when they saw a lion.

Have the children read the story silently.

*Ask these questions:*

"Where are the lions sitting?"

"What are some of the things the lions see?"

"What will they do to the bird?"

"What will they do to the turtle?"

"What will they do to the Mother and the child?"

"Why do they like to sit in the grass?"

"What will they do in the grass?"

Have the children find the *r*-controlled words in the story. Write them on the board.

Name \_\_\_\_\_

Write ar. Read the words.



\_\_\_\_\_ ar \_\_\_\_\_  
y \_\_\_\_\_ n

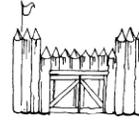


\_\_\_\_\_ ar \_\_\_\_\_  
b \_\_\_\_\_ n

Write or.

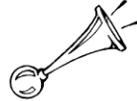


\_\_\_\_\_ or \_\_\_\_\_  
c \_\_\_\_\_ n



\_\_\_\_\_ or \_\_\_\_\_  
f \_\_\_\_\_ t

Circle the pictures with the er, ir, or ur sound.



Language Arts 106  
Worksheet 1  
with page 2



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

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

**SELF TEST 1**

**CONCEPTS:** *r*-controlled vowels, rhyming words, writing and spelling words

**TEACHER GOAL:** To teach the children  
To check their own progress periodically.

**TEACHING PAGE 11:**

Read the directions on the page with the children. Be sure they understand everything they are to do. Have the teacher name the pictures before they begin (letter, car, turkey, bird).

Let the children complete the entire page by themselves. Then give the dictation sentence.

Dictation Sentence - (Write the sentence.) *Tell her to stir the corn.*

Check the page as soon as possible and go over it with the child. Point out what he did well and then show him where he will need extra help.

**ACTIVITY:**

1. Children who missed more than one in the *r*-controlled exercise should work with an *r*-controlled vowel chart.

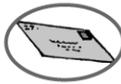
2. Read a list of words that contains about two-thirds *r*-controlled words and one-third other words. Have the children raise their hands when they hear words with the *r*-controlled vowels.

**SPELLING WORDS:**

- car
- jar
- star
- her
- germ
- stir
- whirl
- corn
- horn
- hurt

**SELF TEST 1**

**Circle the pictures with er, ir, or ur sound.**

**Write rhyming words.**

corn \_\_\_\_\_ star \_\_\_\_\_  
\_\_\_\_\_

**Circle the words with the ar, er, ir, or, or ur sound.**

car rockets hurt  
turtle born stir  
parts try church

**Write the sentence.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

  Teacher Check \_\_\_\_\_  
Initial \_\_\_\_\_ Date \_\_\_\_\_  
page 11 (eleven)  My Score \_\_\_\_\_

II. PART TWO

Page 12: Consonant Blends Review Activity

**CONCEPT:** consonant blends with *r*

**TEACHER GOALS:** To teach the children  
 To understand that in *r*-controlled vowels the *r* always comes after the vowel: *ar, er, ir, or, ur*, and  
 To understand that *r* can also be part of a consonant blend: *br, cr, dr, fr, gr, tr*.

**Vocabulary:** hidden

**MATERIALS NEEDED:** crayons

**TEACHING PAGE 12:**

Read the title and the sentence at the top of the page with the children. Let them look at the large picture, then read the sentences and name the pictures at the bottom of the page. Have the children circle the things as they find them in the picture. Check by having them tell what they circled and where they found it.

Let the children color the picture.

The children should be able to name the hidden objects for their family and tell the letters in the consonant blend at the beginning of each.

**TEACHING READING:**

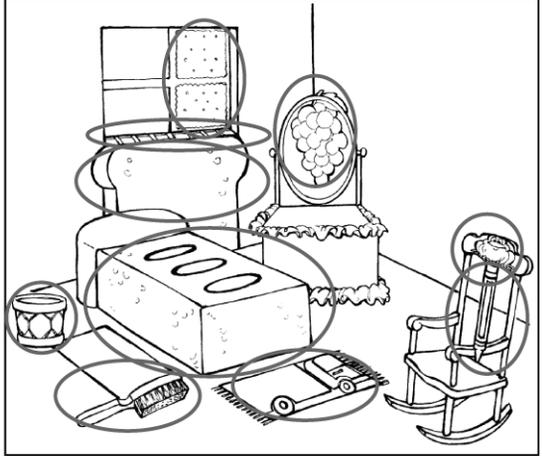
Tell students today they are going to read a story called: "The Cross." (This story and several others have been added to the Language Arts 100 series. If your materials do not include this story in a separate reader, you can check with the customer service department at Alpha Omega Publications to see if they are available.)

Give each student a paper with an open cross shape on it (cardstock paper if possible). Have them color and decorate it to make it special.

