



LANGUAGE ARTS

Teacher's Guide

► **3rd Grade**

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LANGUAGE ARTS 300

Teacher's Guide

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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 work-text 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 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 2: 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 throughout 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 LIFEPAAC 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.

Example 1

58

72

SCORE _____

TEACHER _____

initials

date

Example 2

84

105

SCORE _____

TEACHER _____

initials

date

A score box similar to ex. 1 above is located at the end of each self test and on the front of the LIFEPAAC 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 LIFEPAAC 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.

Example:

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%	$92 \times .60 = 55$	points
Self Test Average	=	90%	$90 \times .25 = 23$	points
Reports			=	8 points
Oral Work			=	4 points

TOTAL POINTS	=	90 points
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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

LIFEPAAC 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 LIFEPAAC 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 LIFEPAAC 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 LIFEPAAC 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 LIFEPAAC test.

Scan the whole LIFEPAAC.
Question yourself on the objectives.
Read the whole LIFEPAAC again.
Recite through an oral examination.
Review weak areas
6. Take the LIFEPAAC test as a closed book test.
7. LIFEPAAC tests are administered and scored under direct teacher supervision. Students who receive scores below 80% should review the LIFEPAAC 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 LIFEPAAC test and the Alternate Test.

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 LIFE-PAC 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	Math
11:00	–	11:45	History & Geography
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 LIFE-PAC 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 LIFE-PAC is designed to take 3 to 4 weeks to complete. Allowing about 3 to 4 days for LIFE-PAC introduction, review, and tests, the student has approximately 15 days to complete the LIFE-PAC pages. Simply take the number of pages in the LIFE-PAC, 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 LIFE-PAC containing 45 pages will require 3 completed pages per day. Again, this is only an average. While working a 45-page LIFE-PAC, 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 LIFE-PAC takes 3 to 4 weeks or eighteen days to complete, it should take about 180 school days to finish a set of ten LIFE-PACs. 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 LIFE-PAC. Continue marking the calendar until you have established dates for the remaining nine LIFE-PACs 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 LIFE-PACs in each subject.

LANGUAGE ARTS 300 TEACHER NOTES

The following letter and letter combinations are introduced in Language Arts 100 and continue through LA 300. **The LIFEPAAC 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 - a (bat) e (bet) i (bit) o (cot) u (but)
2. long vowels - a (bait) e (beat) i (bite) o (coat) u (use)
3. consonants - b d f h j k l m n p r s t v w x z
4. c and g - hard sound before a, o, u
- soft sound before e, i
5. q (qu) - always has the sound of kw
6. y - as y (yard)
- as e (baby)
- as i (cry)
7. consonant digraphs - th, wh, sh, ch
8. special blends - ng (sing) nk (sank)
9. silent consonants - ck (lock)
- mb (lamb) lk (talk) gn (sign)
- kn (know) gh (though) t (often)
10. r-controlled vowels - ar (car) or (for)
- er (her) ir (sir) ur (fur)
11. vowel digraphs - ai, ay as long a (pail) (pay)
- au, aw (Paul) (paw)
- ei, ey as long e (veil) (they)
- ea, ee as long e (beat) (feet)
- ie as long e (piece)
as long i (pie)
- oa as long o (boat)
- oo long sound (boot)
short sound (book)
- ew as long u (few)
- ou as long u (soup)
- as "ow" (cloud)*
- ow as long o (slow)
as "ow" (clown)*
- oi, oy (boil) (boy)*
12. letter groups - gh, ph as f (laugh) (phone)
- igh as long i (sigh)

