

Science 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.

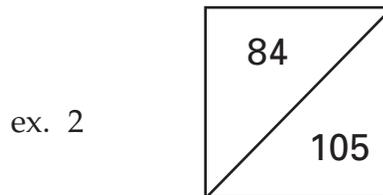
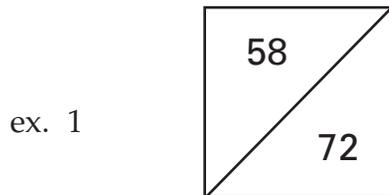
Answer and test keys have the same numbering system as the LIFEPACs and appear at the back of this handbook. The student may be given access to the answer keys (not the test keys) under teacher supervision so that he can score his own work.

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.

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:

LIFEPAC 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 15. 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 SCIENCE

The first grade handbooks of the LIFE PAC 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 LIFE PACs 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's Guide* 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 LIFE PACs. 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.

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. Worksheet pages used 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 writing tablets or any lined paper, alphabet cards, color and number charts, and flash cards for vocabulary words.

Page 1: Growing Up Healthy

CONCEPT: growing up healthy

OBJECTIVE: To introduce all the objectives.

PROCESSES: observing, predicting

READING INTEGRATION: main idea

VOCABULARY: healthy, sleep, exercise

MATERIALS NEEDED: books on health

TEACHING PAGE 1:

Distribute the LIFEPACs and give the children a little time to look through them.

Ask the children to volunteer their ideas of what they will learn in this LIFEPAC.

Present the vocabulary words.

Have the children follow along as you read the introduction and the objectives. If you wish have them read by the children. Stress that the objectives list things they will be able to do when LIFEPAC 106 is complete.

ACTIVITY:

Prepare a reading table. Find books about good health. Include foods, sleep, and exercise. These books may be used as read-aloud and free time reading. Those children who are able may use them as reference for report writing and for other independent projects.

GROWING UP HEALTHY

Meet Dan.
Dan will go with you through this LIFEPAC.
Dan will help you see how things grow.
Dan will help you learn how to grow up healthy.



1. I can name three things that grow.
2. I can tell two ways that I am growing.
3. I can name five foods that are good for me.
4. I can show two exercises that are good for me.
5. I can tell how much sleep I need.

page 1 (one)

I. PART ONE

Pages 2 and 3: Growing

CONCEPT: plants, animals, and people grow

OBJECTIVE: I can name three things that grow.

PROCESS: observing

READING INTEGRATION: recalling details, irregular verbs (grow/grew)

VOCABULARY: kitten, deer, cub, grew, living, (plants, animals, people, garden, bear)

MATERIALS NEEDED: pencils, writing tablet, Worksheet 1, scissors, glue

TEACHING PAGES 2 and 3:

Remind the children that the last two LIFE PACs were about things that grow.

Ask: "Can you name some things that grow that you learned about in LIFE PACs 104 and 105?" (plants, animals)

Tell the children that the first section of the LIFE PAC will review a few of the things they learned in Science 104 and 105 and then help them learn some ways people grow.

Present the vocabulary. Stress the irregular past tense of grow (grew).

Read the introductory sentences to the class or have them read by a volunteer.

Ask the class to identify the vocabulary words.

Continue to read through the page. Have the children recall and discuss the growing seed. They may have grown a plant in LIFE PAC 105, so will be able to talk about how it grew.

Read the sentences on page 3 to the class or have them read by students.

Continue discussion of how animals grow. Review names of baby animals with the names of their grown-up versions.

I. GROWING

All living things grow.
Plants grow.
Animals grow.
People grow.



PLANTS AND ANIMALS GROW

Look at the seed.
Dan put the seed in the garden.



Dan watered the seed.
The seed grew.
The seed grew into a plant.

