



LANGUAGE ARTS

Teacher's Guide

► **5th Grade**

LANGUAGE ARTS 500

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 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

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 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.

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

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.
 - Q**uestion yourself on the objectives.
 - R**ead the whole LIFEPAC again.
 - R**ecite through an oral examination.
 - R**evise 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 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	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 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 to 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 to 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.

LANGUAGE ARTS 500 INDEX OF CONCEPTS

CONCEPT	LIFEPAC	SECTION	CONCEPT	LIFEPAC	SECTION
Abbreviations	503	3	Parts of Speech		
Antonyms	503	3	adjectives	503	2
Composition			adverbs	503	2
dialogue	505	2		508	3
note taking	504	3	articles	504	2
outlining	504	3	nouns		
paragraph	502	2	irregular plurals	506	3
	503	3	object of verb	507	2
personal reaction report	507	1	possessives	507	2
	504	3	proper/common	507	2
	509	3	singular/plural	507	2
sequence of events story	505	2	pronouns	507	2
	501	2	verbs		
	505	3	action/being	508	1
summary	503	2	contraction	502	3
Compound Words	502	1		508	1
Dictionary Skills	501	2	helping	508	1
diacritical markings	510	2	irregular	508	1
Handwriting	501	3	participles	508	1
	508	1		510	2
Heteronyms	503	1	singular/plural	508	1
Homonyms	503	3	tense	508	1
Literary Forms			Phonics/Spelling		
ballad	506	1,2	(see Spelling/Handwriting pages)		
Bible literary forms	509	3	Prefixes	503	2
drama	509	3		505	3
fable	508	2	Propaganda	503	2
fiction/nonfiction	509	3	Punctuation		
figurative language			dialogue	505	2
idioms	503	3	end of sentence	504	1
metaphor	506	3	Reading Skills	501	1
personification	506	3	author's purpose	503	3
simile	506	3		510	2
formal/informal English	502	3	cause/effect	503	2
legend	505	1	comparison/contrast	510	3
literary devices			details	502	2
conundrums	506	2		504	1
limericks	506	2	fact/opinion	504	1
palindromes	506	2	graphic aids	509	2
puns	506	2		510	3
novel	509	3	inference/implied meaning	504	1
parable	508	2		507	3
poetry			judging literature	505	1
couplet	506	3		507	3
diamante	502	3	main idea	501	1
free verse	506	3		502	2
humorous	506	2	sequence of events	503	1
inspirational	506	3		507	1
quatrain	506	3	speed/fluency	509	1
short story	509	3	Root Words	503	2
Literature (definition)	509	3	Sentence Structure		
			kinds of sentences	504	1,2
			phrase	503	2
				507	2

CONCEPT	LIFEPAC	SECTION
sentence (definition)	503	1
subject/predicate	504	2
	507	2
subject/verb agreement	508	1
Suffixes	503	2

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 501

Unit 1: Story Messages

TEACHING NOTES

MATERIALS NEEDED FOR LIFEPAK

Required	Suggested
(None)	<ul style="list-style-type: none"> • Dictionary • Red pencil

ADDITIONAL LEARNING ACTIVITIES

Section 1:

1. Discuss these questions.
 - a. What is the importance of reading, listening, speaking, and writing correctly?
 - b. Why are some students afraid of books?
 - c. How can we become better thinkers?
 - d. Why is it important to find the main idea of a paragraph, article, chapter, book, etc.?
 - e. Why is it important to develop an adequate vocabulary?
 - f. What do we mean by an author's style?
 - g. What is dialogue?
 - h. What are nouns?
 - i. Why is it important to study a word, and how it is put together?
 - j. What is a syllable?
 - k. What is a vowel diphthong?
 - l. Which are the common vowel diphthongs?
2. Read a passage into a cell phone or digital recorder. Listen carefully as you replay the passage. Ask a friend to listen to the recording. Together decide what your good points are and how you can improve your oral reading.
3. Write a short paragraph. Have a friend decide what the main idea is.
4. Copy a full-page reading passage and list all the nouns and verbs. Rewrite the passage to change the ideas. The passage may be taken from a newspaper or a book.

