## LANGUAGE ARTS 100

### Teacher’s Guide Part 2

### LIFEPAC® Overview

<table>
<thead>
<tr>
<th>LANGUAGE ARTS SCOPE &amp; SEQUENCE</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRUCTURE OF THE LIFEPAC CURRICULUM</td>
<td>10</td>
</tr>
<tr>
<td>TEACHING SUPPLEMENTS</td>
<td>16</td>
</tr>
<tr>
<td>INSTRUCTIONS FOR LANGUAGE ARTS</td>
<td>21</td>
</tr>
</tbody>
</table>

### Unit 6: R-Controlled Vowels and Plurals

| TEACHER NOTES | 30 |
| STUDENT WORKSHEETS | 82 |
| ALTERNATE LIFEPAC TEST | 87 |

### Unit 7: Vowel Digraphs and Sentences

| TEACHER NOTES | 92 |
| STUDENT WORKSHEETS | 154 |
| ALTERNATE LIFEPAC TEST | 167 |

### Unit 8: Vowel Digraphs and Possessives

| TEACHER NOTES | 172 |
| STUDENT WORKSHEETS | 228 |
| ALTERNATE LIFEPAC TEST | 237 |

### Unit 9: Diphthongs and Contractions

| TEACHER NOTES | 242 |
| STUDENT WORKSHEETS | 289 |
| ALTERNATE LIFEPAC TEST | 293 |

### Unit 10: Phonics and Grammar Review

| TEACHER NOTES | 298 |
| STUDENT WORKSHEETS | 345 |
| ALTERNATE LIFEPAC TEST | 353 |
2
PHONICS FOR LANGUAGE ARTS FIRST GRADE

The following letter and letter combinations are introduced in Language Arts 100. They may be put on cards for drilling purposes. The LIFEPAC is noted where the rule is specifically addressed.

<table>
<thead>
<tr>
<th>a</th>
<th>e</th>
<th>i</th>
<th>o</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>c</td>
<td>d</td>
<td>f</td>
<td>g</td>
</tr>
<tr>
<td>th</td>
<td>wh</td>
<td>sh</td>
<td>ch,</td>
<td>ng</td>
</tr>
<tr>
<td>oa,</td>
<td>oo,</td>
<td>ew,</td>
<td>ou,</td>
<td>ow,</td>
</tr>
</tbody>
</table>

| gh | ph | igh |

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

*sometimes referred to as diphthongs
1. PART ONE

PAGE 2: R-CONTROLLED VOWELS

MATERIALS NEEDED

- Worksheet 1
- magazines
- newspapers

Concept:
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

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)
PAGE 5: ACTIVITY PAGE

MATERIALS NEEDED

• Worksheet 1

Concept:

vowel digraphs ea, ie, ee

Teacher Goals:

To teach the children to say the long /e/ sound in words that have the vowel digraphs ea, ee, and ie and to write words with the long /e/ sound.

Teaching Page 5:

Add ea, ie, and ee to the drill cards. Have the children practice the long /e/ sound.

Read the sentence and the direction at the top of the page with the children or have a child read them.

Read the letters and ask the children to give the sound of long /e/. Have the children read each list of words. Have them give more rhyming words for each list. Have them tell where they hear the sound of long /e/. Point out that some of the words on this page may sound just like words on page 4. Tell the children that the words sound the same, but are spelled differently and have different meanings. Write several pairs on the board to illustrate. (meet, meat; week, weak)

Have the children give the ending for each list. Have them circle the vowel digraphs.

Read the letters at the bottom of the page. Tell the children these letters also have the sound of long /e/. Read the words in the box and have the children tell where they hear the sound of long /e/.

Activities:

1. Have the children put together the endings on their desks with alphabet cards. Read a word from the list on page 5 and have children put the beginning letter in front of the ending. Have them say the word and spell it before giving the next word.

Here are more long /e/ words.

