



LANGUAGE ARTS

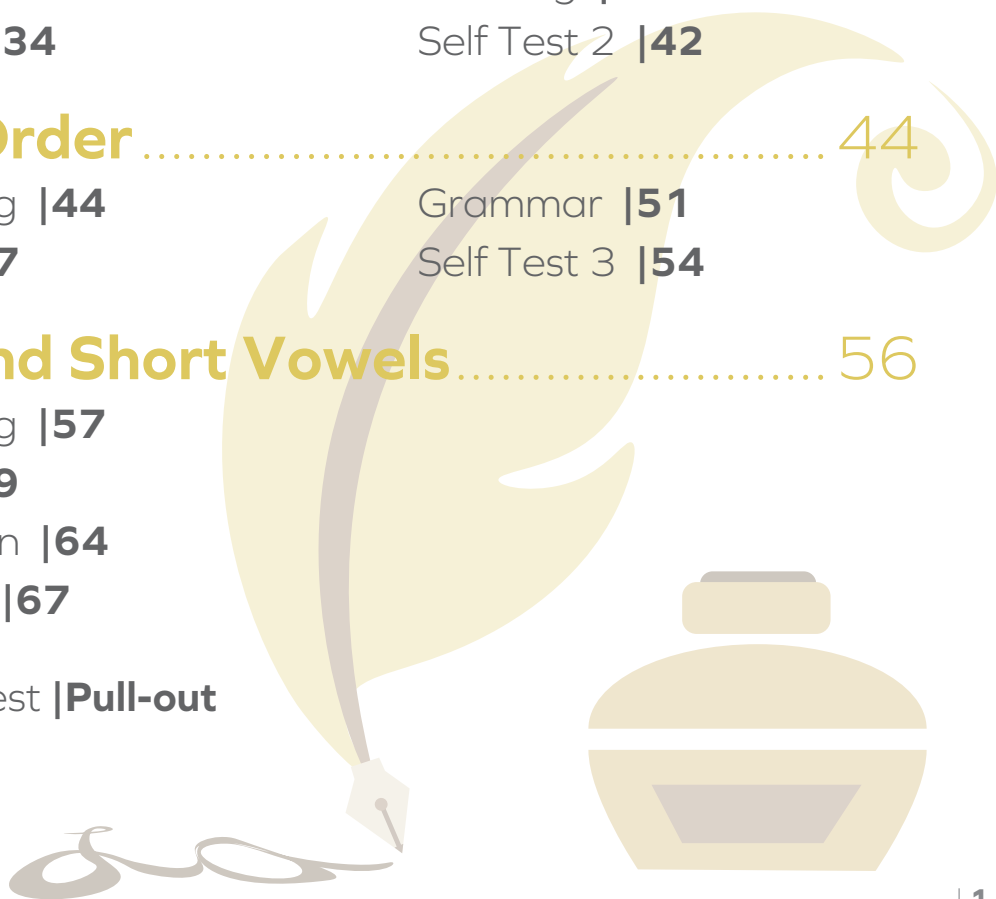
Student Book

▶ **3rd Grade | Unit 2**

LANGUAGE ARTS 302

BUILDING WORDS AND SENTENCES

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BUILDING WORDS AND SENTENCES

Welcome! You have read and learned many things in Language Arts LIFEPAC® 301.

You are now ready to begin Language Arts LIFEPAC 302.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have finished this LIFEPAC.

1. You will be able to write the capital letters in cursive writing.
2. You will be able to tell if a vowel is long or short.
3. You will be able to spell three different kinds of long vowel words.
4. You will be able to use capital letters for the titles of books, poems, and holidays.
5. You will be able to recognize in a story when someone shares, is thoughtful, or is greedy.
6. You will be able to put words in the order of the alphabet by using their first letters.

1. CAPITAL LETTERS

Hi! Did you enjoy learning how to write the small letters in cursive writing? Now the time has come to learn how to write capital letters in cursive writing. You will also learn some rules for using capital letters. Are you ready? Get set! Go!

Vocabulary

Study these new words. Learning the meanings of these words is a good study habit and will improve your understanding of this LIFEPAC.

cane. A stick used to help a person in walking.

capitalize (cap i tal īze). To write with a large letter such as A, B, C, or D.

connect (con nect). To join.

correctly (côr rect ly). Done the right way; free from mistakes.

flow. To move smoothly and freely.

review (re view). To study again.

symbol (sym bəl). Something that stands for something else.

title (tī l). Name of a book, poem, picture, song, and so on.

Note: All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.

Pronunciation Key: hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ôrder; oil; out; cup, pūt, rüle; child; long; thin; /FH/ for then; /zh/ for measure; /u/ or /ə/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

Ask your teacher to say the these words with you.



Teacher check:

Initials _____ Date _____



Handwriting

Hello! Do you remember this **symbol**? It stands for handwriting. Each time you see it, you should be ready to do handwriting.

