



LIFE·PAC®

# Language Arts

Teacher's Guide

Grade 2

*Mark Twain*

*Ernest Hemingway*

*Robert Frost*



Alpha Omega Publications®

# Language Arts 200

## Teacher's Guide

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## **STRUCTURE OF THE LIFEPAC CURRICULUM**

The LIFEPAC curriculum is conveniently structured to provide one teacher's guide 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.

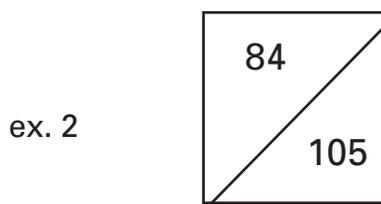
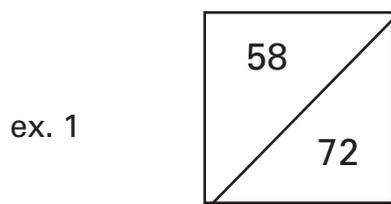
Answer and test keys have the same numbering system as the LIFEPACs and appear at the back of this Teacher's Guide. The student may be given access to the answer keys (not the test keys) under teacher supervision so that he can score his own work.

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's Guide. 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: **S**can the whole LIFEPAC.  
**Q**uestion yourself on the objectives.  
**R**ead the whole LIFEPAC again.  
**R**ecite through an oral examination.  
**R**eview weak areas.

## ***LIFEPAC Management***

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### **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 LANGUAGE ARTS**

The LIFEPAC curriculum from grades two through twelve is structured so that the daily instructional material is written directly into the LIFEPACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned to a quiet work activity when it is necessary to spend instructional time with one particular student.

Language arts includes those subjects that develop the students' 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, book reports, and various forms of composition may need to be completed during the afternoon enrichment period.

Cursive handwriting is introduced in the second grade LIFEPAC 208 with regular practice following in succeeding LIFEPACs. Diacritical markings are introduced in LIFEPAC 207. A pronunciation key with basic diacritical markings is provided, and section sight words include diacritical markings once the pronunciation key has been introduced.

This section of the language arts Teacher's Guide includes the following teacher aids: Phonics Rules, Index of Concepts, an optional *Book Report Form and Books Read Chart*, Suggested and Required Material (supplies), and Additional Learning Activities.

The *Book Report Form* and the *Books Read Chart* may be duplicated for individual student use.

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 concepts change by grade level with the emphasis on phonics and reading skills changing to spelling and grammar for the older students.

Spelling tests contained in the Spelling section of the Teacher's Guide are final spelling tests and should be administered with each Language Arts LIFEPAC test. Many homonyms such as "piece" and "peace" are dependent on meaning for correct spelling. By placing the spelling words in sentences, the spelling tests simplify the teacher's work of properly presenting the correct words from the LIFEPAC spelling lists.

The materials section refers only to LIFEPAC materials and does not include materials which may be needed for the additional learning activities. Additional learning activities provide a change from the daily school routine, encourage the student's interest in learning, and may be used as a reward for good study habits.

## Teacher Notes

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The following letter and letter combinations are introduced in Language Arts 100 and continue through LA 200. **The LIFEPAK is noted where the rule is specifically addressed.**

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

1.	short vowels (cvc)	–	<i>a</i> (bat), <i>e</i> (bet), <i>i</i> (bit), <i>o</i> (cot), <i>u</i> (but)	201
2.	long vowels (cvcv)	–	<i>a</i> (wave), <i>e</i> (Pete), <i>i</i> (tire), <i>o</i> (bone), <i>u</i> (use)	201
3.	long vowels (cvvc)	–	<i>a</i> (nail), <i>e</i> (seal), <i>i</i> (tied), <i>o</i> (boat), <i>u</i> (suit)	201
4.	c and g	–	hard sound before <i>a</i> , <i>o</i> , <i>u</i>	207
			soft sound before <i>e</i> , <i>i</i>	207
5.	q (qu)	–	always has the sound of <i>kw</i>	
6.	y	–	as <i>y</i> (yard)	
			as <i>e</i> (baby)	
			as <i>i</i> (cry)	
7.	consonant digraphs	–	<i>th</i> , <i>wh</i> , <i>sh</i> , <i>ch</i>	204
8.	special blends	–	<i>nk</i> (sank)	203
		–	<i>ng</i> (sing)	204
9.	silent consonants	–	<i>ck</i> (lock)	204
			<i>mb</i> (lamb), <i>lk</i> (talk), <i>gn</i> (sign)	207
			<i>kn</i> (know), <i>gh</i> (though), <i>t</i> (often)	207
10.	r-controlled vowels	–	<i>ar</i> (car), <i>or</i> (for)	203
			<i>er</i> (her), <i>ir</i> (sir), <i>ur</i> (fur)	203
11.	vowel digraphs	–	<i>ai</i> as long <i>a</i> (fail)	201
			<i>ea</i> , <i>ee</i> as long <i>e</i> (beat) (feet)	201
			<i>ie</i> as long <i>i</i> (pie)	201
			<i>oa</i> as long <i>o</i> (boat)	201
			<i>ue</i> as long <i>oo</i> sound (clue)	201
			<i>ay</i> as long <i>a</i> (pray)	202
			<i>ey</i> as long <i>e</i> (donkey)	202
			<i>uy</i> as long <i>i</i> (guy)	202
			<i>au</i> (cause), <i>aw</i> (saw)	202
			short <i>oo</i> sound (book)	202
			long <i>oo</i> sound (zoo)	202
			<i>ew</i> as long <i>u</i> (few)	202
			<i>ou</i> as long <i>u</i> (soup)	205
			as <i>ow</i> (cloud)*	205
			<i>ow</i> as long <i>o</i> (slow)	205
			<i>ow</i> as <i>ow</i> (clown)*	205
			<i>oi</i> , <i>oy</i> (boil) (boy)*	205
12.	letter groups	–	<i>gh</i> , <i>ph</i> as <i>f</i> (laugh) (phone)	207
			<i>igh</i> as long <i>i</i> (sigh)	207

