

| Grade 4 | Grade 5 | Grade 6 | O |
|---|--|--|------------|
| WRITTEN COMMUNICATION <ul style="list-style-type: none"> • Word derivations ▪ Story sequence • Writing an outline • Writing a report | STORY MESSAGES <ul style="list-style-type: none"> • Main idea ▪ Plot • Character • Setting • Dialogue • Diphthong • Digraph | READING FOR A PURPOSE <ul style="list-style-type: none"> • Critical thinking • Research data ▪ Parables • Synonyms | LIFEPA 0 |
| SOUNDS TO WORDS <ul style="list-style-type: none"> • Hard and soft – c and g • Parts of dictionary • Accented syllables • Haiku Poetry | MAIN IDEAS <ul style="list-style-type: none"> ▪ Poetry • Story • Synonyms • Compounds • Topic sentence • Adjectives • Nouns | FORMING NEW WORDS <ul style="list-style-type: none"> ▪ Prefixes • Suffixes ▪ Synonyms • Antonyms ▪ Adjectives • Adverbs • Critical thinking | LIFEPAK 2 |
| WORDS • HOW TO USE THEM <ul style="list-style-type: none"> • Prefixes ▪ Suffixes • Homonyms ▪ Antonyms • Poetry • Stories • Writing an outline | WORDS TO STORIES <ul style="list-style-type: none"> • Subject ▪ Predicate • Adverbs • Idioms • Critical thinking • Writing a short story | BETTER READING <ul style="list-style-type: none"> • Story elements • Author's purpose • Information sources • Outline | LIFEPAK 3 |
| MORE WORDS • HOW TO USE THEM <ul style="list-style-type: none"> • Parts of speech • Possession • Written directions • Verb tenses | WRITTEN REPORT <ul style="list-style-type: none"> • Outline • Four types of sentences • Metaphor • Simile • Writing the report | SENTENCES <ul style="list-style-type: none"> • Capitals • Punctuation • Four types of sentences • Author's purpose • Propaganda | LIFEPAK 4 |
| WRITING FOR CLARITY <ul style="list-style-type: none"> • Figures of speech • Capital letters • Punctuation marks • Writing stories | STORY ELEMENTS <ul style="list-style-type: none"> • Legend • Implied meaning • Dialogue • Quotations • Word order • Usage • Critical thinking | READING SKILLS <ul style="list-style-type: none"> • Following directions • Literary forms • Phrases • Nouns • Verbs • Paragraph structure | LIFEPAK 5 |
| FUN WITH FICTION <ul style="list-style-type: none"> ▪ Book reports • Fiction • Nonfiction • Parables • Fables ▪ Poetry | POETRY <ul style="list-style-type: none"> • Rhythm • Stanza • Symbolism • Personification • Irregular plurals | POETRY <ul style="list-style-type: none"> ▪ Similes • Metaphors • Alliteration • Homonyms • Palindromes • Acronyms • Figures of speech | LIFEPAK 6 |
| FACT AND FICTION <ul style="list-style-type: none"> • Nouns • Verbs ▪ Contractions • Biography • Fables ▪ Tall Tales | WORD USAGE <ul style="list-style-type: none"> • Nouns - common, plural, possessive • Fact • Opinion • Story • Main idea | STORIES <ul style="list-style-type: none"> • Story elements • Nouns • Pronouns • Vowel digraphs • Business letter | LIFEPAK 7 |
| GRAMMAR AND WRITING <ul style="list-style-type: none"> • Adjectives to compare • Adverbs • Figurative language ▪ Paragraphs | ALL ABOUT VERBS <ul style="list-style-type: none"> ▪ Tense • Action • Participles • Of being • Regular ▪ Irregular • Singular ▪ Plural | NEWSPAPERS <ul style="list-style-type: none"> • Propaganda • News stories • Verbs – auxiliary, tenses • Adverbs | LIFEPAK 8 |
| THE WRITTEN REPORT <ul style="list-style-type: none"> • Planning a report • Finding information ▪ Outline • Writing a report | READING FLUENCY <ul style="list-style-type: none"> • Speed reading • Graphic aids • Study skills • Literary forms | READING THE BIBLE <ul style="list-style-type: none"> • Parables • Proverbs • Hebrew - poetry, prophecy • Bible history • Old Testament law | LIFEPAK 9 |
| LOOKING BACK <ul style="list-style-type: none"> • Reading skills • Nouns • Adverbs • Written communication • Literary forms | LOOKING BACK <ul style="list-style-type: none"> • Literary forms • Parts of speech • Writing skills • Study skills | LOOKING BACK <ul style="list-style-type: none"> • Literary forms • Writing letters • Parts of speech • Punctuation | LIFEPAK 10 |