First we will **review** all of the small letters in cursive writing.

When you practice, be sure to hold your pencil **correctly**.

Place your paper so the corner of the paper points to you.



Write these letters with the undercurve.

1.1

<i>i</i>	<i>i</i>	<i>t</i>	<i>t</i>
<i>u</i>	<i>u</i>	<i>w</i>	<i>w</i>
<i>e</i>	<i>e</i>	<i>r</i>	<i>r</i>
<i>s</i>	<i>s</i>		



Teacher check:

Initials _____ Date _____



Write the letters that begin with the undercurve and have a loop above or below the line.

1.2

Handwriting practice for letters with undercurves and loops. The letters are shown on a set of four horizontal lines (top blue, middle dashed pink, bottom blue, and bottom-most blue). Each letter is shown in its plain form and its cursive form.

Row 1: l l b b

Row 2: f f h h

Row 3: p p j j

Row 4: k k



Teacher check:

Initials _____ Date _____



Write the letters that begin with the overcurve.

1.3

Handwriting practice for letters with overcurves. The letters are shown on a set of four horizontal lines (top blue, middle dashed pink, bottom blue, and bottom-most blue). Each letter is shown in its plain form and its cursive form.

Row 1: x x n n

Row 2: m m v v

Row 3: y y z z



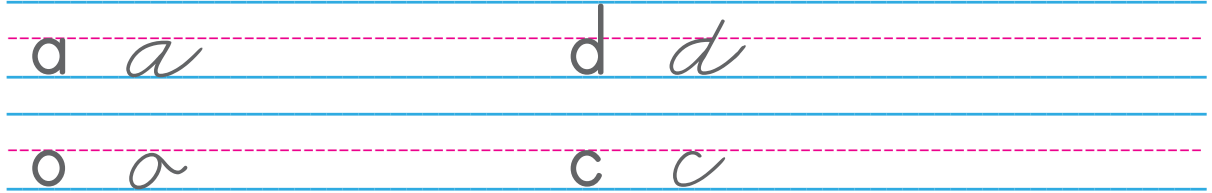
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Write these letters with the downcurve.

1.4



Teacher check:

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Write the letters that begin with the downcurve.

1.5



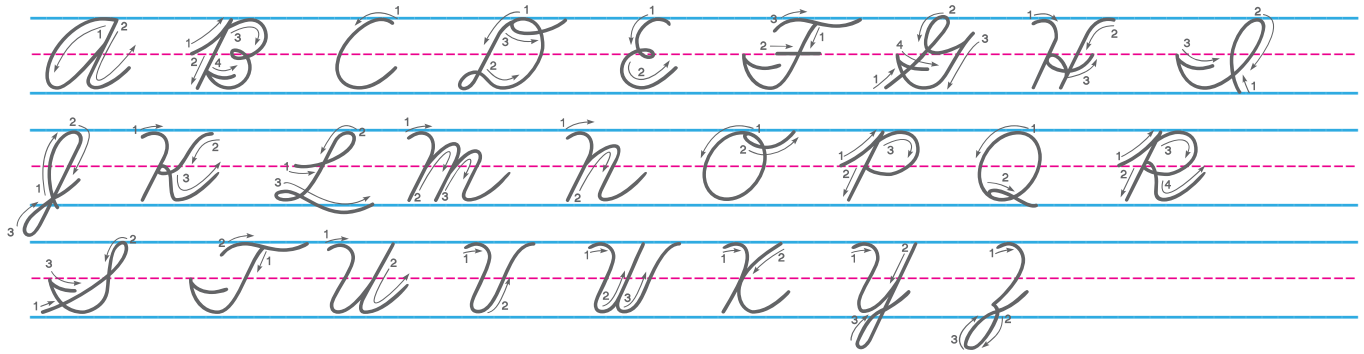
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If you had trouble with any of the letters, practice on a separate sheet of paper.

As you practice, mark the checklist.

- I held my paper correctly.
- I held my pencil correctly.



You are now ready to learn the capital letters in cursive writing. Look carefully at the capitals. The first capital letters you will write begin with what is called a **cane stem**.



Practice the cane stem. Be sure to slant the stem. Trace over the cane stem. Complete the line with the cane stem.