Read the long /e/ words.

ea

sea  team  meal  each

tea  steam  real  reach

bead  stream  seal  ease

read  bean  eat  please

read  mean  beat  lease

leaf  clean  heat  peace

sheaf  leap  meat  peace

weak  leap  treat  east

speak  cheap  wheat  feast

ie

piece  chef  believe

neice  thief  priest

Section 1 | 5

Unit 7 | VOWEL DIGRAPHS AND SENTENCES
2. Do Worksheet 1.

Read the direction at the top of the page or have a child read it. Read the endings and have the children give several rhyming words for each. Call attention to the different spellings for the same sound. Have the children write the rhyming words on the lines, then prepare the sheet of writing tablet paper and put it aside until the worksheet is finished. Have them fold the sheet of paper in half lengthwise, then write the endings at the top.

Have a child read the next direction. Have the children read the four words. Ask them to tell where they hear the long /e/ sound and what the words mean. Have them write the words on the line. Check by having the children read the sentence with the word.

Let the children finish writing the rhyming words. Check by writing the endings on the board and writing words the children give under them. Have the children spell each word after they give it. Have the children add to and correct their lists.

**Teaching Reading:**

Play “Find the Object” in the classroom. Send one student out and hide an object. He/she will be the “Finder.” Bring the student back in. Tell the Finder the class will sing a song (your choice or theirs) while he/she is looking for the object. The class sings louder as the Finder gets close and softer as he/she gets further away.

Take turns choosing a Finder and letting students hide the object.

Tell students today’s story is about two brothers, Steven and Taylor. Write their names on the board. Write these words on the board and discuss their meaning: object, decide, clues, piece, fruit, laughs, raisins.
1.  PART ONE

PAGE 3: ACTIVITY PAGE

MATERIALS NEEDED

• Worksheet 1

Concepts:
long /i/, vowel digraph ie, syllables

Teacher Goals:
To teach the children to review the sounds of long /i/, soft /g/, silent (b, e, g, gh, u), and the ight words, to review contractions, to learn that the ie has the sound of long /i/ or long /e/, and to count the number of syllables in words.

Teaching Page 3:
Hold up the card for /i/ and ask for the long sound. Have the children give words which have the long sound of /i/ at the beginning, in the middle, or at the end.

Have the children read the direction at the top of the page. Read each set of words in the box and have the children repeat them. Have the children tell what the rhyming part of the words is. Ask the children to give the meaning of each word.

Have the children give more words that rhyme with each group.

Point out the soft /g/ sound in giant, the silent /b/ in climb, the silent /e/ in the ie words, the silent gh in sigh and the ight words, the silent /g/ in sign, and the silent /u/ in buy. Point out that wind has two meanings and two pronunciations. Have the children read the words in the box again.

Have the children read the contractions and tell from which words each was formed. Have them use each one in a sentence.

Tell the children that the vowel digraph ie sometimes makes the long /e/ sound.

Read the last direction.

Have the children read the ie words. Have them use the words in sentences.
Activities:

1. Say several long /i/ words from the lists on page three and have the children make them on their desks with alphabet cards. Have them say the word and spell it before you give the next word.

2. Dictate the following words and have the children write them on a sheet of writing tablet paper. Collect the papers and correct by drawing a line through the misspelled word and by writing the word correctly on the line behind it. Have the children write each misspelled word five times on the back of the paper (die, lie, pie, by, my, why).

3. Do Worksheet 1.

   Have the children read the directions at the top of the page. Have them read the lists of words silently and write the number of syllables they hear in each word on the line behind it. Some children may need help sounding out the words. Have the children read the next group of words and read the directions. Tell them to read the sentences carefully and to write the words in the blanks. Remind them to read the sentences over to be sure the words they chose make sense. Point out that the number behind the blank tells how many syllables are in the word. Check by having children read the sentences aloud. Have the children correct any mistakes.
Write the plurals of these words.

kitten ____________________ puppy ____________________
mouse ____________________ woman ____________________
mule ____________________ box ____________________
baby ____________________ quail ____________________

Write the plurals in the puzzle.

