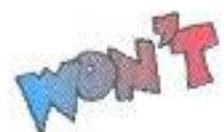
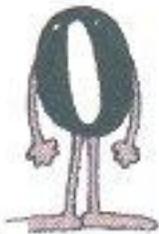
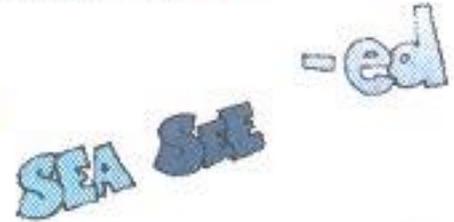
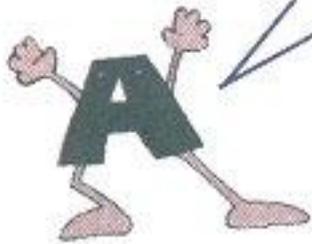


LOOKING BACK

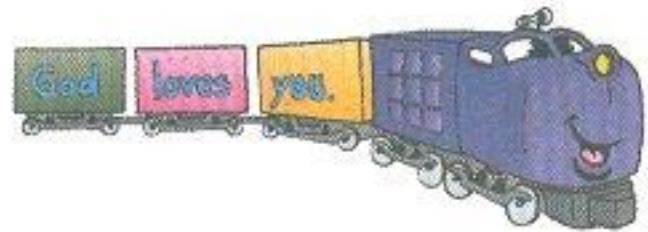
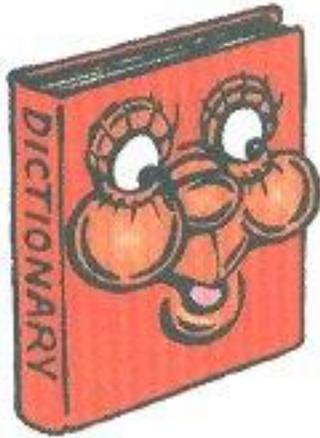
Hi! Remember us?
We're all the friends
you have met this year.



LETTER FRIENDS

WORD FRIENDS

I'm here, too.
I'm the dictionary!



SENTENCE FRIENDS

In this LIFE PAC you will have more fun with all the things you have learned.

LOOKING BACK is a review.
I'll go back through this year
with you.





Well, well! You're almost through.
See what you've learned in
Language Arts LIFEPACs-Level Two.



Objectives

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

1. You will be able to read 24 new words.
2. You will be able to spell all the words you have learned this year.
3. You will be able to find consonant blends and digraphs in words you know.
4. You will be able to read words with special vowel sounds.
5. You will be able to find root words in larger words with prefixes and suffixes.
6. You will be able to read and spell some compound words, contractions, and homonyms.
7. You will be able to write good sentences with capital letters and punctuation marks in the right places.
8. You will be able to write all the small cursive letters.
9. You will be able to put words in A-B-C order by the first and second letters.
10. You will be able to put events in the right order.

I. SECTION ONE

You have learned a lot about vowels and the sounds they make. In Section One you will practice what you know about short and long vowel sounds. You will **review** some spelling words with these sounds.

You have also learned how to write good sentences. In this section you will review the punctuation and capital letters that help to make good sentences.



How many new words? Only two!
After all, this is a review.

NEW WORD FRIENDS

1. promise
2. review



Check one of the boxes.

- I can read all these new words. (Go on.)
- I need HELP! (Talk to your teacher or a helper.)



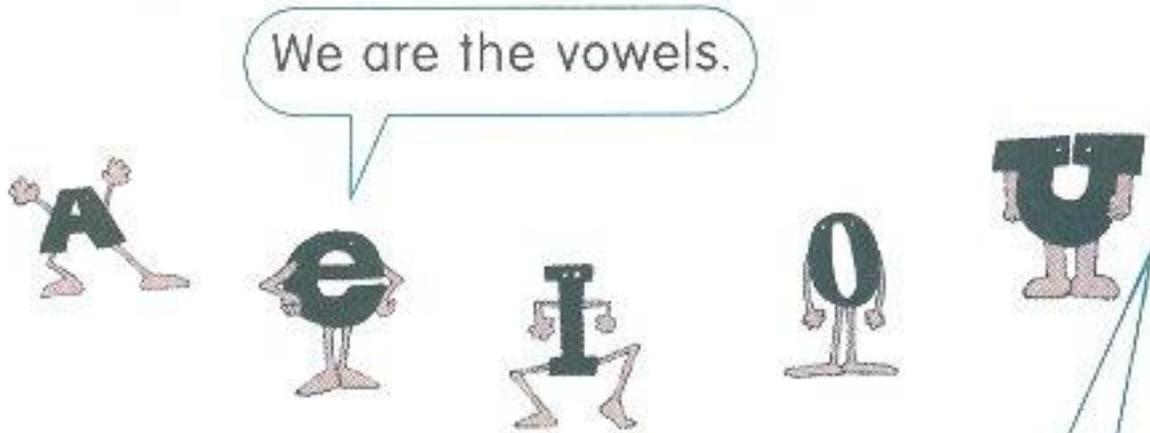
Teacher Check _____

Initial

Date

VOWELS

You have already learned a lot about vowels.
You know which letters are the vowels.



We make many sounds and
hold words together, too.

You know that every word must have at least one vowel.

Do you remember?

A little word with just one vowel that is in
the middle, usually has the short vowel sound.

pin

i MAN

RUN

red

GOD

We all make short vowel sounds.



Name these pictures by printing a vowel in each blank. Show that it makes the short sound by putting a  over the vowel.

1.1



p

g

1.2



b

g

1.3



b

g

1.4



n

t

Do you remember?

When a word has two vowels, usually the first vowel has the long and the second vowel is quiet.

We make long sounds.

game

coat

Shh! We are quiet.



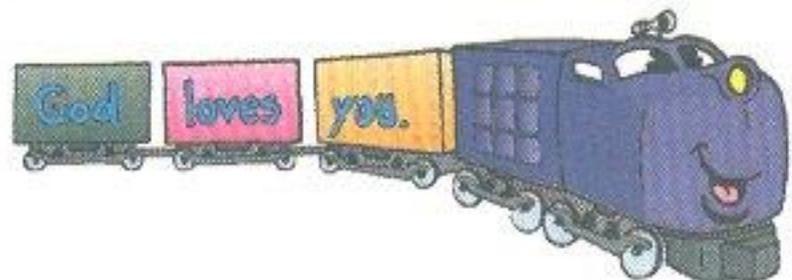
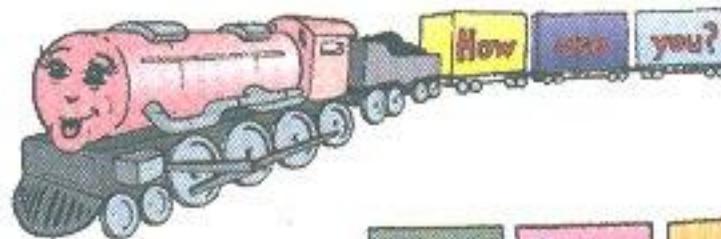
I know all of this, and so do you.
But, just to be sure - **review**, review!

SENTENCES

You have learned that a sentence is a whole idea.
You know about two kinds of sentences.

A telling sentence needs a period **.** at the end.

A question mark **?** comes at the end of an asking sentence. Every sentence needs a capital letter at the beginning of the very first word.



Other words need capital letters, too. Names for God have capital letters.

The little word, I, is always a capital.

Other important names need capital letters, too.

Always put a capital on names of people, pets, months of the year, and days of the week.



Sentence writing is lots of fun.
Now, do them right, every one.

Read the sentences. They need your help. One is not a sentence at all. It is a phrase.



Print the sentences on the lines. Add words to make the phrase into a whole idea. Put in the capital letters and punctuation marks where they are needed.

1.9 is today monday

Handwriting practice lines for item 1.9, consisting of two sets of three horizontal lines (top solid, middle dashed, bottom solid).

1.10 the love of god

Handwriting practice lines for item 1.10, consisting of two sets of three horizontal lines (top solid, middle dashed, bottom solid).

1.11 i am what i think i am

Handwriting practice lines for sentence 1.11, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

1.12 april and may are spring months

Handwriting practice lines for sentence 1.12, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

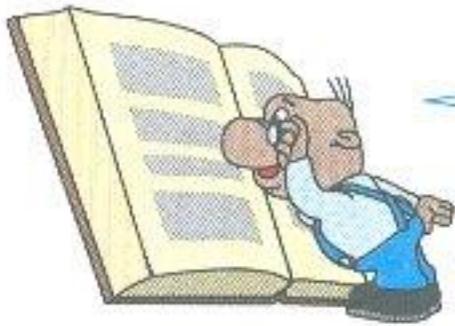
1.13 my friend, tom, has a dog named spot

Handwriting practice lines for sentence 1.13, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Show your sentences to a friend and then to your teacher.



Teacher Check _____
Initial Date



A story to read,
just for you.
What a treat!
I'll read it, too.

READING

Read this story. It has an important lesson for all of us.

The Farmer's Sons

Once there was a man who owned a large farm. There was much work to do.

The farmer had two sons. The first son, Tom, was a busy boy who liked to run and play.



The second son, Tim, spent his time quietly reading and thinking.

One day the farmer asked his first son to do some work in the field.

Tom said, "I will not." He was much too busy playing.



Then the farmer asked his second son, Tim, to do the work.

"I'll go, sir," **promised** Tim, looking up from his book.

As Tom played, he began to feel sad. He knew that he should have helped his father. Tom went out to the field and did the work.

Tim forgot his promise. He did not do the work his father asked him to do.

The farmer was pleased with his first son.

