



# 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

**Author:**

Alpha Omega Publications

**Editor:**

Alan Christopherson, M.S.



**804 N. 2nd Ave. E.  
Rock Rapids, IA 51246-1759**

© MMII by Alpha Omega Publications, Inc. All rights reserved.  
LIFEPAC is a registered trademark of Alpha Omega Publications, Inc.

All trademarks and/or service marks referenced in this material are the property of their respective owners. Alpha Omega Publications, Inc. makes no claim of ownership to any trademarks and/or service marks other than their own and their affiliates, and makes no claim of affiliation to any companies whose trademarks may be listed in this material, other than their own.

## **Unit 5: Sentence: Start to Finish** **95**

---

- ANSWER KEYS | **98**
- SPELLING TEST | **104**
- ALTERNATE LIFEPAC TEST | **105**
- ALTERNATE SPELLING TEST | **109**

## **Unit 6: All about Books** **111**

---

- ANSWER KEYS | **114**
- SPELLING TEST | **120**
- ALTERNATE LIFEPAC TEST | **121**
- ALTERNATE SPELLING TEST | **125**

## **Unit 7: Reading and Writing** **127**

---

- ANSWER KEYS | **130**
- SPELLING TEST | **139**
- ALTERNATE LIFEPAC TEST | **141**
- ALTERNATE SPELLING TEST | **145**

## **Unit 8: Reading Skills** **147**

---

- ANSWER KEYS | **151**
- SPELLING TEST | **158**
- ALTERNATE LIFEPAC TEST | **159**
- ALTERNATE SPELLING TEST | **163**

## **Unit 9: More Reading and Writing** **165**

---

- ANSWER KEYS | **168**
- SPELLING TEST | **174**
- ALTERNATE LIFEPAC TEST | **175**
- ALTERNATE SPELLING TEST | **179**

## **Unit 10: Looking Back** **181**

---

- ANSWER KEYS | **187**
- SPELLING TEST | **195**
- ALTERNATE LIFEPAC TEST | **197**
- ALTERNATE SPELLING TEST | **203**

## LANGUAGE ARTS 300 TEACHER NOTES

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

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	
			Reading Skills			
letter-writing	307	4	cause/effect	306	3	
paragraph	309	2	classifying	309	1	
	308	2	context clues	310	1	
	310	4	details	306	1	
poem	306	4		308	2	
story	302	4		310	3	
	303	4	fact/fiction	307	3	
Compound Words	307	1	following directions	304	2	
Dictionary Skills	303	1		307	4	
	304	3	main idea	301	2	
Homographs	306	4		305	1	
Library Skills	306	2		306	1	
Literary Forms				307	1	
			predicting outcomes	303	3	
	drama (play)	308	3		305	2
	parable	306	1		309	3
poetry	306	4	sequence of events	303	3	
Parts of Speech				307	2	
	adjectives	304	1		308	1
		308	1,2	Reference Books	309	3
	adverbs	304	2	Root Words	303	2
		309	1		304	4
	nouns	304	1	Sentence Structure		
		307	1	phrase	301	3
	pronouns	307	3	sentence	301	3
	verbs	304	2,3		310	1
		308	3	Suffixes	303	2
					307	3
				Syllables	305	1
	Phonics			Synonyms	303	4
consonants	301	1,2		304	4	
double consonants	307	2				
	308	2				
g-hard and soft	306	2				
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.

# LANGUAGE ARTS 301

## Unit 1: Old and New Skills



# TEACHING NOTES

## MATERIALS NEEDED FOR LIFEPAK

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

## 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).

## Section 2: Reading a Story

1. Discuss these questions with your class.
  - a. Why did Pedro have to stay inside?
  - b. Why were Pedro and the boys having trouble talking?
  - c. What was Pedro's problem?
  - d. How did Pedro learn to speak his first English words?
2. Display pictures and discuss language differences. Talk about how you might learn some Spanish words if you went to Mexico.
3. Practice writing *l*, *b*, *f*, *h*, and *k* in cursive writing in the air in "Jolly Green Giant" size.
4. Ask students to give the short vowel sound they *hear* when teacher says these words: *bath*, *hut*, *hot*, *drum*, *heaven*, *hit*, *sit*, *sat*, *top*, and *seven*.
5. Tell students to draw a picture of Pedro as he waits for the boy riding the bicycle. Be sure to show how he feels by the way you draw his face.
6. Tell students to draw a picture of Pedro riding the bicycle.
7. Ask students to make up sentences using their ten spelling words.