Section 2:

1. Discuss these questions.
 - a. Where were the students from the Christian School of the West going?
 - b. What was the first place the group toured?
 - c. What does *Anno Domini* mean?
 - d. Where did Jesus go to worship and to read?
 - e. What helps us know how to pronounce words correctly?
2. With a friend, make a puzzle using two common vowel-diphthong patterns.
3. Write a secret message to a friend. Use the diacritical marks and respellings from the dictionary for each word in the message.
4. Keep a personal glossary of new words you learn each day. List all your words in alphabetical order. Look up the definitions in the dictionary.

Section 3:

1. Discuss these questions.
 - a. Who were the Scribes?
 - b. What kind of skills are handwriting and spelling skills?
 - c. Name some words that contain silent *e*.
2. Write your favorite memory verse in your best handwriting. Share it with a friend and let him give you any suggestions you might need for improving your handwriting.
3. With other students, have a spelling bee with your new list of spelling words.
4. Write a short story about kindness or forgiveness. State the main idea, characters, plot, and setting on a separate page. Your final copy should be written in your best handwriting.

ANSWER KEYS

SECTION 1

- 1.1** Any order:
 a. reading
 b. listening
 c. speaking
 d. writing
- 1.2** Any order:
 a. Finding main ideas—helps understand message
 b. Noting important details—sharpens imagination
 c. Arranging information in order—helps remember and recall messages
 d. Classifying information—helps organize messages
 e. Recognizing facts and opinions—helps make good decisions
 f. Making predictions—sharpens anticipation
 g. Identifying plot, setting, and characters—helps share reading experiences
 h. Recognizing accuracy and truthfulness—sharpens ability to make judgments
 i. Developing a vocabulary—increases communication
 j. Developing a good attitude—promotes growth in body, mind, and soul
- 1.3** a. thin
 b. long
- 1.4** a. chores
 b. mother and father
 c. chore
 d. chore
 e. chores
 f. chores
 g. chores
 h. you
- 1.5** chores
1.6 chores
1.7 Example:
 Growing Up with Chores
 (Topic word should be in the title.)
- 1.8** nutrition
1.9 Example:
 The Importance of Good Nutrition
 (Topic word should be in the title.)
- 1.10** games
- 1.11** Example:
 Games Are More Than Just Fun
 (Topic word should be in the title.)
- 1.12** planets
1.13 Example:
 Our Solar System’s Planets
 (Topic word should be in the title.)
- 1.14** the Lord
1.15 Example:
 The Lord Will Take Care of Me
 (Topic word should be in the title.)
- 1.16** Teacher check
1.17 a. style
 b. topic
- 1.18** noun
1.19 dialogue
1.20 Quotation
1.21 a. Underline
 b. List
 c. Write
- 1.22** oil, toy, cow, ouch
1.23 ouch
1.24 cow
1.25 oil
1.26 toy
1.27 one
- 1.28** proudly; ou; proud; ly; proudly
1.29 abound; ou; a; bound; abound
1.30 account; ou; ac; count; account
1.31 flounder; ou; floun; der; flounder
1.32 vowel; ow; vow; el; vowel
1.33 tower; ow; tow; er; tower
1.34 powder; ow; pow; der; powder
1.35 prowler; ow; prow; ler; prowler
1.36 jointly; oi; joint; ly; jointly
1.37 doily; oi; doi; ly; doily
1.38 pointing; oi; point; ing; pointing
1.39 boiling; oi; boil; ing; boiling
1.40 voyage; oy; voy; age; voyage
1.41 decoy; oy; de; coy; decoy
1.42 boycott; oy; boy; cott; boycott
1.43 joyous; oy; joy; ous; joyous
1.44 a. 17
 b. 3

