



LANGUAGE ARTS

Student Book 1



▶ **1st Grade**

ALPHABET AND SHORT VOWEL SOUNDS

LANGUAGE ARTS 101

Introduction | 1

1. Part One	2
Short <i>a</i> 2	Short <i>e</i> 10
Consonants <i>b, m, r, n, s, t, d, p</i> 3	Self Test 1 13
2. Part Two	14
Short <i>i</i> 14	Short <i>o</i> 21
Consonants <i>l, c, k, f, h, g, j</i> 16	Self Test 2 25
3. Part Three	26
Consonants <i>v, w, x, z, y, q</i> 26	Self Test 3 34
Short <i>u</i> 29	

LIFEPAC Test | Pull-out



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Rock Rapids, IA 51246-1759

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1. PART ONE

Short a



Circle the pictures with the short /a/ sound.

Sam is tired.
His team won the baseball game.
Now is the time to rest.
Sam sees Mr. Jones.
Mr. Jones is tired, too.
Sam will help Mr. Jones.
He will help Mr. Jones
carry his basket of
apples to his house.
Then Sam will rest.



Write a short /a/.



RHYMING WORDS, ADDING -ING



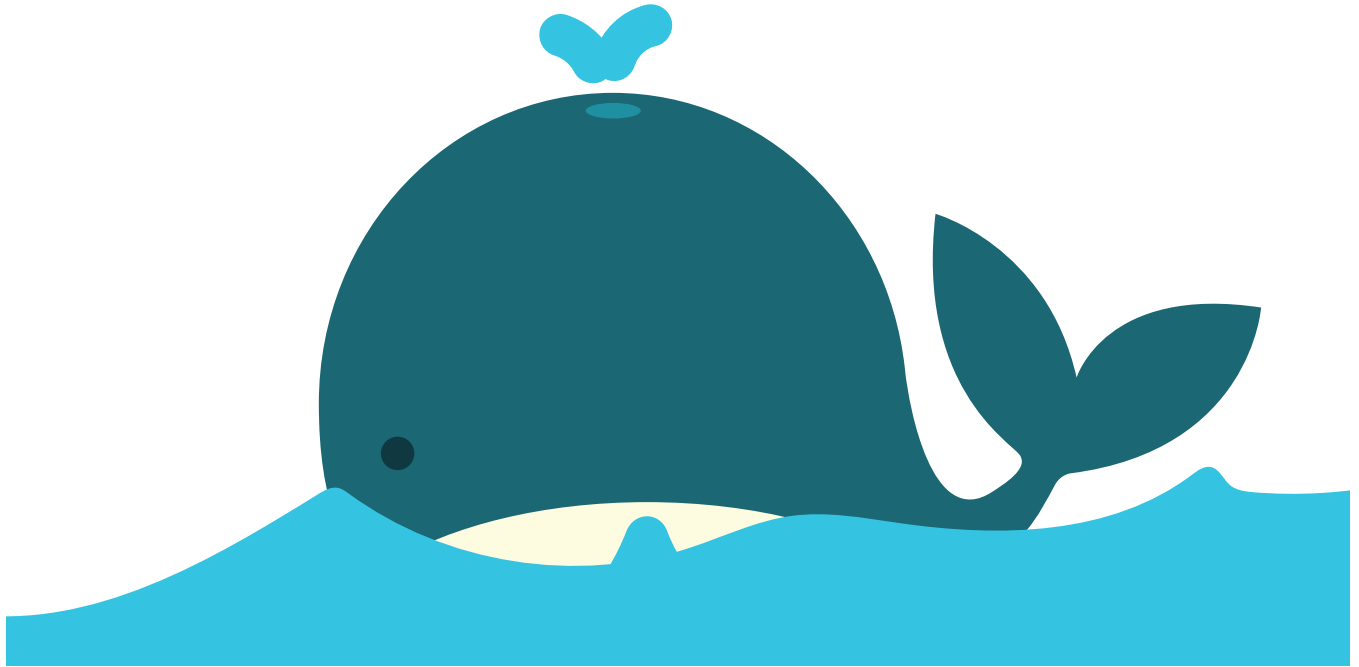
In this LIFEPAC[®], you will learn to read and to write new words. You will learn to listen and to follow directions well. You will learn to put words together to make a sentence. You will learn about statements, questions, and exclamations.