## Section 3: Writing Good Sentences

1. Discuss these questions with your class.
  - a. What is a sentence?
  - b. How can you tell the difference between a sentence and phrase?
  - c. What parts must you have to make a complete sentence?
  - d. How do we begin a sentence?
  - e. Where do we use capital letters in a sentence?
2. Have students write three sentences on their own remembering where to use capital letters. Discuss sentences with volunteers.
3. Practice writing *a*, *d*, *o*, *c*, *j*, *g*, *p*, *y*, *q*, *z*, and *f* in the air. Make them large size.
4. Have a spelling bee. When a child misspells a word ask *him to go* to the end of the line so that he can have another turn. There will be no "winner." Use Spelling Words-1 and -2.
5. Place on the chalkboard designs for the children to use (triangles, circles, flowers, a brick wall). After adapting a design to their liking on their paper, let each child fill in the blanks with a properly written letter. He may color in the closed places to create a pretty picture.
6. Make up a puzzle using Spelling Words-2. Save it to share with the class at another time.
7. Have students think of a word that would begin with each of the handwriting letters. Make a list of these words.

### Section 4: Punctuating the End of a Sentence

1. Discuss these questions with your class.
  - a. What does it mean when we have silent letters in words?
  - b. What two kinds of sentences are there?
  - c. What do you put at the end of a sentence that tells something?
  - d. What do we put at the end of a sentence that asks something?
2. Have students cut an index card in half, put a period (.) on one card and a question mark on the other punctuation card. Read or tell sentences to them, and ask them to hold up the correct punctuation card.

Example sentences:

- a. Where are you?
  - b. He is tall.
  - c. This is our room.
  - d. What color is your dress?
  - e. Let's play together at recess.
  - f. My mom is coming to school.
  - g. My grandma is visiting us.
  - h. What time is it?
  - i. How did you get here?
  - j. Why is he crying?
3. Have sentences written on the board, some punctuated correctly and some not. Ask students to number a paper accordingly. Write *yes* on the line if the sentence is correct and *no* if it is not. Let them copy the sentence correctly in cursive handwriting.

Examples:

- |                               |        |
|-------------------------------|--------|
| a. I am tall?                 | a. no  |
| b. Today is Friday.           | b. yes |
| c. Are we going to the store? | c. yes |
4. Practice the handwriting in the air again.
  5. Ask students to write five sentences that tell something and five sentences that ask something. (Check also for capitalization.)
  6. Ask students to practice all the handwriting letters in LIFEPAC 301. They may use the whiteboard or lined paper.

# 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.

## SECTION 2

- 2.1 ✓ Pedro did not know the language of the other children.
- 2.2 Examples: mother, father, house, play, bicycle, boy, school, book, write
- 2.3 Answers will vary.
- 2.4 Examples:  
Location and size of Mexico  
Foods of Mexico  
Climate of Mexico  
Schools of Mexico
- 2.5 Teacher check
- 2.6 Teacher check
- 2.7 a, e, i, o, u
- 2.8 yes no  
yes yes
- 2.9 a, e, i, o, u
- 2.10 b c d f g h j k l m n p q r s t v w x y z
- 2.11 open
- 2.12 hold
- 2.13 fence
- 2.14 key
- 2.15 Teacher check
- 2.16 10
- 2.17 no
- 2.18 Teacher check
- 2.19 Teacher check

## SELF TEST 2

2.01–2.03 Teacher check

- 2.04 b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
- 2.05 a, e, i, o, u
- 2.06 God loves me.
- 2.07 I love to read.
- 2.08 We love to read about God.
- 2.09 Jane gave the blessing at dinner.
- 2.10 hold in
- 2.11 short
- 2.12 sentences.
- 2.13 Yes
- 2.14 to finger space.
- 2.15 lõp pĩng be pẽg

## SECTION 3

- 3.1  Big friends.  
 Friends play.  
 God loves us.  
 Pretty yellow flowers.  
 We love Jesus.
- 3.2 does not make a sentence.
- 3.3 do not always make a sentence.
- 3.4 do
- 3.5 Capital letters are not at the beginning of the sentences.
- 3.6 Today is a nice day.
- 3.7 Yesterday was a rainy day.
- 3.8 I like sunny days best.
- 3.9 Look at the book.
- 3.10 My friend is John Smith.
- 3.11 Will you help me, Kathy?
- 3.12 Christmas is Jesus' birthday.
- 3.13 We love God and Jesus.
- 3.14 begin
- 3.15 people's names
- 3.16 always
- 3.17 Sam was a boy. He loved to go to school.  
 Sam learned about God.  
 Sam learned how God loved him.  
 Sam loved God.
- 3.18 Teacher check
- 3.19–3.29 Teacher check
- 3.30 **Across**                      **Down**
- |         |           |
|---------|-----------|
| 1. cost | 2. shell  |
| 3. belt | 4. things |
| 5. hum  | 7. chin   |
| 6. ill  |           |
| 7. caps |           |
| 8. bend |           |

