



LIFE·PAC®

Language Arts

Mark Twain

Ernest Hemingway



Frederick Douglass



Alpha Omega Publications®

LANGUAGE ARTS 104

FUN WITH WORDS

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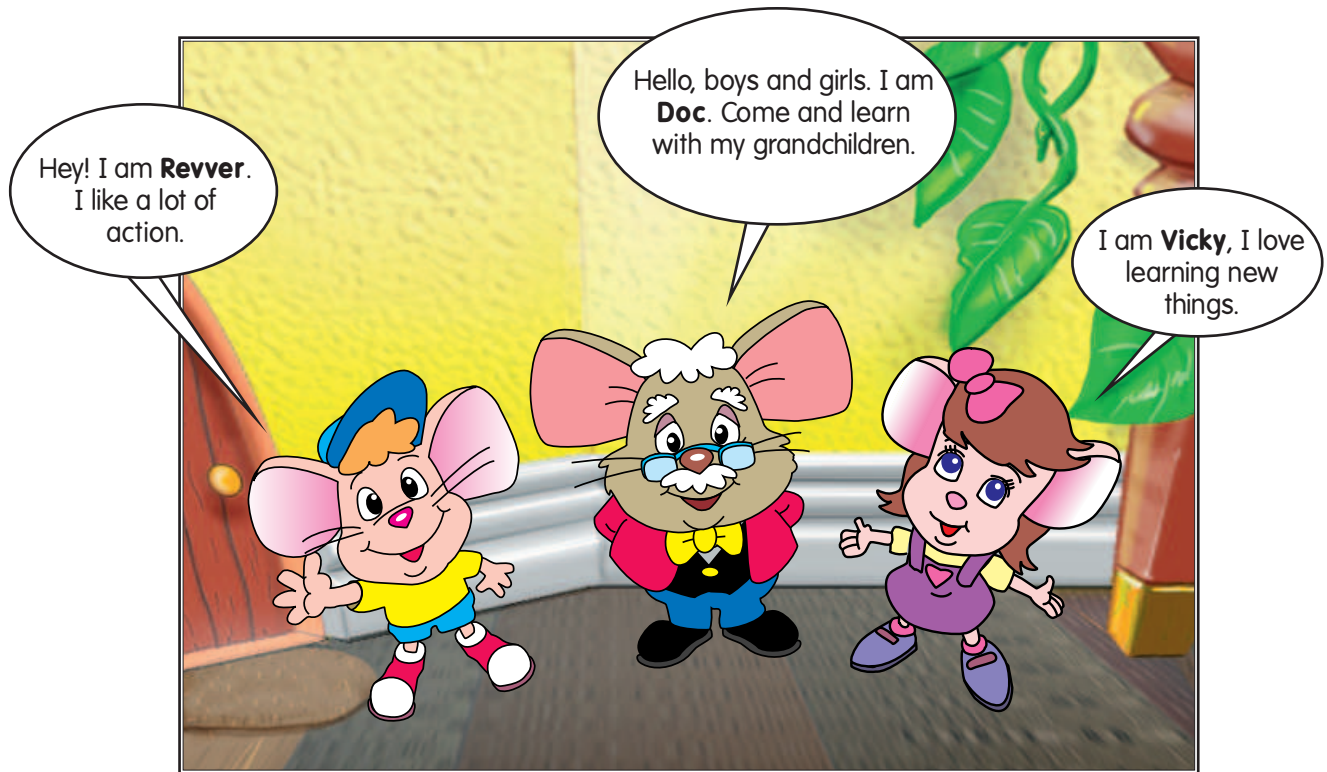
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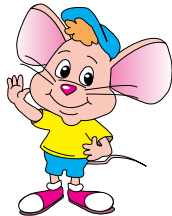
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Learn with our friends:



When you see me, I will help your teacher explain the exciting things you are expected to do.



When you do actions with me, you will learn how to write, draw, match words, read, and much more.

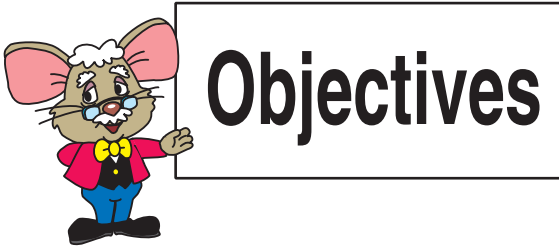


You and I will learn about matching words, listening, drawing, and other fun things in your lessons.

FUN WITH WORDS

In this LIFEPAK®
you will learn more
about words and sentences.

You will learn
about consonant blends, silent letters,
and correct verb forms.



1. I will learn about rhyming.
2. I will learn about letter blends.
3. I will spell and write words.
4. I will learn about sequencing.
5. I will learn about subject-verb agreement.
6. I will learn about cardinal and ordinal numbers.



Write your name.

I. PART ONE

LISTEN AND FIND

Listen to your teacher.
Listen to the story.

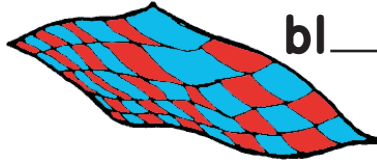


Listen and follow directions.





Circle the pictures.



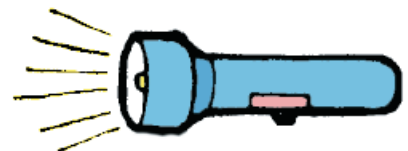
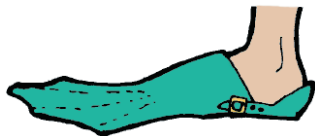
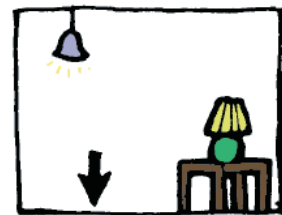
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cl _____



fl _____



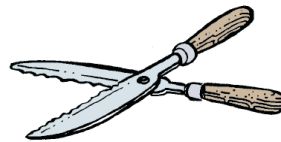


Write bl, cl, or fl.

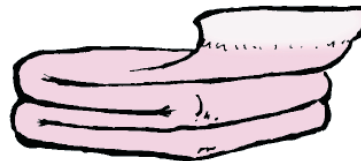


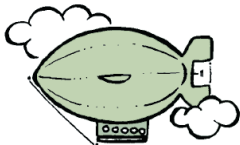
























LIFE PAC®

Language Arts

Teacher's Guide

Grade 1
Part 2

Mark Twain

Ernest Hemingway

Fred Vane



Alpha Omega Publications®

Language Arts 100

Teacher's Guide Part 2

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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 worktext 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, at the beginning of the LIFEPAC 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 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 II. 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.

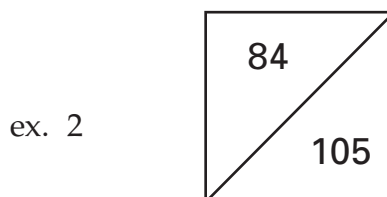
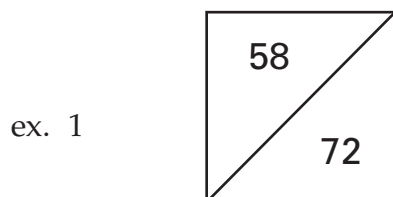
Answer and test keys have the same numbering system as the LIFEPACs and appear at the back of this handbook. The student may be given access to the answer keys (not the test keys) under teacher supervision so that he can score his own work.

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.



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.

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.

Language Arts 100 LIFE PAC Management

Example:

LIFE PAC Test Score	=	92%	92	x	.60	=	55 points
Self Test Average	=	90%	90	x	.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.
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.

*SQ3R: Scan the whole LIFEPAC.

Question yourself on the objectives.

Read the whole LIFEPAC again.

Recite through an oral examination.

Review weak areas.