\*sometimes referred to as diphthongs

Concept	LIFEPAC	Section	Concept	LIFEPAC	Section
Alphabetical Order	202	3	consonant blends	203	2,3
	203	3	consonant digraphs	204	1,2,3
Base Words (see root words)			consonants (silent)	207	1,2
			diphthongs (oi/oy)	205	1,2
			diphthongs (ou/ow)	205	1,3
Capitalization	201	3	making words plural	205	3
	204	2	oo words	202	2
Composition (see writing)			r-controlled vowels	203	1
			vowels	201	1
Compound Words	206	2	vowel digraphs	201	1
				202	1,2
Contractions	205	3	Prefixes	209	2
Dictionary Use	202	2	Punctuation		
	203	2	apostrophe	205	3
	204	3	comma	205	2
	205	1	period	203	1
	206	3	question mark	204	1
	207	1	exclamation mark	204	1
	209	2	Root Words	208	1,2
Following Directions	202	1		209	2,3
	203	2	Sentence Structure		
	204	2	phrase	203	1
Handwriting			sentence	203	1,2,3
cursive	208	2, 3	Sequence		
	209	2, 3	(order of events)	202	2
manuscript	201	1	Suffixes	208	1,2,3
Homonyms	207	3	Verbs		
Parts of speech			contractions	205	3
nouns, common	201	1	singular, plural	209	3
nouns, proper	201	3	tenses: past, present,		
verbs, action	202	1	future	209	2,3
verbs, state of being	209	1	Writing	201	3
adjectives	206	1		205	3
Phonics				206	3
c/g words	207	1		207	3
consonants	201	1,2,3			



Name: \_\_\_\_\_

## BOOKS READ

Title: Author: Date:	Title: Author: Date:	Title: Author: Date:	Title: Author: Date:
Title: Author: Date:	Title: Author: Date:	Title: Author: Date:	Title: Author: Date:
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**YOU ARE SPECIAL:**

Max Lucado:

*Just In Case You Ever Wonder  
Because I Love You*

Lois Lowry and Middy Thomas:

*Gooney Bird Greene* (story writing and  
telling)

Harriet Ziefert:

*First He Made the Sun* (kids could illustrate  
this book)

**POETRY BOOKS:**

Lee Bennett Hopkins:

*Good Books, Good Times*

Douglas Florian:

*Bow Wow Meow Meow: It's Rhyming Cats  
and Dogs*

James Stevenson:

*Corn Chowder*

**100 DAYS CELEBRATION:**

Rosemary Wells:

*Emily's First 100 Days of School*

Brenda Haugen:

*The 100th Day of School*

**HOLIDAYS/CELEBRATIONS:**

Deborah Chancellor:

*Celebration Days! Holidays Around the  
World* (DK Reader)

Tasha Tudor:

*A Time to Keep: The Tasha Tudor Book of  
Holidays*

**WRITING LETTERS:**

Alma Flor Ada:

*Dear Peter Rabbit*

Janet and Allan Ahlberg:

*The Jolly Postman  
The Jolly Christmas Postman*

Holly Hobbie:

*Toot and Puddle*

Annette Langen:

*Letters From Felix: A Little Rabbit on a  
World Tour*

Beatrix Potter:

*Dear Peter Rabbit: A Story with Real  
Miniature Letters*

Sarah Stewart:

*The Gardener*

Eileen Christelow:

*Letters From a Desperate Dog*

**ANIMALS/FABLES:**

Seymour Simon:

*Animal Fact/Animal Fiction*

Judith Walker Hodge:

*Animal Hospital* (DK Reader)

Peter Spier:

*Noah's Ark*

Don Daily:

*The Classic Treasury of Aesop's Fables*

Arnold Lobel:

*Fables*

Melvin Berger:

*Look Out for Turtles!*

**SPORTS:**

Kathryn Cristaldi:

*Baseball Ballerina*

Leonard Kessler:

*Here Comes the Strikeout*

Leonard Kessler:

*The Worst Team Ever*

Jean Marzollo:

*Soccer Sam*

Peggy Parish:

*Play Ball, Amelia Bedelia*

**WRITING/ILLUSTRATING BOOK:**

Eileen Christelow:

*What Do Authors Do?*

Eileen Christelow:

*What Do Illustrators Do?*

**Materials Needed for LIFEPAAC:**

Required:  
sharp pencil  
scissors

Suggested:  
crayons or colored pencils  
mirror (or baby & recent photographs of student)  
manuscript alphabet chart  
notebook or composition book for journaling  
magazines (for cutting out pictures)  
glue or glue stick  
paper w/guidelines for Spelling Tests\*

\*It is suggested that students use paper with guidelines when taking Spelling Tests. An optional reproducible master for the "spelling paper" referred to in the LIFEPAACs is in the Teacher Resources Section on page 66 of this Teacher's Guide.

