

Language Arts LIFEPAC Overview

	Grade 1	Grade 2	Grade 3
LIFEPAC 1	FUN WITH PHONICS <ul style="list-style-type: none"> • Short vowel sounds • Consonants • Main ideas • Rhyming words 	FROM SOUNDS TO WORDS <ul style="list-style-type: none"> • Talk • Write • Our alphabet • Vowels • Consonants 	OLD AND NEW SKILLS <ul style="list-style-type: none"> • Vowels • Consonants • Sentence phrases • Capital letters • Reading skills
LIFEPAC 2	FUN WITH PHONICS <ul style="list-style-type: none"> • Kinds of sentences • Cardinal • Ordinal numbers • Suffixes • Plurals • Classifying 	WORDS TO SENTENCES <ul style="list-style-type: none"> • Letters in words • Words in phrases • Words in sentences • Reading comprehension 	BUILDING WORDS SENTENCES <ul style="list-style-type: none"> • Vowels - long, short • Questions • ABC order • Capital letters
LIFEPAC	FUN WITH PHONICS <ul style="list-style-type: none"> • Consonant digraphs • Compounds • Syllables • Possessives • Contractions • Soft c and g 	HOW THE SENTENCE BEGINS <ul style="list-style-type: none"> • Sentences to talk • Sentences to write • Capital letters • Consonant blends 	WORDS • GETTING TO THE ROOTS <ul style="list-style-type: none"> • Root words • Dictionary guide words • Synonyms • Antonyms • Capital letters
LIFEPAC	FUN WITH PHONICS <ul style="list-style-type: none"> • Paragraphs • Silent letters • Sequencing • Subject-verb agreement 	A SECOND LOOK AT LETTERS <ul style="list-style-type: none"> • Capital letters • Consonant blends • Long vowels • Short vowels 	WORDS • HOW TO USE THEM <ul style="list-style-type: none"> • Noun • Verb • Adjective • Adverb • Irregular vowels • Composition
LIFE PAC	FUN WITH PHONICS <ul style="list-style-type: none"> • Long vowels • Homonyms • Poetry • Syllables • Possessives • Contractions • Plurals • Suffixes 	SENTENCE START TO FINISH <ul style="list-style-type: none"> • Ending punctuation • Capital letters • Digraphs • Creative writing 	SENTENCE • START TO FINISH <ul style="list-style-type: none"> • Question marks • Commas • Periods • Paragraphs • Plural words
LIFEPAC6	FUN WITH PHONICS <ul style="list-style-type: none"> • R-controlled vowels • Writing stories • Pronouns • Following directions 	MORE ABOUT PUNCTUATION <ul style="list-style-type: none"> • Contractions • Digraphs • Vowel sounds • Dictionary • ABC order 	ALL ABOUT BOOKS <ul style="list-style-type: none"> • Books • Stories • Poems • Card catalogue • Critical thinking
LIFE PAC	FUN WITH PHONICS <ul style="list-style-type: none"> • Vowel digraphs • Letters - business, friendly, invitations • Syllables 	WORDS • GETTING TO THE ROOTS <ul style="list-style-type: none"> • Root words • Suffixes • Creative writing • More about the dictionary 	READING AND WRITING <ul style="list-style-type: none"> • For directions • Friendly letters • Pronouns • Fact • Fiction
LIFEPAC 8	FUN WITH PHONICS <ul style="list-style-type: none"> • Vowel digraphs • Subject-verb agreement • Compounds • Contractions • Possessives • Pronouns 	WORDS • BEGINNING & ENDING <ul style="list-style-type: none"> • Prefixes • Suffixes • Cursive handwriting • Creative writing • Dictionary 	READING SKILLS <ul style="list-style-type: none"> • For sequence • For detail • Verbs • being, compound • Drama
LIFEPAC 9	FUN WITH PHONICS <ul style="list-style-type: none"> • Vowel digraphs • Titles • Main ideas • Sentences • Paragraphs • Proper nouns 	WORDS • HOW TO USE THEM <ul style="list-style-type: none"> • Verbs - singular, plural • Verb tense • Creative writing • Dictionary 	MORE READING & WRITING <ul style="list-style-type: none"> • For information • Thank you letters • Book reports • Reference books
LIFEPAC	LOOKING BACK <ul style="list-style-type: none"> • Letters and sounds • Contractions • Plurals • Possessives • Sentences • Stories 	LOOKING BACK <ul style="list-style-type: none"> • Vowels • Consonants • Contractions • Compounds • Sentences • Phrases • Dictionary 	LOOKING BACK <ul style="list-style-type: none"> • Reading for comprehension • Sentence punctuation • Writing letters • Parts of Speech

INSTRUCTIONS FOR FIRST GRADE LANGUAGE ARTS

The first grade handbooks of the LIFEPAC curriculum are designed to provide a step-by step procedure that will help the teacher prepare for and present each lesson effectively. In the early LIFEPACs the teacher should read the directions and any other sentences to the children. However, as the school year progresses, the student should be encouraged to begin reading and following his own instructional material in preparation for the independent study approach that begins at the second grade level.

Language Arts includes those subjects that develop the student's 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, reading and various forms of composition may need to be completed during the afternoon enrichment period.

This section of the teacher handbook includes the following teacher aids: 1) Index of Concepts 2) Phonics/Spelling/Syllable Guidelines 3) Teacher Instruction Pages.

The Index of Concepts is a quick reference guide for the teacher who may be looking for a rule or explanation that applies to a particular concept. It does not identify each use of the concept in the various LIFEPACs. The Phonics/Spelling/Syllable Guidelines are another convenient reference guide.