*sometimes referred to as diphthongs

LANGUAGE ARTS 300 INDEX OF CONCEPTS

CONCEPT	LIFEPAC	SECTION	CONCEPT	LIFEPAC	SECTION
Abbreviations	303	4	vowel digraphs	302	4
	304	3		304	1
Alphabetical Order	302	3		306	3,4
	303	1	w-controlled vowels	304	2
	310	4	y as vowel/consonant	304	4
Antonyms	303	3	Plurals	305	2
Book Report	306	2		306	3
	309	3		307	1,2
Capitalization	301	3	Prefixes	303	2
	302	1,2	Pronunciation Key	304	3
	303	2,3,4	Punctuation	301	4
	306	2		304	3
	310	2		305	3
Composition				310	2
letter-writing	307	4	Reading Skills		
	309	2	cause/effect	306	3
paragraph	308	2	classifying	309	1
	310	4	context clues	310	1
poem	306	4	details	306	1
story	302	4		308	2
	303	4		310	3
Compound Words	307	1	fact/fiction	307	3
Dictionary Skills	303	1	following directions	304	2
	304	3		307	4
Homographs	306	4	main idea	301	2
Library Skills	306	2		305	1
Literary Forms				306	1
drama (play)	308	3	predicting outcomes	307	1
parable	306	1		303	3
poetry	306	4		305	2
Parts of Speech				309	3
adjectives	304	1	sequence of events	303	3
	308	1,2		307	2
adverbs	304	2		308	1
	309	1	Reference Books	309	3
nouns	304	1	Root Words	303	2
	307	1		304	4
pronouns	307	3	Sentence Structure		
verbs	304	2,3	phrase	301	3
	308	3	sentence	301	3
Phonics				310	1
consonants	301	1,2	Suffixes	303	2
double consonants	307	2		307	3
	308	2	Syllables	305	1
g-hard and soft	306	2	Synonyms	303	4
irregular vowel teams	304	1,2		304	4
r-controlled vowels	303	1,2			
silent letters	301	4			
	310	1			
vowels	310	1			

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 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 subsequent LIFEPACs. Diacritical markings are defined in the third-grade LIFEPAC 304. A pronunciation key including diacritical markings is provided after the vocabulary word lists in all subjects beginning with LIFEPAC 305.

This section of the language arts Teacher's Guide includes the following teacher aids for each unit: Suggested and Required Material (supplies), Additional Learning Activities, Answer Keys, Alternate LIFEPAC Tests, and LIFEPAC Spelling Tests.

Spelling tests contained in the Teacher's Guide are final spelling tests and should be administered with each Language Arts LIFEPAC test. Many words 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 practice spelling tests in each section of each LIFEPAC should be designed by the teacher and are not included in this Guide.

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.

LANGUAGE ARTS 301

Unit 1: Old and New Skills

TEACHING NOTES

MATERIALS NEEDED FOR LIFEPAK

Required	Suggested
(None)	<ul style="list-style-type: none"> • drawing paper • pictures of Mexico and Mexican people • old magazines • sandpaper • index cards

ADDITIONAL LEARNING ACTIVITIES

Section 1: Symbols

1. Discuss these questions with your class.
 - a. What do we mean by cursive writing?
 - b. What are vowels?
 - c. What are consonants?
 - d. What is grammar?
 - e. What do we mean by punctuation marks?
 - f. What are some of the punctuation marks?
 - g. What is word study?
2. Ask students to write a lowercase letter *i* in the air. Make it “Jolly Green Giant” size. Do the same with the other letters in Section 1.
3. Ask students to volunteer to say the vowels and then the consonants.
4. Give each student a page from an old magazine. See how many vowels he can find in a certain length of time. Let him underline them on the page.
5. See how many words that student can find beginning with *i, t, s, r, u, w,* and *e* from any source. Make a list.
6. Have each student write the letters of the alphabet in cursive writing. Look at each letter and see what kind of a picture can be made from that letter. Choose five and make a picture of each.
7. Have the student draw letters on sandpaper. Cut them out. Use them later as practice by tracing the sandpaper letter with the fingers (sometimes with eyes closed).

Section 2: Reading a Story

1. Discuss these questions with your class.
 - a. Why did Pedro have to stay inside?
 - b. Why were Pedro and the boys having trouble talking?
 - c. What was Pedro's problem?
 - d. How did Pedro learn to speak his first English words?
2. Display pictures and discuss language differences. Talk about how you might learn some Spanish words if you went to Mexico.
3. Practice writing *l, b, f, h,* and *k* in cursive writing in the air in "Jolly Green Giant" size.
4. Ask students to give the short vowel sound they *hear* when teacher says these words: *bath, hut, hot, drum, heaven, hit, sit, sat, top, and seven.*
5. Tell students to draw a picture of Pedro as he waits for the boy riding the bicycle. Be sure to show how he feels by the way you draw his face.
6. Tell students to draw a picture of Pedro riding the bicycle.
7. Ask students to make up sentences using their ten spelling words.