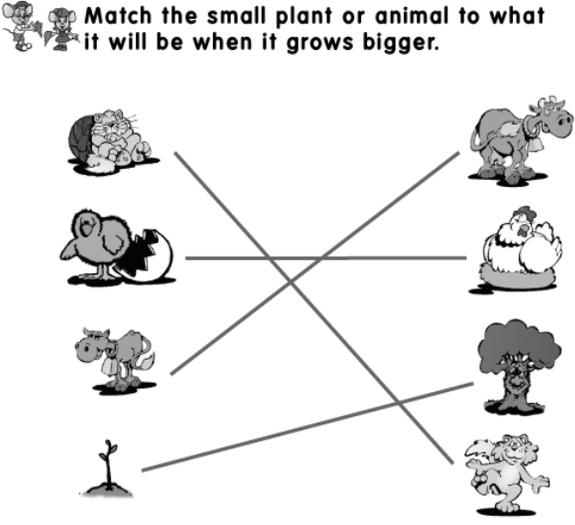


page 2 (two)

Look at Tat.
Tat is Dan's kitten.
Tat is growing.
As Tat grows, she gets bigger.
Soon Tat will be a cat.



Match the small plant or animal to what it will be when it grows bigger.



page 3 (three)

Examples: puppy/dog
 calf/cow
 fawn/deer
 chick/ hen, rooster, chicken
 cub/ bear
 colt/ horse

Go over the directions for the exercise. Put an example on the board. Use a puppy and dog, pictures or words. Draw a line to match.

Have the children complete the exercise independently. Check it together.

ACTIVITIES:

1. Do Worksheet 1.

Read the sentences with the children.

Instruct the children to find the words that finish the sentence, to cut these words out, and to paste them in the right place.

Have the children read the sentences and talk about the animals.

2. In the writing tablet, have the children write these sentences.

"That will grow to be a cat."

"A seed will grow to be a plant."

Name _____

**Cut out the sentence endings.
 Glue them in the right places.**

Glue endings here.

A chick will grow to be	a chicken
A seed will grow to be	a plant
A puppy will grow to be	a dog
A cub will grow to be	a bear
A fawn will grow to be	a deer.

**Science 106
 Worksheet 1
 with page 3**



Teacher check _____
 Initial _____ Date _____

Pages 12 and 13: Self Test 1

CONCEPT: evaluation

OBJECTIVES:

- I can name three things that grow.
- I can tell two ways that I am growing.

TEACHER GOAL: To check each child's progress.

READING INTEGRATION: following directions, recalling details

VOCABULARY: Review all vocabulary.

MATERIALS NEEDED: pencils, Worksheets 4 and 5

TEACHING PAGES 12 and 13:

Provide additional review of vocabulary words and concepts.

Practice matching vocabulary to pictures.

Read all directions with the children. Be sure that they are understood.

The general proficiency of your group should dictate whether you choose to direct the self test or allow the children to proceed independently, once directions are given.

In either case you should be available to answer questions and to help with the vocabulary as needed.

Check immediately. Review any concepts that were missed.

ACTIVITIES:

1. Do Worksheet 4.

Read the first two sentences or have a child read them.

Tell them to follow the dots from number to number to see what the tadpole will become.

2. Do Worksheet 5.

Read the two sentences. Talk about caterpillars. Ask how many have seen a

SELF TEST 1

Circle the things that can grow.











Write the answer.

plant
man
ant

Dan will grow to be a man.

A seed will grow to be a plant.

An ant likes picnics.

page 12 (twelve)

Match the small plant or animal to what it will be when it grows up.









Draw 😊 or ☹️.

Dan helps his kitten. 😊

Dan hurts you. ☹️

You help mother. 😊

11
14


Teacher Check _____
Initial _____ Date _____


My Score _____

page 13 (thirteen)

caterpillar. Ask if any of the children have ever watched a caterpillar spin a cocoon and turn into a new thing.

Tell them to follow the dots to find what the caterpillar becomes.

Talk about butterflies and moths.