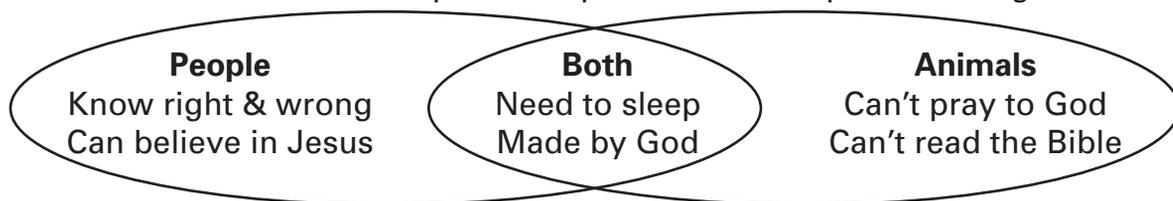
**Optional Additional Learning Activities:**

This unit begins by reminding the students of how special God created all people. We are made in His image! He has a special plan for us! Reading the book, *Just in Case You Ever Wonder*, by Max Lucado, would be a good introduction to this unit.

**Section I.**

1. Discuss these questions with the student(s).
  - a. How are people alike?
  - b. How are people different from each other?
  - c. How do you know if someone is happy?
  - d. How do you know if someone is sad?
2. Discuss the differences between animals and people. Write these phrases on the board:
  - Can't pray to God
  - Know right & wrong
  - Need to sleep
  - Made by God
  - Can't read the Bible
  - Can believe in Jesus

Guide the students to put these phrases in a simple Venn diagram:



3. Tell the students to look at themselves in a mirror. (Or students could look at a photo of themselves.) Help them describe themselves verbally. Have students write these descriptions in their journal. (Teacher or parent could add their own comments on the journal page.)

4. Compare baby photographs of the students with recent photographs. Discuss with the student how they have changed and grown. Discuss with them all the things that they can do now versus with what they could do when they were babies.
5. Read Genesis 1:26-13 to the students. Discuss with them how we are made in the image of God. Tell them of the responsibilities we have from God to be good stewards of this world.
6. Find the students' meaning of their names. Discuss the meaning of their name or if they are named after someone special. Tell them that Jesus knows their name (you may want to refer to John 10:1-16).

**Art Activity:** Print out students' names using software such as Word Art (or write the students' names on paper). Let students color and decorate their names.



**Section II.**

1. Students may make a collage poster of the three categories of nouns: Persons; Places; Things (pictures may be cut from magazines and glued in the correct boxes).

Nouns		
Persons	Places	Things

2. Play the game "Telephone" with students, reminding them that it is important to be good listeners,
3. Listen for the beginning, middle, ending consonant sounds. Have the students use the consonant cards to show you the *beginning* consonant sound that is heard of these words that you say to them:

dog	pig
fish	donkey
zebra	rooster

Have the students use the consonant cards to show you the *ending* consonant sound that is heard of these words that you say to them:

cat	sheep
bread	fork
muffin	petal

Have the students use the consonant cards to show you the *middle* consonant sound that is heard of these words that you say to them:

cabin	camel
donut	hotel
robin	woman

### **Section III.**

1. Play this “listening, remembering” game: Students take turns listing what they would take on a picnic. The list must go alphabetically. The first person says, “I am going on a picnic and will take an apple.” The second person must think of a word that begins with the letter *b* and then will say: “I am going on a picnic and will take an apple, and banana.” The third person must think of a word that begins with the letter *c* and then will say: “I am going on a picnic will take an apple, banana, and carrot,” etc. See if you can get all the way through the entire alphabet!
2. Write these words on the chalkboard/white board/or a large piece of paper:  
Silver Lake, Rock River, New York, Jane, Mark, Mars, Spot  
(or you may write names of a lake, river, city, girl, boy, pet, etc. that are familiar to students). Ask the students how these words are alike. Tell the students to notice that there is a capital letter at the beginning of these names. Ask the students how they write their name. Discuss with them why capital letters are used for names. Remind them that these names are called proper nouns.
3. Find a short human interest story in a newspaper or magazine that includes some names/proper nouns. Read the article together and find the proper nouns.
4. Listen to, sing, or read the words of the song “If I were a Butterfly” by Brian M. Howard (Copyright © 1974, 2002 Mission Hills Music, [www.ButterflySong.com](http://www.ButterflySong.com), All rights reserved. [BMI]). Discuss with the children how creation praises God. Guide the discussion to how they can praise God.

