



LANGUAGE ARTS

Teacher's Guide Part 1



▶ **1st Grade**

LANGUAGE ARTS 100

Teacher's Guide Part 1

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Author:

Alpha Omega Publications

Revision Editor:

Alan Christopherson, M.S.

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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>			Fish, Fish, Fish		
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Black and White Keys	103	31			
A Big Problem	104	2			
The Pup and the Box	104	7			
Pigs	104	13			

PAGE 8: Tt

MATERIALS NEEDED

- crayons
- alphabet cards
- Worksheet 4

Concept:

sound of /t/

Teacher Goals:

To teach the children to identify pictures beginning with the sound of /t/ and to identify pictures ending with the sound of /t/.

Vocabulary:

beginning, ending

Teaching Page 8:

Have the children give words that have /t/ as the beginning, middle, or ending sound.

Read the directions. Ask what the name of the picture is. Ask what *towel* begins with.

Have the children draw a circle around the picture of the towel. Name the rest of the pictures and tell the children to circle all those that begin with /t/.

Check by having the children name the pictures they have circled. (trunk, table, nest, tree, truck, towel)

Use the same procedure for each of the other sections.

Have the children name the pictures before they begin. (nest, hat, coat, letter, goat, skirt)

Have the children give words that have *t* as the beginning, middle, or ending sound.

Read the directions. Have the children repeat them and follow along. Remind the children what *t*___ and ___*t* mean.

Have the children name the picture. (top) Have the children tell you the name of the letter at the beginning of *top*. Have them write the letter /t/.

Have the children put their pencils away when they finish an exercise and correct their mistakes with a crayon. This procedure gives you a quick way to find the children who will need more help.

ALPHABET AND SHORT VOWEL SOUNDS | Unit 1

T t

Circle the pictures that begin with /t/.

Circle the pictures that end with /t/.

Circle the beginning or ending letters.

t ___ t

t ___ t

t ___ t

Write the letter /t/.

Section 1

Activities:

1. In a small group, write the letter /t/ on the board and see who can be first to give a word with that sound at the beginning.
2. Do the same as Activity 1 but have them give words with the sound in the middle or at the end.
3. Add to the *Tt* chart and to the *Tt* page of the Bible booklet.
4. Do Worksheet 4.

Read the first direction with the children. Have them trace the /a/ in the first word. Ask if anyone can read the word. Do each word in the exercise the same way. Have the children read all the words several times.

Have the children give words that have /s/, /n/, /m/, or /t/ as the beginning, middle, or ending sound.

Read the directions. Have the children repeat them and follow along. Have the children circle the pictures that begin with the sound of the letter shown. Name the pictures. (top, town, flower, mouse, nose, nickel)

5. Practice writing the letter *Tt* in the writing tablet.




Student Worksheet | Language Arts 101




Write short /a/ to make a word.

am	an	as	at
----	----	----	----


_____ a m _____ a n
 _____ a s _____ a t

Circle the pictures.

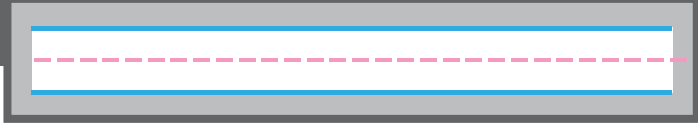
t   

n   

Lan. Arts 101
Worksheet 4
with page 8

 Teacher Check _____
Initial _____ Date _____

94




Write the letters.



grass



jug



juggler




goat




vase



bell



wolf




veil



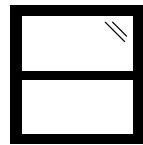
jam



gloves



boy



window



Teacher Check _____

Initial

Date

LANGUAGE ARTS 101

ALTERNATE LIFEPAC TEST

Name _____

Date _____



My Score



46

58

Match the letters and words.

A ▶ ◀ b

B ▶ ◀ d

D ▶ ◀ a

N ▶ ◀ m

M ▶ ◀ n

hill ▶ ◀ Tan

pet ▶ ◀ Hill

bob ▶ ◀ Pet

lamb ▶ ◀ Bob

tan ▶ ◀ Lamb

Match the rhyming words.

Jack ▶ ◀ well

sell ▶ ◀ rack

got ▶ ◀ pot

Put the letters in order.

Z V W X Y

PAGE 8: LISTENING

MATERIALS NEEDED

- Worksheet 4

Concepts:

listening, following directions, big/little, small/large, ordinal numbers, plural words

Teacher Goals:

To teach the children to listen and follow oral directions given only once, to tell the difference between big and little, large and small objects, to find the first, second, third, fourth, or last object in a row, and to learn that *plural* means “more than one.”

Teaching Page 8:

Hold up the flashcards for *picture* and *pictures* and ask the children to read them. Ask which word means “only one” and which one means “more than one.” Tell the children words that mean “more than one” are called *plurals*. We can make some plurals by adding an /s/ to the word. Have the words read again.

