

LANGUAGE ARTS

Curriculum Overview Grades K–12

Kindergarten

Language Arts Lessons

1-40	41-80	81-120	121-160
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, li, Ll, Mm, Nn, Pp, Rr, Ss, and Tt</i>	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-oval Size concepts- big/little, large/small Writing-Kk, Cc, Ff, Hh, Oo, Gg, Jj, Vv, Ww, Uu, Yy, Zz, Qq, and Xx	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>	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>

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: Book Report Form, Books Read Chart, Suggested and Required Material (supplies), and Additional Learning Activities.

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

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.

After reading the paper through once for content and once for errors, you will be ready to assign a grade. Many teachers give a "content" grade and a "mechanics" grade; others, however, believe that those two aspects should be integrated into a well written paper". Clarify your own stand, making it known to your students and then being consistent and fair in your grading.

Communication is one of the most important skills available to mankind. To teach students to write well is certainly a challenge. Additionally, to help students learn to explore their own ideas and then to communicate those ideas to other people should be a real pleasure.

Additional Learning Activities

Section I: Levels of English Usage

1. Write sample sentences on the board. Have students identify them as nonstandard or ungrammatical. Have volunteers come to the board and rewrite them to read correctly.
2. Discuss these questions with your class.
 - a. Do you think people use incorrect English because they do not know better or they know and are careless?
 - b. What impression do we give to others when we use incorrect English?
 - c. Is the excessive use of slang a sign of an uneducated person?
3. Obtain a copy of *The Adventures of Huckleberry Finn* or *The Adventures of Tom Sawyer* from the library. Find some examples of nonstandard or ungrammatical speech. Discuss how you would correctly rewrite these statements.
4. Invite a person from another country to visit your class. Have him share some difficulties he experienced in trying to learn the English language. How was he misunderstood? Were some experiences humorous? Embarrassing?
5. Find the song, "Waltzing Matilda," and make a list of the unusual words and meanings in the song (for example, swagman). A book from the music department or music section of the library can help you.
6. Obtain a book of Shakespearean plays. Write down some examples of English that would appear to be incorrect today.
7. Talk to someone from another country or even another part of the United States. Make a list of words which have a different meaning for the two of you. (For examples, do you know what a turtle haul is? In West Virginia it is a car trunk.)

Section II Varieties of English

1. Write a list of roots, prefixes, and suffixes on the board. Ask students to write words containing these affixes and to write their definitions.
2. Write to your state legislature for a copy of a bill (or enough copies for the class; they are free). Compare the English used in these bills with the everyday English we use.
3. Do you think lawyers, insurance companies, and so forth should re-word their forms so the average person can understand them?
4. Use the list in the first teacher-directed activity. Divide the class into two teams and see who can call out a word first. Then the two teams can have a race looking up the definitions.
5. Have students bring to school some business letters that their parents have received (nothing personal; cut names and addresses off the top and just leave the body of the letter). Pass the letters around and have students make suggestions on how they could be reworded to read better.
6. Write a letter to a state tourist department and request information for a vacation. Tell them the date you will be there, ask for information about places to see, and ask about the climate for that particular time of the year. Keep your letter short and to the point.
7. Select a favorite poem. Copy it on a sheet of paper. At the bottom or on the other side, summarize what the poem says to you.

Language Arts 1103 Answer Key

1.32	him	1.51	whom
1.33	her	1.52	whoever
1.34	<u>us</u>	1.53	who
1.35	a. possessive adjective b. absolute possessive	1.54	which
1.36	my, mine, our, ours, your, yours, his, her, hers, its, their, theirs	1.55	who
1.37	mine, ours, yours, his, hers, <u>its, theirs</u>	1.56	whom
1.38	his	1.57	<u>that</u>
1.39	theirs	1.58	personal, relative, interrogative demonstrative, indefinite, reciprocal, intensive, reflexive <u> </u>
1.40	Our	1.59	intensive
1.41	its	1.60	interrogative
1.42	his	1.61	demonstrative
1.43	their	1.62	reciprocal
1.44	their	1.63	personal
1.45	our	1.64	reflexive
1.46	its	1.65	relative
1.47	<u>our</u>	1.66	interrogative
1.48	Example: nom. obj. poss. I asked <u>her</u> to attend <u>my</u> party.	1.67	demonstrative
1.49	Example: nom. poss. Do <u>you</u> think <u>his</u> practicing will allow <u>her</u> to study?	1.68	relative
1.50	Example: nom. poss. <u>They</u> hung the mirror low enough for <u>her</u> to see <u>her</u> reflection.	1.69	reflexive
		1.70	indefinite
		1.71	interrogative
		1.72	personal
		1.73	personal
		1.74	interrogative
		1.75	indefinite
		1.76	demonstrative