Objectives

Read these objectives. They will tell what you will be able to do when you have finished this LIFEPAC[®].

1. I can learn to read the number words (1–6).
2. I can listen and remember.
3. I can follow directions.
4. I can write new words.
5. I can tell what will happen next.
6. I can tell what is first, next, and last.

Write your name.



wh

what

white

whirl

wheel

when

while

whisk

whistle

where

whale

whiz

whisker

why

whiff

wheat

whimper

which

whip

whirl

whisper



These words have the *h* sound for *wh*.

who

whose

who'll

whole

Cardinal and Ordinal Numbers



Listen and follow directions.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	

Long /e/

You will learn about the sound of long /e/ in words.



The Bee

Bzz, Bzz, Bzz.
I hear a bee.

Run, Run, Run!
The bee sees me.



bee

see

tree

free

ar	er	ir	or	ur
barn	her	sir	torn	fur
hard	berth	girl	worn	spur
warm	herd	bird	born	hurry
warn	timber	stir	horn	spurt

The *ar* in *warm* and *warn* has the sound of *or*.

The *or* in *work* has the same sound as *er*, *ir*, and *ur*.



Read these words.

work

worm

worry

word

world

worse



Draw a line under each r-controlled vowel.

her

turn

start

spur

fur

corn

burn

horn

skirt

star

clerk

term

bird

curl

storm

card



Write a story about your work.

Write a good title.

Draw a picture of your story.

Read your story and show your picture to the class.

Rhyming Words



Circle three that are alike.

three red four five

boy girl baby horse

bed sleep party night

again beside began behind

what will who where

sing find mind kind

The Can she Do

2 . ? !

I me my you



Write the rhyming word.

niece bee sweet

I **see** a _____ .

Do my **feet** smell _____ ?

Take this **piece** to my _____ .



Thank you, God

I am thankful for many things.

I will say, "Thank you, God" for all of these things.



SELF TEST 1

Each answer = 1 point

Write the capital or small letters.

_____	_____	_____
g _____	q _____	B _____
_____	_____	_____
p _____	A _____	D _____

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

_____ Little Kitten was lost.

_____ Little Kitten found her mother.

_____ Little Kitten began to cry.

Circle the words with consonant digraphs.

want	count	wish
cheek	think	that
sheep	whale	wink

Circle the **r-controlled vowel** in each word.

turkey	bird	skirt
church	car	corn
tar	her	germ



Teacher Check

Initial _____ Date _____



My Score



LANGUAGE ARTS

Teacher's Guide Part 1



► **1st Grade**

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LANGUAGE ARTS 100

Teacher's Guide Part 1

LIFEPAC® Overview **3**

LANGUAGE ARTS SCOPE &
SEQUENCE | **5**

STRUCTURE OF THE LIFEPAC
CURRICULUM | **10**

TEACHING SUPPLEMENTS | **16**

Unit 1: Alphabet and Short Vowel Sounds **31**

TEACHER NOTES | **32**

ALTERNATE LIFEPAC TEST | **105**

STUDENT WORKSHEETS | **91**

Unit 2: Rhyming Words, Adding “-ing” **109**

TEACHER NOTES | **110**

ALTERNATE LIFEPAC TEST | **181**

STUDENT WORKSHEETS | **169**

Unit 3: Consonant Digraphs, Soft C and G **185**

TEACHER NOTES | **186**

ALTERNATE LIFEPAC TEST | **257**

STUDENT WORKSHEETS | **241**

Unit 4: Verbs, Blends, and Silent Letters **261**

TEACHER NOTES | **262**

ALTERNATE LIFEPAC TEST | **329**

STUDENT WORKSHEETS | **321**

Unit 5: Long Vowels and Syllables **333**

TEACHER NOTES | **334**

ALTERNATE LIFEPAC TEST | **405**

STUDENT WORKSHEETS | **391**

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. Before the stories in each of the Readers is a list of 'Instant 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.

