

LANGUAGE ARTS

Curriculum Overview Grades K–12

Kindergarten

Language Arts Lessons

1-40	41-80	81-120	121-160
<p>Alphabet-say the alphabet Colors-recognize colors Directions-left to right Following directions-given once Grammar-form simple sentences Listening skills Personal recognition-read and write first name -know age and address -recognize names of family members Phonics-short <i>a, e, i</i> vowels -initial: <i>b, t, m, r, s, n, d, p, l</i> -form and read simple words -form rhyming words Shapes-circle, square, triangle, and rectangle -recognize shapes in objects Stories and Poems-create simple stories and poems Writing-form circle and lines -<i>Aa, Bb, Dd, Ee, Ii, Ll, Mm, Nn, Pp, Rr, Ss, and Tt</i></p>	<p>Grammar-sentences begin with capital, end with period Patterns-simple shape, color patterns Personal recognition-read and write first and last name Phonics-short <i>a, e, i, o, and u</i> vowels -initial: <i>k, c, ck, f, h, g, j, v, w, y, z, qu, and x</i> -read simple sentences Position/direction concepts- in/out, in front of/behind, up/down, on/off, open/closed, over/under Sequencing-alphabetical order -simple story Shapes-circle Size concepts-big/little, large/small Writing-Kk, Cc, Ff, Hh, Oo, Gg, Jj, Vv, Ww, Uu, Yy, Zz, Qq, and Xx</p>	<p>Phonics-recognize the short vowel sounds -recognize all initial consonant sounds -recognize long <i>a, e, i, o, and u</i> ,sounds -silent <i>e</i> -initial consonant digraphs: <i>sh, ch</i>, both soft and hard <i>th</i> -final consonant sounds: <i>_b, _ck, _k, _l</i> Word recognition-color words, number words & shape words Writing-name -complete alphabet, capital and small letters -all color words -number words: <i>one, two, three, four, five, six</i> -shape words: <i>circle, square, triangle</i></p>	<p>Phonics-recognize the long vowel sounds -initial consonant digraphs: <i>wh</i>; review <i>ch, sh, th</i> -recognize all final consonant sounds: Stories and poems-create, tell, and recite stories and poems Word recognition- position/direction words: <i>up/down, high/low, in, inside, out, outside, top/bottom</i> -number words: <i>seven, eight, nine, ten</i> -shape words: <i>rectangle, oval, star</i> Writing-number words: <i>seven, eight, nine, ten</i> -shape words: <i>rectangle, oval, star</i> -position/direction words: <i>up/down, high/low, in, inside, out, outside, top/bottom</i></p>

INSTRUCTIONS FOR LANGUAGE ARTS

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

Language arts includes those subjects that develop the students' communication skills. The LIFEPAC approach to combining reading, spelling, penmanship, composition, grammar, speech and literature in a single unit allows the teacher to integrate the study of these various language arts subject areas. The variety and scope of the curriculum may make it difficult for students to complete the required material within the suggested daily scheduled time of forty-five minutes. Spelling, book reports and various forms of composition may need to be completed during the afternoon enrichment period.

Cursive handwriting is introduced in the second grade LIFEPAC 208 with regular practice following in succeeding LIFEPACs. Diacritical markings are 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: Index of Concepts, Book Report Form, Books Read Chart, Suggested and Required Material (supplies), Additional Learning Activities, and LIFEPAC Spelling Tests.

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

The Index of Concepts is a quick reference guide for the teacher who may be looking for a rule or explanation that applies to a particular concept. It does not identify each use of the concept in the various LIFEPACs. The concepts change by grade level with the emphasis on phonics and reading skills changing to spelling and grammar for the older students.

Spelling tests contained in the handbook 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 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.

Materials Needed for LIFE PAC

Required:

Suggested:

Dictionary

Additional Learning Activities

Section I

1. Discuss the following causes and effects. Ask the students to complete each one orally. Each one may be a cause or an effect depending on how it is completed.
 - a. The milk spilled on the floor -
 - b. The bird fell from the nest -
 - c. The forest fire blazed all night -
 - d. The river froze over completely -
2. Discuss the following questions and items about personal reactions.
 - a. How would you react to finding a mouse in a drawer? Would we all react the same way?
 - b. How would you react to the following situations? A lost pet; a visit from a friend; dropping a lunch tray in the cafeteria.
 - c. List some reaction words on a chalkboard.
3. Create a play about "A Voyage to Lilliput." Perform it for the class.
4. With a friend, make a bulletin board showing causes and effects.
5. Write a personal reaction to one of the following ideas or choose your own idea. Remember to use reaction words.
 - a. A bear awakens you at your campsite.
 - b. You receive the best grade in class on an important test.
 - c. Your best friend breaks his arm right before the last game of the season.

Section II

1. Write a common noun and a proper noun on a chalkboard. Discuss the differences between the two. Ask for more examples of each.
2. Discuss possessive nouns. Review the three rules on page 32 of this LIFE PAC. List the following words on a chalkboard. Ask several students to come to the board and write the possessive form of each one.
 - a. toy
 - b. ladies
 - c. trees
 - d. oxen
 - e. painter
 - f. ship
3. Write the following sentences on a chalkboard. Ask the students to identify the nouns used as subjects and the nouns used as objects of the verbs.
 - a. The monkey ate a banana.
 - b. The pitcher threw a ball.
 - c. The early settlers hunted the buffalo.
 - d. The new couple hired a painter to do the job.

Language Arts 510 Alternate Test Key

1. j
2. a
3. f
4. c
5. i
6. b
7. k
8. g
9. d
10. e
11. true
12. true
13. false
14. true
15. false
16. false
17. true
18. true
19. false
20. true
21. c. fable
22. a. stress
23. a. kinds of humor
24. b. free verse
25. b. cause and effect
26. a. an opinion
27. c. speculate or infer
28. c. an illustration
29. a. dialogue
30. b. compare and contrast
31. blooming
32. was
33. green
34. The green mountainside
35. was blooming with flowers
36. broke
37. it
38. tumbled
39. quickly
40. triumphantly
41. scarcely
42. cheering
43. ministers'
44. leopard's
45. The cat with the black fur saw the car coming.
46. (")Would you wash the windows(?) (")asked mother(.) (")Sure(,)(")replied Jason(.)
47. N
48. CS
49. CS