Tom had not pretended to be good. He showed his love by what he did.



Something to remember:

God, our Father, is pleased with us when we show our love by what we do.

Do you show your love for God by what you do?

Jesus told a story like this one. You can find it in the Bible. Have your teacher help you find Matthew 21:28 through 32.



Put a check ✓ in the box before the right answer.

- 1.14 The farmer had _____ sons.
 four
 three
 two
- 1.15 The farmer asked both sons to _____.
 work
 read
 play
- 1.16 The first son, Tom, said, " _____ ".
 I'll go, Sir
 I will not
 I want to play
- 1.17 The second son, Tim, said, " _____ ".
 I'll go, sir
 I will not
 I want to read
- 1.18 Who did the work?
 the farmer
 Tim
 Tom
- 1.19 Who did not keep his promise?
 the farmer
 Tim
 Tom

1.20 Who showed his love by what he did?

- the farmer
- Tim
- Tom

1.21 God is pleased when we show our love by

- _____.
- what we do
 - what we promise
 - sharing your idea with a friend



Do this activity.

1.22 On these lines write how you can show your love for God.

I picked these special words for you,
Just to review what vowels can do.



SPELLING

These old word friends will help you remember all about vowels. You will find words with short vowel sounds and long vowel sounds. Some of the words are sight words.

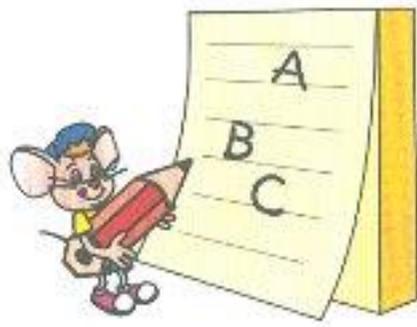
Something to remember:

When we can spell words, we can write things we want to share.

Spelling Words-1

- | | | |
|----------|----------|-----------|
| 1. boat | 6. green | 11. read |
| *2. come | 7. here | *12. said |
| 3. fit | 8. like | 13. tail |
| 4. five | 9. make | 14. win |
| 5. God | 10. name | 15. yes |

*The words **come** and **said** are sight words. They do not follow the long vowel rules.



Write and spell. Spell and write.
Rever will help you get it right.



Do these spelling activities.

1.23 Print the review spelling words with short vowel sounds.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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1.24 Print the spelling review words with long vowel sounds and a quiet **e** at the end.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	

1.25 Print the spelling review words with long vowel sounds and two vowels together.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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1.26 Two of the review words are sight words. Write them.

<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
-------------------------	-------------------------

1.27 Print your spelling review words on these lines.

1. <hr/> <hr/> <hr/> <hr/>	7. <hr/> <hr/> <hr/> <hr/>
2. <hr/> <hr/> <hr/> <hr/>	8. <hr/> <hr/> <hr/> <hr/>
3. <hr/> <hr/> <hr/> <hr/>	9. <hr/> <hr/> <hr/> <hr/>
4. <hr/> <hr/> <hr/> <hr/>	10. <hr/> <hr/> <hr/> <hr/>
5. <hr/> <hr/> <hr/> <hr/>	11. <hr/> <hr/> <hr/> <hr/>
6. <hr/> <hr/> <hr/> <hr/>	12. <hr/> <hr/> <hr/> <hr/>

13. _____

15. _____

14. _____

1.28 Go back to the list and mark the vowels. Use ☺ for the short vowels and ☹ for the long ones. Draw a line through the quiet vowels. Do not mark the sight words.



Ask a helper or your teacher to give you a practice spelling test of Spelling Words-1. Restudy the words you missed.



Teacher Check _____
Initial Date

1.29 Print the words on these lines.

1. _____	9. _____
2. _____	10. _____
3. _____	11. _____
4. _____	12. _____
5. _____	13. _____
6. _____	14. _____
7. _____	15. _____
8. _____	



For this Self Test, study what you have read and done. The Self Test will check what you remember.

SELF TEST 1

Write and answer from the Word Box to fill in the blanks.

Word Box			
capital	long	.	vowels
sounds	short	?	sentence

- 1.01 The five letters that hold words together are

- 1.02 Vowels can make long and short _____.
- 1.03 When just one vowel is in the middle of a little word,

 its sound is usually _____.
- 1.04 When a word has two vowels, the first vowel usually

 makes a _____ sound and the second vowel is quiet.
- 1.05 An asking sentence ends with a .
- 1.06 A telling sentence needs a at the end.

- 1.07 A _____ is a whole idea.

- 1.08 A _____ letter is at the beginning of each sentence.

Circle the words in this list that **always** need capital letters. Print the words you circled. Give them capital letters.

1.09 jesus

1.010 mary jones

1.011 cat

1.012 revver

1.013 school

1.014 i

1.015 america

Put a check  in the box before the right answer.

1.016 The farmer had _____ sons.

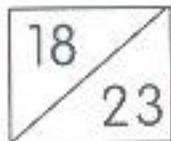
- four
- three
- two

- 1.017 The farmer asked both sons to _____ .
- work
 - read
 - play
- 1.018 The first son, Tom, said, " _____ " .
- I'll go, sir
 - I will not
 - I want to play
- 1.019 The second son, Tim, said, " _____ " .
- I'll go, Sir
 - I will not
 - I want to read
- 1.020 Who did the work?
- the farmer
 - Tim
 - Tom
- 1.021 Who did not keep his promise?
- the farmer
 - Tim
 - Tom
- 1.022 Who showed his love by what he did?
- the farmer
 - Tim
 - Tom

1.023 God is pleased when we show our love by

_____.

- what we do
- what we promise



Teacher Check _____

Initial

Date

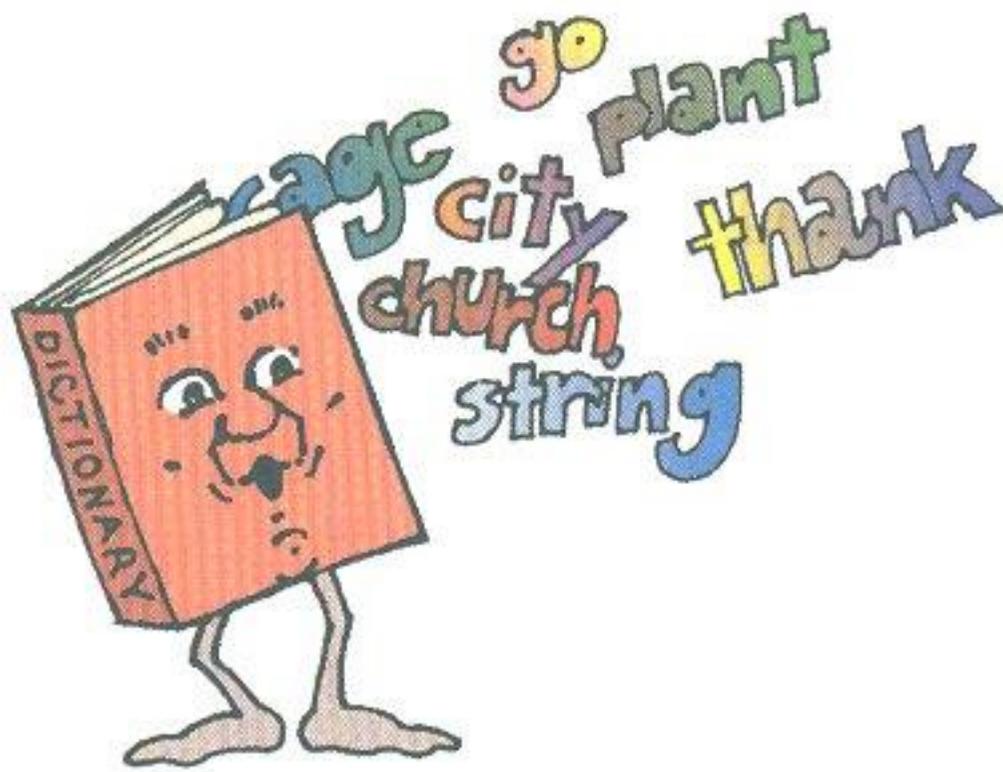


Take your spelling test of Spelling Words-1.

II. SECTION TWO

Consonants, consonant blends, and consonant digraphs are all in this section. You will practice reading, writing, and spelling words with these special sounds.

You have learned to put words in A-B-C order and to find words in our friend the dictionary. This section will help you remember what you have learned.

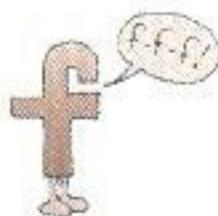
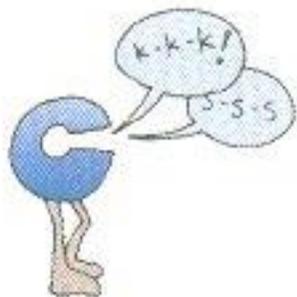


What? No new words?
Now, that's a treat!
This Section Two is really
neat!

CONSONANTS

Consonants can make sounds all by themselves. Some, like **c** and **g**, can make two sounds.

We are consonants. We're making our sounds.



Blends. Our language needs even more sounds than we have letters. Consonants are put together to make some of the sounds we need.

Consonants can make **blends**. You can hear each letter's very own sound. The sounds are put together very fast. Sometimes two letters make a blend. Sometimes it takes three.

Consonant blends can come at the beginning or at the end of words.



Do you remember?

When two or three consonants are together at the beginning or at the end of a word, and each keeps its own sound we call them a **consonant blend**.

Digraphs. Sometimes it takes two consonants to make only one sound. These pairs of consonants are called digraphs. Here are some digraphs you have met before.

Remember us? We're your friends, the digraphs!