Across
1. car
3. puppy
6. house
8. goose
9. shoe

Down
1. cup
2. kite
4. pet
5. spout
7. egg

Teacher Check ____________________
Initial Date ____________________
Each answer = 1 point

Write a rhyming word.

by _______________  pew _______________

___________________  ___________________

coach _______________  field ___________________

___________________  ___________________

goat _______________  took _______________

Put 1, 2, and 3, for first, second, and third.

_______ We work hard at school.

_______ We came home from school.

_______ We go to school.
PAGE 6: ACTIVITY PAGE

MATERIALS NEEDED

• drawing paper
• crayons or paint

Concepts:

syllables; ou, oo, and ow; writing stories

Teacher Goals:

To teach the children to review the meaning of syllables, to find the number of syllables in words, to write a story using good sentences and paragraphs with the correct punctuation, and to read the story in front of the class.

Teaching Page 6:

Review the word syllables and ask what it means. Have children tell how many syllables they hear in the word syllables. (three)

Have the children read the title and directions at the top of the page.

Do the first two words as a group, then let the children finish the exercise independently. Check by having the children read each word and tell how many syllables it has. Have them correct any mistakes. Have the children underline the ow, ou, or oo in each word and give its sound. Use the words in sentences.

The starred exercise is more difficult. Some children may need help.

Have the children read the next directions silently. Ask them to tell what the directions are telling them to do. Review what good sentences and paragraphs are and the rules for punctuation and capitalization, if necessary. Correct each child’s story and return it to him for recopying.

Take time for each child to read his story and show his picture to the class. Before they begin, go over the rules for speaking to a group. (stand straight, look at audience, etc.) Have the children tell what a good audience is.

Teaching Reading:

Show students a couple of beautifully wrapped packages. Ask them to guess what is in them. Record their answers and tell them you’ll come back to the packages after today’s story.

Tell them today’s story is titled: “My Gift.” Ask students to share what they think this story might be about. Ask if they had a gift to give someone else, what would it be?
Read the story “My Gift” in Reader 5 together, then ask the following questions:

“What event is going to happen?” (the big art show)
“Who is a good artist?” (Nathan)
“What about the speaker, is he/she a good artist?” (he doesn’t think so)
“What does his teacher and parents say?” (do your best)
“What is it called when we can do something well?” (a gift)
“Who gives us those gifts?” (God)
“What gift might the speaker have?” (making people feel good)
“How does he/she do this?” (compliments, being happy for someone else’s success, etc.)
“What did the speaker do for Nathan?” (tell him is a great artist, his drawing is awesome, should win first prize)

Find r-controlled words. (art, artist, sure, teacher, pastor, different, Lord)
Find ow/ou words. (show, our, know, out, about)
Find aw words. (draw, drawing, hawk, awesome)

Activities:

1. Refer back to the packages. Ask students if they learned anything new about gifts. (gifts are from God—talents and abilities are gifts) Tell them the boxes represent gifts from God—see if they can give a new list of gifts (not things), e.g., artist, singer, dancer, writer, helper, listener, teacher, ... or ask them now to think of special things they can do well. List their answers on the board. Emphasis these things as gifts from God. Notice how many different gifts there are! Each one is different—making each of us different, unique and special.

2. Discuss the story and the feelings the speaker had for Nathan. Was he jealous of Nathan’s artwork? (no, he understood it was Nathan’s gift) This may lead into more discussion about others and how to be happy for their special gifts.

Refer to the Bible for these verses:

   James 1:17   “Every good gift and every perfect gift is from above, and comes down from the Father of lights ...”

   1 Timothy 4:14  “Do not neglect the gift that is in you ...”

   1 Cor. 7:7    “But each has his own gift from God, one in this manner and another in that.”

3. Have students make a thank-you card to God for their special gifts.