

LANGUAGE ARTS

Student Book



▶ **3rd Grade**

LANGUAGE ARTS 301

OLD AND NEW SKILLS

Introduction | **3**

1. Symbols 4

Our First Symbol

- Handwriting | **5**

Our Second Symbol

- Spelling | **9**

Our Third Symbol

- Grammar | **10**

Our Fourth Symbol

- Reading | **11**

Our Fifth Symbol

- Word Study | **11**

Self Test 1 | **13**

2. Reading a Story 14

Handwriting | **18**

Spelling | **19**

Self Test 2 | **24**

3. Writing Good Sentences 26

Grammar | **27**

Handwriting | **31**

Spelling | **33**

Self Test 3 | **37**

4. Punctuating the End of a Sentence... 40

Spelling | **41**

Handwriting | **44**

Grammar | **46**

Self Test 4 | **49**

LIFEPAC Test | **Pull-out**



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. NOUNS & ADJECTIVES

Now we are ready to read some interesting short paragraphs. You will look again at some things you have learned in your grammar lessons. You will have new spelling words, and you will also have a chance to practice your best handwriting.

Vocabulary

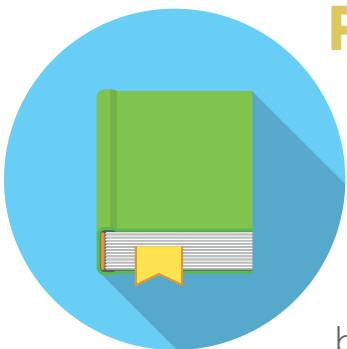
Study this new word. Learning the meanings of these words is a good study habit and will improve your understanding of this LIFE PAC.

paragraph (pär ə grăf). A group of words about one idea.

Note: All vocabulary words in this LIFE PAC 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.

Reading



You can make a colorful bird by using circles and triangles of different sizes and colors. Use any color you like for any part of the bird. Use a two-inch circle to make the bird's body. To make the head, glue a one-inch circle to the bigger circle. Cut two two-inch circles in half so that you have four half-circles. Glue them to the back of the bird to create tail feathers. Make the wings from a one-inch circle cut in half. For its beak,



Write the nouns in the correct boxes.

1.7 Decide if each noun is a person, place, or thing. Put animals in the *thing* box.

sailor	radio	queen
banana	village	bear
church	cousin	neighborhood

PERSON

PLACE

THING



Match the nouns to the correct flag.

- 1.8** school ●
- 1.9** mother ●
- 1.10** church ●
- 1.11** apple ●
- 1.12** chipmunk ●
- 1.13** sister ●
- 1.14** corn ●
- 1.15** donkey ●



Grammar



Let's put some words in alphabetical order.

The parts of the dictionary are:

Part 1: a b c d e f g h

Part 2: i j k l m n o p q

Part 3: r s t u v w x y z



Write each column of words in the order of the alphabet.

1.12

a. ankle
pony
join
quit
cake
fright

b. voice
deal
ice
shopping
race
beef

c. kick
train
join
heavy
correct
grip

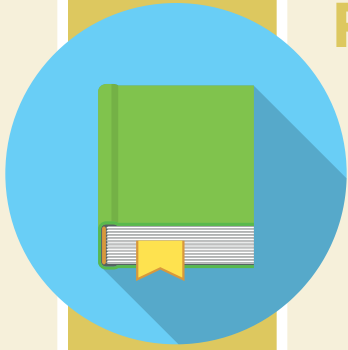


Think about the order of the alphabet.

1.13

Write the numeral 1, 2, or 3 after each word in activity 1.12 to show in which part of the dictionary the word may be found.

Next, let's think about antonyms. Do you remember what antonyms are? They are words that have opposite meanings. For example, the words *old* and *new* are antonyms.



Reading for Main Ideas

While you are reading the story about Betty and Bob, think about the main idea. Think about the lesson you might learn from the story.

“God Provides”

“Betty! Bob! Come on!” Grandpa called. “We’ll go for a walk. We’ll have time before dinner.” Grandpa helped three-year-old Betty get into her warm jacket.

“Woof! Woof!” barked Brownie. She wanted to go for a walk, too.

Bob got her **leash**, and soon they were walking down the street.

Suddenly, Grandpa grabbed the leash tightly.

“Shhh!” he whispered. “Do you hear something in that bush?”

They stopped to listen.