1.6



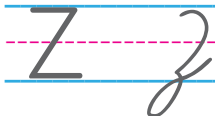
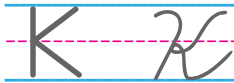
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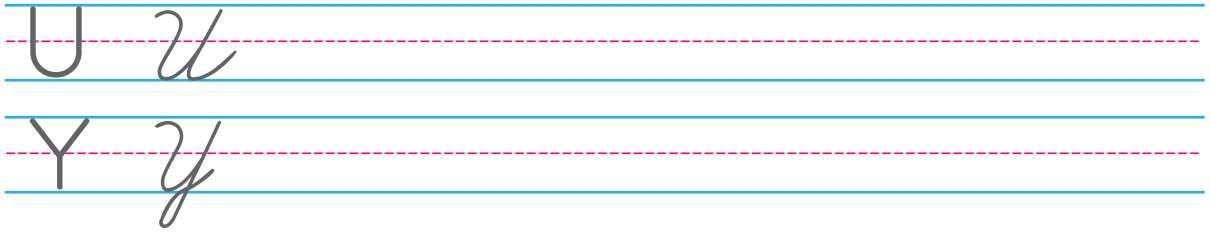
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1.7

Trace over the letters and write a line of each letter.





Teacher check:

Initials _____ Date _____

You will need to practice the cane stem letters on a piece of paper. As you practice, be sure you mark the checklist for cursive writing.

- I held my pencil correctly.
- I held my paper correctly.

There are four more cane stem letters. These four letters are not joined to other letters when you write them.





1.8

Trace over the letters and finish the line.

W W

X X

Q Q

V V



Teacher check:

Initials _____ Date _____



Practice all of the cane stem letters every day on a piece of paper.



Spelling



As you remember, this symbol reminds you to work with spelling. To review, let's look at the letters we have put into two groups. The two groups are vowels and consonants.

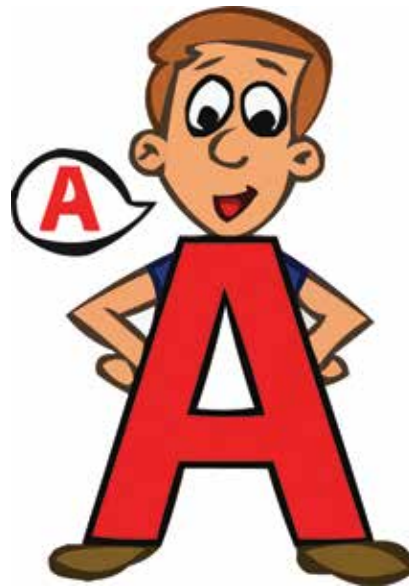


Fill in the spaces with vowels to complete the alphabet. The letters already written for you are consonants.

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



The vowels are the special key. They open the word. Pretend the vowel is a little man who wants to say his name. His name is the long vowel sound.



The consonants are the fence. They hold the vowels in place. The little vowel man is not free to say his name. He can only say a short sound.



In *at*, the “a” is still fenced on the end and cannot say his name.

In the word *pat* the vowel opens the word, but the little vowel man is not free to say his name. The vowel is held in place by the consonants. The vowel “a” has a short sound. It has a short vowel sound mark over it (**ă**).



Put a short vowel sound mark over the short vowel sound in each word. The first one is done for you.

- 1.10** shell hem sod net not
 wet got big hit fun

Did you hear the short vowel sound? Yes No

The sounds are **fenced** in.

Let’s take off part of our fence to let the little vowel man have room to **flow** and say his name. *Wet* now becomes the word *we*. Hear the vowel say its name. It has room to flow. We call this sound the long vowel sound. It has a straight line over the vowel to show it is long.





Cross out the consonants that fence in the vowels in the words.

Print the new word. Mark each vowel long or short. The first one is done for you.

1.11

shēll	shē	söd
bēg	nöt	
wēt	hīm	
döt	mēt	
hēm	göt	

Learn to spell the words from Spelling Words-1.

SPELLING WORDS - 1

she
he
hi
be
no

we
go
do
me
so

EXTRA WORDS

capital
correctly
cursive
symbol
title

SELF TEST 1

Each answer = 1 point

Write the printed letter in cursive writing.

1.01

H

1.02

K

1.03

M

1.04

V

1.05

N

1.06

W

1.07

X

1.08

Y

1.09

Z

1.010

Q

1.11

U

Check each box that correctly finishes the sentence.

1.012 Capitals are used for:

- God and names for God
- time of day
- beginning of a sentence
- numbers
- important words in a title

Read the words below. Circle the words with long vowels.

1.013 be hi met hem me
bet go no pill shell

Read each sentence and circle the right answer.

1.014 (Consonants/Vowels) are the special keys in a word.

1.015 (Consonants/Vowels) are the fences in the word.

Take your final Spelling Test for Spelling Words-1.

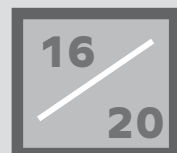


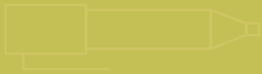
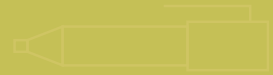
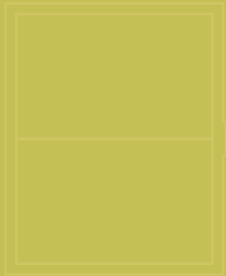
Teacher check:

Score _____

Initials _____

Date _____





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