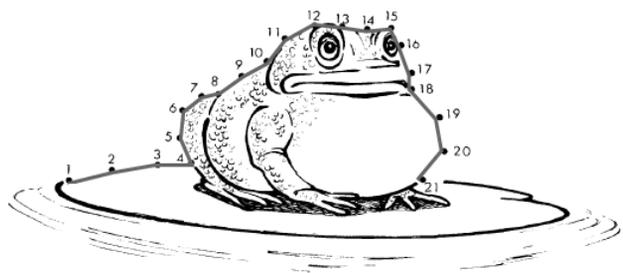
Name _____

Here is a baby animal.
See what it will grow up to be.

tadpole



**Follow the dots.
Color the pictures.**



**Science 106
Worksheet 4
with page 13**



Teacher check _____
Initial _____ Date _____

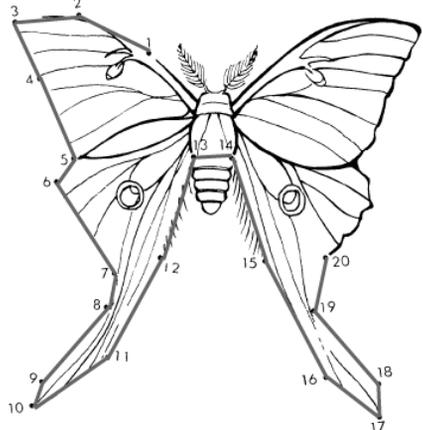
Name _____

Here is another baby animal.
See what it will grow up to be.

fuzzy caterpillar



**Follow the dots.
Color the pictures.**



**Science 106
Worksheet 5
with page 13**



Teacher check _____
Initial _____ Date _____

II. PART TWO

Page 14: Eating and Sleeping

CONCEPT: Good food and sleep help you grow up to be healthy.

OBJECTIVE: I can name five foods that are good for me.

PROCESS: observing

BIBLE REFERENCE: 1 Corinthians 3:16 and 17; 6:19

READING INTEGRATION: main idea, recalling details

VOCABULARY: strong, stronger, good, better, snack

MATERIALS NEEDED: Worksheet 6, pencils, crayons

TEACHING PAGE 14:

Section Two of LIFE PAC 106 will help the children understand the importance of good nutrition and proper rest. The section will include some in-class food projects as part of the activities. You may wish to add others of your own.

Prepare the children for the section by telling them that the next section will help them to understand how important it is to eat well and get enough sleep. Discuss Bible references like 1 Corinthians 3:16 and 17 and 1 Corinthians 6:19.

Ask: "How well can you do in school if you stay up too late?" "How do you feel at school if you go without breakfast?"

"What do you think you would be like if you never had enough to eat or enough sleep?"

Read through the sentences with the children. You may want to have the children read the sentences aloud. Allow discussion time.

II. EATING AND SLEEPING

To grow up healthy,
you need to eat the right food.
You need to get enough
sleep, too.

Dan will help you
to know what to eat.
He will help you
to know how much sleep
you need.



HEALTHY FOOD

To grow bigger
and stronger,
you must eat healthy food.
Some foods
help you grow
better than other foods.

page 14 (fourteen)

ACTIVITY:

Do Worksheet 6.

Children are to take these home and keep a record of food they eat for one week. The parents should help keep this record.

Name _____

Foods I Eat

	Breakfast	Lunch	Dinner	Snacks
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				

Science 106
Worksheet 6
with page 14



Teacher check _____
Initial Date

Pages 22 and 23: Self Test 2

OBJECTIVE:

- I can name three things that grow.
- I can tell two ways that I am growing.
- I can name five foods that are good for me.
- I can tell how much sleep I need.

TEACHER GOAL: To check each child's progress.

READING INTEGRATION: Following directions, recalling details

VOCABULARY: Review all vocabulary

TEACHING PAGES 22 AND 23

Review the vocabulary words and the concepts for sections one and two.

Ask these key questions:

- "What will Dan grow up to be?"
(a man)
- "What will his kitten grow up to be?"
(a cat)

"What else grows besides animals and people?"

- (plants)
- "How much sleep do you need?"
(ten hours)
- "How much sleep do grown-ups need?"
(eight hours)
- "How much sleep do babies need?"
(many hours)

"Name some foods that are good for you."

- "In what ways can you grow?"
(size and behavior)

The general proficiency of your group will dictate whether you chose to direct the self test or allow the children to proceed independently, once the directions are given.

In either case you should be available to answer questions and to help with vocabulary, as needed.

Check together and review any concepts missed.