## SELF TEST 3

- 3.01 no
- 3.02 no
- 3.03 yes
- 3.04 yes
- 3.05–3.07 Teacher check
- 3.08 God teaches us how to love.
- 3.09 Jip is Sam's pet.
- 3.010 The Bible teaches us to love and obey God.
- 3.011
- |       | short vowel | long vowel |
|-------|-------------|------------|
| bend  | X           |            |
| bat   | X           |            |
| belt  | X           |            |
| coat  |             | X          |
| cost  | X           |            |
| ring  | X           |            |
| shell | X           |            |
- 3.012 a, e, i, o, u
- 3.013 consonant

## SECTION 4

- 4.1 gh
- 4.2 k
- 4.3 w
- 4.4 t
- 4.5 Teacher check
- 4.6 light
- 4.7 patch
- 4.8 knee
- 4.9 fight
- 4.10 right
- 4.11 match
- 4.12 write
- 4.13 Teacher check
- 4.14 do not
- 4.15 gh
- 4.16 k
- 4.17 t
- 4.18 Teacher check
- 4.19 Teacher check
- 4.20 .
- 4.21 ?
- 4.22 Walking home is fun.
- 4.23 Do you know Jesus?
- 4.24 Who is Moses?
- 4.25 Boys like to run.
- 4.26 mark
- 4.27 ?
- 4.28 .

## SELF TEST 4

- 4.01 yes
- 4.02 catch, right, knee, light, know
- 4.03 Teacher check
- 4.04 Teacher check
- 4.05 Joseph was a brother.
- 4.06 How many brothers did Joseph have?
- 4.07 Joseph prayed to God.
- 4.08 X Sue ran to school.  
 The big school.  
 All the girls.  
 X God loves everyone.
- 4.09 lives next door to me.
- 4.010 a, e, i, o, u
- 4.011 God gave us his Son, Jesus.
- 4.012 Will you help Pete with his spelling test?
- 4.013 a, e, i, o, u
- 4.014 consonants
- 4.015 building

## 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. d i d
15. t h e n
16. s p e l l
- 17-21. Teacher check; examples:
17. knot
18. patch
19. belt
20. cap
21. shell



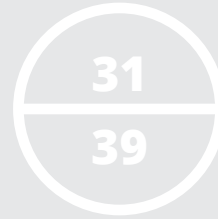
## SPELLING TEST

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. z

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. m

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. n

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. u

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

6.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Draw a circle around the group of words that is a sentence.**

7. We he they in out.  
 God made all things.  
 Things birds cats dogs.

**Write the sentence on the line below. Put a . or a ? at the end.**

8. Are you going home \_\_\_\_\_

---



---



---

**Circle all the of the consonants.**

9. a b c d e f g h i j k m n o u

**Draw a line to show the reason why there is a capital letter in each sentence.**

- |                                |   |                       |
|--------------------------------|---|-----------------------|
| 10. We learn of God every day. | ● | names of people       |
| 11. This is the end.           | ● | names for God         |
| 12. My friend is John.         | ● | beginning of sentence |

**On the line below, write a sentence that uses a name for God.**

- 13.

---



---



---

**Put a box around each consonant and a circle around each vowel.**

14. d i d

15. t h e n

16. s p e l l

**Write five spelling words that have a short vowel.**

17.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

18.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

19.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

20.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

21.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ALTERNATE SPELLING TEST

1	bend	The boat disappeared around the <b>bend</b> in the river.	bend
2	brush	We need a new <b>brush</b> to finish the painting.	brush
3	chick	We watched the <b>chick</b> hatch from the egg.	chick
4	cloth	Her dress is made of the best <b>cloth</b> .	cloth
5	plot	The book had a very interesting <b>plot</b> .	plot
6	punch	Who will make the <b>punch</b> for our party?	punch
7	trick	The magician taught us his favorite <b>trick</b> .	trick
8	belt	The <b>belt</b> goes with that dress.	belt
9	cost	Those new skates <b>cost</b> too much.	cost
10	end	He lives at the <b>end</b> of the block.	end
11	ill	You should stay home when you are <b>ill</b> .	ill
12	shell	We found a <b>shell</b> on the beach.	shell
13	things	All our <b>things</b> were stored in the garage.	things
14	know	Do you <b>know</b> where my sweater is?	know
15	knot	Tie a <b>knot</b> in the rope.	knot
16	right	We will stay <b>right</b> here at home tonight.	right
17	match	The candles were lit with a <b>match</b> .	match
18	night	I slept very well last <b>night</b> .	night
19	wrong	We got lost when we took the <b>wrong</b> road.	wrong
20	wrote	Who <b>wrote</b> that book?	wrote



804 N. 2nd Ave. E.  
Rock Rapids, IA 51246-1759  
800-622-3070  
www.aop.com

LAN0320 – Jan '16 Printing

ISBN 978-0-86717-237-9

