

	Grade 1	Grade 2	Grade 3
LIFEPAAC 1	<b>FUN WITH PHONICS</b> <ul style="list-style-type: none"> <li>• Short vowel sounds</li> <li>• Consonants</li> <li>• Main ideas</li> <li>• Rhyming words</li> </ul>	<b>FROM SOUNDS TO WORDS</b> <ul style="list-style-type: none"> <li>▪ Talk ▪ Write</li> <li>• Our alphabet</li> <li>• Vowels</li> <li>• Consonants</li> </ul>	<b>OLD AND NEW SKILLS</b> <ul style="list-style-type: none"> <li>• Vowels • Consonants</li> <li>• Sentence phrases</li> <li>• Capital letters</li> <li>• Reading skills</li> </ul>
LIFEPAAC 2	<b>FUN WITH PHONICS</b> <ul style="list-style-type: none"> <li>• Kinds of sentences</li> <li>• Cardinal • Ordinal numbers</li> <li>• Suffixes • Plurals</li> <li>• Classifying</li> </ul>	<b>WORDS TO SENTENCES</b> <ul style="list-style-type: none"> <li>• Letters in words</li> <li>• Words in phrases</li> <li>• Words in sentences</li> <li>• Reading comprehension</li> </ul>	<b>BUILDING WORDS SENTENCES</b> <ul style="list-style-type: none"> <li>• Vowels - long, short</li> <li>• Questions</li> <li>• ABC order</li> <li>• Capital letters</li> </ul>
LIFEPAAC 3	<b>FUN WITH PHONICS</b> <ul style="list-style-type: none"> <li>• Consonant digraphs</li> <li>• Compounds • Syllables</li> <li>• Possessives • Contractions</li> <li>▪ Soft c and g</li> </ul>	<b>HOW THE SENTENCE BEGINS</b> <ul style="list-style-type: none"> <li>• Sentences to talk</li> <li>• Sentences to write</li> <li>• Capital letters</li> <li>• Consonant blends</li> </ul>	<b>WORDS ▪ GETTING TO THE ROOTS</b> <ul style="list-style-type: none"> <li>• Root words</li> <li>• Dictionary guide words</li> <li>• Synonyms • Antonyms</li> <li>• Capital letters</li> </ul>
LIFEPAAC	<b>FUN WITH PHONICS</b> <ul style="list-style-type: none"> <li>• Paragraphs</li> <li>• Silent letters</li> <li>▪ Sequencing</li> <li>• Subject-verb agreement</li> </ul>	<b>A SECOND LOOK AT LETTERS</b> <ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Consonant blends</li> <li>▪ Long vowels</li> <li>• Short vowels</li> </ul>	<b>WORDS • HOW TO USE THEM</b> <ul style="list-style-type: none"> <li>▪ Noun • Verb</li> <li>• Adjective • Adverb</li> <li>• Irregular vowels</li> <li>• Composition</li> </ul>
LIFEPAAC	<b>FUN WITH PHONICS</b> <ul style="list-style-type: none"> <li>• Long vowels • Homonyms</li> <li>• Poetry • Syllables</li> <li>• Possessives ▪ Contractions</li> <li>• Plurals • Suffixes</li> </ul>	<b>SENTENCE START TO FINISH</b> <ul style="list-style-type: none"> <li>• Ending punctuation</li> <li>• Capital letters</li> <li>• Digraphs</li> <li>• Creative writing</li> </ul>	<b>SENTENCE • START TO FINISH</b> <ul style="list-style-type: none"> <li>• Question marks</li> <li>• Commas • Periods</li> <li>• Paragraphs</li> <li>• Plural words</li> </ul>