Do you remember?

A digraph is two letters put together to make one sound of its own.

"Practice makes perfect," I heard someone say. So, practice, practice with consonants today.



Use this list to do the next two activities.

church	swim	brother
cold	flower	show
glad	three	friend
white	spring	faith



2.1 In the list draw a circle around the consonant blends.

Like this: (bl)e(nd)

2.2 In the list draw a box around the digraphs.

Like this: [fh]a(nk)



Here are the letters **c** and **g**.
Remember how tricky they can be.

C and G. The consonant **c** makes two sounds. It can say /k/ as in the word color. It can say /s/ as in the word ice.

Another consonant that can make two sounds is the letter **g**. It can say /g/ as in got and /j/ as in age.



Circle the right answer.

- 2.3 The consonants **c** and **g** can each make (three / two) sounds.
- 2.4 In the word **cut** the **c** makes the sound of (s. / k.)
- 2.5 In the word **page** the **g** makes the sound of (j. / g.)
- 2.6 In the word **good** the **g** says (j. / g.)
- 2.7 In the word **ice** the **c** says (s. / k.)
- 2.8 **Two** or **three** consonants together that each make their own sound are (digraphs. / consonant blends.)

2.9 Two consonants together that make a new sound are called (digraphs. / consonant blends.)

Good for you!



Teacher Check _____

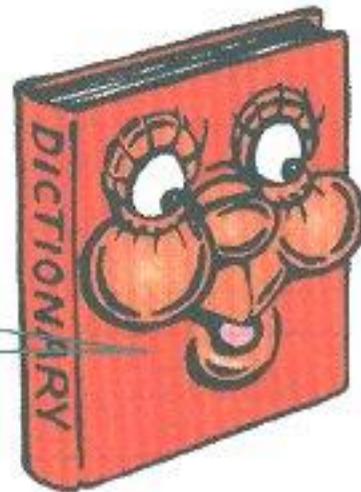
Initial

Date



Here's a very special book.
Open it up and have a look.

Hi!
I'm here to help you
know more words.



DICTIONARY SKILLS

A dictionary is special!

If you need to know all about a word, you can find it in the dictionary. A dictionary can help you spell a word. It can tell you how to say it. The dictionary can tell you what a word means.

All the words in the dictionary are in A-B-C order so they are easy to find.

Do you remember?

Putting words in A-B-C order is called putting them in **alphabetical order**.



Can you do it?

2.10 Print the capital letters in alphabetical order on these lines.

Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

You learned that words can be put in alphabetical order even when they start with the same letter.



Look and remember. These words are in A-B-C order.



slip

spring

swim

All these words begin with **s**.

We put them in order by looking at the **second** letters of the words. In the alphabet **l** comes before **p** and **p** comes before **w**.



Print each set of words in alphabetical order.

2.11

have

track

drum

Follow me!
There's more to
come!

2.12

said

print

read



2.13

string

school

soap



2.14

thank

twin

turn

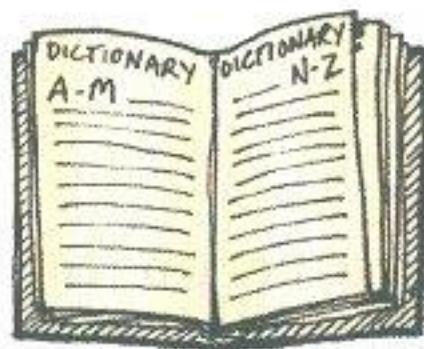


A dictionary trick. You learned a trick to save time looking up a word in the dictionary.

Do you remember?

A good way to save time when looking up a word in the dictionary is to divide the alphabet in two parts.

If the word you need starts with any letter from A through M, you will look in the first part of the dictionary. If the word you need starts with any letter from N through Z, you will look in the last part.



Look at the words. Put 1 on the line if the word will be in the first part (A through M). Put 2 on the line if it will be in the last part (N through Z).

The first one is done for you.

friend 1

2.15 Bible _____

2.16 work _____

2.17 share _____

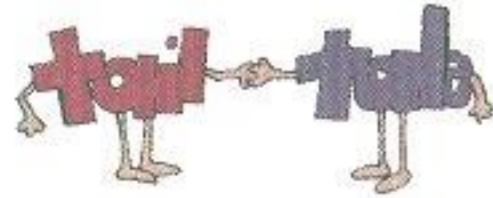
2.18 God _____

2.19 thank _____

2.20 Jesus _____

Homonyms. These words are really tricky. They sound the same, but are spelled in different ways.

You need to know the meaning of the word.
You want to be sure you find the right one in the dictionary.



Choose the right **homonym** from the list to match each meaning. Print them on the lines.

tale

son

sea

tail

sun

see

2.21

a light for the earth

2.22

a large body of water

2.23

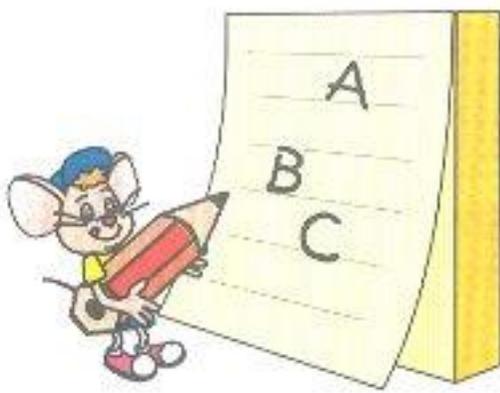
the part of a dog that wags



Teacher Check _____

Initial

Date



I like to write
with all my might!

CREATIVE WRITING

Here are some story starters using homonyms. Choose one you like and finish the story. Use your best printing. Remember all you have learned about capital letters and punctuation.



Circle the number before the story starter you choose. Use your imagination to tell the rest of the story.

2.24 Write your story on the other paper.

1. One day I went to **see** the **sea**.
2. Just today I happened to **meet** the man on the corner who sells **meat**.
3. For just one day I would like to **be** a **bee**.

Share your story with a friend, then give it to your teacher.



Teacher Check _____
Initial Date

SPELLING



Here are more old words for you. These are words you should review.

Spelling Words-2

- | | | |
|-----------|-----------|------------|
| 1. age | 6. flat | 11. splash |
| 2. cage | 7. glad | 12. string |
| 3. city | 8. go | 13. thank |
| 4. church | 9. plant | 14. three |
| 5. desk | 10. print | 15. trip |

Let's have some fun with these old word friends.



If you are quick you'll catch my trick.



Print the right spelling words on the lines.

2.25 Which spelling review words have the hard **g** sound /g/?

A soft **g** sound /j/? _____

2.26 Which word has a hard **c** sound /k/? _____

A soft **c** sound /s/? _____

2.27 Which words begin with consonant blends?

2.28 Which words end with consonant blends?

2.29 Which spelling words begin with consonant digraphs?

2.30 Which words end with consonant digraphs?

What a neat trick!
I'm sure you did fine.
Some of the words go on
more than one line.



Print all of your spelling review words on another piece of paper.

2.31 Give your paper to a friend. Spell the words out loud to the friend. Have your friend check you.



Ask a helper or your teacher to give you a practice spelling test of Spelling Words-2. Restudy the words you missed.



Teacher Check _____

Initial _____ Date _____
page 35 (thirty-five)



Print the words on these lines.

- 2.32
- | | | | |
|----|-------|-----|-------|
| 1. | _____ | 9. | _____ |
| 2. | _____ | 10. | _____ |
| 3. | _____ | 11. | _____ |
| 4. | _____ | 12. | _____ |
| 5. | _____ | 13. | _____ |
| 6. | _____ | 14. | _____ |
| 7. | _____ | 15. | _____ |
| 8. | _____ | | |
-



Study what you have read and done for this Self Test. This Self Test will check what you remember of this part and other parts you have read.

SELF TEST 2

Put a check ✓ in the box before the right answer.

- 2.01 The letters **bl**, **gr**, **spr**, and **nd** are _____.
- digraphs
 - homonyms
 - consonant blends
- 2.02 The letters **th**, **ch**, **wh**, and **sh** are _____.
- digraphs
 - homonyms
 - consonants blends

2.03 The hard sound of **c** says _____ .

- /s/ /j/
 /g/ /k/

2.04 The soft sound of **g** says _____ .

- /s/ /j/
 /g/ /k/

2.05 Words that sound alike, but are not spelled alike are called _____ .

- alphabetical
 homonyms
 digraphs

2.06 All the words in our language are in alphabetical order in a big book called a _____ .

- dictionary
 LIFEPAC
 Bible

2.07 You can save _____ by dividing the dictionary in two parts when you need to find a word.

- words
 letters
 time

Put these sets of words in alphabetical order.

2.08

church city cage

2.09

God glad great

2.010

tree thanks two

Write a word from the Word Box in each blank.

Word Box

telling	question mark
son	people
vowels	capital
digraph	God

2.011 Names of _____ need capital letters.

2.012 The five letters that hold words together are the

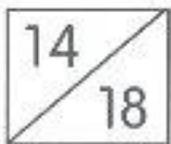
_____.

2.013 **Sun** is a homonym for _____.

2.014 The first word in every sentence needs a

_____ letter.

- 2.015 A _____ is two letters put together to make a new sound. _____
- 2.016 An asking sentence needs a _____
_____ at the end.
- 2.017 A _____ sentence always ends with a period.
- 2.018 Names for _____ always need capitals.



Teacher Check _____

Initial _____

Date _____



Take your spelling test of Spelling Words-2.

III. SECTION THREE

This section of Language Arts LIFE PAC 210 is all about **root words** and how **prefixes** and **suffixes** change them. It will help you to remember how to make one word out of two words with **compounds** and **contractions**. You will meet your old friend the **apostrophe**, too.