Language Arts 100 LIFEPAC Management

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	Mathematics
11:00	–	11:45	Social Studies
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 3-4 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 LIFE PAC takes 3-4 weeks or eighteen days to complete, it should take about 180 school days to finish a set of ten LIFE PACs. 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 LIFE PAC. Continue marking the calendar until you have established dates for the remaining nine LIFE PACs 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 LIFE PACs in each subject.

FORMS

The sample weekly lesson plan and student grading sheet forms are included in this section as teacher support materials and may be duplicated at the convenience of the teacher.

The student grading sheet is provided for those who desire to follow the suggested guidelines for assignment of letter grades found on page 3 of this section. The student's self test scores should be posted as percentage grades. When the LIFE PAC is completed the teacher should average the self test grades, multiply the average by .25 and post the points in the box marked self test points. The LIFE PAC percentage grade should be multiplied by .60 and posted. Next, the teacher should award and post points for written reports and oral work. A report may be any type of written work assigned to the student whether it is a LIFE PAC or additional learning activity. Oral work includes the student's ability to respond orally to questions which may or may not be related to LIFE PAC activities or any type of oral report assigned by the teacher. The points may then be totaled and a final grade entered along with the date that the LIFE PAC was completed.

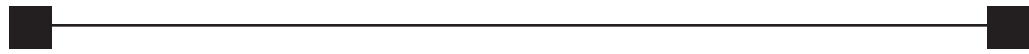
The Student Record Book which was specifically designed for use with the Alpha Omega curriculum provides space to record weekly progress for one student over a nine week period as well as a place to post self test and LIFE PAC scores. The Student Record Books are available through the current Alpha Omega catalog; however, unlike the enclosed forms these books are not for duplication and should be purchased in sets of four to cover a full academic year.

T E A C H E R



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LANGUAGE ARTS



Teacher Notes

Concepts

Phonics/Spelling/Syllable Rules

Teaching Pages

INSTRUCTIONS FOR FIRST GRADE LANGUAGE ARTS

The first grade handbooks of the LIFEPAAC 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 LIFEPAACs 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 LIFEPAAC 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 LIFEPAACs. 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.

Materials needed are usually items such as pencils and crayons which are readily available. Additional items that may be required are Alphabet-Penmanship Charts (purchased through the catalog) and writing tablets or any lined paper, alphabet cards, color and number charts, and flash cards for vocabulary words.

Five Readers are necessary for the first grade Language Arts curriculum. Each Reader gives the student an opportunity to practice concepts that have been taught in the LIFEPAc in which it appears as well as the one that precedes it. For example, Reader 1 is used for both LIFEPAcs 101 and 102. ‘Words to Catch’ located inside the front cover of the Reader, lists words which may need to be introduced to the student as sight words. Readers are an effective tool to develop the student’s reading vocabulary and when they are no longer directly associated with a lesson may be used throughout the school year for independent reading purposes.

The Spelling Words are on the self test and LIFEPAc test Teacher Instruction Pages in the Teacher’s Guide and may be written by the student on writing tablet pages. Unlike the upper grade levels, there are no spelling lists for the student to study. Instead, the spelling tests, for both self tests and LIFEPAc tests, are designed to test the student’s auditory phonics. The teacher should stress the sound of the word when administering the test. A student who spells the word *sat* as *sad* has not learned to discriminate between the phonetic sounds of *t* and *d* and should receive further drill on these sounds. Words such as *road* and *rode* should be presented to the student in sentences. A misspelled word suggests the teacher should review the concepts of vowel digraph *oa*, silent *e* and homonyms with the student.

Language Arts 100 Teacher Notes

Concept	LIFEPAC	Section	Concept	LIFEPAC	Section
Abbreviations and Titles	109	3	vowels - short	101	all
Alphabetical Order	108	1	vowel digraphs	105	1
Composition				107	1
letters - invitation,				108	1,3
business, friendly	107	3	y as long i and e	109	1,2
paragraph definition	108	2		105	1
writing a report	109	2	Parts of Speech		
writing a story	103	2	nouns	107	3
Compound words	103	3	pronouns	106	3
Contractions	103	1	verbs		
Following Directions			forms	102	3
oral and written	102	1		107	2
Homonyms	105	1	definition	107	3
	106	2	tense	104	1
	107	3		108	2
Introductions	108	2	Plurals	102	1
Oral Expression				103	1,3
discussion boxes	108	3	Poetry	105	1
tell a story rules	102	3		109	1
Phonics			Possessives	103	2
c - soft	103	2	Sentences		
consonants	101	all	definition	108	2
consonant blends	104	1,2	quotations	106	1
	106	2	types		
	108	2,3	exclamation	102	3
consonant digraphs	103	1	question	102	2
consonants - silent	101	2	statement	102	1
	104	2	Suffixes	102	3
consonants -				105	3
special blends	104	2	Syllables	103	3
g-soft	103	3	Telephone Use	106	2
letter groups - gh,ph,igh	104	2		108	2
	105	1			
r-controlled vowels	106	1			
vowels - long	105	1,2			
	107	all			

Reader	LIFEPAC	Page in LP	Reader	LIFEPAC	Page in LP
Reader 1 <i>Dog in the Tub</i>					
A Map	101	2	A Big Problem	104	2
The Sun	101	15	The Pup and the Box	104	7
Dog in the Tub	101	29	Pigs	104	13
Dad	101	30	“Fish, Fish, Fish”	104	16
Wet	101	31	Ann and the Fish	104	18
	102	5	Little Lamb	104	20
Getting Dressed To			Glad Tammy	104	22
Go Out in the Rain	102	2	Cotton Candy	104	23
Sis	102	6	The Last Trick	104	24
My Bible	102	7	The Lemonade Stand	104	26
What Is In The Pot?	102	8	I Talk to God	104	29
My Rag Doll	102	10	Stuck Again	104	31
Tom	102	11	The Gift	104	33
A Very Big Mess	102	14			
Our Pet	102	15	Reader 3 <i>Oats Are For Goats</i>		
Jesus	102	16	Kelly’s Daisies	105	2
Run	102	17	Nonsense Poem	105	3
Little Red Fox	102	18	I Don’t Know About Snow	105	6
Bzz	102	21	The Tree Fort	105	7
Mom	102	22	Mike’s Light Bites	105	11
The Big Fat Hen	102	24	A Tale of a Tail	105	12
Tim Kicks	102	25	Adam and Eve	105	14
Ball Fun	102	26	Oats Are For Goats	105	15
Fast Jim	102	27	Clean Machine	105	16
Little Black Ants	102	30	The Ball Game	105	18
Bug	102	31	Just Like Jesus	105	28
			Jack’s Table	105	29
Reader 2 <i>Cotton Candy</i>			Lion Fun	106	2
The Red Ball	103	2	Rose’s Rose	106	6
The Mess	103	4	Working	106	7
Three Missing Pups	103	7	The Cross	106	12
Clickety Clack	103	9	Fun with Words	106	13
The Twins Fix Lunch	103	12	That Buzzing Sound	106	16
Fun!	103	14	I Like Stripes	106	17
The New Little Bug	103	19	Big Blue	106	20
Pets	103	21	Jesus Prays	106	25
The Cowboy	103	26	A Sea Horse is a Fish	106	27
Betty the Bat	103	27	My Little Black Pony	106	28
Black and White Keys	103	31	A Sea Horse is Not a		
			Race Horse	106	29

PHONICS for Language Arts 100

The following letter and letter combinations are introduced in Language Arts 100. They may be put on cards for drilling purposes.