“Chirr-rup! Peep. Peep,” called the birds.

“Look, what are those birds doing?” asked Betty. Grandpa talked very quietly. “The birds are eating their dinner,” Grandpa said. “See those little round **berries** on the bush? Those are what God **provides** for the birds to eat. This is one of the ways God takes care of the birds. He helps them to find the berries to eat.”

They watched the birds for **awhile** as they kept on eating the berries.

Then Grandpa said, “Now we must go home to the good dinner that is waiting for us. Isn’t it good that God provides for all His **creatures**.”



Some letters take up a whole space above the line like b, h, k, and l. Some letters take up a whole space with half of the letter above the line and half of the letter below the line. Examples of this kind of a letter are j, g, y, z, q, and p. All capital letters fill a whole space above the line, with Y and Z also going below the line.

b h k l

j g y z q p A B

Many letters take up only one-half of a space. These letters are lowercase letters. Examples of these letters are a, c, e, m, n, o, r, s, u, v, w, and x.

a c e m n o r s u v w x



Complete these handwriting activities.

1.33 Practice making these very tall letters.

y
z
f

1.34 Practice the letters that are above the line.

b h
k l

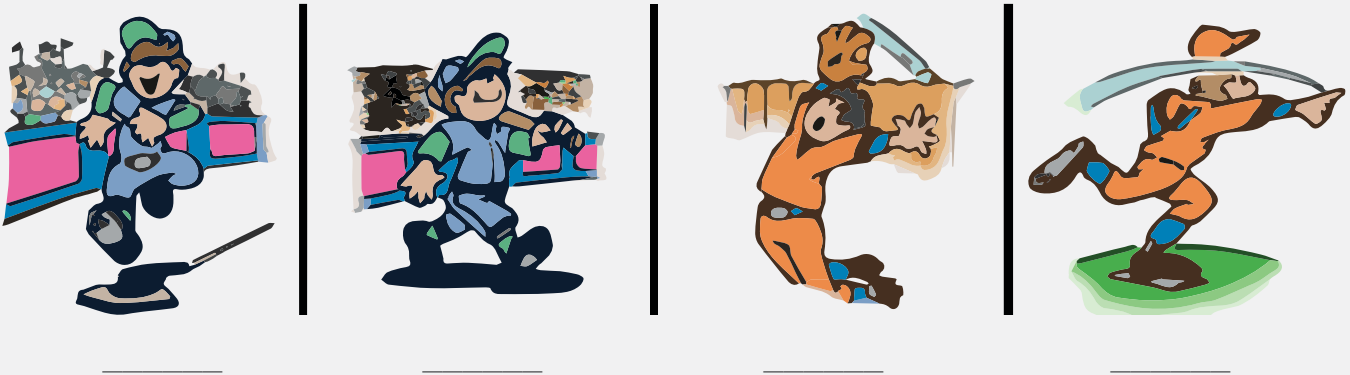
SELF TEST 1

Each answer = 1 point

Number the correct order, or sequence.

- 1.01** A fourth grader is having a birthday. Number the events of the day in sequence.
- a. _____ Today is my birthday.
 - b. _____ The party is in the afternoon.
 - c. _____ This morning, I will help Mom bake a cake.
 - d. _____ After we bake the cake, we will clean up.
 - e. _____ When the children leave, we will give each of them a book.
 - f. _____ The boys and girls will come to our house for the party.

- 1.02** Number the pictures to show the sequence of a story.



Complete this activity about sequence.

- 1.03** Find two sentences that are not in the correct sequence. (1 point)
 Put lines under them. (1 point) Rewrite the paragraph in the correct sequence. (1 point)

Mark the long and short vowels in these words. Put a line through the silent vowels.

- 1.07** a. mine b. fit c. Friday
 d. cabin e. freeze f. we

Write these sentences correctly. Cross out any group of words that is not a sentence.

1.08 today is my birthday

1.09 nine years old

1.010 what time is it



1.011 we have fun at school

1.012 god answers our prayers

1.013 at suppertime

1.014 i had fun at school today

1.015 danger, watch out

	Teacher check:	Initials _____	
	Score _____	Date _____	

Take your spelling test for Spelling Words- 1.