You learned twenty-three **cursive** letters this year. This section will help you remember them. You will learn three new ones, too.

In this section you will meet some new friends in a brand new story and learn a lesson about sharing.



Here are a few new words for you.

NEW WORD FRIENDS

- | | |
|----------------|------------------|
| 1. afternoon | 8. groaned |
| 2. blueberry | 9. invite |
| 3. cheerful | 10. pecan |
| 4. chocolate | 11. pumpkin |
| 5. coconut | 12. raisin |
| 6. crumb | 13. since |
| 7. disappeared | 14. Thanksgiving |



Check one of the boxes.

- I can read all of these new words. (Go on.)
- I need HELP! (Talk to your teacher or a helper.)

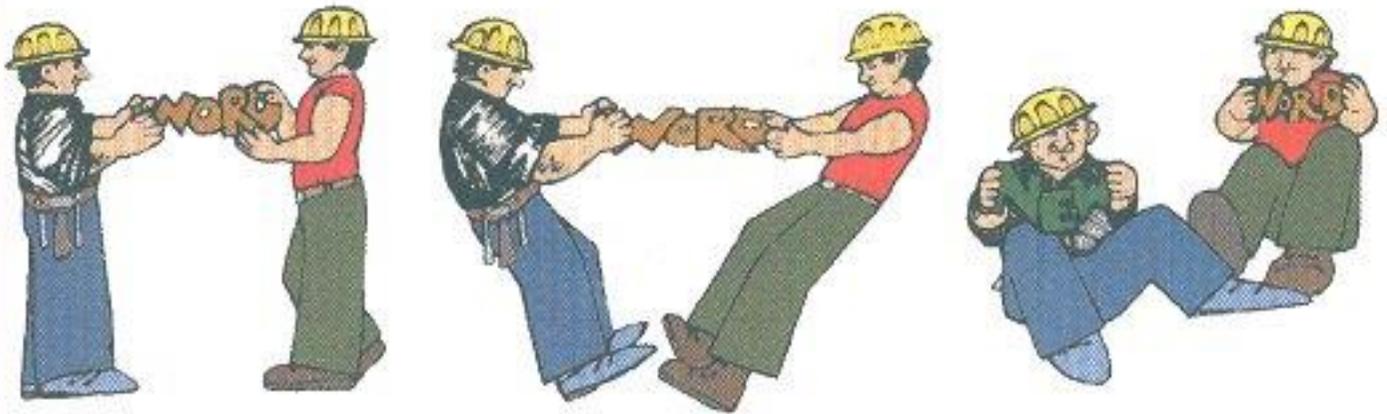


Teacher Check _____

Initial _____ Date _____
page 41 (forty-one)

ROOTS, CONTRACTIONS, AND COMPOUNDS

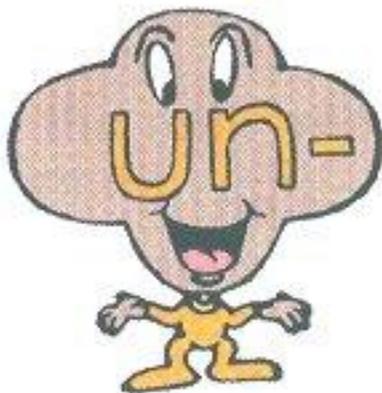
We do all kinds of things with words. We can make them longer, make them shorter, and put them together. We do all these things to make words work for us.



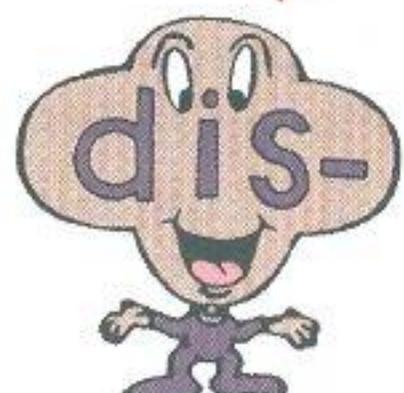
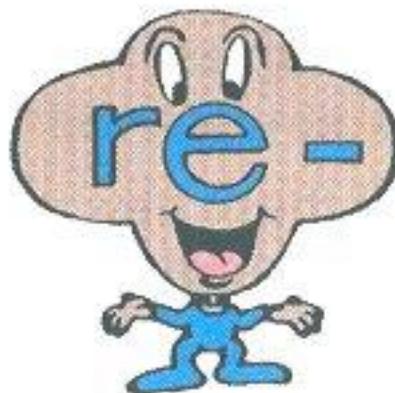
The prefix. One way to make big words out of small ones is to add a word part to a root word.

Some word parts go at the beginning of a word. This kind of word part is called a prefix.

Here we are!



See what we can do!



Prefix + root word = new word



+ place = replace



+ do = undo



+ miss = dismiss



Write these new words.

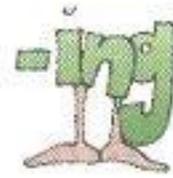
3.1 re + play =

3.2 un + tie =

3.3 dis + cover =

The suffix. A suffix changes a root word into a new word, too. A suffix is a word part that comes at the end of the root word.

We are some suffixes.
There are even more of us.



See what
we can do!



Root word	+	suffix	=	New Word
pray	+	ing	=	praying
ask	+	ed	=	asked
wonder	+	ful	=	wonderful
old	+	est	=	oldest
farm	+	er	=	farmer



Write these new words.

3.4 thank + ful = _____

3.5 small + est = _____

3.6 sing + ing = _____

Contractions. When we talk, we often say two words as one word.

You say the word **it's** for **it is**.
You say the word **didn't** for **did not**.



Just look at this.

When you put two words together and leave out some letters, the new word is a contraction.

A contraction needs a very special punctuation mark to take the place of the missing letters. It is an apostrophe.



Hi! Remember me?
I'm apostrophe.
I go in every contraction.



Draw a line to match the contraction with the two words it is made of. Circle the apostrophes.

3.7 isn't let us

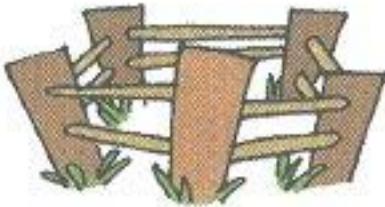
3.8 let's cannot

3.9 can't is not

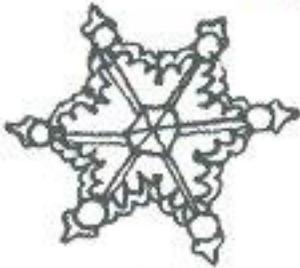
Compound words. Sometimes we put two words together and keep all of the letters. These big words are called compound words.



Here are some compounds for fun!

Take a  and a 

and you have a 

Take some 

and make a 

and you have a 



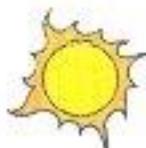
Draw a line to match the compound word to the picture that goes with it. Circle the words used to make the compound word.

Like this:

rain coat



3.10 baseball



3.11 mailbox



3.12 sunshine



HANDWRITING

You have learned a new way to write the letters of the alphabet. This new way is called **cursive** writing. You know all the letters but **p**, **j**, and **t**. In this part of Section Three you will learn these new letters and review the ones you already know.

Here's a treat!
This writing's fun.
You'll know the whole alphabet
when you're done.



First you learned the letters that start with an

undercurve.

These letters are

i u w r s

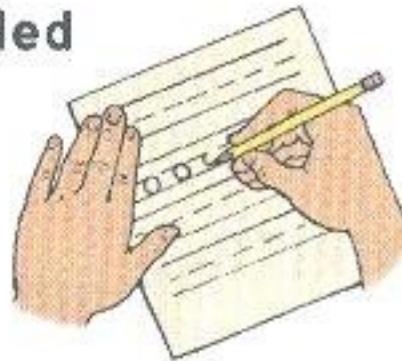
Remember:

Be sure to place your paper or your LIFEPAK on your desk like this.



**Left-
handed**

**Right-
handed**



Practice these letters.

3.13 Write each letter five times.

i

u

W

W

R

S

The new letters **j**, **p**, and **t** start with an undercurve, too.

j

p

t



Try these new letters. Write each letter at least five times.

3.14

The j has a dot like the i .

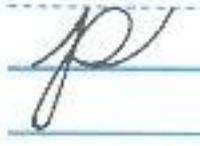
 j
 j
 j
 j
 j

There's more!

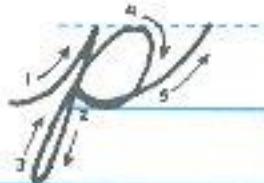


3.15

Be extra careful with the *p*. It's tricky.

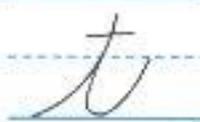


Look at the big one.



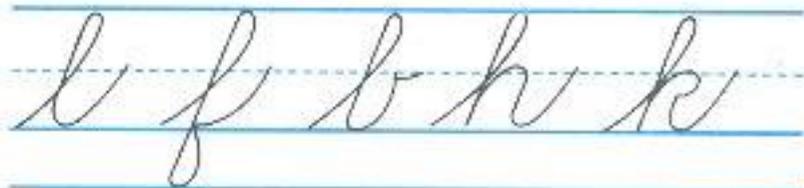
3.16

The *t* is taller than the *p*, but not as tall as an *l*.



Next you learned the tall letters that have an upper loop.

Here they are



And, more!





Practice these letters.

3.17

Write each letter five times.

l

f

b

h

k

The next letters you learned were the humpy letters.

These letters are

m n v w x y



Practice the humpy letters.

3.18

Write each letter five times.

m

n

w

x

y

z

The down-around letters are the last ones you learned.