INDEX OF STORIES

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

PAGE 3: ACTIVITY PAGE

MATERIALS NEEDED

- Aa card

Concepts:

long /a/, nonsense poems

Teacher Goals:

To teach the children to identify words with the long /a/ sound, to learn about nonsense poems and limericks, and to read and write nonsense poems.

Teaching Page 3:

Read the sentence and the direction at the top of the page with the children. Tell the children to listen for the sound of long /a/ in each word. Read the list of *ay* words, then read it a second time and have the children repeat each word after you. Ask which part of the word rhymes.

Do the same for each list of rhyming words. Call attention to the words *they* and *obey* that rhyme with the *ay* words but are spelled differently, to the word *wait* that is different from the *ate* words, and to the words *tale* and *whale* that are different from the *ail* words.

Have the children read the direction at the bottom of the page. Have them name the pictures and listen for the long /a/ sound. (*train, cat, cake, rain, chain, cup, pail, rabbit, box, fish, table, snake, whale, bee*)

Tell them to circle all the pictures that have the sound of long /a/. Check by having the children tell which pictures they circled.

Activities:

1. Cut pictures with the long /a/ sound from magazines and catalogs and paste on tagboard to add to the picture card collection.
2. Separate the short /a/ and long /a/ picture cards from the other letter cards, mix them together and have the children sort them into two groups again.

Teaching Reading:

Find "Nonsense Poem" in *Reader 3*.

Read the title to the children. Ask if anyone knows what nonsense is. Tell them they are going to listen to a poem that does not mean anything but is just for fun. Tell them to listen for the rhyming words.

Read the poem. Ask what was funny about it. Ask if this could really happen. Have the children give the rhyming words and write them on the board. Have the children read the list.

Unit 5 | LONG VOWELS AND SYLLABLES

Listen for words with the sound of long /a/.

 Say each long /a/ word with your teacher.

may	take	came	pail
say	make	game	nail
way	lake	same	hail
day	cake	name	sail
pay	flake	flame	rail
ray	stake	late	tail
bay		gate	wail
hay	rain	plate	bail
	chain	eight	
they	train	veil	tale
obey	brain	wait	whale

 Circle the pictures with the long /a/ sound.



Section 1 | 3



LANGUAGE ARTS

Teacher's Guide Part 2



► **1st Grade**

LANGUAGE ARTS 100

Teacher's Guide Part 2

LIFEPAC® Overview **3**

LANGUAGE ARTS SCOPE &
SEQUENCE | **5**
STRUCTURE OF THE LIFEPAC
CURRICULUM | **10**

TEACHING SUPPLEMENTS | **16**
INSTRUCTIONS FOR LANGUAGE
ARTS | **21**

Unit 6: R-Controlled Vowels and Plurals **29**

TEACHER NOTES | **30**
STUDENT WORKSHEETS | **82**

ALTERNATE LIFEPAC TEST | **87**

Unit 7: Vowel Digraphs and Sentences **91**

TEACHER NOTES | **92**
STUDENT WORKSHEETS | **154**

ALTERNATE LIFEPAC TEST | **167**

Unit 8: Vowel Digraphs and Possessives **171**

TEACHER NOTES | **172**
STUDENT WORKSHEETS | **228**

ALTERNATE LIFEPAC TEST | **237**

Unit 9: Diphthongs and Contractions **241**

TEACHER NOTES | **242**
STUDENT WORKSHEETS | **289**

ALTERNATE LIFEPAC TEST | **293**

Unit 10: Phonics and Grammar Review **297**

TEACHER NOTES | **298**
STUDENT WORKSHEETS | **345**

ALTERNATE LIFEPAC TEST | **353**

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 LIFEPAAC is noted where the rule is specifically addressed.**