Ask them who they think of when they hear about the cross. (Jesus)

**II. PART TWO**

 **Find the hidden pictures.**



**Look for these pictures:**

					
brick	grapes	crayon	frog	drum	brush
					
track	bread	truck	crackers		

**Color the picture.**

page 12 (twelve)

Ask students: "Why was Jesus nailed to the cross?" Give them time for response and discussion.

Tell them the story is about a little boy, Jeffrey-Michael, who wants to know the answer to this question.

Read the story "The Cross" together, then answer the following questions:

"Who is Jeffrey-Michael talking to?" (his mother)

"What did mother say was the reason Jesus was nailed to the cross? (people didn't understand Him)

"Why do you think JM asked if Jesus was mean?" (he may have thought Jesus must have been mean to have such a terrible thing like this happen to Him)

"What was Jesus trying to teach people?" (God and love)

"Did God forgive the people who nailed Jesus to the cross?" (yes)

"Does God forgive us when we do something wrong?" (yes)

"Why?" (because He loves us)

**SELF TEST 2**

**CONCEPTS:** contractions, possessives, plurals

**TEACHER GOAL:** To teach the children  
To check their own progress periodically.

**TEACHING PAGE 23:**

Have the children read the title and tell what it means.

Read all the directions on the page with the children. Be sure they understand everything they are to do on this page. Let them finish the entire page by themselves.

The teacher should check the page as soon as possible. Go over it with the child. Show him what he did well and where he will need to work.

**ACTIVITY:**

1. Give the children individual help on items missed.
2. If several miss the same kinds of things, work with them in a small group.

**SPELLING WORDS:**

- tar
- yarn
- herd
- term
- bird
- skirt
- for
- fort
- church
- branch

**SELF TEST 2**

**Match.**

<del>I am</del>	<del>I'll</del>	<del>will not</del>	<del>it's</del>
<del>she is</del>	<del>isn't</del>	<del>that is</del>	<del>he'll</del>
<del>is not</del>	<del>I'm</del>	<del>it is</del>	<del>that's</del>
<del>I will</del>	<del>she's</del>	<del>he will</del>	<del>won't</del>

**Write the words.**

That is \_\_\_\_\_ red balloon.  
me / my

Here is \_\_\_\_\_ hat.  
Jack's / Jacks

\_\_\_\_\_ bike is blue.  
Dave / Dave's

**Write the plurals.**

pony ponies leaf leaves

sheep sheep deer deer

12  
15

Teacher Check \_\_\_\_\_  
Initial                      Date

My Score

page 23 (twenty-three)

III. PART THREE

Page 24: I Can Pray

**CONCEPTS:** saying prayers, leading prayer group, small group discussions

**TEACHER GOALS:** To teach the children  
To make up their own prayers,  
To take turns leading the daily prayer group, and  
To participate in a small group discussion on what prayers are.

**VOCABULARY:** pray

**MATERIALS NEEDED:** Bible

**TEACHING PAGE 24:**

Have the children read the title and look at the picture. Have a child tell what is happening.

Have the children read the story silently. Ask a child to tell what the first paragraph is about. Ask a child to tell when we should say prayers each day. Have the children tell what we ask God to do. Ask how we know He will be with us if we ask Him to as the Bible says (Matthew 28:20), “. . . and lo, I am with you always, even unto the end of the world.”

Have a child tell what the second paragraph is about. Ask how we know God hears our prayers. A discussion on answered and unanswered prayers is good at this point (John 15:7; James 4:3; 1 John 3:22).

Be sure the children understand that our prayers are always heard and are always answered, but not always in the way we might like them to be. God always does what is best for us, not what we want Him to do. Ask why the child says “Thank you” each time he prays.

Have a child read each paragraph aloud.

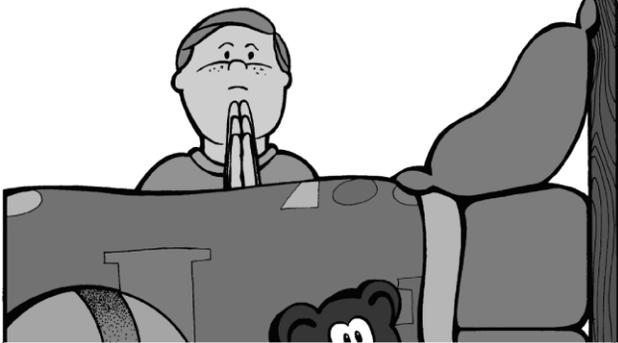
**III. PART THREE**

**PRAYING**

I pray each day.  
I ask God to be with me.  
I ask God to be with others.  
I ask Him to take care of me.

I know Jesus loves me.  
I know God hears my prayers.

I say “Thank you” each time I pray.