SELF TEST 2

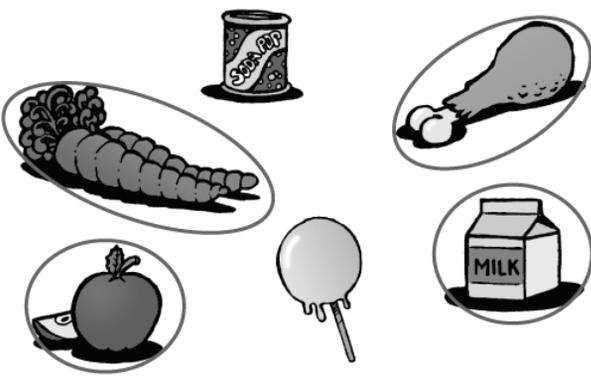
Circle the answer.

You eat _____ meals.
two / **three**

You need _____ hours of sleep.
eight / **ten**

A baby needs _____ hours of sleep.
many / no

Circle the foods that are good for you.



page 22 (twenty-two)

Write the answer.

man	food	sleep	cat
-----	------	-------	-----

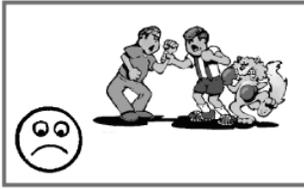
To grow bigger, you must eat healthy
food.

To stay healthy, you need sleep.

Dan will grow to be a man.

A kitten will grow to be a cat.

Draw 😊 or ☹️ .




10
13


 Teacher Check _____
Initial _____ Date _____


 My Score _____

page 23 (twenty-three)

Have a parent or classroom helper go over the vocabulary and the concepts with those children who need extra help.

ACTIVITIES:

Do Worksheet 11.

Read the direction. Review the rebus pictures and any vocabulary the children do not know.

Let the children do the page independently.

Check together. Use as a review of the concepts.

Name _____

Circle the answer.

Plants, animals, and people can _____.
 grow / sleep

A grown-up needs _____ hours of sleep.
 many / eight

Soda pop _____ good for you.
 is / is not

Milk _____ good for you.
 is / is not

A fawn will grow to be a _____.
 bear / deer

Science 106
 Worksheet 11
 with page 23

 Teacher check _____
Initial Date

III. PART THREE

Pages 24 and 25: Exercising

CONCEPT: Your body needs exercise.

OBJECTIVE: I can show two exercises that are good for me.

READING INTEGRATION: main idea, speaking in a group, following directions

VOCABULARY: exercise, playing

MATERIALS NEEDED: posters or pictures of ways people can get good exercise, banner paper, paint, brushes, water, Worksheet 12, writing tablet, pencils

TEACHING PAGES 24 and 25:

Tell the children that their bodies need even more than good food and enough sleep in order to grow strong and healthy.

Present the vocabulary words. Display the pictures. Have the children tell what the people are doing that provides exercise.

Read the page to the class, or have it read aloud by volunteers.

Ask these questions:

"Can you name three things your body needs to grow strong and healthy?" (food, sleep, exercise)

"Tell something you do that is good exercise." (give several children the chance to answer)

"If you ate good food, got plenty of sleep but always stayed in bed or in a chair, how would you feel?"

"Who might feel stronger, a man who works on a farm or a man who works in an office?"

"Why?"

"What could the person who works in the office do to feel strong?" (exercise)

Remind the children that many things they do provide them with the exercises they need to help them stay healthy.



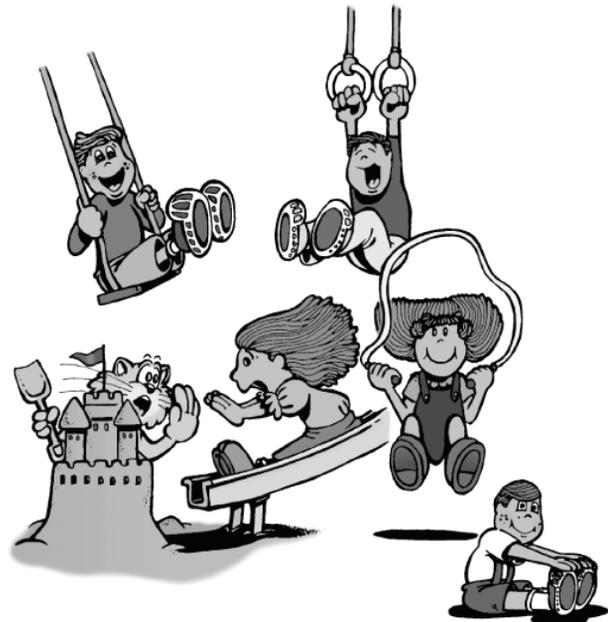
III. EXERCISING

Your body needs food and sleep. Your body needs exercise, too.