LANGUAGE ARTS

Teacher's Guide

▶ **3rd Grade**

LANGUAGE ARTS 300

Teacher's Guide

LIFEPAC® Overview **5**

- LANGUAGE ARTS SCOPE & SEQUENCE |7
- STRUCTURE OF THE LIFEPAC CURRICULUM |12
- TEACHING SUPPLEMENTS |18

Unit 1: Old and New Skills **29**

- ANSWER KEYS |33
- SPELLING TEST |38
- ALTERNATE LIFEPAC TEST |39
- ALTERNATE SPELLING TEST |43

Unit 2: Building Words and Sentences **45**

- ANSWER KEYS |48
- SPELLING TEST |54
- ALTERNATE LIFEPAC TEST |55
- ALTERNATE SPELLING TEST |59

Unit 3: Words: Getting to the Roots **61**

- ANSWER KEYS |64
- SPELLING TEST |69
- ALTERNATE LIFEPAC TEST |71
- ALTERNATE SPELLING TEST |75

Unit 4: Words: How to Use Them **77**

- ANSWER KEYS |80
- SPELLING TEST |86
- ALTERNATE LIFEPAC TEST |87
- ALTERNATE SPELLING TEST |93

LANGUAGE ARTS 300 TEACHER NOTES

The following letter and letter combinations are introduced in Language Arts 100 and continue through LA 300. **The LIFEPAC 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

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

LANGUAGE ARTS 300 INDEX OF CONCEPTS

CONCEPT	LIFEPAC	SECTION	CONCEPT	LIFEPAC	SECTION	
Abbreviations	303	4	vowel digraphs	302	4	
	304	3		304	1	
Alphabetical Order	302	3		306	3,4	
	303	1	w-controlled vowels	304	2	
	310	4	y as vowel/consonant	304	4	
Antonyms	303	3	Plurals	305	2	
Book Report	306	2		306	3	
	309	3		307	1,2	
Capitalization	301	3	Prefixes	303	2	
	302	1,2	Pronunciation Key	304	3	
	303	2,3,4	Punctuation	301	4	
	306	2		304	3	
	310	2		305	3	
Composition				310	2	
	letter-writing	307	4	Reading Skills		
	309	2	cause/effect	306	3	
paragraph	308	2	classifying	309	1	
	310	4	context clues	310	1	
poem	306	4	details	306	1	
story	302	4		308	2	
	303	4		310	3	
Compound Words	307	1	fact/fiction	307	3	
Dictionary Skills	303	1	following directions	304	2	
	304	3		307	4	
Homographs	306	4	main idea	301	2	
Library Skills	306	2		305	1	
Literary Forms				306	1	
	drama (play)	308	3		307	1
	parable	306	1	predicting outcomes	303	3
poetry	306	4		305	2	
Parts of Speech				309	3	
	adjectives	304	1	sequence of events	303	3
	308	1,2		307	2	
adverbs	304	2		308	1	
	309	1	Reference Books	309	3	
nouns	304	1	Root Words	303	2	
	307	1		304	4	
pronouns	307	3	Sentence Structure			
verbs	304	2,3	phrase	301	3	
	308	3	sentence	301	3	
				310	1	
Phonics			Suffixes	303	2	
	consonants	301	1,2		307	3
	double consonants	307	2	Syllables	305	1
		308	2	Synonyms	303	4
	g-hard and soft	306	2		304	4
	irregular vowel teams	304	1,2			
	r-controlled vowels	303	1,2			
	silent letters	301	4			
		310	1			
	vowels	310	1			

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 for each unit: Suggested and Required Material (supplies), Additional Learning Activities, Answer Keys, Alternate LIFEPAC Tests, and LIFEPAC Spelling Tests.

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.

TEACHING NOTES

MATERIALS NEEDED FOR LIFE PAC

Required	Suggested
(None)	<ul style="list-style-type: none"> • drawing paper • pictures of Mexico and Mexican people • old magazines • sandpaper • index cards

ADDITIONAL LEARNING ACTIVITIES

Section 1: Symbols

1. Discuss these questions with your class.
 - a. What do we mean by cursive writing?
 - b. What are vowels?
 - c. What are consonants?
 - d. What is grammar?
 - e. What do we mean by punctuation marks?
 - f. What are some of the punctuation marks?
 - g. What is word study?
2. Ask students to write a lowercase letter *i* in the air. Make it “Jolly Green Giant” size. Do the same with the other letters in Section 1.
3. Ask students to volunteer to say the vowels and then the consonants.
4. Give each student a page from an old magazine. See how many vowels he can find in a certain length of time. Let him underline them on the page.
5. See how many words that student can find beginning with *i, t, s, r, u, w,* and *e* from any source. Make a list.
6. Have each student write the letters of the alphabet in cursive writing. Look at each letter and see what kind of a picture can be made from that letter. Choose five and make a picture of each.
7. Have the student draw letters on sandpaper. Cut them out. Use them later as practice by tracing the sandpaper letter with the fingers (sometimes with eyes closed).