a e i o u

b c d f g h j k l m n p q r s t v w x y z

th wh sh ch, ng nk, ck mb lk gn kn gh

ar er ir or ur, ai ay, au aw, ei ey, ea ee, ie

oa, oo, ew, ou, ow, oi, oy

gh ph, igh

				Teacher Notes
1.	short vowels	-	a (bat) e (bet) i (bit) o (cot) u (but)	101
2.	long vowels	-	a (bait) e (beat) i (bite) o (coat) u (use)	105
3.	consonants	-	b d f h j k l m n p r s t v w x z	101
4.	c and g	-	hard sound before a, o, u	101
		-	soft sound before e, i	103
5.	q (qu)	-	always has the sound of kw	101
6.	y	-	as y (yard)	101
		-	as e (baby)	105
		-	as i (cry)	105
7.	consonant digraphs	-	th, wh, sh, ch	103
8.	special blends	-	ng (sing) nk (sank)	104
9.	silent consonants	-	ck (lock)	101
		-	mb (lamb) lk (talk) gn (sign)	104
		-	kn (know) gh (though) t (often)	104
10.	r-controlled vowels	-	ar (car) or (for)	106
		-	er (her) ir (sir) ur (fur)	106
11.	vowel digraphs	-	ai, ay as long a (pail) (pay)	107
		-	au, aw (Paul) (paw)	107
		-	ei, ey as long a (veil) (they)	105
		-		107
		-	ea, ee as long e (beat) (feet)	107
		-	ie as long e (piece)	107
		-	as long i (pie)	107
		-	oa as long o (boat)	108
		-	oo long sound (boot)	108
		-	short sound (book)	108
		-	ew as long u (few)	108

	-	ou as long u (soup)	108
			109
	-	as 'ow' (cloud)*	109
	-	ow as long o (slow)	108
		as 'ow' (clown)*	109
	-	oi, oy (boil) (boy)*	109
12. letter groups	-	gh ph as f (laugh) (phone)	104
	-	igh as long i (sigh)	105
		*sometimes referred to as diphthongs	

DIRECTION WORD FLASHCARDS for Language Arts 100

Begin constructing a set of direction words flashcards—Circle, Say, Write, Listen, Cut and Paste, etc.—for key words in the activity instructions. Add to this set of direction words as new ones are encountered in the activities.

SPELLING RULES for Language Arts 100

1. Double the final consonant of a short vowel word before adding *-er*, *-ed* and *-ing*, and drop the final *e* in long vowel words and some short vowel words before adding *-er*, *-ed* and *-ing* (102 p. 32).
2. Even though the sound is the same, some words with the *ch* sound are spelled *tch* (103 p. 6). In *ch* words, if the letter right after the *h* is an *l* or *r*, the *ch* will usually have the sound of *k* as in *Christmas* or *chlorine* (103 p. 6).
3. Words ending in *s*, *x*, *sh* or *ch* must have the *es* ending to make them plural (103 p. 30).
4. *Y* is used at the end of short words to make the sound of *i*. *Y* is used at the end of long words (those with two or more syllables) to make the sound of *e*.
5. A word that has a long vowel sound may have a silent *e* at the end of the word (105 p. 10).
6. Because *er*, *ir*, *ur* and sometimes *or* all have the same sound, it becomes necessary to remember how the word is spelled (106 p. 9).
7. Words that end in *y*, change the *y* to *i* before adding *es*. Words that end in *f*, change the *f* to *v* before adding *es* (106 p. 18).

THE SYLLABLE RULE for Language Arts 100

There are as many syllables in a word as the number of vowels you can hear.(103 p. 27)

Example:	boat:	One vowel is heard. (<i>oa</i> is a vowel digraph) This is a one-syllable word.
	basket:	Two vowels are heard - <i>a</i> and <i>e</i> . This is a two-syllable word.
	difference:	Three vowels are heard - <i>i</i> , <i>e</i> , <i>e</i> . (The final <i>e</i> simply makes the <i>c</i> a soft sound.) This is a three-syllable word.

Page 1: FUN WITH WORDS

CONCEPTS: purpose of the LIFEPAAC, children's objectives

TEACHER GOALS: To teach the children
To understand what will be taught in this LIFEPAAC, and
To understand what will be expected of them in Language Arts LIFEPAAC 106.

TEACHING PAGE 1:

Read the title and sentences at the top of the page with the children. Talk about each one so children will know what they will be learning about in this LIFEPAAC.

Ask the children to tell what objectives are. Read the list of objectives with them and talk about each one. The children should understand that these are the things they will be able to do when this LIFEPAAC is finished.

Have the children write their names and ages on the lines.

FUN WITH WORDS

You can have fun reading,
listening, and writing.

In this LIFEPAAC
you will learn about r-controlled vowels.
You will learn to read stories.
You will learn to write good
sentences.
You will learn to spell and write
rhyming words.
You will learn to write paragraphs
and stories.



Objectives

1. I can choose words with r-controlled vowels.
2. I can read and write good sentences.
3. I can learn about contractions and possessives.
4. I can write paragraphs and stories.
5. I can follow directions.

My name is _____

I am _____ **years old.**

page 1 (one)

I. PART ONE

Page 2: Activity Page

CONCEPTS: *r*-controlled vowels *ar, er, ir, or, ur*

TEACHER GOALS: To teach the children
To recognize the *r*-controlled vowels *ar, er, ir, or, ur*,
To listen to their sounds, and
To find them in words.

VOCABULARY: *r*- controlled vowels

MATERIALS NEEDED: Worksheet 1,
magazines, newspapers

TEACHING PAGE 2:

Have the children read the title of the page and say the *r*-controlled vowels. Have them do both exercises on the page. Check by having the children read the words and letters. Give help only if necessary. (church, bird, horn, letter, store, butter, star, shirt, churn, car, acorn, arm)

ACTIVITIES:

1. Do Worksheet 1.

Have the children read the directions at the top of the page. Have them name the pictures and write *ar* on the lines. Have them read the words.

Do the same with *or*.

Have the children read the last direction.


Have them name the pictures and circle all those with the sound made by *er, ir, or ur*. Check by having the children tell which pictures they circled (toaster, bird, star, curl, horn, skirt, squirrel, finger).

2. Make a chart for each *r*-controlled vowel. Have the children cut out pictures from magazines or catalogs to paste on the chart. Write the name under the picture and underline the *r*-controlled vowel. List the words that the children will use in their writing but that cannot be pictured in one section of the chart.

I. PART ONE


R-controlled Vowels

ar er ir or ur















Circle the words with r-controlled vowels.

are	parts	aren't
grape	together	rockets
store	hurt	corn
church	first	try



Circle the r-controlled vowels.

 ur ar	 ur ir	 er or	 er ar
 or ar	 er ur	 or ar	 ir er
 or ur	 ar ir	 er or	 ur ar

page 2 (two)

TEACHING READING:

Read the story "Lion Fun" in *Reader 3*.

Present the words *lion, turtle, scare* and have the children read them several times. Ask the meaning of each word.

Have the children look at the picture. Have several children tell about a time when they saw a lion.

Have the children read the story silently.

Ask these questions:

"Where are the lions sitting?"

"What are some of the things the lions see?"

"What will they do to the bird?"

"What will they do to the turtle?"

"What will they do to the Mother and the child?"

"Why do they like to sit in the grass?"

"What will they do in the grass?"

Have the children find the *r*-controlled words in the story. Write them on the board.

Name _____

Write ar. Read the words.



y ar n



b ar n

Write or.



c or n



f or t

Circle the pictures with the er, ir, or ur sound.



Language Arts 106
Worksheet 1
with page 2



Teacher check _____

Initial _____ Date _____

SELF TEST 1

CONCEPTS: *r*-controlled vowels, rhyming words, writing and spelling words

TEACHER GOAL: To teach the children
To check their own progress periodically.

TEACHING PAGE 11:

Read the directions on the page with the children. Be sure they understand everything they are to do. Have the teacher name the pictures before they begin (letter, car, turkey, bird).

Let the children complete the entire page by themselves. Then give the dictation sentence.

Dictation Sentence - (Write the sentence.) *Tell her to stir the corn.*

Check the page as soon as possible and go over it with the child. Point out what he did well and then show him where he will need extra help.