### **Suggested Books:**

*I Like Myself!* by Karen Beaumont  
*Amazing Grace* by Mary Hoffman  
*Tacky the Penguin* by Helen Lester  
*You are Special* by Max Lucado  
*The Ugly Duckling* by Hans Christian Anderson & Jerry Pinkney

### **Journal Suggestions:**

1. Write the following poem on the chalkboard/white board/large piece of paper. Tell the students to write the poem in their journal. Remind the students to include the date on the journal entry.

I'm as happy as can be  
That my God created me.  
God made me so uniquely  
There is no one just like me.  
Thank you God for making me  
And loving me so perfectly.

2. Discuss the meaning of the phrase "apple of my eye." Tell the students that God loves us and we are the apple of God's eye. Write Psalm 17:8 on the chalkboard/white board/large piece of paper and tell the students to write this verse in their journal. (You can add apple stickers, or drawings of an apple with the verse!)

Keep me as the **apple** of the eye  
hide me under the shadow of thy wings.  
Psalm 17:8

3. This is a little twist on the journaling—you as the teacher can write in the students' journals about the student; what you think makes them special, some talents that you notice that they have, etc.

### Spelling Words 1-1 Activity

Choose the word that best completes each sentence and write it on the lines.

bad fast best hot its sit tell trip us went wish yet

1. April and Lee took a \_\_\_\_\_ to their uncle's cabin.  
\_\_\_\_\_
2. They \_\_\_\_\_ on a train.  
\_\_\_\_\_
3. April got to \_\_\_\_\_ by the window.  
\_\_\_\_\_
4. Lee felt \_\_\_\_\_ that he could not sit by the window.  
\_\_\_\_\_
5. It was \_\_\_\_\_ because the sun was shining brightly.  
\_\_\_\_\_
6. The train went very \_\_\_\_\_ through the country.  
\_\_\_\_\_
7. The train stayed on \_\_\_\_\_ track.  
\_\_\_\_\_
8. April wanted to \_\_\_\_\_ their uncle about the train trip.  
\_\_\_\_\_
9. It was the \_\_\_\_\_ trip ever!  
\_\_\_\_\_
10. April and Lee \_\_\_\_\_ they could go on another trip.  
\_\_\_\_\_

### Spelling Words 1-3 Activity

Match the spelling word with its meaning.

- |                 |  |
|-----------------|--|
| 1. _____ coat   | a. a bucket                                    |
| 2. _____ float  | b. gentle, humble                              |
| 3. _____ goes   | c. special coat with trousers or skirt         |
| 4. _____ green  | d. present tense of moves or travels           |
| 5. _____ mean   | e. to understand the meaning of written words  |
| 6. _____ meek   | f. outer clothing with long sleeves, jacket    |
| 7. _____ need   | g. water that falls from clouds in the sky     |
| 8. _____ pail   | h. to move on top of water or air              |
| 9. _____ rain   | i. the color of most plants, grass, and leaves |
| 10. _____ read  | j. time of rest for mind and body              |
| 11. _____ sleep | k. lack of something required                  |
| 12. _____ suit  | l. not kind, cruel                             |

**Language Arts 201 Additional Activity Answer Key**

---

**Spelling Words 1-1 Activity Answers:**

1. trip
2. went
3. sit
4. bad
5. hot
6. fast
7. its
8. tell
9. best
10. wish

**Spelling Words 1-3 Activity Answers:**

1. f
2. h
3. d
4. i
5. l
6. b
7. k
8. a
9. g
10. e
11. j
12. c

**T E A C H E R**



**R  
E  
S  
O  
U  
R  
C  
E  
S**

**Spelling Paper for Spelling Quizzes & Tests**

---

Unit/Section \_\_\_\_\_ Name \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

21. \_\_\_\_\_

22. \_\_\_\_\_

23. \_\_\_\_\_

24. \_\_\_\_\_

**SECOND GRADE SPELLING LISTS**

**1-1 (Short Vowels)**

bad  
fast  
best  
tell  
went  
yet  
its  
sit  
trip  
wish  
hot  
us

**1-2 (Long Vowel Sounds with  
Silent e)**

gave  
made  
name  
sale  
these  
five  
line  
nice  
ride  
write  
joke  
tune

**1-3 (Vowel Digraphs)**

pail  
rain  
green  
mean  
mEEK  
need  
read  
sleep  
coat  
float  
goes  
suit

**2-1 (Vowel Digraphs ay, ey, ue,  
uy)**

always  
hay  
played  
key  
money  
monkey  
blue  
clue  
due  
true  
buy  
guy

**2-2 (Vowel Digraphs au, aw, eu)**

because  
fraud  
haul  
pause  
fawn  
hawk  
jaw  
law  
chew  
dew  
flew  
stew

**2-3 (Sounds of oo)**

food  
cool  
moon  
pool  
soon  
zoo  
cook  
hood  
hook  
shook  
took  
wood

**3-1 (r-Controlled Vowels)**

farm  
park  
fern  
term  
first  
girl  
before  
hurt  
more  
or  
sport  
burn

**3-2 (Beginning Consonant  
Blends)**

broom  
crate  
drum  
fry  
gray  
prize  
trail  
blade  
close  
plate  
flat  
glad