Here they are.

w x d g o q



Practice the down-around letters.

3.19 Write each letter five times.

w

x

d

g

o

g



Match the cursive letter to the printed one.

3.20

l

I

3.21

h

e

3.22

t

r

3.23

m

t

3.24

v

m

3.25

d

o

3.26

v

d

3.27

o

i

As you practice each letter, you get better and better!





Write the cursive letters.

3.28 Now you know all of the small cursive letters. Write them in A-B-C order on these lines.

_____	_____	_____	_____	_____	_____	_____
-----	-----	-----	-----	-----	-----	-----
_____	_____	_____	_____	_____	_____	_____
-----	-----	-----	-----	-----	-----	-----
_____	_____	_____	_____	_____	_____	_____
-----	-----	-----	-----	-----	-----	-----
_____	_____	_____	_____	_____	_____	_____
-----	-----	-----	-----	-----	-----	-----
_____	_____	_____	_____	_____	_____	_____
-----	-----	-----	-----	-----	-----	-----



Teacher Check _____
Initial Date



Ask your teacher to write your name in cursive letters. The first letter will be a capital.



Write your name.

3.29 Practice writing your name three times.



Here's a story just for you!
I'll stay right here
and read it, too.

READING

Here is a brand new story for you to read.
Let's see if you can remember the lesson.

Pie for Ted

Lucky Bobby! He lives with his Aunt Annie Jones, the very best pie-baker in town.



Every day Aunt Annie bakes a pie. She bakes apple pie, cherry pie, **chocolate** pie, and **coconut** pie.

Bobby comes home from school each day to the yummy smell of pie – **pumpkin** pie, **blueberry** pie, **raisin** pie, or **pecan** pie – cooling in the kitchen window.

Bobby's best friend lives next door. His name is Ted. Every day Ted smells the wonderful smells of Aunt Annie's pies.

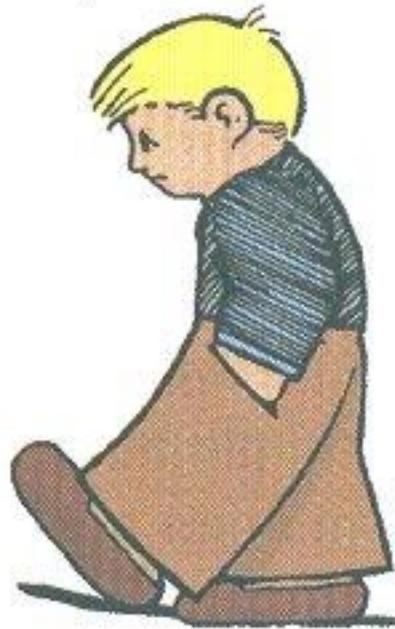
"Oh," he says sadly. "If only I could have pie every day just like you."

Poor Ted! He only has pie on **Thanksgiving** and his birthday. You see, Ted's mother works at the town bank. She hardly ever has time to bake. Ted comes home to find cookies from the corner store waiting for him on the kitchen table.

One spring **afternoon** Bobby and Ted came running home. Suddenly Ted stopped. A sweet chocolate smell was coming from Aunt Annie's kitchen window.

"There's that smell again," Ted **groaned**. "I can't stand it. It's been so long **since** Thanksgiving, and it's months until my birthday."

Ted walked sadly home.



"Aunt Annie! Aunt Annie!" Bobby shouted as he dashed in the kitchen door.

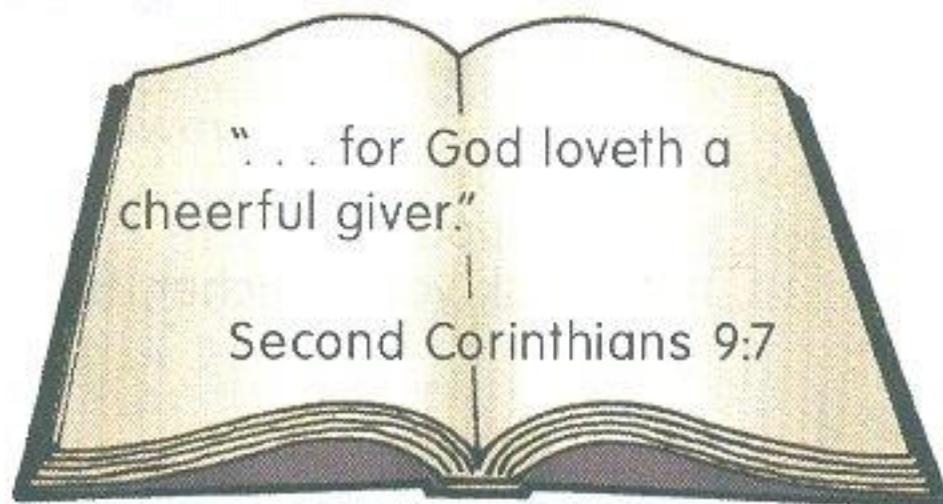
"Why, Bobby, whatever is the matter?" Aunt Annie asked, as she handed him a big piece of chocolate pie.

"It's my friend, Ted. He is feeling sad because I have pie all the time, and he hardly ever has pie at all."

"Now, Bobby, if you'll stop feeling sorry for Ted, maybe you can think of a way to make him happy."

Bobby took his pie to his room. He thought and thought as he ate his pie. Just as the last **crumb disappeared** Bobby remembered something. It was something he learned in Sunday school. It was part of a verse from the Bible.

Read what Bobby remembered.



Bobby ran to the kitchen. He told Aunt Annie what he remembered.

"May I **invite** Ted to come over for pie right now?" he asked.

"Why, yes, Bobby. I'm pleased that you want to please God and your friend by being a **cheerful** giver."

Bobby and Ted are still best friends. Nearly every afternoon they sit together in Aunt Annie's sweet-smelling kitchen. They both enjoy Aunt Annie's pie.

Sometimes Ted brings his cookies to share with his friends.

Bobby thinks cookies are a real treat. He is glad that Ted is a cheerful giver, too.



Are you a cheerful giver?

- yes (Good for you!)
- no (Ask your teacher.)



3.30

Put a check ✓ in the box before the right answer.

Bobby lived with _____.

- his mother
- Aunt Annie
- Ted

3.31 Every day Aunt Annie _____.

- bought cookies
- washed the windows
- baked pie

3.32 Ted wished he had _____.

- pie
- cookies
- an Aunt Annie

3.33 Bobby remembered _____.

- that pie is not good for him
- that God loves a cheerful giver
- that Ted had cookies

3.34 Bobby and Aunt Annie _____ the pies.

- threw away
- ate
- shared



Think of a way you can be a cheerful giver. Write your thoughts on these lines.

3.35 I can be a cheerful giver by _____

Share your thoughts with a friend and then with your teacher.



Teacher Check _____
Initial Date

SPELLING

These spelling words review more of the words that you have learned to spell. Practice writing and spelling these words when you do the activities.

I really love to spell.
I do it very well!

Spelling Words- 3

- | | |
|-------------|-------------|
| 1. birthday | 7. playful |
| 2. farmer | 8. raining |
| 3. forget | 9. singing |
| 4. helped | 10. tallest |
| *5. know | 11. today |
| 6. oldest | 12. without |



The word with a * is a sight word.



Print the right word from Spelling Words-3 on the line.

3.36 John is the _____ boy in the class.

3.37 Spot is a _____ puppy.

3.38 I love _____ songs about Jesus.

3.39 Don't _____ your spelling words.

3.40 You may get wet when it is _____.



Practice writing the spelling words.

3.41 Write all of the spelling words on these lines.

Two columns of handwriting practice lines, each with a solid top line, a dashed middle line, and a solid bottom line.

_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----



Use the list you made to do these two activities.

3.42 Find the seven review spelling words with suffixes. Circle the suffix in each word. Like this: looking

3.43 Find the four compound words in the list. Draw a line between the two words that make the compound. Like this: pig/pen



Ask a helper or your teacher to give you a practice spelling test of Spelling Words-3. Restudy the words you missed.

3.44 Print the words on these lines.

1. _____	7. _____
2. _____	8. _____
3. _____	9. _____
4. _____	10. _____
5. _____	11. _____
6. _____	12. _____



Study what you have read and done for this Self Test. This Self Test will check what you remember of this part and other parts you have read.

SELF TEST 3

Write the answers from the Word Box in the blanks.

Word Box

prefixes	compound word
capital	long
suffixes	cursive
homonyms	apostrophe
sentence	alphabetical

3.01 The word parts, **re-**, **un-**, and **dis-**, are called

3.02 **Pigpen** is a _____

3.03 When a word has two vowels, the first one usually
_____ makes a _____ sound, and the second
one is quiet.

3.04 The word parts, **-ful**, **-er**, **-est**, and **-ing** are

3.05 Every sentence must begin with a _____
letter.

3.06 You are learning a new kind of writing called

3.07 **See** and **sea** are _____

3.08 An _____ takes the place of missing
letters in a contraction.

3.09 A group of words that tells a whole idea is a

3.010 All the words in the dictionary are in

order.

Draw a line to match the cursive letter with the printed one.

3.011

s

n

3.012

t

s

3.013

m

t

3.014

f

q

3.015

q

f

Put a check ✓ in the box before the right answer.

3.016 Bobby lived with _____.

- his mother
- Aunt Annie
- Ted

3.017 Every day Aunt Annie _____ .

- bought cookies
- washed the windows
- baked pie

3.018 Ted wished he had _____ .

- pie
- cookies
- an Aunt Annie

3.019 Bobby remembered _____ .

- that pie is not good for him
- that God loves a cheerful giver
- that Ted had cookies

3.020 Bobby and Aunt Annie _____ the pies.

- threw away
- ate
- shared

Write these cursive letters.