LIFEPAAC 6	<b>FUN WITH PHONICS</b> <ul style="list-style-type: none"> <li>• R-controlled vowels</li> <li>• Writing stories</li> <li>• Pronouns</li> <li>• Following directions</li> </ul>	<b>MORE ABOUT PUNCTUATION</b> <ul style="list-style-type: none"> <li>• Contractions • Digraphs</li> <li>• Vowel sounds</li> <li>• Dictionary</li> <li>• ABC order</li> </ul>	<b>ALL ABOUT BOOKS</b> <ul style="list-style-type: none"> <li>• Books</li> <li>• Stories • Poems</li> <li>• Card catalogue</li> <li>• Critical thinking</li> </ul>
LIFEPAAC	<b>FUN WITH PHONICS</b> <ul style="list-style-type: none"> <li>• Vowel digraphs</li> <li>• Letters - business, friendly, invitations</li> <li>• Syllables</li> </ul>	<b>WORDS • GETTING TO THE ROOTS</b> <ul style="list-style-type: none"> <li>• Root words</li> <li>• Suffixes</li> <li>• Creative writing</li> <li>• More about the dictionary</li> </ul>	<b>READING AND WRITING</b> <ul style="list-style-type: none"> <li>▪ For directions</li> <li>• Friendly letters</li> <li>• Pronouns</li> <li>• Fact ▪ Fiction</li> </ul>
LIFEPAAC 8	<b>FUN WITH PHONICS</b> <ul style="list-style-type: none"> <li>• Vowel digraphs</li> <li>• Subject-verb agreement</li> <li>• Compounds • Contractions</li> <li>• Possessives *Pronouns</li> </ul>	<b>WORDS • BEGINNING &amp; ENDING</b> <ul style="list-style-type: none"> <li>• Prefixes • Suffixes</li> <li>• Cursive handwriting</li> <li>• Creative writing</li> <li>▪ Dictionary</li> </ul>	<b>READING SKILLS</b> <ul style="list-style-type: none"> <li>• For sequence</li> <li>• For detail</li> <li>• Verbs - being, compound</li> <li>• Drama</li> </ul>
LIFEPAAC 9	<b>FUN WITH PHONICS</b> <ul style="list-style-type: none"> <li>• Vowel digraphs</li> <li>• Titles ▪ Main ideas</li> <li>• Sentences. Paragraphs</li> <li>• Proper nouns</li> </ul>	<b>WORDS • HOW TO USE THEM</b> <ul style="list-style-type: none"> <li>• Verbs - singular, plural</li> <li>▪ Verb tense</li> <li>• Creative writing</li> <li>▪ Dictionary</li> </ul>	<b>MORE READING &amp; WRITING</b> <ul style="list-style-type: none"> <li>• For information</li> <li>• Thank you letters</li> <li>• Book reports</li> <li>• Reference books</li> </ul>
LIFEPAAC	<b>LOOKING BACK</b> <ul style="list-style-type: none"> <li>• Letters and sounds</li> <li>• Contractions</li> <li>• Plurals • Possessives</li> <li>• Sentences • Stories</li> </ul>	<b>LOOKING BACK</b> <ul style="list-style-type: none"> <li>▪ Vowels ▪ Consonants</li> <li>• Contractions • Compounds</li> <li>• Sentences • Phrases</li> <li>• Dictionary</li> </ul>	<b>LOOKING BACK</b> <ul style="list-style-type: none"> <li>• Reading for comprehension</li> <li>• Sentence punctuation</li> <li>• Writing letters</li> <li>• Parts of Speech</li> </ul>

## **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.

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.)

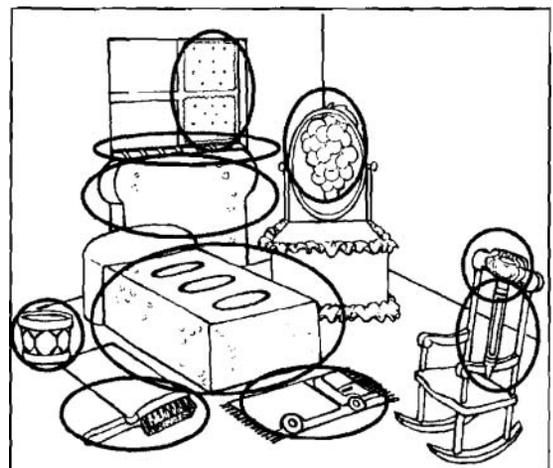
Give each student a paper with an open cross shape on it (cardstock paper if possible). Have them color and decorate it to make it special.

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,