Dan will show you exercises you do each day. He will show you some special exercises to build your body.

page 24 (twenty-four)

How Many Exercises?



Read the sentence with your teacher.

Playing is good exercise.

page 25 (twenty-five)

Have the children examine the pictures on page 25 and tell what the children are doing. (playing)

Ask: "Is anyone on the page not getting exercise?" (no)

Have the children count the exercises and write the number on the line. (6)

Ask a volunteer to read the directions. Read the sentence with the class.

Let the children complete the page independently.

ACTIVITIES:

1. Do Worksheet 12.

Read the directions.

Let the children complete the page independently.

Check together.

2. Begin a class mural or individual posters of children exercising. Provide banner paper, paint, brushes, and water. You might make this a "discovery center" activity. Give each child in the class a chance to participate in the project.

3. Have the children write the sentence in their writing tablets.

Name _____

Write the words.

exercise	healthy	playing
----------	---------	---------

_____ **playing** _____ is good exercise.

_____ **exercise** _____ helps you grow strong.

Food, sleep and exercise help you grow up

_____ **healthy** _____ .

Color Dan playing.




Science 106
Worksheet 12
with page 25



Teacher check _____

Initial _____ Date _____

Pages 32 and 33: Self Test 3

CONCEPT: evaluation

OBJECTIVES:

- I can name three things that grow.
- I can tell two ways that I am growing.
- I can name five foods that are good for me.
- I can show two exercises that are good for me.
- I can tell how much sleep I need.

READING INTEGRATION: following directions, recalling details

VOCABULARY: Review all vocabulary.

MATERIALS NEEDED: pencils, Worksheets 17 and 18

TEACHING PAGES 32 and 33:

Review the vocabulary and concepts for the entire LIFE PAC, with special emphasis on section three.

Read through the directions for the self test with the group. Answer any questions they might have.

The general proficiency of your group will dictate whether you choose to direct the self test or allow the children to proceed independently, once directions are given.

In either case, you should be available to answer questions and to help with vocabulary, as needed.

Check at once. Review any concepts missed.

For those children who need extra help, have them work with a classroom helper or a parent to prepare for the LIFE PAC Test.

ACTIVITY:

- Do Worksheets 17 and 18.
- All necessary materials and instructions are listed on the Worksheets.

SELF TEST 3

Circle the things that grow.






Write yes or no.

You need ten hours of sleep. yes

Eating is good exercise. no

Good food helps you grow. yes

Exercise keeps your muscles healthy. yes

Draw ☺ or ☹.




page 32 (thirty-two)

Circle what your body needs.

food

sleep

pop

candy

exercise

toys

Match the small plant or animal to what it will be when it grows bigger.










12 / 15

Teacher Check _____

Initial _____ Date _____



My Score _____

page 33 (thirty-three)

Name _____

Make a mobile to hang in your room.

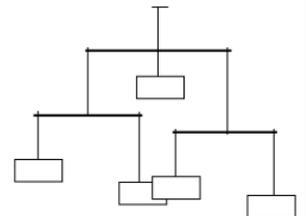
You need:

- crayons
- scissors
- glue
- 3 sticks or a coat hanger

- colored paper or cardboard
- string

Color the pictures on Worksheet 18.
 Cut out the pieces on Worksheet 18.
 Glue them to paper or cardboard.
 Put string through the holes.
 Tie string to sticks or coat hanger.

Hang it in your room.



Science 106
Worksheet 17
with page 33



Teacher check _____
Initial Date

Name _____

**BUILDING
A BETTER
BODY**



**GOOD
FOOD**



ENOUGH SLEEP



EXERCISE

Science 106
Worksheet 18
with page 33



Teacher check _____
Initial Date

LIFEPAC TEST AND ALTERNATE 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.

Correct immediately and discuss 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 should help in the review.

