

BIBLE

TEACHER'S GUIDE

► 4th Grade

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BIBLE 400

Teacher's Guide

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STRUCTURE OF THE LIFEPAAC CURRICULUM

The LIFEPAAC 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 LIFEPAACs allows the student to read the textual information and complete workbook activities all in the same booklet. The easy to follow LIFEPAAC 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 LIFEPAAC at the 6th grade level, 5th book in the series would be LAN0605.

Each LIFEPAAC 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 LIFEPAAC. 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 LIFEPAAC 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 LIFEPAAC. The student should learn all vocabulary words before working the LIFEPAAC 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 LIFEPAAC 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 LIFEPAAC. 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 LIFEPAAC section, the zero indicates that it is a self test question, and the number to the right of the zero the question number.

The LIFEPAAC test is packaged at the centerfold of each LIFEPAAC. 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 LIFEPAACs 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 LIFEPAAC 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.

Example 1

<div>58</div> <div>72</div>	<div>SCORE _____</div> <div>TEACHER _____</div> <div>initials _____</div> <div>date _____</div>
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Example 2

<div>84</div> <div>105</div>	<div>SCORE _____</div> <div>TEACHER _____</div> <div>initials _____</div> <div>date _____</div>
------------------------------	---

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 LIFEPAACs based on a maximum total score of 100 points.

Example:

LIFEPAAC 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 LIFEPAAC
Oral Work	=	5% or 5* points per LIFEPAAC

*Determined by the teacher’s subjective evaluation of the student’s daily work.

Example:

LIFEPAAC 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

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.
 - Scan** the whole LIFEPAC.
 - Question** yourself on the objectives.
 - Read** the whole LIFEPAC again.
 - Recite** through an oral examination.
 - Review** weak areas.
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.

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

INSTRUCTIONS FOR BIBLE

The LIFE PAC curriculum from grades two through twelve is structured so that the daily instructional material is written directly into the LIFE PACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFE PAC 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.

The Teacher Notes section of the handbook lists the required or suggested materials for the LIFE PACs and provides additional learning activities for the students. The materials section refers only to LIFE PAC materials and does not include materials which may be needed for the additional 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.

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Unit 1: How Can I Live for God?

TEACHING NOTES

MATERIALS NEEDED FOR LIFEPAK

Required

- Bible

Suggested

- none

ADDITIONAL LEARNING ACTIVITIES

Section 1: How Peter Lived for God

- Discuss these questions with your class.
 - What was Linda and Leonard's class studying?
 - Where had Linda's uncle been digging?
 - What did Linda's uncle find?
 - What did Linda's uncle pretend?
 - What would Hali's diary have been written on?
 - How did John introduce Jesus?
 - How were lambs used?
 - Who was Andrew's brother?
 - What did Jesus call Simon?
 - Does Jesus know your name?
 - Does Jesus know your parents?
 - What name did Jesus give Simon?
 - What did the name *Peter* mean?
 - What body of water is near the town of Bethsaida?
 - What did Jesus tell Simon, Peter, and Andrew?
 - What do you think "fishing for men" meant?
 - Why did Peter obey Jesus?
 - How did Jesus feed the crowd of five thousand?
 - What did Jesus do when he went to the mountain?
 - Who walked on the water?
 - What happened when Peter took his eyes off Jesus?
 - How many disciples did Jesus have?
 - How many times did Peter think you should forgive someone?
 - How many times did Jesus say you should forgive someone?

2. Have a student write a diary, like Hali's, that deals with a day with Jesus. Have the student describe the different things Jesus did: for example, healed the sick, taught, and so forth.
3. Have students make an oral or a written report on the events in Peter's life. List events before Pentecost and then after Pentecost and indicate how he had changed.

Section 2 How Can I Live for God

1. Discuss these questions
 - a. Who was Nicodemus?
 - b. What is the second birth?
 - c. When are we born into God's family?
 - d. What did God tell Moses to do to remove the serpents?
 - e. What is our spiritual milk?
 - f. How can we be a "doer" of God's Word?
 - g. What should we do when we sin?
 - h. Can you name the fruit of the spirit?
 - i. What is another word for patience?
 - j. What happens in heaven when one sinner repents?
 - k. What is the greatest joy for a Christian?
 - l. What should we do for those who don't know Christ?
 - m. What is a suffix?
2. Have the students think of synonyms for the fruit of the Spirit.
3. Have a student try to make a puzzle that includes the words Nicodemus, *disobeyed*, *Jesus*, *life*, and so on.
4. Make a scroll. Take one of the stories from this LIFE PAC and copy it on the scroll. Use your best handwriting.
5. Make a poster about the fruit of the Spirit.