- 1.45** a. fountain
b. loudly
c. confound
d. amount
e. bounder
a. Howard
b. towel
c. flower
d. chowder
e. fowler
- 1.46** a. Titles will vary.
b. - k. Answers may vary.
b. royal
c. voyage
d. doily
e. jointly
f. boycott
g. poison
h. joyous
i. boiling
j. pointing
k. decoy
- 1.47** In order:
a. Look at the word and pronounce it.
b. Listen for all the sounds and spell the word out loud.
c. Copy the word on paper and read each letter.
d. Write the word without looking at it. Then check spelling and correct.
e. Practice writing the word in sentences.
- 1.48** vowel diphthong
1.49 vowel diphthong
1.50 one
1.51 Any order;
ou; ow; oi; oy

SELF TEST 1

- 1.01** Any order:
a. reading
b. listening
c. speaking
d. writing
- 1.02** e
1.03 a
1.04 d
1.05 c
1.06 h
1.07 j
1.08 f
1.09 i
1.010 b
1.011 g
1.012 a. style
b. topic
1.013 noun
1.014 dialogue
1.015 a. Underline
b. List
c. Write
1.016 Example:
Titles usually contain the main idea of the paragraph or story.
1.017 true
1.018 false
1.019 false
1.020 true
1.021 true
1.022 A vowel sound can be spelled with one or more vowel letters. Vowels have more than one sound for each vowel letter.
1.023 a. Look at the word; pronounce it.
b. Listen for all the sounds; spell the word out loud.
c. Copy the word on paper and read each letter.
d. Write the word without looking at it. Check the spelling and correct.
e. Practice writing the word in sentences.
1.024 Any order:
a. oi; Example: coil
b. oy; Example: coy
c. ou; Example: couch
d. ow; Example: crowd

SECTION 2

- 2.1 dialogue or conversation
- 2.2 The students were on a tour to the Holy Land.
- 2.3 The students went to the city of Nazareth.
- 2.4 Either order:
in the present time
A.D. 13 (Jesus' day)
- 2.5 Any order:
tourists or students or boys and girls
Dr. Martin
Jesus
- 2.6 Example:
Dr. Martin has studied and taught the Bible. He directs tours to the Holy Land. He is an authority.
- 2.7 Example:
Jesus obeyed His parents and God. He attended school and learned to read.
- 2.8 The Bible says that Jesus read in the Temple
- 2.9 Example:
Jesus will help students in all areas of their lives. Jesus is our example.
- 2.10 wisdom
- 2.11 synagogue
- 2.12 a. Flying to New York
b. Flying over the Mediterranean Sea
c. Going to Nazareth on donkeys
d. Dr. Martin begins talking about Jesus
e. Students asking questions
- 2.13 c
- 2.14 e
- 2.15 h
- 2.16 q
- 2.17 m
- 2.18 n
- 2.19 r
- 2.20 p
- 2.21 a
- 2.22 l
- 2.23 o
- 2.24 k
- 2.25 j
- 2.26 g
- 2.27 b
- 2.28 i
- 2.29 f
- 2.30 d
- 2.31 direction
- 2.32 physical
- 2.33 account
- 2.34 tour
- 2.35 admire