ACTIVITY:

1. Children who missed more than one in the *r*-controlled exercise should work with an *r*-controlled vowel chart.

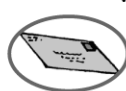
2. Read a list of words that contains about two-thirds *r*-controlled words and one-third other words. Have the children raise their hands when they hear words with the *r*-controlled vowels.

SPELLING WORDS:

car
jar
star
her
germ
stir
whirl
corn
horn
hurt

SELF TEST 1

Circle the pictures with er, ir, or ur sound.



Write rhyming words.

corn _____ star _____

Circle the words with the ar, er, ir, or, or ur sound.

car

rockets

hurt

turtle

born

stir

parts

try

church

Write the sentence.

14
18



Teacher Check _____
page 11 (eleven)

Initial

Date



My Score

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:

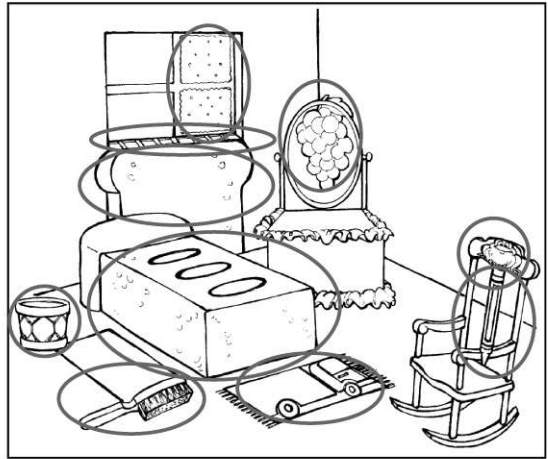
Tell students today they are going to read a story called: "The Cross." (This story and several others have been added to the Language Arts 100 series. If your materials do not include this story in a separate reader, you can check with the customer service department at Alpha Omega Publications to see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


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)

Ask students: "Why was Jesus nailed to 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)

SELF TEST 2

CONCEPTS: contractions, possessives, plurals

TEACHER GOAL: To teach the children
To check their own progress periodically.

TEACHING PAGE 23:

Have the children read the title and tell what it means.

Read all the directions on the page with the children. Be sure they understand everything they are to do on this page. Let them finish the entire page by themselves.

The teacher should check the page as soon as possible. Go over it with the child. Show him what he did well and where he will need to work.

ACTIVITY:

1. Give the children individual help on items missed.
2. If several miss the same kinds of things, work with them in a small group.

SPELLING WORDS:

tar
yarn
herd
term
bird
skirt
for
fort
church
branch

SELF TEST 2

Match.

I am	I'll	will not	it's
she is	isn't	that is	he'll
is not	I'm	it is	that's
I will	she's	he will	won't

Write the words.

That is _____ red balloon.
me / my

Here is _____ hat.
Jack's / Jacks


_____ bike is blue.
Dave / Dave's


Write the plurals.

pony ponies leaf leaves

sheep sheep deer deer

12
15


 Teacher Check _____
 Initial _____ Date _____
 page 23 (twenty-three)


 My Score _____

III. PART THREE

Page 24: I Can Pray

CONCEPTS: saying prayers, leading prayer group, small group discussions

TEACHER GOALS: To teach the children
To make up their own prayers,
To take turns leading the daily prayer group, and
To participate in a small group discussion on what prayers are.

VOCABULARY: pray

MATERIALS NEEDED: Bible

TEACHING PAGE 24:

Have the children read the title and look at the picture. Have a child tell what is happening.

Have the children read the story silently. Ask a child to tell what the first paragraph is about. Ask a child to tell when we should say prayers each day. Have the children tell what we ask God to do. Ask how we know He will be with us if we ask Him to as the Bible says (Matthew 28:20), “. . . and lo, I am with you always, even unto the end of the world.”

Have a child tell what the second paragraph is about. Ask how we know God hears our prayers. A discussion on answered and unanswered prayers is good at this point (John 15:7; James 4:3; 1 John 3:22).

Be sure the children understand that our prayers are always heard and are always answered, but not always in the way we might like them to be. God always does what is best for us, not what we want Him to do. Ask why the child says “Thank you” each time he prays.

Have a child read each paragraph aloud.

III. PART THREE

PRAYING

I pray each day.
I ask God to be with me.
I ask God to be with others.
I ask Him to take care of me.

I know Jesus loves me.
I know God hears my prayers.

I say “Thank you” each time I pray.



	Pray for someone who is sick or needs help. Tell your group a time you pray at home.
--	---

page 24 (twenty-four)

Have the children meet in their small groups after reading the sentences in the box. If you wish, this material may be used for large group discussions. Have the children talk about what prayers are.

ACTIVITIES:

Have the children take turns leading the daily prayer. Encourage them to pray for each other.

SELF TEST 3

CONCEPTS: predicting outcomes, rhyming words, distinguishing between real and make-believe

TEACHER GOAL: To teach the children
To check their own progress periodically.

TEACHING PAGE 34:

Read all the directions on the page with the children. Be sure they understand everything they are to do. Let them do the entire page by themselves.

The teacher should check the page as soon as possible. Go over it with the child. Show him what he did well and where he needs to work.

ACTIVITY:

Give the children individual help on items they missed. If several miss the same things, reteach the skills in small groups.

SPELLING WORDS:

cart
barn
chirp
third
torn
worn
born
fur
trip
trap

SELF TEST 3

Draw a line under what will happen next.

Father gets up.
He goes to work.

Father comes home from work.
Father will go to work.

Match the rhyming words.

pin	—	sing
stick	—	cat
ring	—	tin
that	—	pick

Could this really happen?

Circle yes or no.



yes / no



yes / no



yes / no



Teacher Check _____
Initial _____ Date _____
page 34 (thirty-four)



My Name _____

LIFEPAC TEST AND ALTERNATE TEST 106

CONCEPTS: r-controlled vowels, rhyming words, matching contractions, possessives, changing words from singular to plural, and predicting outcomes

TEACHER GOAL: To teach the children
To check their own progress periodically.

TEACHING the LIFEPAC TEST:

Administer the test to the class as a group. Ask to have directions read or read them to the class. In either case, be sure that the children clearly understand. Put examples on the board if it seems necessary. Give ample time for each activity to be completed before going on to the next.

Dictation Sentence-(Write the sentence.)
Bill will stir the corn.

Correct the test immediately and discuss it with the child.

Review any concepts that have been missed.

Give those children who do not achieve the 80% score additional copies of the worksheets and a list of vocabulary words to study. A parent or a classroom helper may help in the review.

When the child is ready, give the Alternate LIFEPAC Test. Use the same procedure as for the LIFEPAC Test. (turtle, ladder, skirt, church)

Dictation Sentence for Alternate LIFEPAC Test-(Write the sentence.)
Will Jill stir the corn?

LANGUAGE ARTS 106

LIFEPAC TEST

32 / 40

Name _____
Date _____
Score _____

SPELLING WORDS:

LIFEPAC words

car
star
herd
term
stir
bird
corn
born
fur

Alternate words

cart
barn
her
germ
chirp
third
torn
worn
church
trip

LANGUAGE ARTS 106: LIFEPAK TEST

Write the sentence.

Bill will stir the corn.

Circle the r controlled vowels.

her car bird skirt

for fur jar corn

church germ horn stir

Match the words.

you'll	has not	we'll	cannot
hasn't	you will	can't	he will
he's	that is	he'll	we will
let's	he is	haven't	it is
that's	let us	it's	have not

page 1 (one)

Draw a line under what will happen next.

Dan is skating.

Father tells Dan to mow the lawn.

Dan will skate.

Dan will mow the lawn.

Write the plurals.

bike bikes car cars

Write the words.

That is Mark's glove.

Mark / Mark's

His dog is big.