When the child is ready, give the Alternate LIFEPAC Test. Use the same procedure as for the LIFEPAC TEST.

SCIENCE

1 0 6

LIFEPAC TEST

Name _____

Date _____

Score _____

13 / 16

BIBLE 106: LIFEPAC TEST

Draw 😊 or ☹️ .

Mother is 😊
when you help her.

Father is 😊
when you share.

You are ☹️
when you fight.

Circle the answer.

You need _____ hours of sleep.
eight / ten

Grown-ups need _____
hours of sleep. eight / ten

A ball _____ grow.
can / can't

page 1 (one)

Write the word.

grow body eat food

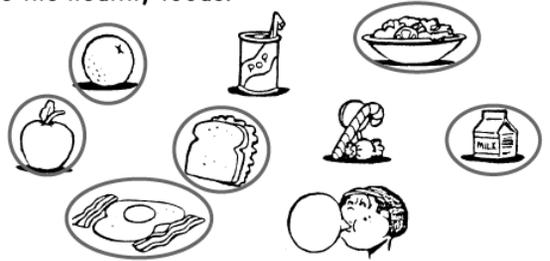
Good food helps you grow.

Plants and animals grow.

You eat three meals every day.

Your body needs food, sleep, and exercise.

Circle the healthy foods.



page 2 (two)

NOTES

page 3 (three)

SCIENCE

1 0 6

ALTERNATE
LIFEPAC TEST

14
/

17

Name _____

Date _____

Score _____

SCIENCE 106: ALTERNATE LIFEPAC TEST

Circle the things that can grow.






Write the answer.

man cat plant

Dan will grow to be a man.

Tat will grow to be a cat.

A seed will grow to be a plant.

Draw  or .







page 1 (one)

Circle the answer.

How many hours should you sleep?

2 5 8 ⑩

Circle the good foods.












Write the words.

exercise muscles

Running and jumping are good

exercise

Exercise keeps your muscles healthy.

page 2 (two)

NOTES

page 3 (three)