It may be necessary to review the concepts big/little, large/small, first/last, and also first, second, third, and fourth before using this page.

Read the directions with the children. Have them point to the words *picture* and *circle* and read them. Ask which word is a plural. Ask what the plural of *circle* would be.


Tell the children to put their fingers on the number one and look at the row of pictures. Tell them to circle the largest dog. Ask them to tell where it is. Be sure the children are counting from the left. Tell the children to put their fingers on the number 2 and to look at the row of rabbits. Tell them to circle the first rabbit. Check.





























Follow the same procedure for the rest of the page.

- Row 3. Circle the *smallest apple*.
- Row 4. Circle the *third flower*.
- Row 5. Circle the *largest piece of pie*.
- Row 6. Circle the *two smaller boxes*.
- Row 7. Circle the *last kitten*.

RHYMING WORDS, ADDING -ING | Unit 2

Plurals

 Listen to your teacher.
Circle the pictures.

1.				
2.				
3.				
4.				
5.				
6.				
7.				

Section 1

Activities:

1. Review all the direction-word flashcards.
2. Do Worksheet 4.

Tell the children to listen carefully because you will tell them only once what to mark. Have them put their fingers on the numbers to keep their place on the page.

1. Circle the *third* puppy.
2. Circle the *last* basket.
3. Circle the *smallest* car.
4. Circle the *first* rabbit.
5. Circle the *largest* house.
6. Circle the *biggest* apple.
7. Circle the *second* book.
8. Circle the *next to the last* chair.

Teaching Reading:

Write the words *pot*, *cup*, *sack*, and *box* on the board or on a piece of paper as column headings. Ask students to think of words which rhyme with each of the heading words. List their answers.

Read the story "What is in the Pot?" in *Reader 1* together, then ask the following questions:

- "What is not in the pot?"
- "What is not in the cup?"
- "What is not in the sack?"
- "What is not in the box?"

Ask students to identify the rhyming pairs.

Have students find the short vowel words.

Activity:

Give students a piece of paper. Ask them to put something IN each object, paying attention to the clues and what IS NOT in each object. Challenge students to think of more rhyming words for each of the rhyming pairs.

Student Worksheet | Language Arts 102

Listen and find.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Lan. Arts 102
Worksheet 4
with page 8

Teacher Check Initial _____ Date _____

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PAGE 6: Ch

MATERIALS NEEDED

- Worksheet 2

Concept:

ch digraph

Teacher Goal:

To teach the children to identify words with the sound of *ch*.

Teaching Page 6:

Read the first direction. Have the children circle each picture that has the *ch* sound. (chimpanzee, checkerboard, sheep, chair, chin, chopping)


Ask if anyone knows what sound the *ch* has. Have the children say it several times. Read the first three lists of words. Have the children repeat each word and tell where they hear the *ch* sound.







Tell the children that even though the sound is the same, some words must be spelled with a *tch* in the middle or at the end. Read the list of words. Have the children repeat each one and spell it.


Ask the children if they can think of other words with the *ch* sound.

Tell the children that some words are spelled with a *ch*, but have a /k/ sound. Write *Christ* and *Christmas* on the board to illustrate. Tell the children an easy way to tell is to look at the letter right after the /h/. If the letter is an /l/ or an /r/, the *ch* will have a /k/ sound. If the letter is a vowel, it will usually be the *ch* sound and sometimes the *sh* sound. (Words like *chorus* and *choir* are exceptions to this.)

CONSONANT DIGRAPHS, SOFT C AND G | Unit 3

 Listen to the *ch* sound.
Circle pictures with the *ch* sound.

 Listen to the *ch* sound.

ch		tch
chin	cheek	rich
chill	cheese	such
chop	chest	much
chop	check	which
chair	chalk	touch
chain	chew	pouch
change	chase	lunch
cherry	chimp	bunch
		catch
		match
		hatch
		scratch
		watch
		ditch
		hitch
		pitch

6 | Section 1

Activity:













Do Worksheet 2.

Have the children read the direction at the top of the worksheet. Have them name the pictures on the page and write *ch* or *sh* on the lines. (shoe, chair, sheep, shelf, chin, sugar, chopping, chimpanzee, shell, chest, checkerboard, shadow)


Check by having the children name the picture and tell which letters they wrote on the lines. Have the children correct any mistakes. In this activity you are checking accuracy of sound, not spelling.

Student Worksheet | Language Arts 103

Write *sh* or *ch*.

	<i>sh</i>		<i>ch</i>
	<i>sh</i>		<i>sh</i>
	<i>ch</i>		<i>sh</i>
	<i>ch</i>		<i>ch</i>
	<i>sh</i>		<i>ch</i>
	<i>ch</i>		<i>sh</i>

Lan. Arts 103
Worksheet 2
with page 6

 Teacher Check Initial _____ Date _____

242

PAGE 5: CONSONANT BLENDS

MATERIALS NEEDED

- alphabet cards
- tagboard for flashcards (*gl, pl, sl*)
- scissors
- paste
- crayons
- Worksheet 1

Concept:

consonant blends

Teacher Goal:

To teach the children to identify pictures and words beginning with the consonant blends *gl*, *pl*, and *sl*.