His / He

Write the plurals.

pony ponies baby babies

knife knives leaf leaves

page 2 (two)

Match the rhyming words.

lick	sink
think	sick
win	rat
sat	pin

page 3 (three)

LANGUAGE ARTS 106

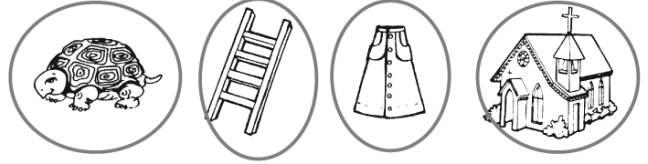
ALTERNATE LIFEPAC TEST

30
38

Name _____
Date _____
Score _____

LANGUAGE ARTS 106 ALTERNATE LIFEPAC TEST

Circle the pictures with the er, ir, ur sound.



Circle the words with the ar or or sound.

car horn job worn jar gab tar mop corn

Match the words.

he's	was not	can't	she is
I'm	he is	I'll	cannot
wasn't	I am	she's	I will
they'll	it is	won't	that is
it's	they will	that's	will not

page 1 (one)

Draw a line under what will happen next.

Jane is playing with her dolls.
Jane's mother is calling her for dinner.
Jane will play with her dolls.
Jane will go to mother.

Write the plurals.

puppy _____ story _____
puppies stories

Write the plurals.

baby _____ leaf _____
babies leaves
sheep _____ deer _____
sheep deer

Write the words.

May's _____ house is yellow.
Mays / May's

Is that _____ dog?
your / you

page 2 (two)

Match the rhyming words.

pick _____ sin
rat _____ nick
thank _____ mat
bin _____ sank

Write the sentence.

Will Jill stir the corn?

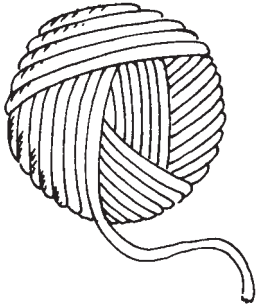
page 3 (three)

W
O
R
K
S
H
E
E
T
S

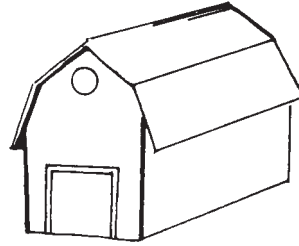
Reproducible Worksheets
for use with the Language Arts
100 Teacher Handbook

Name _____

Write ar. Read the words.



y _____ n

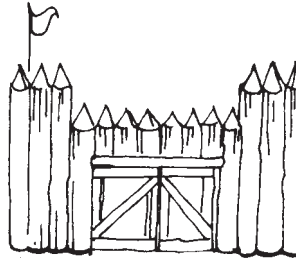


b _____ n

Write or.

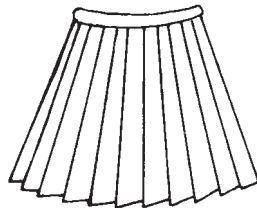
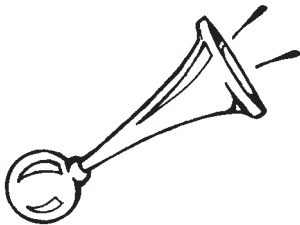
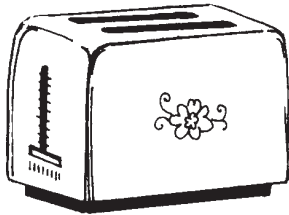


c _____ n



f _____ t

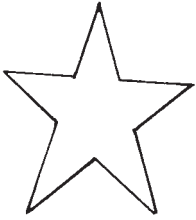
Circle the pictures with the er, ir, or ur sound.

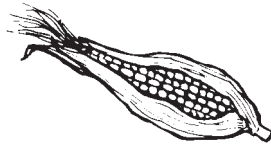


Name _____

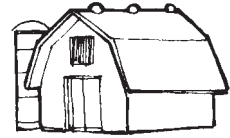
Circle the pictures with r-controlled vowels.

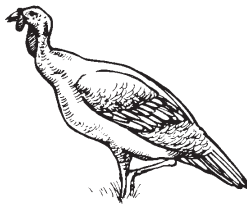
Write ar, er, ir, or, or ur.

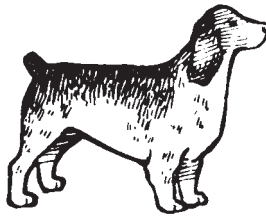








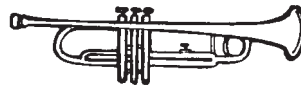




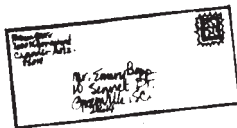


















Name _____

Write 1, 2, 3 **for** first, second, **and** third.

_____ I ran and ran.

_____ The bee came after me.

_____ I saw a bee.

_____ They take their fish home.

_____ They eat their fish.

_____ The boys are fishing.

_____ I ride my pony fast.

_____ I have a pony.

_____ His name is Blackie.



NFC ACADEMY

FIRST GRADE DAILY LESSON PLANNER

LANGUAGE ARTS – UNITS 1-5

NFC ACADEMY | 3000 N. MERIDIAN ROAD, TALLAHASSEE, FL 32312

NFC Academy Lesson Planner

1st Grade Language Arts Units 1 – 5

This NFC Academy Teacher Guide is designed to keep homeschool families on track for a completion during a school year program of approximately 180 days. Schedules may vary and the parent may adjust the teaching assignments as required by the home schedule, but all work must be completed. Information in this teacher guide comprises five units of study in a course and most units have 10 units for a full year. The parent may record the date each unit is completed or may plan out the unit's work and record the date to be completed. This Teacher Guide is a tool to assist the parent in meeting the educational goals for their child.

The following explanations to this Teacher Guide:

Day: The day of your school year from start date. It should take you 15-18 days to complete a unit and with 10 units per subject that results in the 180 days of the program.

Date to Complete: That can be used to record the date you completed the study, or may be best used by establishing the date for each lesson to be completed. You may do more than one lesson per day when you carry over a lesson to the next day's assignment, and make adjustments to ensure that your child has covered the material adequately. Flexibility can be made to fit your schedule, but most of the time a regular routine helps ensure that you stay on a track to finish as you planned.

Teacher Notes: Refers to the page number from the Teacher's Curriculum Guide that was sent to you. This is where you have the information needed to conduct each lesson.

Student LIFEPAK: The student work book that will correspond to the information from the Teacher Notes.

Worksheet: Refers to the worksheet for the assigned lesson located in the back of the Teacher's Guide. Page number is listed for the worksheet. Check to ensure that you use the worksheet for the page of the lesson in the Student Life Pac and Teacher's Guide lesson of the day

Language Arts: Refers to the LIFEPAK first grade language arts work texts which are Bible-based and are filled with practical grammar and penmanship lessons. Your student will learn phonics, reading and other language skills as part of the lessons, including but not limited to writing letters and simple words, learning sounds and associating pictures with beginning letters. Each work text includes concept reviews, self-tests, and one removable teacher-administered unit test to solidify comprehension.

Reading Series Reading Basics: Students should start reading as soon as possible based on their previous learning from kindergarten. Students who have developed good phonemic awareness will be ready to read soon. While there is significant reading as a part of the lessons the additional reading using Reading Basics should be considered an essential part of the curriculum to be completed. As the school year progresses students will be improving in their reading skills noticeably. One suggested study plan could be:

- Units 1 and 2 Complete Book 1 Dog in the Tub.
- Units 3 and 4 complete Book 2 Cotton Candy
- Units 5 and 6 complete Book 3 Oats Are For Goats
- Units 7 and 8 complete Book 4 Flying My Kite
- Units 9 and 10 complete Book 5 The Gold Coin

NFC Academy Resource Teacher: You will be assigned an NFC Academy Resource teacher who will be available to answer your questions throughout your school year.