3.021 Write the cursive letters in A-B-C order on these lines.

_____	_____	_____	_____	_____	_____	_____
-----	-----	-----	-----	-----	-----	-----
_____	_____	_____	_____	_____	_____	_____
-----	-----	-----	-----	-----	-----	-----
_____	_____	_____	_____	_____	_____	_____
-----	-----	-----	-----	-----	-----	-----
_____	_____	_____	_____	_____	_____	_____
-----	-----	-----	-----	-----	-----	-----
_____	_____	_____	_____	_____	_____	_____
-----	-----	-----	-----	-----	-----	-----

17
21



Teacher Check _____

Initial

Date



Take your spelling test of Spelling Words-3.

IV. SECTION FOUR

In the last section of this LIFE PAC, you will get more practice with your old friends, the vowels. You will read and spell words with special vowel sounds.

You will read another story about sharing.
You will write a story to share with others.

More new words?
Not too many!
Some reviews
don't have any.



NEW WORD FRIENDS

- | | |
|--------------|------------|
| 1. among | 5. gather |
| 2. crippled | 6. loaves |
| 3. disciples | 7. miracle |
| 4. followers | 8. preach |



Check one of the boxes.

- I can read all of these new words. (Go on.)
- I need HELP! (Talk to your teacher or a helper.)



Teacher Check _____

Initial

Date

MORE VOWELS

When vowels are written with the letter **r**, we hear a new sound. We will review some other vowel sounds, **ow**, **all**, **oo**, and **oy**.

Vowels with the letter r. Do you remember that the letter **r** does funny things to vowels? An **r** after a vowel gives the vowel a new sound.



Remember this chart.
It will give you a start.

r -VOWEL CHART

a + r usually says /ar/ as in car

o + r usually says /or/ as in for

i + r } usually say /er/ as in { bird
e + r } her
u + r } burn



Print the missing vowel sounds in the blanks.

4.1

g _ _ l



4.4

ch _ _ ch



4.2

_ _ m



4.5

wat _ _



4.3

c _ _ n



The /ow/ sound. You learned that the sound /ow/ as in **cow**, is sometimes spelled /ou/ as in **out**.



Look at these words. Write **ow** or **ou** to make the /ow/ sound.

4.6 cr ____ n



4.7 h ____ se



4.8 t ____ n



4.9 m ____ se



The /all/ sound. Another tricky vowel sound can be spelled two ways. Say the word **call**. Say the word **also**. The **all** in **call**, and the **al** in **also** make the same sound.



Finish these sentences by writing **al** or **all** words in the blanks.

4.10 A mouse is a _____ animal.

4.11 You are _____ finished with this LIFE PAC.

4.12 I heard my father _____.

The /oo/ sounds. You have learned about short vowel sounds and long vowel sounds.

The letters oo in words can make short sounds and long sounds, too.

The short /oo/ sound is in the word **look**.
The long /oo/ sound is in the word **noon**.



Put the ☺ or the ☹ over the oo in each word to show the sound.

- | | | | |
|------|------|------|------|
| 4.13 | foot | 4.16 | moon |
| 4.14 | cook | 4.17 | food |
| 4.15 | too | 4.18 | book |

The /oy/ sound. This sound is spelled two ways. You hear it in **joy** and in **oil**. It is spelled with **oy** or **oi**.



Print the missing letters. Use **oy** or **oi**.

4.19 t _ _



4.21 b _ _



4.20 c _ _ n



4.22 p _ _ nt

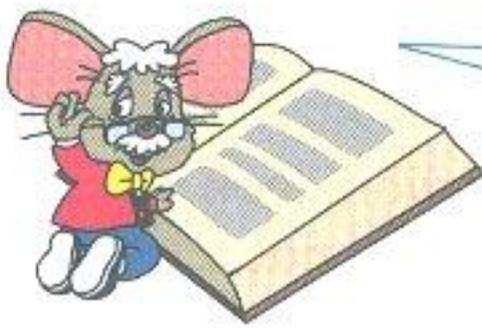


How did you do with all these vowel sounds?
Show your work to the teacher or a helper.



Teacher Check _____

Initial _____ Date _____
page 71 (seventy-one)



Here's a story
about a boy
who knew that sharing
gives much joy.

READING

This is a story you may know. It is about a boy who shared his lunch.

The Miracle of the Loaves

Jesus had been very busy teaching the word of God to His many **followers**. People loved to hear Him **preach**. Many were **crippled** or sick and wanted Jesus to heal them. The people were always with Him. He was very tired.

One day Jesus called His **disciples** to Him. Together they sailed across the sea to a quiet place. They wished to rest.

The people saw Jesus leave. Many followed Him. They came to Him without food or drink. Jesus loved the people so much that He went **among** them to teach and heal.

As the day passed, Jesus knew that the people were hungry. The disciples wanted Jesus to send the people away to find food in nearby towns.

Jesus said, "We must feed them."
But, there was no food.

A boy was in the great crowd of people.
This boy had a small basket of food. He had
two small fish and five little **loaves** of bread in
his basket.



The boy heard Jesus and His disciples talking.
He knew the people were hungry. He loved Jesus
very much, so he gave Jesus his basket of food.

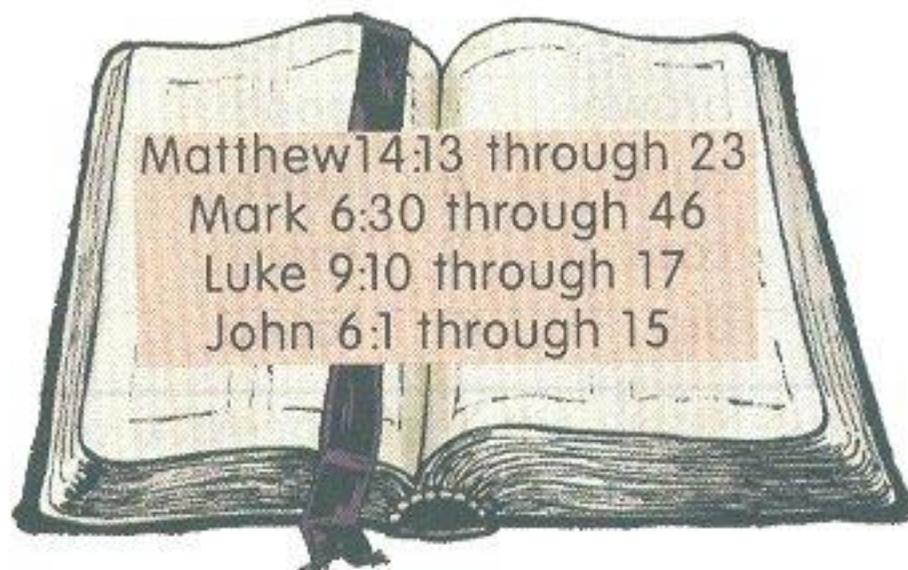
The disciples were sure that the two fish and
five loaves would not be enough.

Jesus took the loaves and the fish and He
blessed them. He broke the food into small pieces
and asked the disciples to pass it among the people.

When all had eaten, Jesus had the disciples
gather up the food that was left. There were twelve
baskets full.

The people knew it was a **miracle**.

You may want to read this story in the Bible. It
can be found in four places:





Put the sentence about the story in order. Write 1 in the box before the sentence that should come first. Write 2 for the next one and 3 for the sentence that should be last.

- 4.23 The boy shared his basket of food.
 Many people followed Jesus to a quiet place.
 Jesus blessed the food and fed all the people.



Teacher Check _____
Initial Date



Funny vowel sounds to do in the last spelling review.

SPELLING

Spelling Words-4 has more review words. See how well you can do the activities and spell these words.