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 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 subsequent 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 for younger students changing to spelling and grammar for the older students.

Spelling tests contained in the Teacher's Guide 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 practice spelling tests in each section of each LIFEPAC should be designed by the teacher and are not included in this Guide.

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.

Material Needed

Required:
none

Suggested:
Bible
dictionary
magazines
Bible handbook
Bible concordance
encyclopedias

Additional Learning Activities

Section I

1. Discuss the relationships involved in the parable of the Prodigal Son.
2. Discuss the elements of the short story as they apply to the story of Samson.
3. Have a question-and-answer session on gathering information for reports; the students ask the questions.
4. Divide students into groups of five or six. Each group chooses a parable and prepares a skit about it. When the teams have had time to prepare, each presents its skits. Each skit must include teaching about relationships or consequences.
5. A team of students may make a set of visuals to be used in telling the story of Esther. Team members will tell the story and report on how the story of Esther fits the criteria for the short story.
6. Apply the characteristics of the short story to the account of Deborah and Barak in the book of Judges. Decide whether or not the story fits the criteria.
7. Find ten examples of parallelism in the book of Proverbs that have not been given in the LIFEPAK.
8. Choose a word and trace it through the Bible using a concordance. Make a list of the verses and the main idea of each.

Section II

1. Discuss the use of 3 x 5 or 5 x 7 cards in taking and organizing notes.
2. Discuss outline form, putting examples on the board and having students put parts of outlines on also.
3. Discuss the two functions of the Hebrew prophet, foretelling and forthtelling.
4. A group of students may memorize Psalm 91 and recite it as a choral reading.
5. A team of students may do a report on Bible instruments. Assign one of the instruments mentioned in the book of Psalms to each student. He is to make a visual to represent his instrument. The team then makes a list of verses referring to these instruments.
6. Find a religious poem written within the past ten years.
7. Write a poem about worshipping God. Your poem does not have to rhyme.

Language Arts 620 Alternate Test Key

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|-----|---------------|---------------|-----|---|
| 1. | cliché | | 20. | d |
| 2. | business | | 21. | c |
| 3. | behavior | | 22. | e |
| 4. | persuasive | | 23. | b |
| 5. | thesaurus | | 24. | h |
| 6. | informal | | 25. | false |
| 7. | punctuation | | 26. | false |
| 8. | adverb | | 27. | true |
| 9. | Either order: | Either order: | 28. | true |
| | a. girl | c. selected | 29. | false |
| | b. book | d. read | 30. | true |
| 10. | Any order: | | 31. | false |
| | a. gardener | e. planted | 32. | true |
| | b. peas | | 33. | true |
| | c. beans | | 34. | true |
| | d. row | | 35. | an invalid who likes goodies |
| 11. | Any order: | | 36. | a trusting child |
| | a. large | e. slowly | 37. | a woodman |
| | b. two | | 38. | a wood that harbors wolves |
| | c. dirty | | 39. | an old cottage |
| | d. cracked | | 40. | a hungry wolf tries to trick a little girl |
| 12. | Any order: | | 41. | a woodman rescues the little girl |
| | a. luscious | c. gradually | | |
| | b. old | | | |
| 13. | Either order: | | | |
| | a. I | c. will | | |
| | b. you | | | |
| 14. | a. he | b. would | | |
| 15. | g | | | |
| 16. | j | | | |
| 17. | f | | | |
| 18. | k | | | |
| 19. | a | | | |