Section 3: Writing Good Sentences

1. Discuss these questions with your class.
 - a. What is a sentence?
 - b. How can you tell the difference between a sentence and phrase?
 - c. What parts must you have to make a complete sentence?
 - d. How do we begin a sentence?
 - e. Where do we use capital letters in a sentence?
2. Have students write three sentences on their own remembering where to use capital letters. Discuss sentences with volunteers.
3. Practice writing *a, d, o, c, j, g, p, y, q, z,* and *f* in the air. Make them large size.
4. Have a spelling bee. When a child misspells a word ask *him to go* to the end of the line so that he can have another turn. There will be no "winner." Use Spelling Words-1 and -2.
5. Place on the chalkboard designs for the children to use (triangles, circles, flowers, a brick wall). After adapting a design to their liking on their paper, let each child fill in the blanks with a properly written letter. He may color in the closed places to create a pretty picture.
6. Make up a puzzle using Spelling Words-2. Save it to share with the class at another time.
7. Have students think of a word that would begin with each of the handwriting letters. Make a list of these words.

Section 4: Punctuating the End of a Sentence

1. Discuss these questions with your class.
 - a. What does it mean when we have silent letters in words?
 - b. What two kinds of sentences are there?
 - c. What do you put at the end of a sentence that tells something?
 - d. What do we put at the end of a sentence that asks something?
2. Have students cut an index card in half, put a period (.) on one card and a question mark on the other punctuation card. Read or tell sentences to them, and ask them to hold up the correct punctuation card.

Example sentences:

- a. Where are you?
 - b. He is tall.
 - c. This is our room.
 - d. What color is your dress?
 - e. Let's play together at recess.
 - f. My mom is coming to school.
 - g. My grandma is visiting us.
 - h. What time is it?
 - i. How did you get here?
 - j. Why is he crying?
3. Have sentences written on the board, some punctuated correctly and some not. Ask students to number a paper accordingly. Write *yes* on the line if the sentence is correct and *no* if it is not. Let them copy the sentence correctly in cursive handwriting.

Examples:

- | | |
|-------------------------------|--------|
| a. I am tall? | a. no |
| b. Today is Friday. | b. yes |
| c. Are we going to the store? | c. yes |
4. Practice the handwriting in the air again.
 5. Ask students to write five sentences that tell something and five sentences that ask something. (Check also for capitalization.)
 6. Ask students to practice all the handwriting letters in LIFEPAK 301. They may use the whiteboard or lined paper.

ANSWER KEYS

SECTION 1

1.1–1.7 Teacher check

1.8 a, e, i, o, u

1.9 a, e, i, o, u

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

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

1.12 no

big dog is black

yes

1.13 ✓ How to write the cursive u

✓ How to write the cursive w

□ What rain is

✓ Which letters are called consonants

□ All about dogs

✓ We will learn about reading

✓ Which letters are vowels

✓ How to write i and s in cursive

✓ Words can be building blocks

✓ Words make sense by themselves

SELF TEST 1

1.01–1.07 Teacher check

1.08 a, e, i, o, u

1.09 Reading is fun.

1.10 The dogs are inside.

1.11 Mary went to school today.

SECTION 2

- 2.1** ✓ Pedro did not know the language of the other children.
- 2.2** Examples: mother, father, house, play, bicycle, boy, school, book, write
- 2.3** Answers will vary.
- 2.4** Examples:
Location and size of Mexico
Foods of Mexico
Climate of Mexico
Schools of Mexico
- 2.5** Teacher check
- 2.6** Teacher check
- 2.7** a, e, i, o, u
- 2.8** yes no
yes yes
- 2.9** a, e, i, o, u
- 2.10** b c d f g h j k l m n p q r s t v w x y z
- 2.11** open
- 2.12** hold
- 2.13** fence
- 2.14** key
- 2.15** Teacher check
- 2.16** 10
- 2.17** no
- 2.18** Teacher check
- 2.19** Teacher check