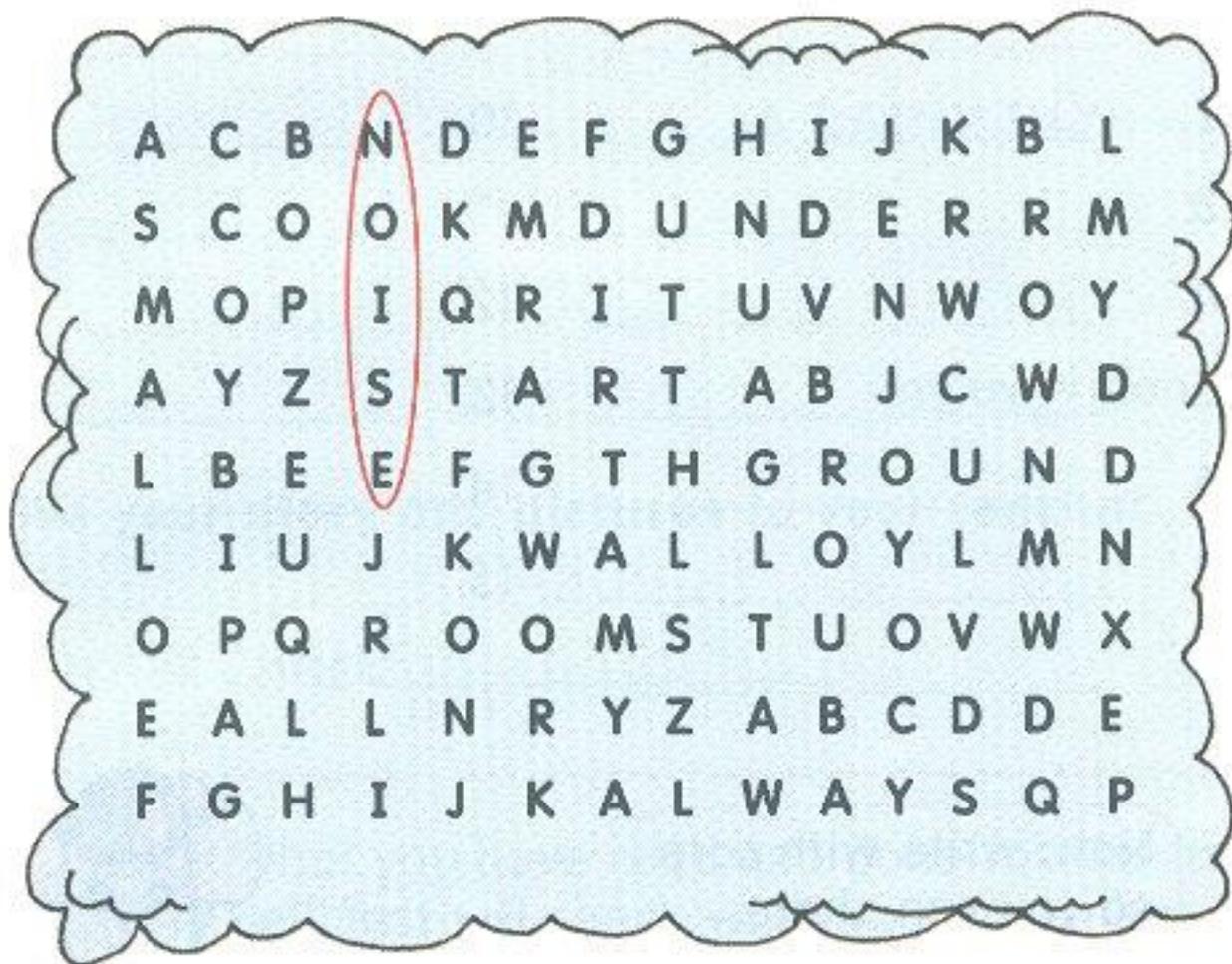
Spelling Words-4

- | | | |
|-----------|-----------|-----------|
| 1. always | 6. enjoy | 11. small |
| 2. brown | 7. good | 12. start |
| 3. burn | 8. noise | 13. under |
| 4. cook | 9. room | 14. wall |
| 5. dirt | 10. round | 15. work |



Do these activities.

- 4.24 All of your spelling words are hidden in this cloud. Find them and circle them. The first one is done for you.



- 4.25 Write the words on these lines.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 4.26 Show this list to a friend. Spell the words out loud to your friend. Have your friend check you.



Ask a helper or your teacher to give you a practice spelling test of Spelling Words-4. Restudy the words you missed.

4.27 Print the words on these lines.

- | | |
|----------|-----------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | |

Now, write with care so you can share.



CREATIVE WRITING

You have learned a lot about words. You know that a group of words that tells a whole idea makes a sentence.

Now you can put some sentences together to tell a story. Remember to write capital letters and punctuation in the right places.

Choose one of these titles or use your own idea. Write your story on other paper. Draw some pictures to go with your story.



Choose a story title and circle it.

4.28

MY PET

A RAINY DAY

THE BEST DAY EVER

MY FAMILY

_____ (my own idea)

Give your story and pictures to your teacher.



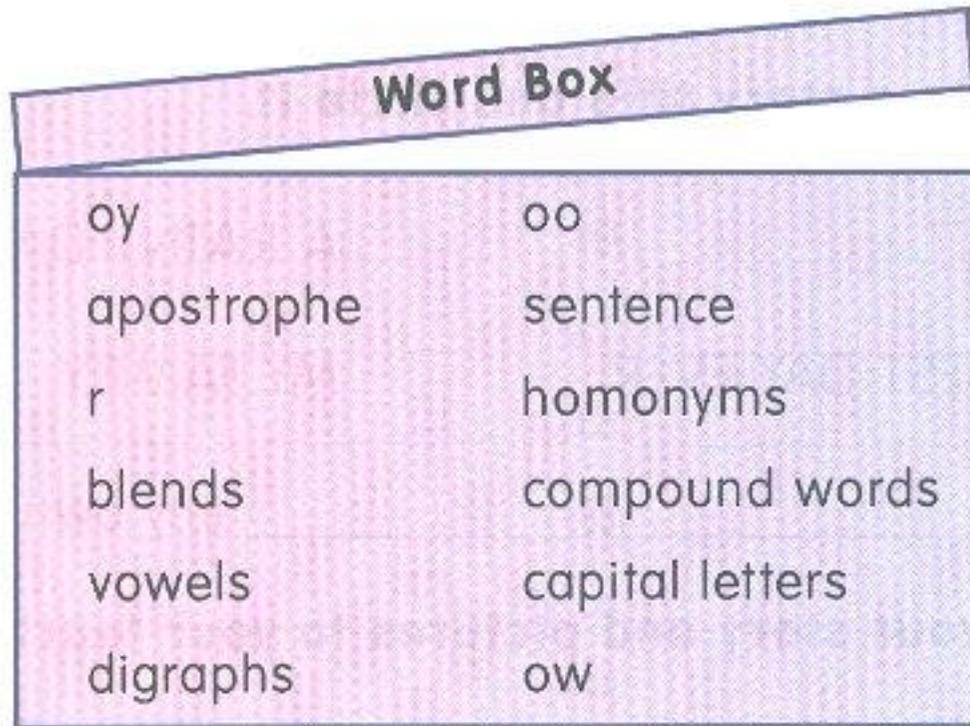
Teacher Check _____
Initial Date



Study what you have read and done for this last Self Test. This Self Test will check what you remember in your studies of all parts in this LIFE PAC. The last Self Test will tell you what parts of the LIFE PAC you need to study again.

SELF TEST 4

Write the answer from the Word Box in the blanks.



- 4.01 A group of words that tells a whole idea is a _____.
- 4.02 The letters that hold words together are _____.
- 4.03 An _____ takes the place of missing letters in a contraction.
- 4.04 _____ are two words put together to make a new word.
- 4.05 The letters **br**, **pl**, **str**, and **rt** are consonant _____.
- 4.06 Names of people, places, and pets need _____.

- 4.07 When a vowel is followed by _____ it makes a new sound.
- 4.08 Words that sound the same, but are spelled differently are _____.
- 4.09 **Ou** can make the same sound as _____.
- 4.010 **Oi** can make the same sound as _____.
- 4.011 Two vowels together that can make both short and long sounds are _____.
- 4.012 Two consonants together that make one new sound are called _____.

Write the small cursive letters on the lines after the printed letters.

- 4.013 t _____

- 4.014 f _____

- 4.015 m _____

- 4.016 a _____

- 4.017 e _____

Follow me!
 There's more
 to come.



Copy the sentences on the lines. Put in the missing capital letters and punctuation marks.

4.018 april and may are months of the year

4.019 do you love god

4.020 i have a pet named snowball

Write 1, 2, and 3 in the boxes to put these sentences in the right order.

- 4.021 You go to school.
- You get out of bed
- You eat breakfast.

Write these words in A-B-C order.

4.022

boy toy joy

4.023

small spoil short

Circle the root words in these words with prefixes and suffixes.

4.024 replay

4.025 discover

4.026 wonderful

4.027 farmer

4.028 tallest

22
28

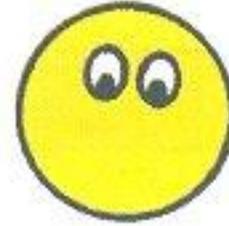


Teacher Check _____
initial Date



Take your spelling test of Spelling Words-4.

Before taking the LIFEPAC Test, you should do these self checks.



1. Did you do good work on your last Self Test?
Check one: Yes (good)
 No (ask your teacher)
2. Did you study again those parts of the LIFEPAC you did not remember?
Check one: Yes (good)
 No (ask your teacher)
3. Do you know all the new words in "Words to Study"?
Check one: Yes (good)
 No (ask your teacher)

LANGUAGE ARTS 210 LOOKING BACK

CONTENTS

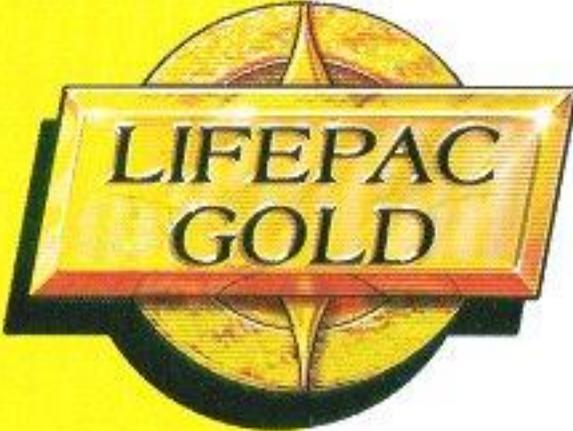
I. SECTION ONE	4
Vowels	5
Sentences	8
Reading	11
Spelling	15
II. SECTION TWO	22
Consonants	23
Dictionary Skills	27
Creative Writing	33
Spelling	34
III. SECTION THREE	41
Roots, Contractions, and Compounds	42
Handwriting	47
Reading	55
Spelling	60
IV. SECTION FOUR	67
More Vowels	68
Reading	72
Spelling	74
Creative Writing	76