ANSWER KEYS

SECTION 1

1.1–1.7 Teacher check

1.8 a, e, i, o, u

1.9 a, e, i, o, u

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

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

1.12 no

big dog is black

yes

1.13 ✓ How to write the cursive u

✓ How to write the cursive w

□ What rain is

✓ Which letters are called consonants

□ All about dogs

✓ We will learn about reading

✓ Which letters are vowels

✓ How to write i and s in cursive

✓ Words can be building blocks

✓ Words make sense by themselves

SELF TEST 1

1.01–1.07 Teacher check

1.08 a, e, i, o, u

1.09 Reading is fun.

1.10 The dogs are inside.

1.11 Mary went to school today.

LIFEPAC TEST

- 1.-11. Teacher check
12. a, e, i, o, u
13. happening
14. fence in
15. unlock
16. God loves all people.
17. catch thing hum on shed
18. he, no
19. the, tom, no
20. yes
21. we, god's, no
22. they, no
23. ?
24. .
25. .
26. ?
27. Once Pedro learned the language, he could learn about God.

ALTERNATE LIFEPAC TEST

- 1-5. Teacher check
6. Teacher check
7. God made all things.
8. Are you going home?
9. b, c, d, f, g, h, j, k, m, n
10. names for God
11. beginning of sentence
12. names of people
13. Example:
God is my heavenly Father.
14. did
15. then
16. spell
- 17-21. Teacher check; examples:
17. knot
18. patch
19. belt
20. cap
21. shell

SPELLING TEST

1	band	The band played my favorite songs.	band
2	beg	Does your dog beg for its food?	beg
3	bend	He can bend the bar with his hands.	bend
4	brush	Did you brush your hair this morning?	brush
5	cloth	We dust the furniture with a cloth .	cloth
6	thank	Did you thank Mother for the gift?	thank
7	trick	My dog learned a new trick .	trick
8	caps	I bought two new baseball caps .	caps
9	chin	He bumped his chin when he fell.	chin
10	cost	How much does a candy bar cost ?	cost
11	hum	Can you hum that tune?	hum
12	ill	Mary stayed home because she was ill .	ill
13	shell	The turtle pulled back into its shell .	shell
14	catch	Can you catch the ball?	catch
15	fight	My dogs often fight over a bone.	fight
16	knee	She scraped her knee on the sidewalk.	knee
17	knock	Please knock on the door before you come in.	knock
18	light	Please turn off the light when you leave the room.	light
19	patch	Mother sewed a patch on my torn pants.	patch
20	write	Did you write a letter to your friend?	write

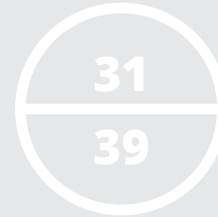
LANGUAGE ARTS 301

ALTERNATE LIFEPAC TEST

NAME _____

DATE _____

SCORE _____



Each answer = 1 point

Write each letter in cursive handwriting.

1. w

Handwriting practice lines for the letter 'w'. The lines consist of a solid top blue line, a dashed middle pink line, and a solid bottom blue line.

2. z

Handwriting practice lines for the letter 'z'. The lines consist of a solid top blue line, a dashed middle pink line, and a solid bottom blue line.

3. m

Handwriting practice lines for the letter 'm'. The lines consist of a solid top blue line, a dashed middle pink line, and a solid bottom blue line.

4. n

Handwriting practice lines for the letter 'n'. The lines consist of a solid top blue line, a dashed middle pink line, and a solid bottom blue line.

5. u

Handwriting practice lines for the letter 'u'. The lines consist of a solid top blue line, a dashed middle pink line, and a solid bottom blue line.

Write the small letters of the alphabet in cursive handwriting on the lines below.

6.

Blank handwriting practice lines for writing the small letters of the alphabet. The lines consist of a solid top blue line, a dashed middle pink line, and a solid bottom blue line.