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	<i>a</i> (bat), <i>e</i> (bet), <i>i</i> (bit), <i>o</i> (cot), <i>u</i> (but)	101
2. long vowels	<i>a</i> (bait), <i>e</i> (beat), <i>i</i> (bite), <i>o</i> (coat), <i>u</i> (use)	101
3. consonants	<i>b d f h j k l m n p r s t v w x z</i>	101
4. <i>c</i> and <i>g</i>	hard sound before <i>a, o, u</i> soft sound before <i>e, i</i>	101 103
5. <i>q</i> (<i>qu</i>)	always has the sound of <i>kw</i>	101
6. <i>y</i>	as <i>y</i> (yard)	101
	as <i>e</i> (baby)	105
	as <i>i</i> (cry)	105
7. consonant digraphs	<i>th, wh, sh, ch</i>	103
8. special blends	<i>ng</i> (sing), <i>nk</i> (sank)	104
9. silent consonants	<i>ck</i> (lock)	101
	<i>mb</i> (lamb), <i>lk</i> (talk), <i>gn</i> (sign)	104
	<i>kn</i> (know), <i>gh</i> (though), <i>t</i> (often)	104
10. <i>r</i> -controlled vowels	<i>ar</i> (car), <i>or</i> (for)	106
	<i>er</i> (her), <i>ir</i> (sir), <i>ur</i> (fur)	106
11. vowel digraphs	<i>ai, ay</i> as long <i>a</i> (pail) (pay)	107
	<i>au, aw</i> (Paul) (paw)	107
	<i>ei, ey</i> as long <i>a</i> (veil) (they)	105, 107
	<i>ea, ee</i> as long <i>e</i> (beat) (feet)	107
	<i>ie</i> as long <i>e</i> (piece)	107
	as long <i>i</i> (pie)	107
	<i>oa</i> as long <i>o</i> (boat)	108
	<i>oo</i> long sound (boot)	108
	short sound (book)	108
	<i>ew</i> as long <i>u</i> (few)	108
	<i>ou</i> as long <i>u</i> (soup)	108, 109
	as <i>ow</i> (cloud)*	109
	<i>ow</i> as long <i>o</i> (slow)	108
	as <i>ow</i> (clown)*	109
	<i>oi, oy</i> (boil) (boy)*	109
12. letter groups	<i>gh, ph</i> as <i>f</i> (laugh) (phone)	104
	<i>igh</i> as long <i>i</i> (sigh)	105

*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)

R-CONTROLLED VOWELS AND PLURALS | Unit 6

1. 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	 er ar
 or ar	 er ur	 or ar ir er	 er
 or	 ur ar	 ir er	 or ur ar



2 | Section 1

Student Worksheet | Language Arts 106









Write *ar*. Read the words.

	y <u> </u> y <u>ar</u> n		b <u> </u> b <u>ar</u> n
---	--------------------------------	---	--------------------------------

Write *or*.

	c <u> </u> c <u>or</u> n		f <u> </u> f <u>or</u> t
---	--------------------------------	---	--------------------------------

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

Lan. Arts 106
Worksheet 1
with page 2

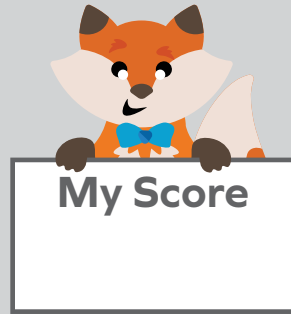
Teacher Check Initial _____ Date _____

LANGUAGE ARTS 108

ALTERNATE LIFEPAC TEST

Name _____

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.