Teaching Page 5:

Make flashcards for the consonant blends *gl*, *pl*, and *sl*.

Hold up the flashcards for /*g*/ and /*l*/ and ask for the names and sounds of the letters. Put the two cards together and ask if anyone remembers what we call it when we put the two letters together. If no one remembers “blend” or “consonant blend,” tell them. Say the sound of *gl* and have the children repeat it several times. Ask the children if they can give words that begin with the sound of *gl*.

Do the same with *pl* and *sl*.

Go through the flashcards for the three blends several times and have the children name the letters and give the sounds. Add these blends to the blends from earlier pages and go through all six blends several times.

Have the children read the direction and the three blends at the top of the page. Name the first picture (*glue*) and ask how it begins. Have the children circle it. Name the rest of the pictures in the first section and have the children circle all those beginning with *gl*. Check by having the children name what they circled. (*clock, globe, gloves, glass*)


Follow the same procedure for *pl* and *st*.




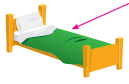









*pl*_____ (*plane, blanket, plant, plate, pliers*)

*sl*_____ (*sleeve, sled, clam, slice of bread, slide*)

Be sure the children know the meaning of every word.

Unit 4 | VERBS, BLENDS, AND SILENT LETTERS

 Circle the pictures.

<i>gl</i> _____	<i>pl</i> _____	<i>sl</i> _____
		
		
		
		
		

Section 1 | 5

Activities:

1. Do Worksheet 1.

Read the direction with the children.













Have them cut along the heavy black line and cut the consonant blends apart. Remind them to cut only on the lines. Have the children paste the consonant blend under the picture beginning with that blend. Have the children name all the pictures before they begin pasting. (sling, glass, plums, glove, slippers, sleep, plow, globe, planks, slide, plaid, glasses)

Collect the papers and check. Have the children correct any mistakes.

2. Have the children sort out the picture cards that begin with these three blends.


Language Arts 104 | Student Worksheet

Cut and paste the letters.

			
sl	gl	pl	gl
			
sl	sl	pl	gl
			
pl	sl	pl	gl

sl	gl	pl	gl	sl	sl
pl	gl	pl	sl	pl	gl

Lan. Arts 104
Worksheet 1
with page 5



Teacher Check _____
Initial _____ Date _____

321

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

Read the poem again and have the children read it with you.

Write a nonsense poem as a group. Have the children give ideas and rhyming words. Write the suggestions on the board and see which ones could be used. Often if you begin with a first line, the children will be able to finish the poem. You may prefer to write several two-line poems instead of one longer one.

Read nonsense poems and limericks.

PAGE 4: RHYMES

Concepts:

rhyming words, long /a/

Teacher Goals:

To teach the children to tell how rhyming words are alike and to learn to write words that rhyme using long /a/.

Teaching Page 4:

Have the children read the direction at the top of the page and read the words under the pictures. Have them tell how the words are alike.

Read the next direction with the children and have them find all the rhyming words in the poem. Read the words and write in their tablets.

Read the next direction with the children. Tell them to think of more words that rhyme with *cake* and *lake* and to write them under the first ending.


Read *ate* and have the children give some words that rhyme. Tell them to write three words on the lines, then to write as many more as they can think of on a sheet of writing tablet paper.


Read the sentences at the bottom of the page. Children should be able to prepare their own sheet of paper with the endings written at the top.

Activities:


1. Read poems in which every two or four lines rhyme.
2. Dictate five *ake* words and five *ate* words and have children write them on a sheet of writing tablet paper. Correct and have the children write misspelled words five times.

LONG VOWELS AND SYLLABLES | Unit 5


 **Say the words.**




rake




cake




lake



drake


 **Copy in your writing tablet the words that rhyme in the poem in your LIFEPAK Reader.**

 **Write rhyming words.**

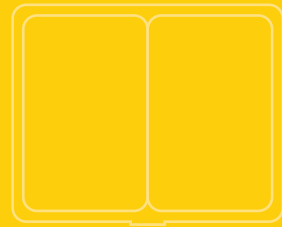
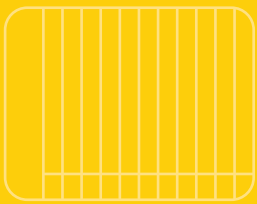
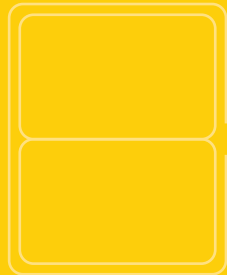
_____ake

_____ate

Can you think of more words?

 **Write them in your writing tablet.**

4 | Section 1



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