The Teacher Instruction Pages list the Concept to be taught as well as Student Objectives and Goals for the Teacher. Sight words are words that either are needed before their phonetic presentation or do not follow the standard phonetic rules. The Vocabulary Lists are made up of sight words that are needed by the student for better understanding of the subject content. These words need to be learned through memorization and children should be drilled on them frequently. The Teaching Page contains directions for teaching that page. Worksheet pages contained in some lessons follow this section and may be duplicated for individual student use. The Activities section at the end of each lesson is optional and may be used to reinforce or expand the concepts taught.

I. PART ONE

Page 2: Aa

CONCEPTS: sound of short a, telling a story

TEACHER GOALS: To teach the children

- To identify things in the picture with the short /a/ sound,
- To tell a story about the picture,
- To make inferences about what is happening in the picture,
- To tell what might happen next in the picture,
- To recall details about the picture, and
- To write the letter a.

BIBLE REFERENCE: Genesis 2:19, 20

VOCABULARY: listen, find, circle, pictures, short

MATERIALS NEEDED: crayons, Worksheet 1, alphabet flash cards, Bible

Alphabet flash cards are cards with the letters of the alphabet on them. They can include picture cues and/or writing guidelines. They can be used individually for letter recognition practice or you can hang them together on a clothesline to spell words for the students to read.

TEACHING PAGE 2:

Write the letters Aa on the board. Read them. Have the children repeat them after you and find them on the page.

Read the sentence and have the children repeat it,

Read the Bible verses (Genesis 2:19,20). Emphasize especially the first part "And Adam gave names to all cattle..." Repeat this part slowly and ask the children to repeat all the short a words (And, Adam, cattle).

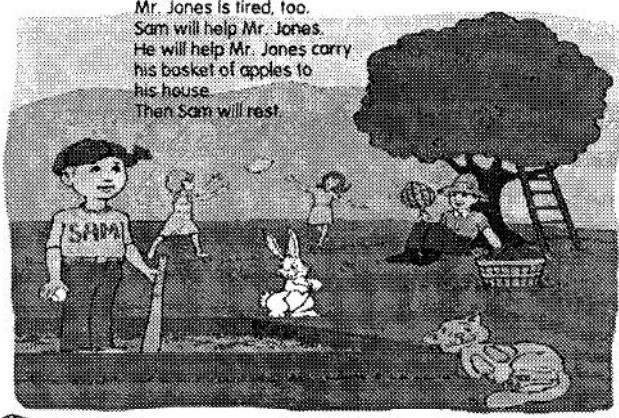
Ask the children to look at the picture and find some of the things that Adam might have named (rabbit, cat, butterfly). Ask which of these animals have a short /a/

I. Part One


Aa


Circle the pictures with the short a sound.


Sam is tired.
His team won the baseball game.
Now is the time to rest.
Sam sees Mr. Jones.
Mr. Jones is tired, too.
Sam will help Mr. Jones.
He will help Mr. Jones carry his basket of apples to his house.
Then Sam will rest.




Write a short a.


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page 2 (two)

sound in their name (rabbit, cat). Have them circle these animals.

Ask the children if they can find any other short a pictures of things God made (apples, sand, grass). Have them circle these things.

Read the story to the children, Ask them to find other things in the picture that have the short /a/ sound (cap, hat, basket, bat, hand, fan, nap (cat), ladder, "catch"--two girls playing, pants, Sam, branch).

If the children have difficulty finding all of the things, give them some clues.

Have the children choose a part of the picture and tell a story about it. Ask them what might have happened before the action in the picture. Ask them what might happen next.

If, for example, a child chooses the portion with the man sitting under the tree, his story should include what the man is doing (resting, cooling off, using a fan), what the man was doing to make him hot or tired

II. PART TWO

Page 12: Consonant Blends Review Activity

CONCEPT: consonant blends with *r*

TEACHER GOALS: To teach the children

To understand that in r-controlled vowels the *r* always comes after the vowel: *ar*, *er*, *ir*, *or*, *ur*, and

To understand that *r* can also be part of a consonant blend: *br*, *cr*, *dr*, *fr*, *gr*, *tr*.

Vocabulary: hidden

MATERIALS NEEDED: crayons

TEACHING PAGE 12:

Read the title and the sentence at the top of the page with the children. Let them look at the large picture, then read the sentences and name the pictures at the bottom of the page. Have the children circle the things as they find them in the picture. Check by having them tell what they circled and where they found it,

Let the children color the picture.

The children should be able to name the hidden objects for their family and tell the letters in the consonant blend at the beginning of each,

TEACHING READING:

Tell students today they are going to read a story called: "The Cross." (This story and several others have been added to the Language Arts 100 series, If your materials do not include this story in a separate reader, you can check with the customer service department at Alpha Omega Publications to see if they are available.)

Give each student a paper with an open cross shape on it (cardstock paper if possible), Have them color and decorate it to make it special.











Ask them who they think of when they hear about the cross. (Jesus)

Ask students: "Why was Jesus nailed to

II. PART TWO

Find the hidden pictures.

Look for these pictures:

					
brick	grapes	crayon	frog	drum	brush
					
track	bread	truck	crackers		

Color the picture.

page 12 [twelve]

the cross?" Give them time for response and discussion.

Tell them the story is about a little boy, Jeffrey-Michael, who wants to know the answer to this question.

Read the story "The Cross" together, then answer the following questions:

"Who is Jeffrey-Michael talking to?" (his mother)

"What did mother say was the reason Jesus was nailed to the cross? (people didn't understand Him)

Why do you think JM asked if Jesus was mean?" (he may have thought Jesus must have been mean to have such a terrible thing like this happen to Him)

"What was Jesus trying to teach people?" (God and love)

"Did God forgive the people who nailed Jesus to the cross?" (yes)

"Does God forgive us when we do something wrong?" (yes)

"Why?" (because He loves us)

Find long vowel words: (people, nail,