**3-3 (Ending Consonant Blends)**

left  
gift  
hold  
ramp  
lump  
land  
wind  
junk  
ant  
desk  
list  
most

## Second Grade Spelling Lists

---

### 4-1 (Consonant Digraphs sh, ch, wh)

chain  
chat  
chess  
quit  
shame  
sheep  
their  
thin  
third  
those  
whale  
wheel

### 4-2 (Beginning Consonant Digraphs)

children  
chip  
quail  
quiet  
share  
shark  
short  
then  
this  
while  
white  
why

### 4-3 (Ending Consonant Digraphs)

rich  
which  
neck  
rock  
sack  
dish  
fish  
rush  
wash  
both  
math  
path

### 5-1 (Diphthongs ou, ow)

around  
count  
found  
house  
loud  
noun  
crowd  
crown  
fowl  
owl  
town  
wow

### 5-2 (Diphthongs oi, oy)

boy  
employ  
joy  
loyal  
oyster  
toy  
boil  
coin  
joint  
moist  
point  
soil

### 5-3 (Rule Breakers)

enough  
dough  
should  
thought  
through  
would  
your  
blow  
crow  
slow  
sow  
toward

### 6-1 (Contractions)

can't  
didn't  
don't  
hasn't  
won't  
it's  
he's  
that's  
they're  
we're  
I'm  
I've

### 6-2 (Word Families – Rhyming Words)

been  
deen  
right  
night  
cold  
gold  
ship  
whip  
call  
hall  
plank  
sank

### 6-3 (Compound Words)

upon  
outside  
sometimes  
mailbox  
raincoat  
pigpen  
baseball  
birthday  
without  
notebook  
beehive  
waterfall

**7-1 (Soft c and g, z Sound of s)**

cent  
city  
lace  
slice  
age  
cage  
gem  
gym  
cause  
please  
raise  
does

**7-2 (Silent Consonants)**

sign  
sigh  
high  
light  
might  
lamb  
comb  
knew  
knife  
wrap  
mess  
loss

**7-3 (Homonyms)**

know  
no  
tail  
tale  
dear  
deer  
here  
hear  
weak  
week  
one  
won

**8-1 (More Beginning Consonant Blends)**

skate  
snap  
scold  
small  
spoon  
step  
swim  
twin  
scrape  
split  
spray  
stray

**8-2 (Ending Consonant Blends ng and dge)**

bang  
fang  
sung  
thing  
long  
sing  
edge  
ledge  
badge  
ridge  
lodge  
fudge

**8-3 (Beginning and Ending Consonant Blends)**

snack  
church  
skunk  
stand  
thick  
grind  
crash  
stink  
truck  
truth  
bleach  
clock

**9-1 (Words that End in y)**

lady  
rainy  
pinky  
sandy  
rusty  
ruby  
very  
many  
off  
pull  
use  
work

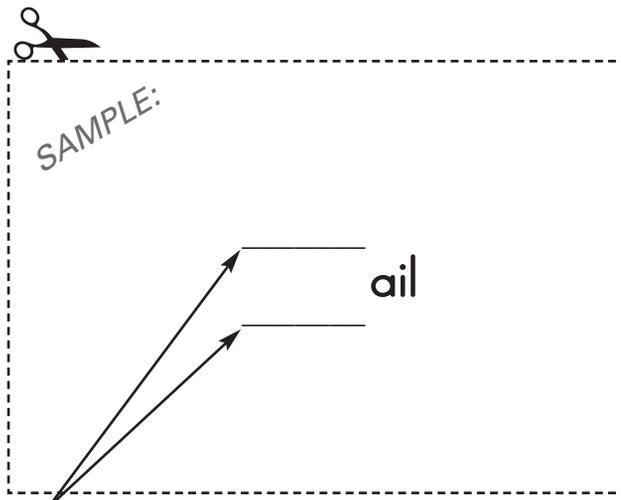
**9-2 (Syllabication Rules)**

kitten  
dinner  
borrow  
button  
fellow  
rugged  
narrow  
yellow  
parrot  
muffin  
manner  
batter

**9-3 (Syllabication Rules)**

sister  
number  
center  
donkey  
mister  
napkin  
wonder  
person  
pester  
lumber  
hermit  
parcel

**Note:** These Word Families manipulatives may be reproduced on cardstock and cut out. Students can use these manipulatives for word blending practice or other activities the teacher may choose. Discuss with students which words are real and which words are not. Have students create as many "real" words as possible by sliding the strips through the slits on each of the cards.



Use an X-Acto™ knife or sharp scissors to cut along the lines to create slits for the strips to slide through.

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

ch  
sh  
th  
wh  
sp  
sl  
sc  
sm  
st  
sk  
sn  
sw  
tw  
br  
tr  
gr  
fr  
dr  
cr  
pr

wr  
bl  
cl  
fl  
gl  
pl  
str  
scr  
squ  
spl  
thr

**Language Arts Manipulatives: Word Families**

---

\_\_\_\_ at  
\_\_\_\_

\_\_\_\_ all  
\_\_\_\_

\_\_\_\_ ap  
\_\_\_\_

\_\_\_\_ ate  
\_\_\_\_

\_\_\_\_ an  
\_\_\_\_

\_\_\_\_ are  
\_\_\_\_

\_\_\_\_ en  
\_\_\_\_

\_\_\_\_ ub  
\_\_\_\_



**S  
P  
E  
L  
L  
I  
N  
G  
T  
E  
S  
T  
S**

**Note:** It is suggested that students use paper with guidelines when taking Spelling Tests. An optional reproducible master for the “spelling paper” referred to in the LIFEPACs is in the Teacher Resources Section on page 66 of this Teacher’s Guide.