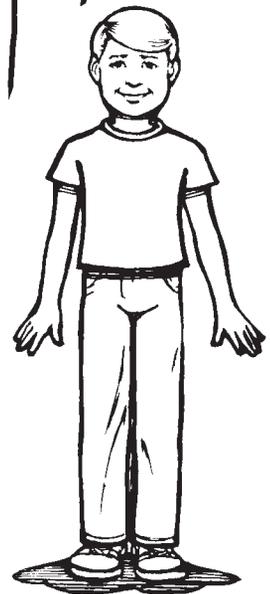
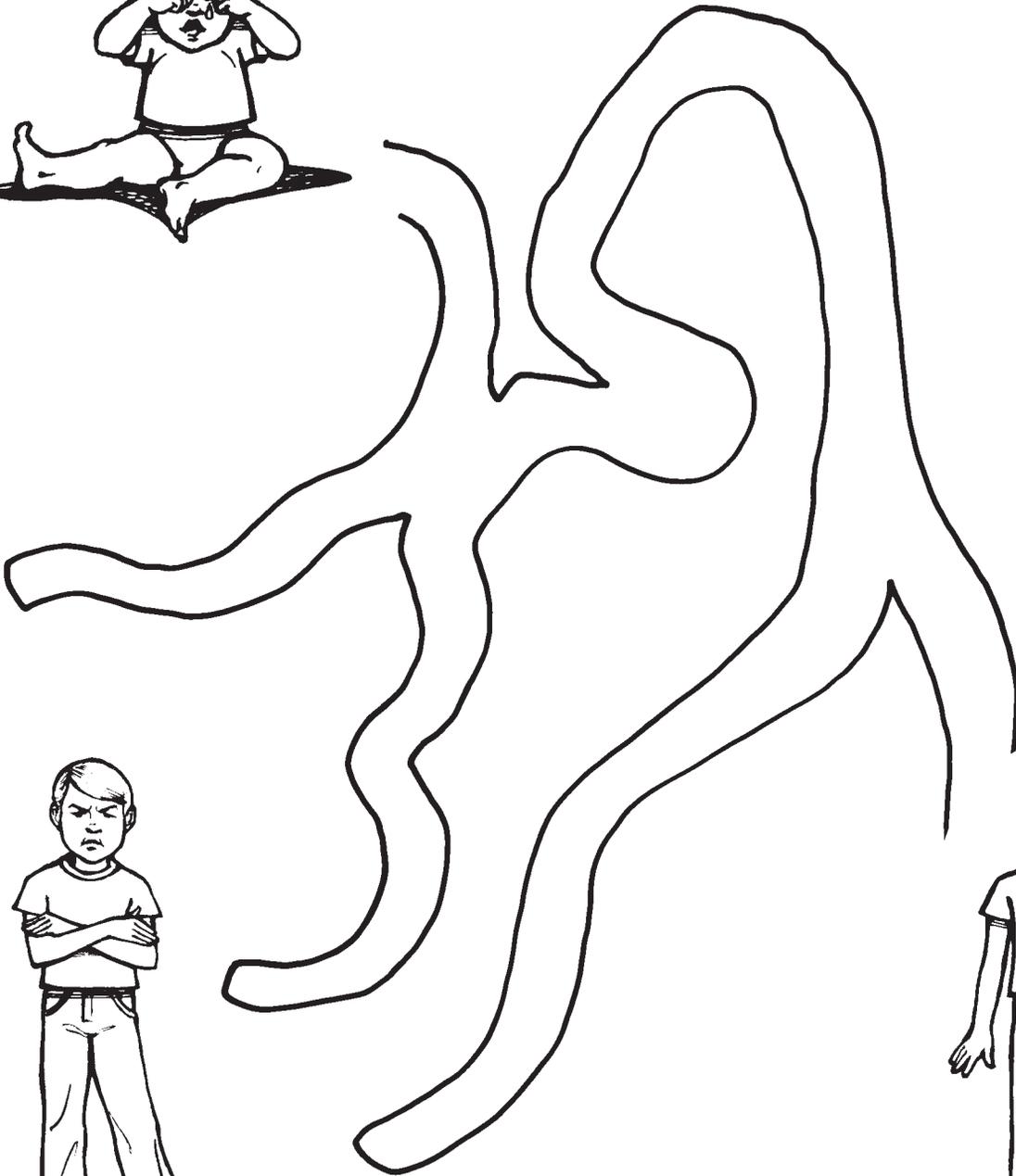


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Reproducible Worksheets
for use with the Science 100
Teacher's Guide

Name _____

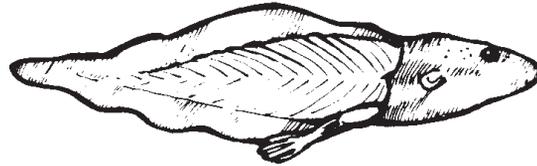
Show the way the baby should grow.