ANSWER KEYS

SECTION 1

- 1.1** a. L a m b o f G o d
b. t w o
c. f o l l o w e d J e s u s
d. A n d r e w
e. S i m o n P e t e r
f. b r o u g h t P e t e r t o J e s u s
g. g a v e S i m o n a n e w n a m e
h. a s t o n e
i. t a k e a w a y s i n
j. J e s u s t a k e s a w a y s i n.
- 1.2** Map activity
Teacher check
- 1.3** a. Interviews will vary.
b.
- 1.4** a. Interviews will vary.
b.
- 1.5** Letters will vary.
- 1.6** Teacher check
- 1.7** Answers will vary.
- 1.8** Answers will vary
- 1.9** a. Matthew g. Peter
b. James h. Andrew
c. John i. Bartholomew
d. Philip j. James
e. Thomas k. Thaddaeus
f. Judas l. Simon
- 1.10** "A n d f o r g i v e u s o u r d e b t s
a s w e f o r g i v e o u r d e b t o r s"
M a t t h e w 6:12
- 1.11** d
- 1.12** b
- 1.13** a

- 1.14** c
- 1.15** Verse: Acts 2:21
See 1.16 for wording.
- 1.16** "Whosoever shall call on the name of the Lord shall be saved."
- 1.17** Accounts will vary.
- 1.18** Across
1. Lamb
4. Bethsaida
6. men
Down
2. Andrew
3. forgiveness
5. sin
- 1.19** a. foun tain
b. quar ter
c. win dow
d. Lin da
e. for give
f. af ter
g. san dal
h. fol low
- 1.20** a. wor ship
b. touch ing
c. truth ful
d. mean while
e. breath less
f. al though
g. no where

SELF TEST 1

- 1.01** Peter's home town
1.02 a person who follows a leader
1.03 a roll of paper with writing on it
1.04 doing wrong
1.05 the Lamb of God
1.06 take away sin
1.07 Andrew
1.08 new name
1.09 a stone
1.010 men
1.011 forgiveness
1.012 wash his feet
1.013 repented
1.014 feed His sheep
1.015 three
1.016 Peter started to sink when he took his eyes off of Jesus.
1.017 A man owed the king. He didn't have the money to pay his debt. The king forgave him. This man saw a man who owed him a smaller amount of money. He couldn't pay. The first man wouldn't forgive him. This made the king angry.
1.018 We should forgive others because God forgave us far more.
1.019 3,000
1.020 1. Peter found Jesus.
 2. Peter followed Jesus.
 3. Peter fished for men.
 4. Peter fed God's sheep.
1.021 for give
1.022 wor ship
1.023 san dal
1.024 truth ful
1.025 af ter
1.026 won der
1.027 fol low
1.028 mean while
1.029 breath less
1.030 al though
1.031 fif ty
1.032 win dow
1.033 ser mon
1.034 ques tion
1.035 per son

SECTION 2

- 2.1** Verse: John 1:12
 See 2.2 for wording
2.2 "But as many as received him, to them gave he power to become the sons of God, even to them that believe on his name:" John 1:12.
2.3 Down
 1. forgives
 4. died
 5. Moses
 Across
 2. confess
 3. Nicodemus
2.4 1. forgives What God does with sin
 2. confess What we should do with sin
 sin
 3. Nicodemus Asked about the new birth
 birth
 4. died What Jesus did on the Cross for our sins
 Cross for our sins
 5. Moses Made a bronze serpent
 Made a bronze serpent
2.5 Teacher check
2.6 Any order:
 a. love f. goodness
 b. joy g. faith
 c. peace h. meekness
 d. long-suffering i. temperance
 e. gentleness
2.7 Galatians 5:22-23
2.8 a. came coming
 b. completed completing
 c. decided deciding
 d. excited exciting
 e. gave giving
 f. introduced introducing
 g. invited inviting
 h. lived living
 i. named naming
 j. received receiving
2.9 Lists will vary.

SELF TEST 2

- 2.01 twelve
- 2.02 enemies
- 2.03 sins
- 2.04 doers
- 2.05 ruler of the Jews
- 2.06 *Sin* means *doing wrong*.
- 2.07 Death is the result of sin.
- 2.08 The children of Israel were bitten by
serpents. God told Moses to make a serpent
and put it on a pole. Those who looked lived.
- 2.09 Either order:
a. forgives
b. cleanses
- 2.010 tell God about your sin
- 2.011 Jesus wanted Peter to love Him and to feed
His lambs and sheep.
- 2.012 Either order:
a. obey God
b. confess sin
- 2.013 Others will know you are a follower of Jesus
if you love other people.
- 2.014 He took his eyes off of Jesus.
- 2.015 Any five; any order:
a. love
b. joy
c. peace
d. long-suffering
e. faith
or gentleness, goodness, meekness,
temperance
- 2.016 Patience
- 2.017 completed completing
- 2.018 loved loving
- 2.019 gave giving
- 2.020 deceived deceiving
- 2.021 produced producing
- 2.022 came coming