## Unit 1 Spelling Test

name	1. Do you have your <b>name</b> on your Spelling Test?	name
write	2. Please remember to <b>write</b> neatly!	write
green	3. The <b>green</b> bicycle is new.	green
sale	4. That puppy is not for <b>sale</b> .	sale
made	5. Grandmother <b>made</b> the birthday cake.	made
five	6. There were <b>five</b> candles on the birthday cake.	five
wish	7. She made a <b>wish</b> after she blew out the candles.	wish
rain	8. It began to <b>rain</b> after the birthday party.	rain
sleep	9. It was not easy going to <b>sleep</b> .	sleep
read	10. We will <b>read</b> the book together.	read
fast	11. The cheetah can run <b>fast</b> .	fast
goes	12. Michael <b>goes</b> to swimming lessons every day.	goes
hot	13. The stove is <b>hot</b> .	hot
float	14. We like to <b>float</b> on the lake.	float
tell	15. I want to <b>tell</b> you a secret.	tell
sit	16. The cat likes to <b>sit</b> on your lap.	sit
joke	17. They laughed at my <b>joke</b> .	joke
suit	18. Dad wears a <b>suit</b> to work.	suit
trip	19. We are going on a <b>trip</b> this summer.	trip
yet	20. It isn't time for supper <b>yet</b> .	yet

## Unit 1 Alternate Spelling Test

ride	1. Our dog likes to <b>ride</b> in the car.	ride
bad	2. That apple is <b>bad</b> .	bad
coat	3. He left his <b>coat</b> in the park.	coat
went	4. She <b>went</b> for a long walk.	went
gave	5. My mom <b>gave</b> me some grapes for a snack.	gave
tune	6. She is whistling a happy <b>tune</b> .	tune
line	7. The clothes are hanging on the clothes <b>line</b> .	line
best	8. Always try to do your <b>best</b> work.	best
these	9. <b>These</b> are your toys.	these
pail	10. They used a <b>pail</b> to make a sand castle.	pail
mean	11. Our neighbor's dog is <b>mean</b> .	mean
its	12. The dog is chasing <b>its</b> tail.	its
meek	13. My aunt's horse is <b>meek</b> and mild.	meek
nice	14. My grandfather is <b>nice</b> .	nice
need	15. The newspapers <b>need</b> to be delivered.	need
us	16. Father got <b>us</b> a pet hamster.	us
green	17. The grass is <b>green</b> .	green
sit	18. Please do not <b>sit</b> on that chair.	sit
write	19. He will <b>write</b> a letter to his uncle.	write
sleep	20. The dog will <b>sleep</b> in the garage.	sleep

A L T E R N A T E



T  
E  
S  
T  
S

## Unit 1 Alternate LIFEPAK Test

EACH ANSWER, 1 POINT

**Circle the vowel in each row of letters.**

1. a. g h k l o
- b. j q c a m
- c. w x u f b
- d. z e c p s
- e. i d n r t

**Circle the beginning consonants of the words.**

2. a. pig
- b. bike
- c. doll
- d. fork
- e. nine

**Circle the ending consonants of the words.**

3. a. rabbit
- b. book
- c. spoon
- d. six
- e. pencil

**Circle the middle consonants of the words.**

4. a. paper
- b. river
- c. woman
- d. shovel
- e. tiger

Write the words under the correct categories.

- |    |      |      |      |
|----|------|------|------|
| 5. | goat | fine | wig  |
|    | dog  | pot  | sail |
|    | nine | bean | bake |

a. CVC

b. CVVC

c. CVCV

_____	_____	_____
-----	-----	-----
_____	_____	_____
-----	-----	-----
_____	_____	_____
-----	-----	-----
_____	_____	_____
-----	-----	-----
_____	_____	_____
-----	-----	-----

Read the sentences. Write the nouns on the lines.

- |    |                        |       |
|----|------------------------|-------|
| 6. | a. The rooster crowed. | _____ |
|    | b. The boy ran.        | _____ |
|    | c. The girl played.    | _____ |
|    | d. The fish swam.      | _____ |

Circle the singular nouns.

- |    |          |      |         |       |
|----|----------|------|---------|-------|
| 7. | a. bug   | bugs | c. maps | map   |
|    | b. flags | flag | d. frog | frogs |

Circle the plural nouns.