- 2.36 synagogue
- 2.37 Nazareth
- 2.38 ambitious
- 2.39 Savior
- 2.40 memorize
- 2.41 Mediterranean
- 2.42 Galilee
- 2.43 apparently
- 2.44 approximately
- 2.45 historian
- 2.46 diligent
- 2.47 Anno Domini
- 2.48 behave
- 2.49 The entry word shows the correct spelling. The respelling is spelled to show the correct sound—to help pronounce the word.
- 2.50 Any order:
 - a. how many syllables a word has
 - b. how vowels are pronounced by use of diacritical marks
 - c. where the accent mark is placed
- 2.51 Across
 - 1. approximately
 - 2. ambitious
 - 3. memorized
 - 4. admirer
 - 5. historians
 - 6. apparently
 - 7. diligent
 - 8. synagogue
 - 9. direction
 - 10. behaveDown
 - 1. physical
 - 2. Anno Domini
 - 3. Mediterranean
 - 4. accounts
 - 5. tour
 - 6. Savior
 - 7. Galilee
 - 8. Nazareth
- 2.52 eastern; ea; east; ern; eastern
- 2.53 crooked; oo; crook; ed; crooked
- 2.54 toothache; oo; tooth; ache; toothache
- 2.55 fewer; ew; few; er; fewer
- 2.56 freedom; ee; free; dom; freedom
- 2.57 failure; ai; fail; ure; failure
- 2.58 praying; ay; pray; ing; praying
- 2.59 roaster; oa; roast; er; roaster
- 2.60 growing; ow; grow; ing; growing
- 2.61 saucer; au; sau; cer; saucer
- 2.62 Teacher check

- 2.63** vowel digraph
- 2.64** one
- 2.65** Any four; any order
- 2.66** verb
- 2.67** adjective
- 2.68** adverb

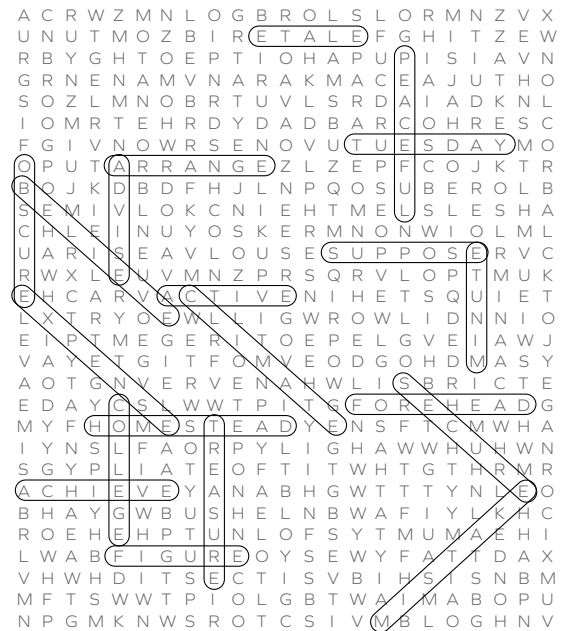
SELF TEST 2

- 2.01** e
- 2.02** a
- 2.03** a
- 2.04** d
- 2.05** c
- 2.06** b
- 2.07** Flying to New York
- 2.08** Flying over Mediterranean Sea
- 2.09** Going to Nazareth on donkey
- 2.010** Dr. Martin begins talking about Jesus
- 2.011** Students asking questions
- 2.012** Any order:
 - a. how many syllables a word has
 - b. how vowels are pronounced according to diacritical marks
 - c. where the accent mark is placed
- 2.013** The entry word shows the correct spelling. The respelling is spelled to show the correct sounds and to help pronounce the word.
- 2.014** e
- 2.015** g
- 2.016** a
- 2.017** f
- 2.018** b
- 2.019** c
- 2.020** d
- 2.021** diphthong
- 2.022** digraph
- 2.023** In order:
 - a. Listen for all the sounds; spell the word orally.
 - b. Copy the word.
 - c. Write the word without copying; check the spelling.
- 2.024**
 - a. creature or eastern
 - b. ew
 - c. roaster or loader
 - d. ai
 - e. sower or growing
 - f. au