Pray for someone who is sick or needs help.  
Tell your group a time you pray at home.

page 24 (twenty-four)

Have the children meet in their small groups after reading the sentences in the box. If you wish, this material may be used for large group discussions. Have the children talk about what prayers are.

**ACTIVITIES:**

Have the children take turns leading the daily prayer. Encourage them to pray for each other.

**SELF TEST 3**

**CONCEPTS:** predicting outcomes, rhyming words, distinguishing between real and make-believe

**TEACHER GOAL:** To teach the children  
To check their own progress periodically.

**TEACHING PAGE 34:**

Read all the directions on the page with the children. Be sure they understand everything they are to do. Let them do the entire page by themselves.

The teacher should check the page as soon as possible. Go over it with the child. Show him what he did well and where he needs to work.

**ACTIVITY:**

Give the children individual help on items they missed. If several miss the same things, reteach the skills in small groups.

**SPELLING WORDS:**

- cart
- barn
- chirp
- third
- torn
- worn
- born
- fur
- trip
- trap

**SELF TEST 3**

**Draw a line under what will happen next.**  
Father gets up.  
He goes to work.

Father comes home from work.  
Father will go to work.

**Match the rhyming words.**

pin	—	—	sing
stick	—	—	cat
ring	—	—	tin
that	—	—	pick

**Could this really happen?**  
Circle yes or no.

		
yes / no	yes <u>no</u>	<u>yes</u> / no

7/8  Teacher Check \_\_\_\_\_ Initial \_\_\_\_\_ Date \_\_\_\_\_  
page 34 (thirty-four) 

**LIFEPAC TEST AND ALTERNATE TEST 106**

**CONCEPTS:** r-controlled vowels, rhyming words, matching contractions, possessives, changing words from singular to plural, and predicting outcomes

**TEACHER GOAL:** To teach the children  
To check their own progress periodically.

**TEACHING the LIFEPAC TEST:**

Administer the test to the class as a group. Ask to have directions read or read them to the class. In either case, be sure that the children clearly understand. Put examples on the board if it seems necessary. Give ample time for each activity to be completed before going on to the next.

Dictation Sentence-(Write the sentence.)  
*Bill will stir the corn.*

Correct the test immediately and discuss it with the child.

Review any concepts that have been missed.

Give those children who do not achieve the 80% score additional copies of the worksheets and a list of vocabulary words to study. A parent or a classroom helper may help in the review.

When the child is ready, give the Alternate LIFEPAC Test. Use the same procedure as for the LIFEPAC Test. (turtle, ladder, skirt, church)

Dictation Sentence for Alternate LIFEPAC Test-(Write the sentence.)  
*Will Jill stir the corn?*

**LANGUAGE ARTS** 106

LIFEPAC TEST

32 / 40

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Score \_\_\_\_\_

**SPELLING WORDS:**

**LIFEPAC words**

car  
star  
herd  
term  
stir  
bird  
corn  
born  
fur

**Alternate words**

cart  
barn  
her  
germ  
chirp  
third  
torn  
worn  
church  
trip

**LANGUAGE ARTS 106: LIFE PAC TEST**

Write the sentence.

Bill will stir the corn.

Circle the r controlled vowels.

her cor bird skirt

for fur jor corn

church germ horn stir

Match the words.

you'll	has not	we'll	cannot
hasn't	you will	can't	he will
he's	that is	he'll	we will
let's	he is	haven't	it is
that's	let us	it's	have not

page 1 (one)

Draw a line under what will happen next.

Dan is skating.  
Father tells Dan to mow the lawn.

**Dan will skate.**  
**Dan will mow the lawn.**

Write the plurals.

bike bikes car cars

Write the words.

That is Mark's glove.

Mark / Mark's

His dog is big.

His / He

Write the plurals.

pony ponies baby babies

knife knives leaf leaves

page 2 (two)

Match the rhyming words.

lick	sink
think	sick
win	rat
sat	pin

page 3 (three)

# LANGUAGE ARTS 106

## ALTERNATE LIFE PAC TEST

30 / 38

Name \_\_\_\_\_  
 Date \_\_\_\_\_  
 Score \_\_\_\_\_

### LANGUAGE ARTS 106 ALTERNATE LIFE PAC TEST

Circle the pictures with the er, ir, ur sound.






Circle the words with the ar or or sound.

car

horn

job

worn

jar

gab

far

mop

corn

Match the words.

he's	was not	can't	she is
I'm	he is	I'll	cannot
wasn't	I am	she's	I will
they'll	it is	won't	that is
it's	they will	that's	will not

page 1 (one)

**Draw a line under what will happen next.**

Jane is playing with her dolls.  
 Jane's mother is calling her for dinner.  
Jane will play with her dolls.  
Jane will go to mother.