- |    |           |       |          |      |
|----|-----------|-------|----------|------|
| 8. | a. rivers | river | c. bed   | beds |
|    | b. girl   | girls | d. nails | nail |

**Circle the common noun.**

9. a. Rock River            river  
b. teacher                Mr. Jans  
c. Iowa                    state  
d. girl                     Lisa

**Circle the proper noun.**

10. a. lake                    Salt Lake  
b. Denver                city  
c. Ron                     boy  
d. Target                 store

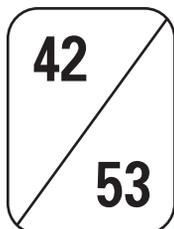
**List three ways that we can communicate.**

11. a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

**Answer the following question.**

12. Why is it important to be a good listener?

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



**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

**Score** \_\_\_\_\_



**A  
N  
S  
W  
E  
R  
K  
E  
Y  
S**

## Section One

1.1–1.7 Teacher check

1.8 Possible answers:

- a. bad, hot
- b. fast, best
- c. best, fast
- d. hot, bad
- e. its
- f. sit
- g. tell
- h. trip
- i. us
- j. went, wish
- k. wish, went
- l. yet

1.9 h@t b@d p|g m@p c@p  
p@n p@n f|n c@t s@n

1.10 c@b@ r@k@ b@n@ f|v@ w@v@  
P@t@ b|k@ n@o@s@ t|r@ v@a@s@

1.11 s@x| r@x|n j@x|p s@x|t s@x|p  
b@x|t n@x| l@x|f p@x| f@x|t

1.12 Teacher check

1.13 Any order:

baby, doctor, grandma

1.14 Any order:

kitchen, park, city

1.15 Any order:

monkey, cow, tiger

1.16 Any order:

glass, pizza, paper

1.17 Teacher check

- a. The (family) went to the (mountains).
- b. The (children) played (games) in the (car).
- c. (Mother) and (Father) hiked in the (mountains).
- d. (Mother) liked the beautiful (flowers).
- e. (Brother) rode his (bike) on the (trails).
- f. (Sister) walked with the (dog).
- g. The (dog) barked and wagged its (tail).
- h. The (children) did not want to go (home).
- i. The (brother) and (sister) slept in the (car).
- j. They told their (friends) about the (mountains).

1.18 yet wish  
its (*or* sit) best  
bad fast  
sit (*or* its) trip  
us tell  
hot went

1.19 Suggested answers:

- a. Christmas
- b. Christmas shopping
- c. an old teddy bear
- d. her brother
- e. in the park
- f. in the bicycle basket
- g. a teddy bear
- h. a hug

1.20 Teacher check

1.21 Teacher check

## Section One (cont.)

1.22 Any order under each category:

**CVC**

web  
yet  
rag  
zip  
job  
cab  
fox

**CVCV**

cone  
hole  
tape  
bite  
cube  
vine  
wave

**CVCC**

meat  
goat  
beep  
wait  
leap  
tail  
foam

1.23 kite, string, cloth, sticks, mom, glue, scissors, table, kite, hill, kite, sky

1.24 Teacher check

1.25 Circled words:

Circus, Alex, Kelly, store, Dad, poster, circus, pictures, tigers, lions, monkeys, clowns, acrobats, poster, circus, Dad family, bus, circus, animals, tricks, monkey, bike, clowns, clothes, clown, bike, bell, lions, girl, Alex, Kelly, candy, sodas, Mom, pictures, home, Mom, Dad, circus

1.26 Teacher check

## Section Two

2.1 Possible answers:

- five, line, tune
- line, five, tune
- joke
- gave
- made, sale, ride
- these
- sale, made, ride
- name, nice
- nice, name
- ride, made, sale
- tune, five, line
- write

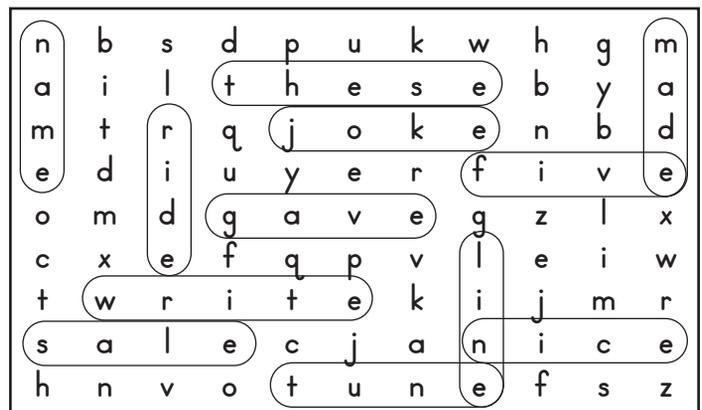
2.2 a.-f. Teacher check

2.3 Teacher check

2.4 Circled letters:

b r p  
f f m

2.5 Word search:



2.6 Any order:

paper  
truck  
factory  
pulp  
book  
tree

## Section Two (cont.)

- 2.7 Any order:  
pencils  
trees  
logs  
machines  
books  
notebooks  
newspapers  
things
- 2.8 a. dogs  
b. farms  
c. tigers  
d. playgrounds  
e. parrots  
f. rivers  
g. boys  
h. pencils  
i. girls  
j. pizzas  
k. teachers  
l. socks
- 2.9 a. lion  
b. park  
c. bear  
d. lake  
e. shark  
f. hill  
g. doctor  
h. book  
i. farmer  
j. bean  
k. sister  
l. shirt
- 2.10 Teacher check
- 2.11 Teacher check
- 2.12 Teacher check
- 2.13 Circled letters:  
l n t  
m n t