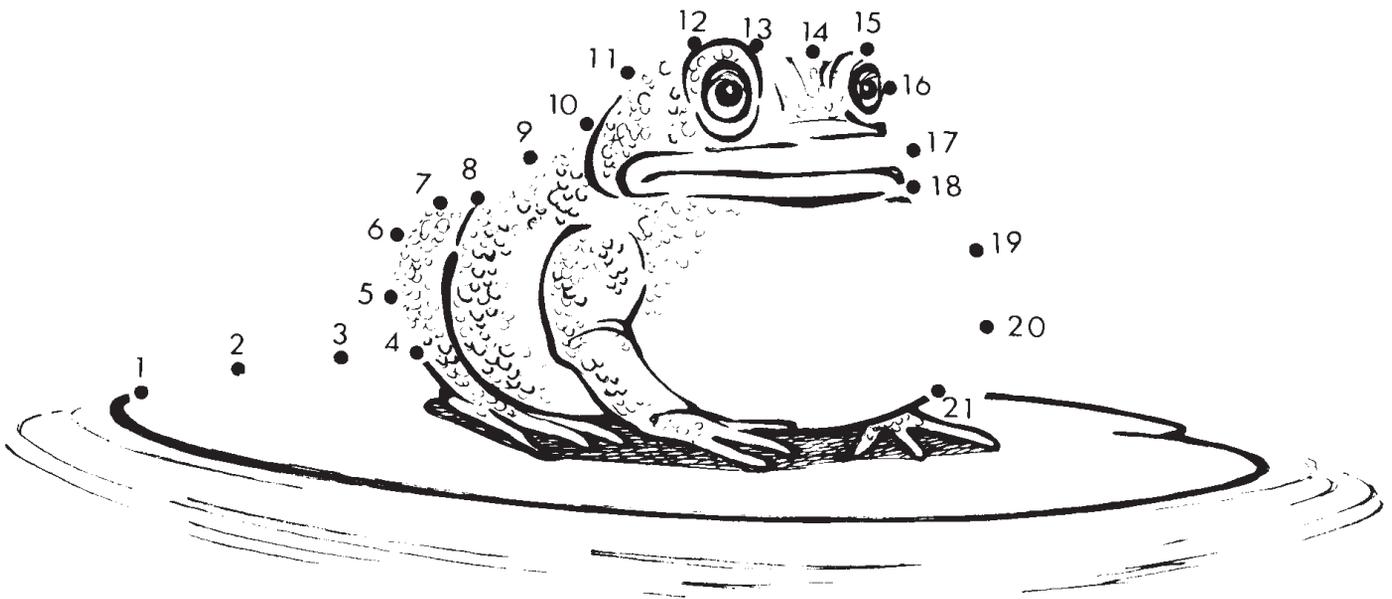
Name _____

Here is a baby animal.
See what it will grow up to be.

tadpole

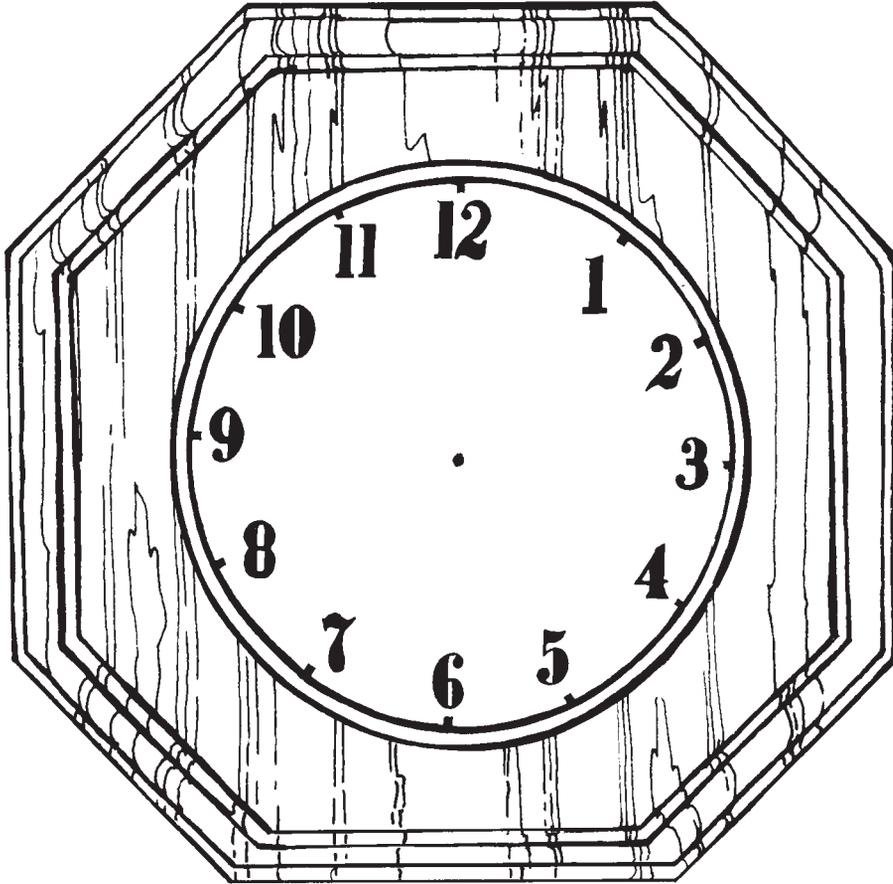


Follow the dots.
Color the pictures.



Name _____

Draw the hands on the clock to show the time you eat dinner.



Finish the sentence.

I eat dinner at _____ o'clock.