LIFEPAC TEST

1. g
2. e
3. i
4. j
5. d
6. c
7. f
8. h
9. a
10. b
11. false
12. true
13. true
14. false
15. false
16. false
17. true
18. true
19. true
20. true
21. a follower of a leader like Jesus
22. doing wrong
23. he took his eyes off Jesus
24. cleansed or forgiven
25. ruler of the Jews
26. doers
27. confess
28. forgive
29. pray
30. everyone
31. a. deceive
32. c. forgiveness
33. b. owed
34. c. forgive
35. b. pray
36. Any four; any order:
a. love
b. joy
c. peace
d. long suffering
or gentleness, goodness, faith,
meekness, temperance
37. Galatians 5:22-23

ALTERNATE LIFEPAC TEST

1. b
2. j
3. f
4. k
5. d
6. e
7. i
8. h
9. c
10. a
11. Example:
Faith is belief or trust.
12. Example:
We should be sorry about our sins and
confess our sins to God.
13. true
14. false
15. true
16. true
17. true
18. false
19. false
20. true
21. false
22. true
23. b. Lamb of God
24. c. men
25. a. feet
26. b. Peter
27. c. disciple
28. a. even our enemies
29. repents
30. forgiveness
31. Word
32. pray
33. brother
34. sheep (lambs)
35. obey
36. forgive

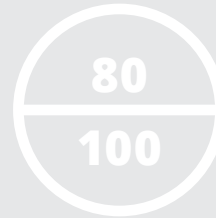
BIBLE 401

ALTERNATE LIFEPAK TEST

NAME _____

DATE _____

SCORE _____



Match these items (each answer, 2 points).

- | | | |
|-----------|--------------|-------------------------------|
| 1. _____ | Uncle Gerald | a. asked about forgiveness |
| 2. _____ | Andrew | b. archeologist |
| 3. _____ | Bethsaida | c. doesn't want any to perish |
| 4. _____ | Jesus | d. introduced Jesus |
| 5. _____ | John | e. made bronze serpent |
| 6. _____ | Moses | f. Peter's hometown |
| 7. _____ | Nicodemus | g. wrote in a diary |
| 8. _____ | Holy Spirit | h. produces fruit |
| 9. _____ | the Lord | i. ruler of the Jews |
| 10. _____ | Peter | j. Peter's brother |
| | | k. the Lamb of God |

Answer these questions (each answer, 5 points).

11. What is faith? _____

12. What does *repent* mean? _____

Write *true* or *false* (each answer, 2 points).

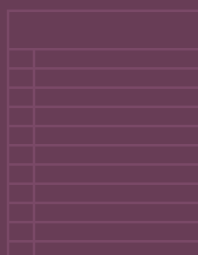
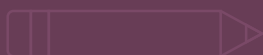
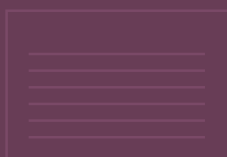
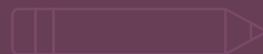
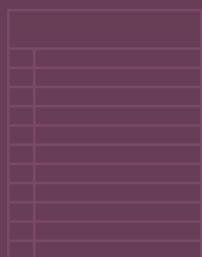
13. _____ Jesus is called the Lamb of God because He can take away sin.
14. _____ Matthew brought Peter to Jesus.
15. _____ Jesus wanted His disciples to become fishers of men.
16. _____ Peter could not walk on the water because his faith was too little.
17. _____ Jesus told Nicodemus the story of Moses and the bronze serpent.
18. _____ Other people know you are Jesus' disciple because you say you are.
19. _____ God wants the good people to be saved and the bad people to perish.
20. _____ The first four fruits of the Spirit that are listed are love, joy, peace, and longsuffering.
21. _____ We must forgive people forty-nine times.
22. _____ Peter's hometown was Bethsaida.

Write the correct letter and answer on each line (each answer, 3 points).

23. John called Jesus the _____.
a. Lion of God b. Lamb of God c. Crown of God
24. Jesus called Peter and his brother to fish for _____.
a. fish b. whales c. men
25. Jesus washed the disciples' _____.
a. feet b. hands c. faces
26. Three thousand people repented when _____ preached at Pentecost.
a. Stephen b. Peter c. disciple
27. Another name for one of the followers of Jesus is _____.
a. Apostle b. martyr c. disciple
28. Jesus taught that we should love _____.
a. even our enemies b. only our relatives c. only those who love us

Complete these sentences (each answer, 4 points).

29. Joy is in heaven when a sinner_____ .
30. When you sin, you should be sorry and ask God for_____ .
31. A Christian grows by reading and following God's_____ .
32. The first thing to do for a friend who needs to find Jesus is to _____ for the friend.
33. Peter was brought to Jesus by his_____ .
34. After Jesus arose from the dead, He asked Peter to feed His _____ .
35. Hearing God's Word is not enough. We must also _____ God's Word.
36. If we forgive others, Jesus will also_____ us.



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