Report Cards: Report card grades will be created for each semester with the units 1-5 comprising the grades for the first reporting period. The second report period will be made up of units 6-10. Your NFC Academy Resource teacher will have the necessary paperwork for you to complete. Once you have completed the grades you will submit to your Resource teacher who will complete the report card grades for you. Report card grades will be available online using your RenWeb Parent Portal. Final report cards will be sent to you by the NFC Academy office.

First Grade Language Arts Unit 1

<u>Day</u>	<u>Date to Complete</u>	<u>Teacher Guide</u>	<u>Student LIFEPAK</u>	<u>Worksheet</u>
1	_____	Fun With Words; p.35.	Fun With Words; p.1	-----
1	_____	Part 1: Aa; p.36-38.	Aa; p.2	Worksheet #1; p.311
2	_____	Bb; p.39	Bb; p.3	-----
3	_____	Mm; p.40-41	Mm; p.4	Worksheet #2; p.312
3	_____	Rr; p.42-43	Rr; p.5	Worksheet #3; p.313
3	_____	Nn; p.44	Nn; p.6	-----
4	_____	Ss; p.45	Ss; p.7	-----
4	_____	Tt; p.46-47	Tt; p.8	Worksheet #4; p.314

First Grade Language Arts Unit 1

<u>Day</u>	<u>Date to Complete</u>	<u>Teacher Guide</u>	<u>Student LIFE PAC</u>	<u>Worksheet</u>
5	_____	Dd; p.48-49	Dd; p 9	Worksheet #5; p.315
6	_____	Ee; p.50-51	Ee; p.10	Worksheet #6; p.316
7	_____	Activity Page; p.52	Activity Page; p.11	-----
7	_____	Pp; p.53	Pp; p.12	-----
7	_____	Review Part 1	Review Part 1	-----
8	_____	Self-Test 1; p.54	Self-Test 1; p.13	-----
8	_____	Part 2: Ii; p.55-56	Part 2: Ii; p.14	-----
9	_____	Short i; p.57-58	Short i; p.15	Worksheet # 7; p.317
9	_____	Ll; p.59-60	Ll; p.16	Worksheet # 8; p.318
9	_____	Kk, Cc,ck; p.61	C as the sound of k, k, ck; p.17	-----
10	_____	Kk, Cc, (ck); p.62	C as the sound of k, k, ck; p.18	-----
10	_____	Ff; p.63-64	Ff; p.19	Worksheet # 9; p.319
11	_____	Hh; p. 65	Hh; p.20	-----
11	_____	Oo; p.66-67	Oo; p.21	Worksheet #10; p.320
12	_____	Gg; p. 68-69	Gg; p.22	Worksheet #11; p.321
12	_____	Jj; p. 70-71	Jj; p.23	-----
13	_____	Rhyming Words; p. 72	Rhyming Words; p.24	-----
13	_____	Review Part 2	Review Part 2	-----
14	_____	Self-Test 2; p.73	Self-Test 2; p.25	-----

First Grade Language Arts Unit 1

<u>Day</u>	<u>Date to Complete</u>	<u>Teacher Guide</u>	<u>Student LIFE PAC</u>	<u>Worksheet</u>
14	_____	Part 3: Vv; p.74	Part 3: Vv; p.26	-----
15	_____	Ww; p.75-76	Ww; p.27	Worksheet #12; p.322
15	_____	Xx; p.77	Xx; p.28	-----
16	_____	Uu; p.78-79	Uu; p.29	Worksheet #13; p.323
16	_____	Zz-p.80	Zz-p.30	-----
17	_____	Yy; p.81	Yy; p.31	-----
17	_____	Qq; p.82	Qq; p.32	-----
18	_____	Put In Order; p.83-84	Put In Order; p.33	Worksheet #14; p.324
18	_____	Review Part 3	Review Part 3	-----
19	_____	Self-Test 3; p.85	Self-Test 3; p.34	-----
19	_____	Review All Parts	Review All Parts	-----
20	_____	LIFE PAC Test/Alternate Test, Unit 1- p. 86-87	LIFE PAC Test for Unit 1/Alternate Test; Test 101 - 381-384; Test Key – p.88	

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First Grade Language Arts Unit 2

<u>Day</u>	<u>Date to Complete</u>	<u>Teacher Guide</u>	<u>Student LIFEPAK</u>	<u>Worksheet</u>
1	_____	Fun With Words; p.89	Fun With Words; p.1	-----
1	_____	Part1: Twins; p.90-91	Part 1: Twins; p.2	Worksheet #1; p.325
2	_____	Things That Are Alike; p.92-93	Things That Are Alike; p.3	Worksheet #2; p.326
2	_____	Learning About One; p.94	Learning About One; p.4	-----
3	_____	Rhyming Words; p.95-96	Write Rhyming Words; p.5	Worksheet #3; p.327
3	_____	Which Is Real; p.97-98	Which Is Real; p.6	-----
4	_____	Activity Page; p.99	Fill In The Missing Letters; p. 7	-----
4	_____	Listening; p.100-101	Listen To Your Teacher; p. 8	Worksheet #4; p.328
5	_____	Plurals; p.102	Pun An X On The One; p.9	-----
5	_____	Statements; p.103-104	Statements; p.10	-----
6	_____	Plurals; p.105	Write S; p.11	-----
6	_____	Learning About Two; p.106	Learning About Two; p.12	-----
6	_____	Review Part 1	Review Part 1	-----
7	_____	Self-Test 1; p.107	Self-Test 1; p.13	-----
7	_____	Part 2: Ted's Pet; p.108-109	Part 2: Ted's Pet; p.14	-----
7	_____	Listening; p.110-111	Circle The Pictures; p.15	Worksheet #5; p.329
8	_____	First, Next, Last; p.112-113	Write 1,2,3; p.16	Worksheet #6; p.330
9	_____	Questions; p.114-115	Questions; p.17	-----
9	_____	Activity Page; p.116-117	Write". " or:"?"; p.18	-----
9	_____	Review Part 2	Review Part 2	-----
10	_____	Self-Test 2; p.118	Self-Test 2; p.19	-----
10	_____	Part 3: What Will Happen Next; p.119-120	What Will Happen Next; p.20	Worksheet #7; p.331

First Grade Language Arts Unit 2

<u>Day</u>	<u>Date to Complete</u>	<u>Teacher Guide</u>	<u>Student LIFE PAC</u>	<u>Worksheet</u>
11	_____	Could This Really Happen; p.121	Could This Really Happen; p.21	-----
11	_____	Learning About Three; p.122	Learning About Three; p.22	-----
12	_____	Playing In The Back Yard; p.123	Playing In The Back Yard; p.23	-----
12	_____	Learn About Four; p.124-125	Learning About Four; p.24	Worksheet #8; p.332
13	_____	Activity Page; p.126	Match The Words; p.25	-----
13	_____	Exclamations; p.127-128	Exclamations; p.26	-----
14	_____	Activity Page; p.129-130	Write".", "?", "!"; p.27	Worksheet #9; p.333
14	_____	Learn About Five; p.131	Learning About Five; p.28	-----
15	_____	Listen And Do; p.132	Listen And Do; p.29	-----
15	_____	Learn About Six; p.133-134	Learning About Six; p.30	Worksheet #10; p.334
16	_____	Sentences; p.135-136	Sentences; p.31	Worksheet #11; p.335
16	_____	Rhyming; p.137-138	Write Rhyming Words; p.32	Worksheet #12; p.336
17	_____	Review Part 3	Review Part 3	-----
17	_____	Self-Test 3; p.139	Self-Test 3; p.33	-----
18	_____	Review All Parts	Review All Parts	-----
19	_____	LIFE PAC Test/Alternate Test, Unit 2- p. 141-142	LIFE PAC Test/Alternate Test, Unit 2- p-385-388; Test Key – p. 142	