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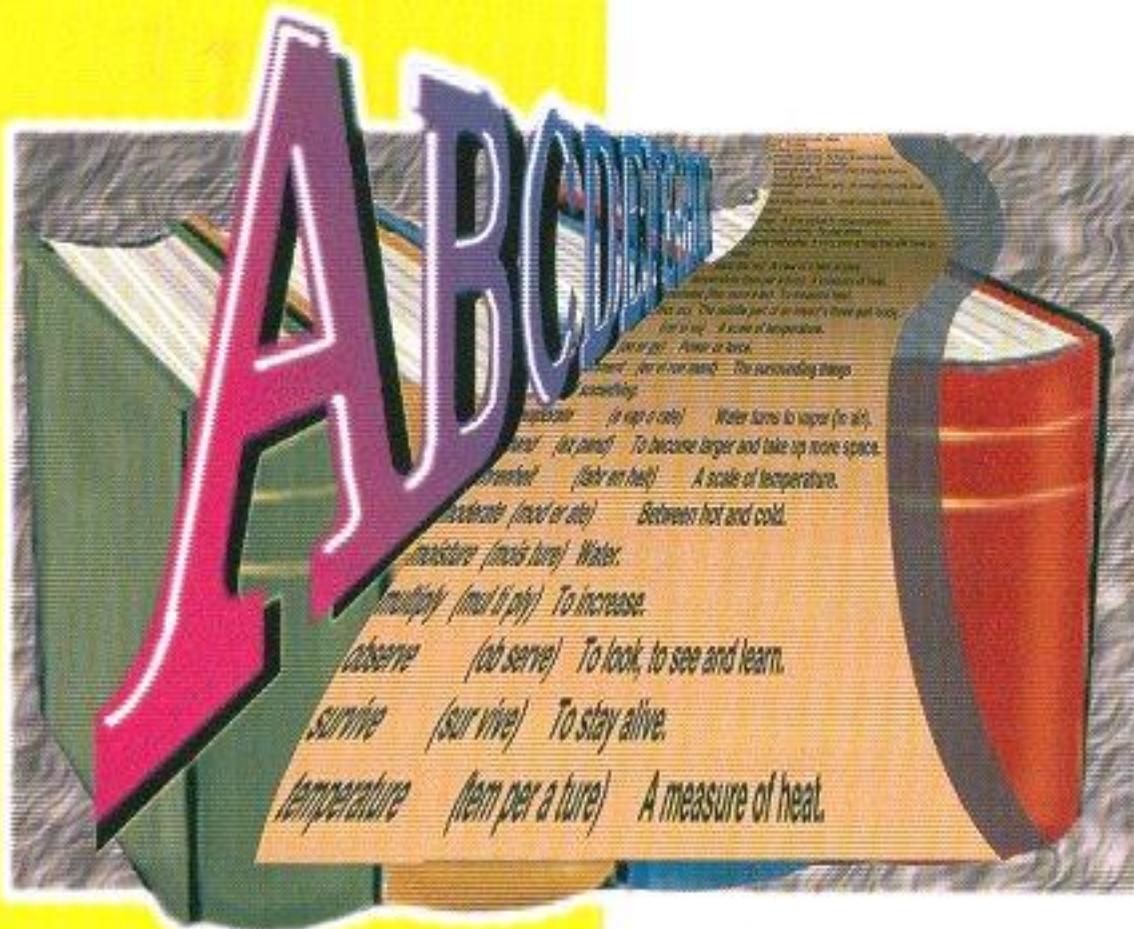
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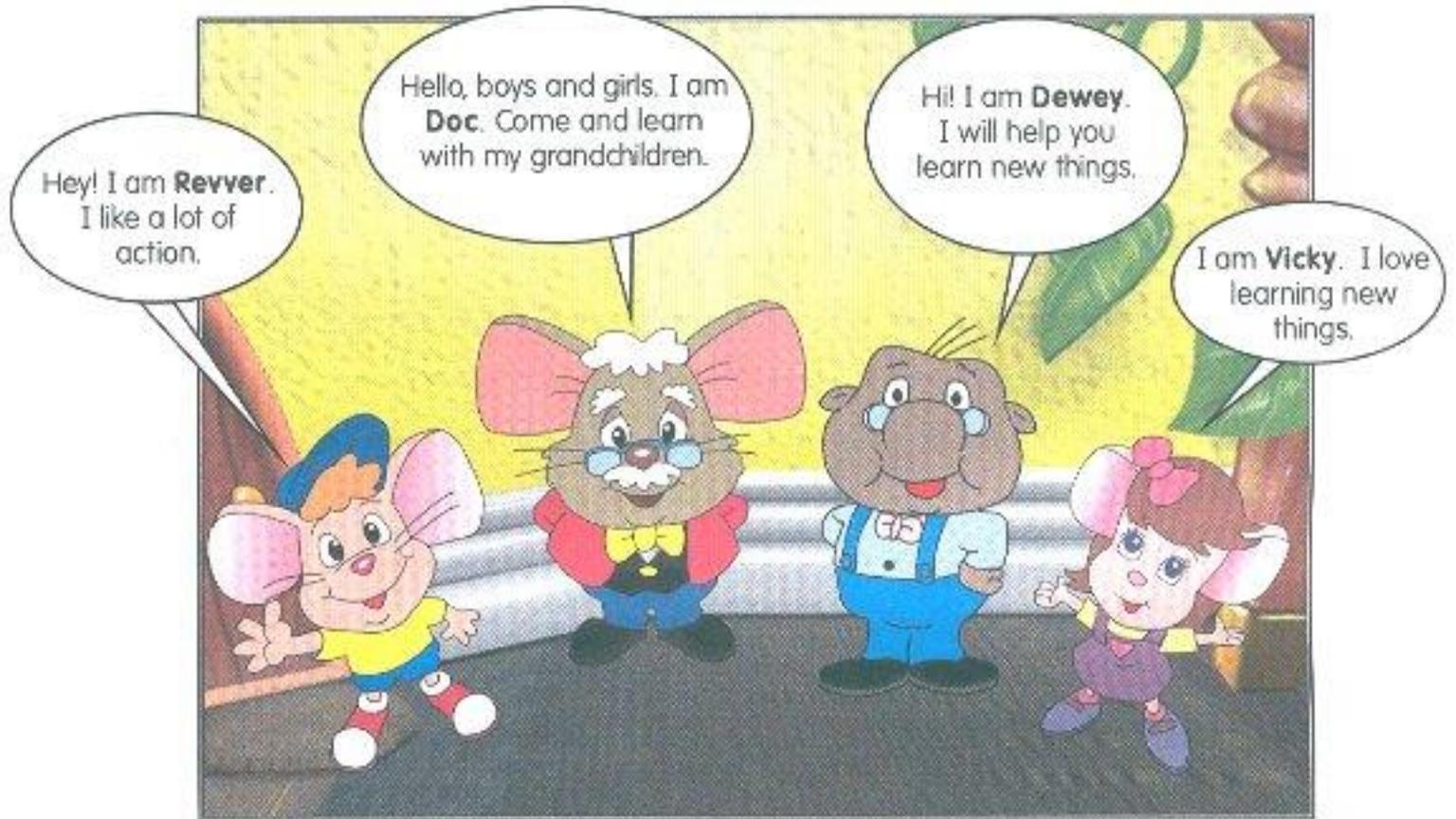


LIFEPAC
GOLD



LANGUAGE
ARTS

Learn with the Bridgestone characters:



When you see me, I will help your teacher explain the exciting things you are expected to do.



When you do actions with me, you will learn how to write, draw, match words, read, and much more.

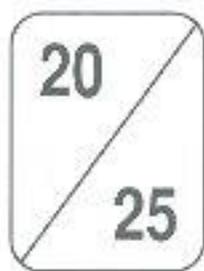


You and I will learn about matching words, listening, drawing, and other fun things in your lessons.



Follow me and I will show you new, exciting truths, that will help you learn and understand what you study. Let's learn!

LANGUAGE ARTS 210: LIFE PAC TEST



Name _____

Date _____

Score _____

Put a check ✓ in the box before the right answer.

1. A group of words that tells a whole idea is a _____.

- capital
- sentence
- cursive

2. _____ are letters that hold words together.

- Vowels
- Digraphs
- Consonants

3. In a contraction _____ takes the place of the missing letters.

- a question mark
- a period
- an apostrophe

4. Raindrop is a _____.

- compound word
- contraction
- sentence

5. Br, spr, and nt are _____ .

- digraphs
- consonant blends
- vowels

6. Names for God need _____ .

- cursive letters
- compound letters
- capital letters

7. Ir and ur usually make the sound of _____ .

- er
- ar
- or

8. See and sea are _____ .

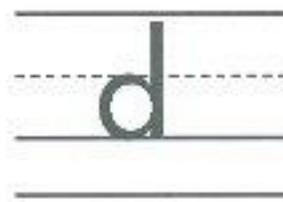
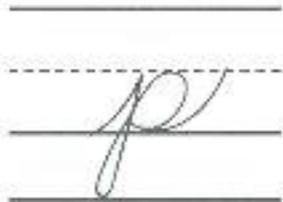
- contractions
- homonyms
- compounds

9. Ch, sh, th, and wh are _____ .

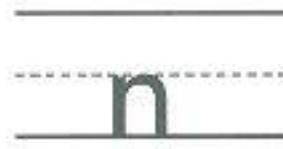
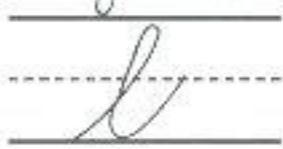
- consonant blends
- vowels
- digraphs

Draw lines to match the cursive letter to the printed one.

10.



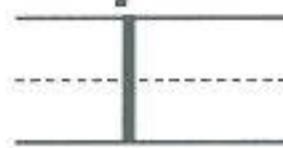
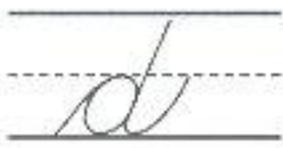
11.



12.



13.



Print the sentences on the lines. Put in the capital letters and punctuation marks.

14. the first school day of the week is monday

15. is spot your dog