SECTION 3

- 3.1** Either order:
 a. reading
 b. writing
- 3.2** leaders of the Temple who were very educated
- 3.3** wrote a message in the sand
- 3.4** a. skills
 b. communicate
- 3.5** thoughtful
- 3.6** careless or forgetful
- 3.7** a. hand
 b. do
 c. might
- 3.8** a. approve or confirm
 b. hands
- 3.9** Any order:
 a. space
 b. shape
 c. size
 d. stroke
 e. slant
- 3.10** Teacher check
- 3.11** Teacher check
- 3.12** Teacher check
- 3.13** Teacher check
- 3.14** advise
- 3.15** achieve
- 3.16** active
- 3.17** arrange
- 3.18** believe
- 3.19** climate
- 3.20** college
- 3.21** elate
- 3.22** expense
- 3.23** figure
- 3.24** forehead
- 3.25** homestead
- 3.26** minute
- 3.27** mistake
- 3.28** obscure
- 3.29** peaceful
- 3.30** secure
- 3.31** suppose
- 3.32** treasure
- 3.33** Tuesday

3.34



SELF TEST 3

- 3.01** Jesus is
3.02 ridiculed
3.03 skills
3.04 handwriting
3.05 silent
3.06 respellings
3.07 thy hand findeth to do, do it with thy might
3.08 Any order:
 space
 shape
 size
 stroke
 slant
3.09 a blend of two vowel sounds
3.010 one sound formed by two vowel letters
3.011 a word or part of a word with one vowel sound
3.012 a. What is happening in the story.
 b. Where the story is happening.
 c. Who the people are in the story.
- 3.013** In order:
 a. Look at the word and pronounce it.
 b. Copy the word on paper and read each letter.
 c. Write the word without looking at it, and check your spelling.
- 3.014** A good title will include the topic word. The topic word helps the reader to know the main idea of a paragraph.
- 3.015** Any order:
 a. reading
 b. listening
 c. speaking
 d. writing
- 3.016** Examples:
 a. coat
 b. chew
 c. eat
 d. train
 e. meet
 f. bay
- 3.017** Examples:
 vowel
 poison
 royal
 mountain

LIFEPAC TEST

1. c
2. d
3. e
4. a
5. h
6. g
7. b
8. f
9. Any order:
Noting important details
Classifying information
Making predictions
Recognizing accuracy and thoughtfulness
Developing a vocabulary
Developing a good attitude
10. syllable
11. digraph
12. diphthong
13. silent
14. dialogue
15. Any order:
space
shape
size
stroke
slant
16. topic
17. Examples:
a. ou; account
b. ow; vowel
c. oi; jointly
d. oy; voyage
18. Any four; any order:
a. ea; read
b. ew; fewer
c. ai; failure
d. au; saucer
e. ay; bay
f. oo; book
g. ee; meet
h. oa; coat
19. e
20. g
21. a
22. d
23. h
24. b
25. j
26. c
27. f
28. i

ALTERNATE LIFEPAC TEST KEY

1. g
2. i
3. h
4. f
5. b
6. c
7. d
8. a
9. silent
10. dialogue
11. diacritical
12. dictionary
13. plot
14. order
15. opinion
16. noun
17. Examples; any order:
a. oi oil
b. oy toy
c. ow cow
d. ou ouch
18. Examples; any order:
a. ea heat
b. ew chew
c. oo book
d. ee meet
19. h
20. i
21. g
22. a
23. j
24. f
25. e
26. c
27. d
28. b