SELF TEST 2

- 2.01–2.03** Teacher check
- 2.04** b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
- 2.05** a, e, i, o, u
- 2.06** God loves me.
- 2.07** I love to read.
- 2.08** We love to read about God.
- 2.09** Jane gave the blessing at dinner.
- 2.10** hold in
- 2.11** short
- 2.12** sentences.
- 2.13** Yes
- 2.14** to finger space.
- 2.15** lõp pĩng be pẽg

SECTION 3

- 3.1

☐ Big friends.
☒ Friends play.
☒ God loves us.
☐ Pretty yellow flowers.
☒ We love Jesus.
- 3.2

does not make a sentence.
- 3.3

do not always make a sentence.
- 3.4

do
- 3.5

Capital letters are not at the beginning of the sentences.
- 3.6

Today is a nice day.
- 3.7

Yesterday was a rainy day.
- 3.8

I like sunny days best.
- 3.9

Look at the book.
- 3.10

My friend is John Smith.
- 3.11

Will you help me, Kathy?
- 3.12

Christmas is Jesus’ birthday.
- 3.13

We love God and Jesus.
- 3.14

begin
- 3.15

people’s names
- 3.16

always
- 3.17

Sam was a boy. He loved to go to school.
 Sam learned about God.
 Sam learned how God loved him.
 Sam loved God.
- 3.18

Teacher check
- 3.19–3.29

Teacher check
- 3.30

Across

Down

1. cost

2. shell

3. belt

4. things

5. hum

7. chin

6. ill

7. caps

8. bend

SELF TEST 3

- 3.01

no
- 3.02

no
- 3.03

yes
- 3.04

yes
- 3.05–3.07

Teacher check
- 3.08

God teaches us how to love.
- 3.09

Jip is Sam’s pet.
- 3.010

The Bible teaches us to love and obey God.
- 3.011

	short vowel	long vowel
bend	X	
bat	X	
belt	X	
coat		X
cost	X	
ring	X	
shell	X	
- 3.012

a, e, i, o, u
- 3.013

consonant

SECTION 4

- 4.1 gh
- 4.2 k
- 4.3 w
- 4.4 t
- 4.5 Teacher check
- 4.6 light
- 4.7 patch
- 4.8 knee
- 4.9 fight
- 4.10 right
- 4.11 match
- 4.12 write
- 4.13 Teacher check
- 4.14 do not
- 4.15 gh
- 4.16 k
- 4.17 t
- 4.18 Teacher check
- 4.19 Teacher check
- 4.20 .
- 4.21 ?
- 4.22 Walking home is fun.
- 4.23 Do you know Jesus?
- 4.24 Who is Moses?
- 4.25 Boys like to run.
- 4.26 mark
- 4.27 ?
- 4.28 .

SELF TEST 4

- 4.01 yes
- 4.02 catch, right, knee, light, know
- 4.03 Teacher check
- 4.04 Teacher check
- 4.05 Joseph was a brother.
- 4.06 How many brothers did Joseph have?
- 4.07 Joseph prayed to God.
- 4.08 X Sue ran to school.
☐ The big school.
☐ All the girls.
 X God loves everyone.
- 4.09 lives next door to me.
- 4.010 a, e, i, o, u
- 4.011 God gave us his Son, Jesus.
- 4.012 Will you help Pete with his spelling test?
- 4.013 a, e, i, o, u
- 4.014 consonants
- 4.015 building

LIFEPAC TEST

- 1.-11. Teacher check
12. a, e, i, o, u
13. happening
14. fence in
15. unlock
16. God loves all people.
17. catch, thing, hum, on, shed
18. he, no
19. the, tom, no
20. yes
21. we, god's, no
22. they, no
23. ?
24. .
25. .
26. ?
27. Once Pedro learned the language, he could learn about God.