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First Grade Language Arts Unit 3

<u>Day</u>	<u>Date to Complete</u>	<u>Teacher Guide</u>	<u>Student LIFE PAC</u>	<u>Worksheet</u>
1	_____	Fun With Words; p.143	Fun With Words; p.1	-----
1	_____	Part 1: th; p.144	Part 1: Read The words; p.2	-----
2	_____	th; p.145	Circle The Sounds; p.3	-----
2	_____	wh; p.146-147	wh; p.4	Worksheet #1; p.337
3	_____	Sh; p.148	Listen To The sh Sound; p.5	-----
3	_____	ch; p.149-150	Listen To The ch Sound; p.6	Worksheet #2; p. 338
4	_____	Words and Sentences; p.151-152	Write Four Small Letters; p.7	Worksheet #3; p.339
5	_____	Rhyming Words; p.153	Match The Rhyming Word; p.8	-----
5	_____	Learning About Seven and Eight; p. 154-155	Learning About Seven and Eight; p.9	Worksheet #4; p.340
6	_____	Making Contractions; p.156	Making Contractions; p.10	-----
6	_____	Contractions; p.157-158	Read The Contractions; p.11	Worksheet #5; p.341
7	_____	Making Plurals; p.159-160	Making Plurals; p.12	Worksheet #6; p.342
7	_____	Review Part 1	Review Part 1	-----
8	_____	Self-Test 1; p.161	Self-Test; p.13	-----
8	_____	Part 2: Writing Sentences; p.162-163	Part 2: Write Sentences; p.14	-----
9	_____	Activity Page; p.164	Write Rhyming Words; p.15	-----
9	_____	Learning About Nine And Ten; p.165	Learning About Nine And Ten; p.16	-----
10	_____	Listen And Do; p.166	Listen And Do; p.17	-----
10	_____	Rhyming; p.167-168	Write Rhyming Words; p.18	Worksheet #7; p.343
11	_____	The Girl's Dolls; p.169-170	The Girl's Dolls; p.19	-----

First Grade Language Arts Unit 3

<u>Day</u>	<u>Date to Complete</u>	<u>Teacher Guide</u>	<u>Student LIFEPAK</u>	<u>Worksheet</u>
11	_____	Possessives; p.171-172	Read These Phrases; p.20	Worksheet #8; p.344
12	_____	Soft C; p.173-174	Soft C; p.21	Worksheet #9; p.345
13	_____	Plurals; p.175-176	Write S; p.22	Worksheet #10; p.346
13	_____	Review Part 2	Review Part 2	-----
14	_____	Self-Test 2; p.177	Self-Test; p.23	-----
14	_____	Part 3: Tell The Story; p.178-179	Part 3: Tell The Story; p.24	Worksheet #11; p.347
15	_____	Compound Words; p.180	Compound Words; p.25	-----
15	_____	Compound Words; p.181-182	Write These Words; p.26	Worksheet #12; p.348 Worksheet #13; p.349
16	_____	Activity Page; p.183-184	Read These Words; p.27	Worksheet #14; p.350
16	_____	Following Directions; p.185-186	Listen And Follow Directions; p.28	-----
17	_____	Soft G; p.187-188	Soft G; p.29	Worksheet #15; p.351
17	_____	More Plurals; p.189	More Plurals; p.30	Worksheet #16; p.352
18	_____	Sentences; p.190-191	Write More Sentences; p.31	-----
18	_____	Review Part 3	Review Part 3	-----
19	_____	Self-Test 3; p.192	Self-Test 3; p.32	-----
19	_____	Review All Parts	Review All Parts	-----
20	_____	LIFEPAK Test/Alternate Test Unit 3 - p.193-194	LIFEPAK Test/Alternate Test Unit 3 - p.389-392; Test Key – p.195	-----

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NFC Academy Daily Lesson Planner

First Grade Language Arts Unit 4

<u>Day</u>	<u>Date to Complete</u>	<u>Teacher Guide</u>	<u>Student LIFEPAK</u>	<u>Worksheet</u>
1	_____	Fun With Words; p.197	Fun With Words; p.1	-----
1	_____	Part 1: Listen And Find; p.198-200	Part 1: Listen And Find; p.2	-----
2	_____	Consonant Blends; p.201	Circle The Picture; p.3	-----
2	_____	Consonant Blends; p.202	Write bl, cl, or fl; p.4	-----
3	_____	Consonant Blends; p.203-204	Circle The Pictures; p.5	Worksheet #1; p. 353
3	_____	Consonant Blends; p.205	Write The Letters; p.6	-----
4	_____	Rhyming; p.206	Write Rhyming Words; p.7	-----
4	_____	Follow Directions; p.207-208	Listen And Follow Directions; p.8	-----
5	_____	Activity Page; p.209-210	Match; p.9	Worksheet #2; p.354
5	_____	Consonant Blends; p.211	Read The Words; p.10	-----
6	_____	Consonant Blends; p.212	Write br, cr, or dr; p.11	-----
6	_____	Consonant Blends; p.213	Read The Words...; p.12	-----
7	_____	Consonant Blends; p.214	Read The Words...; p.13	-----
7	_____	Consonant Blends; p.215-216	Write The Letters; p.14	Worksheet #3-p.355
8	_____	Review Part 1	Review Part 1	-----
9	_____	Self-Test 1; p.217	Self-Test 1; p.15	-----
9	_____	Part 2: Activity Page; p.218-219	Write sn or st; p.16	-----
10	_____	Activity Page; p.220	Write sk or sp; p.17	Worksheet #4; p.356

First Grade Language Arts Unit 4

<u>Day</u>	<u>Date to Complete</u>	<u>Teacher Guide</u>	<u>Student LIFEPAK</u>	<u>Worksheet</u>
10	_____	Activity Page; p.221	Read These Words; p.18	-----
11	_____	Activity Page; p.222	Read These Words; p.19	-----
11	_____	Real or Make Believe; p.223-224	Real Or Make Believe; p.20	-----
12	_____	Activity Page; p.225	Match the Rhyming Words; p.21	-----
12	_____	Short u; p.226-227	Write Rhyming Words; p.22	-----
13	_____	Sentences; p.228-229	Which Sounds Better; p.23	-----
13	_____	Activity Page; p.230-231	Circle the Words; p.24	-----
14	_____	Sequence; p.232-233	Put in Order; p.25	Worksheet #5; p.357 Worksheet #6; p.358
15	_____	Activity Page; p.234-235	Circle the Words; p.26	-----
15	_____	Review Part 2	Review Part 2	-----
16	_____	Self-Test 2; p.236	Self-Test 2; p.27	-----
16	_____	Part 3: Contents Page; p.237	Part 3: Contents; p.28	-----
17	_____	Tell The Story; p.238-239	Tell The Story; p.29	-----
17	_____	Activity Page; p.240-241	Circle Three Things; p.30	Worksheet #7; p.359
18	_____	We Can Write; p.242-244	We Can Write; p.31	Worksheet #8; p.360
19	_____	Activity Page; p.245	Write The Words; p.32	-----
19	_____	Activity Page; p.246-247	Write 1,2,3...; p.33	-----
19	_____	Review Part 3	Review Part 3	-----

First Grade Language Arts Unit 4

<u>Day</u>	<u>Date to Complete</u>	<u>Teacher Guide</u>	<u>Student LIFE PAC</u>	<u>Worksheet</u>
20	_____	Self-Test 3; p.248	Self-Test 3; p.34	-----
20	_____	Review All Parts	Review All Parts	-----
21	_____	LIFE PAC Test /Alternate Test, Unit 4; p.- 249-250	LIFE PAC Test/Alternate Test Unit 4; p.393-396; Test Key – p.251-252	-----

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First Grade Language Arts Unit 5