SPELLING TEST

1	college	The local college invited all the grade school students to visit the campus.	college
2	expense	Colleen's family decided to vacation at home because of the expense of travel.	expense
3	roaster	The roaster will not fit in the oven when the door is closed.	roaster
4	mountain	The snow on the mountain was whiter than the clouds.	mountain
5	freedom	Our country's freedom is very precious to us.	freedom
6	arrange	To arrange the furniture properly, the mover checked the floor plan.	arrange
7	toothache	Nobody enjoys a toothache .	toothache
8	boycott	Many shoppers decided to boycott the store because of the poor customer service.	boycott
9	fewer	Children bought fewer candy bars this year than last year.	fewer
10	Tuesday	After next Tuesday , most of the children will know if they can go on the hike.	Tuesday
11	peaceful	Our visitors enjoyed the peaceful Sunday worshiping God.	peaceful
12	railway	The railway station was crowded with weekend travelers.	railway
13	vowel	Language students soon discover that the vowel is silent in many words.	vowel
14	abound	Fish abound in that creek, so we caught plenty of them.	abound
15	saucer	A cup and saucer go together like salt and pepper.	saucer
16	elate	The captain tried to elate his team members, even though defeat seemed certain.	elate
17	proudly	He proudly showed his new bicycle to his friends because he had earned it himself.	proudly
18	creature	You are a creature made by God and loved by Him.	creature
19	homestead	We visited the old homestead , where my father grew up.	homestead
20	boiling	Boiling water is one way of purifying it.	boiling
21	prowler	The nighttime prowler turned out to be a stray cat.	prowler
22	climate	A warm climate in the southwest attracts many winter visitors.	climate
23	achieve	You can achieve mighty things through Christ.	achieve
24	mistake	According to the judge, it was a mistake anyone could have made.	mistake
25	active	Many grandparents remain active in their old age.	active

SPELLING TEST

26	booklet	If the booklet of instructions had been available, the youngster could have put his own toy together.	booklet
27	sower	The sower went forth to sow seeds.	sower
28	advise	Everybody wanted to advise the boy's friend what to do, but he would not listen.	advise
29	sweeten	To sweeten the icing for the cake, the baker used honey.	sweeten
30	doily	A fancy doily was on the plate under the dish.	doily
31	eastern	Just before dawn, the eastern sky begins to lighten.	eastern
32	figure	To play the game, we had to guess what figure was missing from each picture.	figure
33	believe	Believe on the Lord Jesus Christ and you will be saved.	believe
34	royal	One of the prettiest of all colors is royal blue.	royal
35	tower	From the top of the tower , you could see across the entire valley.	tower
36	smoothly	The voyage started out smoothly but ended in a storm.	smoothly
37	flounder	Loss of steering control caused the boat to flounder in the waves.	flounder
38	caution	The road signs were there to caution motorists about a danger down the road.	caution
39	secure	They all felt secure inside the shelter.	secure
40	praying	The teacher announced that praying would be the first thing done in her class everyday.	praying

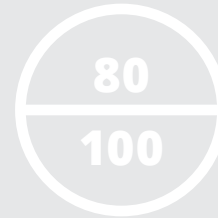
LANGUAGE ARTS 501

ALTERNATE LIFEPAC TEST

NAME _____

DATE _____

SCORE _____



Match these items (each answer, 4 points).

- | | |
|--------------------------------|------------------------------------------------|
| 1. _____ language arts | a. receiving information from others |
| 2. _____ speaking and writing | b. Jewish teachers |
| 3. _____ setting | c. fear |
| 4. _____ oi | d. people in the story |
| 5. _____ scribes | e. students |
| 6. _____ phobia | f. common vowel diphthong |
| 7. _____ characters | g. giving and receiving information |
| 8. _____ reading and listening | h. place or places where the story takes place |
| | i. giving information to others |

Complete these sentences (each answer, 4 points).

9. A vowel that is not sounded is called a _____ vowel.
10. A story told in conversation is a _____ .
11. The _____ marks are used to show how the vowels are pronounced.
12. A _____ gives you the meaning of many words.
13. The main events in a story are called the _____ .
14. Information arranged in the correct _____ of the events helps you to remember the information.
15. An author may state fact or _____ .
16. A _____ is a word that names a person, place, or thing.

Complete these items (each lettered answer, 2 points).

17. Write four vowel diphthongs.

a. _____ as in _____

b. _____ as in _____

c. _____ as in _____

d. _____ as in _____

18. Write four vowel digraphs.

a. _____ as in _____

b. _____ as in _____

c. _____ as in _____

d. _____ as in _____

Match these items (each answer, 2 points).