## Section Three

- 3.1 Possible answers:  
a. need, meek, read, coat, suit  
b. float  
c. goes  
d. green  
e. rain, mean  
f. read, coat, suit, meek, need  
g. coat, read, suit, meek, need  
h. pail  
i. mean, rain  
j. meek, coat, need, read, suit  
k. sleep  
l. suit, read, coat, meek, need
- 3.2 Teacher check, student answers will vary
- 3.3 Suggested answers:  
a. boy, man  
b. girl, woman  
c. dog, pet  
d. state  
e. store  
f. city, town
- 3.4 Teacher check

### Section Three (cont.)

- 3.5 Circled words:  
Kay's, Kay, Kay, April, July, Johnson's  
Pet Shop, Dillon  
Kay, Beaver River  
Fluffy, Socks, Mr. Johnson, Monday  
Kay, Johnson's Pet Shop, Main Street,  
Dillon  
Kay, Sara, Kay  
Kay, Fluffy  
Mr. Johnson, Kay, Fluffy
- 3.6 need float  
coat meek  
read goes  
rain green  
suit mean  
sleep pail
- 3.7 g p t  
n r m  
z v
- 3.8 Teacher check
- 3.9 Teacher check
- 3.10 with a capital letter
- 3.11 a. cats  
b. lions  
c. cups  
d. crayons  
e. books  
f. brothers
- 3.12 a. tiger  
b. river  
c. teacher  
d. chair  
e. paper  
f. toy
- 3.13 Teacher check
- 3.14 Student answers – Teacher check
- 3.15 Circled words: Correct spelling:  
a. beest best  
b. gaiv gave  
c. faste fast  
d. grean green  
e. mene mean  
f. naem name  
g. nise nice  
h. tripp trip  
i. rane rain  
j. theze these  
k. wint went  
l. sute suit
- 3.16 sit, its
- 3.17 mean, name
- 3.18 amen

## Unit Review

1. h
2. u
3. R D
4. Circled words:  
pan, hat, map
5. Circled words:  
rake, kite, wave
6. boat      naxl      lexf
7. Circled words:  
river, mother, cat
8. Circled words:  
Boston, Mary, Silver Lake
9. a. boy      cat  
b. cat      ~~kittens~~  
c. dog      ~~kittens~~  
d. cat      dog  
e. ~~girls~~      kitten
10. k      t      r (or b)
11. g      n      m
12. n      k      p
13. reading      writing      speaking
14. Student answer – Teacher check

## Self Test 1

- 1.01 noun
- 1.02 a. teacher  
b. house  
c. book  
d. man  
e. zoo  
f. moon
- 1.03 Any order within categories:  
a. *cvc*          b. *cvvc*          c. *cvcv*  
bed              soap              nose  
fin                leaf                tire  
mop               jeep                kite  
pig                rain                five
- 1.04 image
- 1.05 words
- 1.06 words
- 1.07 writer
- 1.08 picture
- 1.09 artist

## Self Test 2

- 2.01 noun
- 2.02 singular
- 2.03 plural
- 2.04 s
- 2.05 girl, horse
- 2.06 girl, horse, forest
- 2.07 horse, river
- 2.08 horse, water
- 2.09 skunk, girl, horse
- 2.010 horse, girl, home
- 2.011 a. stamps          e. balls  
b. frogs              f. barns  
c. arms               g. roads  
d. cars                h. forks
- 2.012 a. map                e. bug  
b. toad                f. leg  
c. muffin             g. paper  
d. spoon              h. flag
- 2.013 g
- 2.014 n
- 2.015 t

## Unit 1

1. a e i o u
2. a. **r**abbit                      c. **p**umpkin  
b. **f**ish                              d. **m**ittens
3. a. clow**n**                        c. footba**l**  
b. lemo**n**                         d. for**k**
4. a. ti**g**er                         c. wo**m**an  
b. pea**n**ut                        d. mu**s**ic
5. Any order:  
a. pig                      b. boat                      c. five  
pan                        seal                         nose  
bed                        nail                         cake
6. a. dog  
b. boy  
c. cat  
d. lion
7. Student answers
8. a. state  
b. girl, woman  
c. dog, pet  
d. city
9. Any three, any order:  
a. reading  
b. writing  
c. speaking  
listening
10. a. stamps                      c. balls  
b. frogs                         d. barns
11. a. map                         d. bug  
b. toad                         e. leg  
c. muffin

## Unit 1

1. a. o  
b. a  
c. u  
d. e  
e. i
2. a. pig  
b. bike  
c. doll  
d. fork  
e. nine
3. a. rabbit  
b. book  
c. spoon  
d. six  
e. pencil
4. a. paper  
b. river  
c. woman  
d. shovel  
e. tiger
5. Any order within categories:  
a. dog      b. goat      c. nine  
    pot      bean      fine  
    wig      sail      bake
6. a. rooster  
b. boy  
c. girl  
d. fish
7. a. bug      c. map  
b. flag      d. frog
8. a. rivers      c. beds  
b. girls      d. nails
9. a. river  
b. teacher  
c. state  
d. girl
10. a. Salt Lake  
b. Denver  
c. Ron  
d. Target
11. Any three, any order:  
a. reading  
b. writing  
c. speaking  
    listening
12. So you can learn many things and learn more about God.