<u>Day</u>	<u>Date to Complete</u>	<u>Teacher Guide</u>	<u>Student LIFEPAK</u>	<u>Worksheet</u>
1	_____	Fun With Words; p. 253	Fun With Words; p. 1	-----
1	_____	Part 1: Long a; p. 254-255	Part 1: Circle the Picture; p. 2	-----
2	_____	Activity Page; p. 256	Listen For The Words; p. 3	-----
2	_____	Rhymes; p. 257	Say The Words; p. 4	-----
3	_____	Activity Page; p. 258-259	Write The Letters; p.5	Worksheet #1; p. 361
3	_____	The Bee; p. 260-261	You Will Learn About The Sound; p. 6	-----
4	_____	Activity Page; p. 262-263	Listen For The Sound; p. 7	Worksheet #2; p. 362
4	_____	Activity Page; p. 264	Write The Words; p. 8	-----
5	_____	Activity Page; p. 265	Write The Words; p. 9	-----
5	_____	Long I; p. 266-267	Listen For The Words; p. 10	Worksheet #3; p.363
6	_____	Activity Page; p.268-269	Read The Long i Words; p. 11	Worksheet #4; p.364
7	_____	Activity Page; p.270-272	Circle The Three...; p. 12	-----
7	_____	Review Part 1	Review Part 1	-----
8	_____	Self-Test 1; p. 273	Self-Test 1; p. 13	-----
8	_____	Part 2: Long o And u; p. 274-275	Circle The Long o/u Words; p. 14	Worksheet #5; p. 365
9	_____	Activity Page; p. 276-277	Circle The Words; p. 15	-----
9	_____	Activity Page; p. 278-279	Read The Words; p. 16	Worksheet #6; p. 366
10	_____	Activity Page; p. 280-281	Write Compound Words; p. 17	Worksheet #7; p. 367
11	_____	Plurals; p. 282-283	Plurals; p. 18	Worksheet #8; p. 368

First Grade Language Arts Unit 5

<u>Day</u>	<u>Date to Complete</u>	<u>Teacher Guide</u>	<u>Student LIFEPAK</u>	<u>Worksheet</u>
11	_____	Activity Page; p. 284	Write Rhyming Words; p. 19	-----
12	_____	Activity Page; p. 285-286	Say These Contractions; p. 20	Worksheet #9; p. 369
12	_____	Possessives; p. 287-288	Jane Has A Balloon; p. 21	Worksheet #10; p. 370 Worksheet #11; p. 371
13	_____	Complete Possessives; p. 287-288	Complete Previous Work	-----
13	_____	Activity Page; p. 289	Write Rhyming Words; p.22	-----
13	_____	Review Part 2	Review Part 2	-----
14	_____	Self-Test; p. 290	Self-Test; p. 23	-----
14	_____	Part 3: Tell The Story; p. 291	Part 3: Could This Really Happen; p. 24	-----
15	_____	Doubling Consonants; p. 292-293	Circle The Double Consonant; p. 25	Worksheet #12; p.372
15	_____	Activity Page; p. 294-295	Draw A Line Under...; p. 26	Worksheet #13; p.373
16	_____	Doubling the Consonants; p. 296	Doubling The Consonants; p. 27	-----
16	_____	My Pets; p. 297-298	Find the Words In The Story; p. 28	-----
17	_____	Listen And Choose; p. 299-300	Listen And Choose; p. 29	-----
17	_____	Activity Page; p. 301-302	Circle The Long a Word; p. 30	Worksheet #14; p. 374
18	_____	Activity Page; p. 303	Syllables; p.31	-----
18	_____	Review Part 3	Review Part 3	-----
19	_____	Self-Test 3; p. 304	Self-Test 3; p.32	-----
19	_____	Review All Parts	Review All Parts	-----

First Grade Language Arts Unit 5

<u>Day</u>	<u>Date to Complete</u>	<u>Teacher Guide</u>	<u>Student LIFE PAC</u>	<u>Worksheet</u>
20	_____	LIFE PAC Test /Alternate Test, Unit 5; p. 305-306	LIFE PAC Test/Alternate Test Unit 5; p.397-400; Test Key – p. 307	-----

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NFC ACADEMY

Grade Calculation Summary

1st and 2nd Grade

Please check which units

___ Units 1-5

___ Units 6-10

Student _____ Grade ___ 1st , or ___ 2nd

Subject: ___ Bible ___ Language Arts ___ Math ___ History ___ Science

Grading Scale:

100-90 = A

89-80 = B

79-70 = C

69-60 = D

Below 60 = F

Grade Total:

Self-Test 25 points of grade

LIFEPAC Test 60 points of grade

Reports (*Parent grade*) 10 points of grade

Oral Work (*Parent grade*) 5 points of grade

Rounding Grades: Grades ending in .4 or lower round down and grades ending in .5 or above round up. Example 89.4 rounds to 89; 89.5 rounds to 90.

Unit ___ 1 or ___ 6

Self-Test 1 _____

Self-Test 2 _____

Self-Test 3 _____

Self-Test 4 _____

Self-Test 5 _____

Average = _____ (*Divided Total of Self-Tests by the number of Self-Tests*)

Self-Test Average Unit _____ x .25 = _____

LIFEPAC Test Unit _____ x .60 = _____

Reports (*10 possible points*) _____

Oral Work (*5 possible points*) _____

Grade Unit _____ (*Numeric*)

Unit ____ 2 or ____ 7

Self-Test 1 ____

Self-Test 2 ____

Self-Test 3 ____

Self-Test 4 ____

Self-Test 5 ____

Average = ____ (*Divided Total of Self-Tests by the number of Self-Tests*)

Self-Test Average Unit ____ x .25 = ____

LIFEPAC Test Unit ____ x .60 = ____

Reports (*10 possible points*) ____

Oral Work (*5 possible points*) ____

Grade Unit ____ (*Numeric*)

Unit ____ 3 or ____ 8

Self-Test 1 ____

Self-Test 2 ____

Self-Test 3 ____

Self-Test 4 ____

Self-Test 5 ____

Average = ____ (*Divided Total of Self-Tests by the number of Self-Tests*)

Self-Test Average Unit ____ x .25 = ____

LIFEPAC Test Unit ____ x .60 = ____

Reports (*10 possible points*) ____

Oral Work (*5 possible points*) ____

Grade Unit ____ (*Numeric*)

Unit ____ 4 or ____ 9

Self-Test 1 ____

Self-Test 2 ____

Self-Test 3 ____

Self-Test 4 ____

Self-Test 5 ____

Average = ____ (*Divided Total of Self-Tests by the number of Self-Tests*)

Self-Test Average Unit ____ x .25 = ____

LIFEPAC Test Unit ____ x .60 = ____

Reports (*10 possible points*) ____

Oral Work (5 possible points)

Grade Unit

____ (Numeric)

Unit ____ 5 or ____ 10

Self-Test 1 ____

Self-Test 2 ____

Self-Test 3 ____

Self-Test 4 ____

Self-Test 5 ____

Average = _____ (Divided Total of Self-Tests by the number of Self-Tests)

Self-Test Average Unit _____ x .25 = _____

LIFEPAC Test Unit _____ x .60 = _____

Reports (10 possible points) _____

Oral Work (5 possible points) _____

Grade Unit

____ (Numeric)

Grade for Semester:

Unit 1/6 _____ (Numeric Grade)

Unit 2/7 _____

Unit 3/8 _____

Unit 4/9 _____

Unit 5/10 _____

Total _____ divide by 5 = _____ (Numeric)

Semester Grade Units 1-5/6-10: _____ Letter Grade _____ Numeric

Subject: ____ Bible ____ Language Arts ____ Math ____ History ____ Science

Final Step: Go to the NFC Academy website at www.nflcacademy.com and go to the Teacher Resources for 1st and 2nd grade. Use the Electronic Grade Form and transfer these grades and submit to NFC Academy.