**Write the plurals.**

puppy \_\_\_\_\_ story \_\_\_\_\_  
puppies                      stories

**Write the plurals.**

baby babies      leaf leaves  
 sheep sheep      deer deer

**Write the words.**

May's house is yellow.  
 Mays / May's

Is that your dog?  
 you / your

page 2 (two)

**Match the rhyming words.**

pick

rat

thank

bin

sin

nick

mat

sank

**Write the sentence.**

Will Jill stir the corn?

page 3 (three)

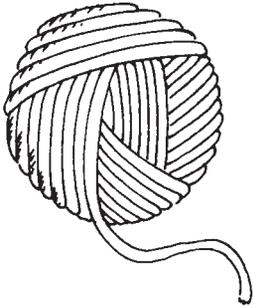


**W  
O  
R  
K  
S  
H  
E  
E  
T  
S**

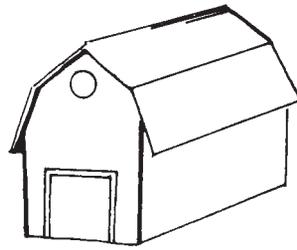
**Reproducible Worksheets**  
for use with the Language Arts  
100 Teacher Handbook

Name \_\_\_\_\_

Write ar. Read the words.



\_\_\_\_\_n  
y \_\_\_\_\_n

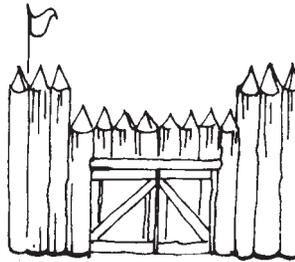


\_\_\_\_\_n  
b \_\_\_\_\_n

Write or.

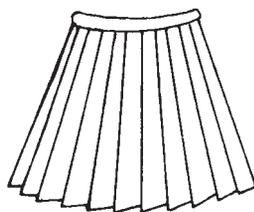
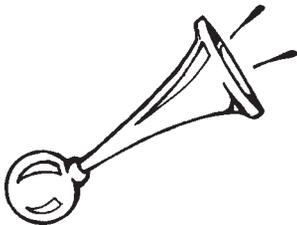
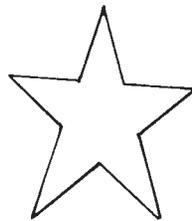
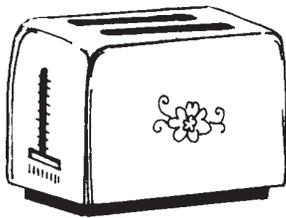


\_\_\_\_\_n  
c \_\_\_\_\_n



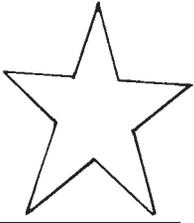
\_\_\_\_\_t  
f \_\_\_\_\_t

Circle the pictures with the er, ir, or ur sound.



Name \_\_\_\_\_

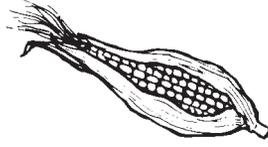
**Circle the pictures with r-controlled vowels.**  
**Write ar, er, ir, or, or ur.**



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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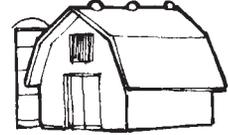
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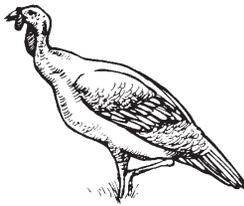
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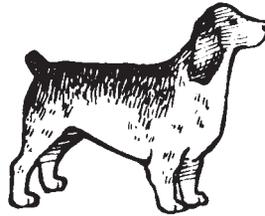
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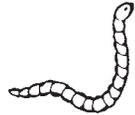
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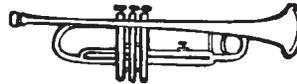
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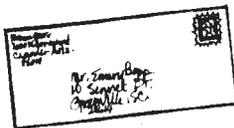
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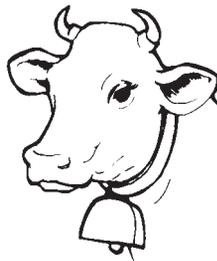
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\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



Name \_\_\_\_\_

**Write 1, 2, 3 for first, second, and third.**

\_\_\_\_\_ I ran and ran.

\_\_\_\_\_ The bee came after me.

\_\_\_\_\_ I saw a bee.

---

\_\_\_\_\_ They take their fish home.

\_\_\_\_\_ They eat their fish.

\_\_\_\_\_ The boys are fishing.

---

\_\_\_\_\_ I ride my pony fast.

\_\_\_\_\_ I have a pony.

\_\_\_\_\_ His name is Blackie.