ALTERNATE LIFEPAC TEST

- 1-5. Teacher check
6. Teacher check
7. God made all things.
8. Are you going home?
9. b, c, d, f, g, h, j, k, m, n
10. names for God
11. beginning of sentence
12. names of people
13. Example:
God is my heavenly Father.
14. d i d
15. t h e n
16. s p e l l
- 17-21. Teacher check; examples:
17. knot
18. patch
19. belt
20. cap
21. shell

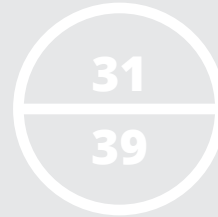
SPELLING TEST

1	band	The band played my favorite songs.	band
2	beg	Does your dog beg for its food?	beg
3	bend	He can bend the bar with his hands.	bend
4	brush	Did you brush your hair this morning?	brush
5	cloth	We dust the furniture with a cloth .	cloth
6	thank	Did you thank Mother for the gift?	thank
7	trick	My dog learned a new trick .	trick
8	caps	I bought two new baseball caps .	caps
9	chin	He bumped his chin when he fell.	chin
10	cost	How much does a candy bar cost ?	cost
11	hum	Can you hum that tune?	hum
12	ill	Mary stayed home because she was ill .	ill
13	shell	The turtle pulled back into its shell .	shell
14	catch	Can you catch the ball?	catch
15	fight	My dogs often fight over a bone.	fight
16	knee	She scraped her knee on the sidewalk.	knee
17	knock	Please knock on the door before you come in.	knock
18	light	Please turn off the light when you leave the room.	light
19	patch	Mother sewed a patch on my torn pants.	patch
20	write	Did you write a letter to your friend?	write

LANGUAGE ARTS 301

ALTERNATE LIFEPAC TEST

NAME _____
DATE _____
SCORE _____



Each answer = 1 point

Write each letter in cursive handwriting.

1. w _____
2. z _____
3. m _____
4. n _____
5. u _____

Write the small letters of the alphabet in cursive handwriting on the lines below.

6. _____

Draw a circle around the group of words that is a sentence.

7. We he they in out.
 God made all things.
 Things birds cats dogs.

Write the sentence on the line below. Put a . or a ? at the end.

8. Are you going home _____

Circle all the of the consonants.

9. a b c d e f g h i j k m n o u

Draw a line to show the reason why there is a capital letter in each sentence.

- | | | |
|--------------------------------|---|-----------------------|
| 10. We learn of God every day. | ● | names of people |
| 11. This is the end. | ● | names for God |
| 12. My friend is John. | ● | beginning of sentence |

On the line below, write a sentence that uses a name for God.

13. _____
-
-

Put a box around each consonant and a circle around each vowel.

14. d i d 15. t h e n 16. s p e l l

Write five spelling words that have a short vowel.

17.

18.

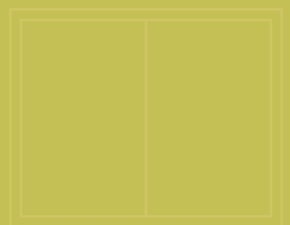
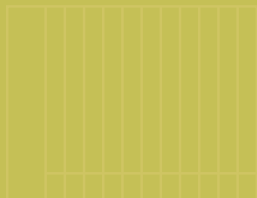
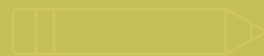
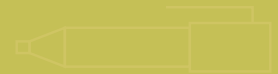
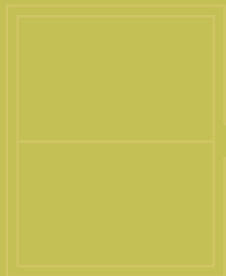
19.

20.

21.

ALTERNATE SPELLING TEST

1	bend	The boat disappeared around the bend in the river.	bend
2	brush	We need a new brush to finish the painting.	brush
3	chick	We watched the chick hatch from the egg.	chick
4	cloth	Her dress is made of the best cloth .	cloth
5	plot	The book had a very interesting plot .	plot
6	punch	Who will make the punch for our party?	punch
7	trick	The magician taught us his favorite trick .	trick
8	belt	The belt goes with that dress.	belt
9	cost	Those new skates cost too much.	cost
10	end	He lives at the end of the block.	end
11	ill	You should stay home when you are ill .	ill
12	shell	We found a shell on the beach.	shell
13	things	All our things were stored in the garage.	things
14	know	Do you know where my sweater is?	know
15	knot	Tie a knot in the rope.	knot
16	right	We will stay right here at home tonight.	right
17	match	The candles were lit with a match .	match
18	night	I slept very well last night .	night
19	wrong	We got lost when we took the wrong road.	wrong
20	wrote	Who wrote that book?	wrote



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