Entry

- 19. _____ physical
- 20. _____ synagogue
- 21. _____ account
- 22. _____ Galilee
- 23. _____ memorize
- 24. _____ approximately
- 25. _____ behave
- 26. _____ diligent
- 27. _____ admire
- 28. _____ tour

Respelling

- a. gál' u lē'
- b. tur
- c. dil' u junt
- d. ad mīr
- e. bi hāv'
- f. u prok' su mit lē
- g. u kount'
- h. fiz' u kul
- i. sin' u gog
- j. mem' u rīz
- k. u par' unt lē

ALTERNATE SPELLING TEST

1	account	The boy's savings account at the bank was growing every month.	account
2	forehead	With his hand on his forehead , he appeared to be thinking deeply.	forehead
3	smoothly	Cars rode smoothly on the new highway through town.	smoothly
4	eschew	He tried to eschew wrongdoing by choosing good companions.	eschew
5	creature	Man, the creature , should worship God, the creator.	creature
6	boiling	The young child was warned to stay away from the boiling water.	boiling
7	coward	A coward will usually back down if someone stands up to him.	coward
8	freedom	The price of freedom is remembered every Memorial Day.	freedom
9	poison	Everyone was aware that a bottle containing poison should be plainly marked.	poison
10	advise	All parents should advise their children to accept Jesus as Savior.	advise
11	roaster	After the chicken was placed in the roaster , it was roasted for two hours.	roaster
12	pointing	The compass needle is always pointing toward true north.	pointing
13	sweeten	Sugar was on the table in the event some of the people wanted to sweeten their breakfast cereal.	sweeten
14	secure	The night watchman's job was to secure the locks on all the doors.	secure
15	minute	God is concerned about the minute details of your life.	minute
16	eastern	The weatherman expected the eastern half of the nation to have fair weather.	eastern
17	saucer	She was somewhat embarrassed when the saucer fell on the floor.	saucer
18	obscure	He was an obscure clerk in an office before his invention made him famous.	obscure
19	tower	Overlooking the city was a tower built out of huge blocks of stone.	tower
20	booklet	The booklet provided all the answers to John's questions.	booklet
21	loader	Several men watched as the huge loader cleared rubble from the demolished building.	loader
22	royal	The royal family received worldwide acclaim on coronation day.	royal

ALTERNATE SPELLING TEST

23	powder	Keeping their powder dry was a necessity for soldiers in the American Revolution.	powder
24	railway	The old railway depot was turned into a museum.	railway
25	joyous	There is joyous singing in heaven whenever a person receives Jesus Christ as Savior.	joyous
26	achieve	To achieve anything worthwhile requires continued dedication to the task at hand.	achieve
27	failure	A failure at the power company caused all the electricity to be off for two hours.	failure
28	prowler	When the prowler showed up, the police were waiting to seize him.	prowler
29	voyage	The young lad looked forward to the long voyage across the ocean.	voyage
30	caution	Yellow traffic signs usually mean caution for the motorist entering the area.	caution
31	treasure	The Bible clearly teaches that your treasure is in heaven where it will last forever.	treasure
32	climate	The climate seemed to be changing, according to weather bureau information.	climate
33	wayward	Often during floods, rivers will follow a wayward path.	wayward
34	proudly	The rooster marched proudly around the barnyard when visitors were there.	proudly
35	jointly	It was an agreement made jointly by the two brothers.	jointly
36	growing	The Bible says we all should be growing in grace.	growing
37	crooked	Except for a slightly crooked leg, the animal appeared to be perfect.	crooked
38	suppose	It is better to get all the facts than to suppose the events took place.	suppose
39	mountain	Faith that could move a mountain is mentioned by Jesus in the Bible.	mountain
40	decoy	A decoy is sometimes used to attract wild ducks to where hunters are on a lake.	decoy



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