

# LANGUAGE ARTS 301

My name is \_\_\_\_\_

Today is \_\_\_\_\_

Hello! Welcome to this Language Arts LIFEPAK.

Language Arts is spelling, reading, composition, handwriting, and grammar.

You will learn about each of these. You already know something about reading, spelling, and handwriting. You will learn more about these. You will also learn about composition. Composition is writing sentences, stories, and other writing. You will also learn about grammar. Grammar is using words correctly to write sentences, stories, and other lessons.



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

1. You will be able to write the small letters in cursive handwriting.
2. You will be able to tell if a letter is a vowel or a consonant.
3. You will be able to spell words with short vowels and words with silent letters.
4. You will be able to tell when a group of words is a sentence.
5. You will be able to use correctly capital letters for the

beginning of a sentence and for writing people's names and names for God.

6. You will be able to use periods and question marks at the end of the sentences.
7. You will be able to read and find the main idea of the story.



**alphabet** (al pha bet). A set of letters used in writing and reading.

**consonant** (con so nant). Any letter that is not a vowel.

**correct** (cor rect). Free from mistakes; right, not wrong.

**cursive** (cur sive). Letters written so as to be joined together.

**encyclopedia** (en cy clo pe di a). A set of books that tells you about many things.

**grammar** (gram mar). A study of the uses of words.

**handwriting** (hand writ ing). Writing by hand with a pen or pencil.

**loop**. A shape that crosses itself like a circle.

**Mexico** (mex i co). Country south of the United States.

**missionary** (mis sion ar y). A person who tells others about God.

**phrase**. A group of words that is not a sentence.

**presto** (pres to). Quickly.

**punctuation mark** (punc tu a tion mark). A mark used for sentences.

**sentence** (sen tence). A group of words that gives a complete thought.

**symbol** (sym bol). Something that stands for something else.

**trace**. Follow over the lines of something.

**trial** (tri al). A try or a test.

**vowels** (vow els). Letters that are not consonants, a, e, i, o, u, and sometimes y.

These words will appear in **boldface** (dark print) the first time they are used.

## I. SECTION ONE

Hello! In this section you will learn the five **symbols** that are used to signal what parts of Language Arts you are to study. In the next sections a symbol will be used before each task to help you do your best.



<b>alphabet</b>	(al pha bet)	A set of letters used in writing and reading.
<b>consonant</b>	(con so nant)	Any letter that is not a vowel.
<b>correct</b>	(cor rect)	Free from mistakes; right, not wrong.
<b>cursive</b>	(cur sive)	Letters written so as to be joined together.
<b>grammar</b>	(gram mar)	A study of the uses of words.
<b>handwriting</b>	(hand writ ing)	Writing by hand with a pen or pencil.
<b>punctuation mark</b>	(punct u a tion mark)	A mark used for sentences.

**symbol** (sym bol) A mark that stands for something else.  
**vowels** (vow els) Letters that are not consonants, a, e, i, o, u, and sometimes y.



Ask your teacher to say these words with you.  
Teacher check \_\_\_\_\_

Initial

Date

### OUR FIRST SYMBOL - HANDWRITING



In this LIFE PAC you will again meet several symbols. Each symbol will have a different job. As you see each symbol, you will know what to do. This symbol's job is to help you with your **cursive handwriting**. Whenever you see this symbol, you will know it is time to work on handwriting. A big pencil will tell you when it is time for handwriting.



**Print each lower case letter.** Practice in the blank space after each letter.

1.1

a b c d e f g h

i j k l m n o p q r

s t u v w x y z



Have your teacher check to see how well you did.  
Teacher check \_\_\_\_\_

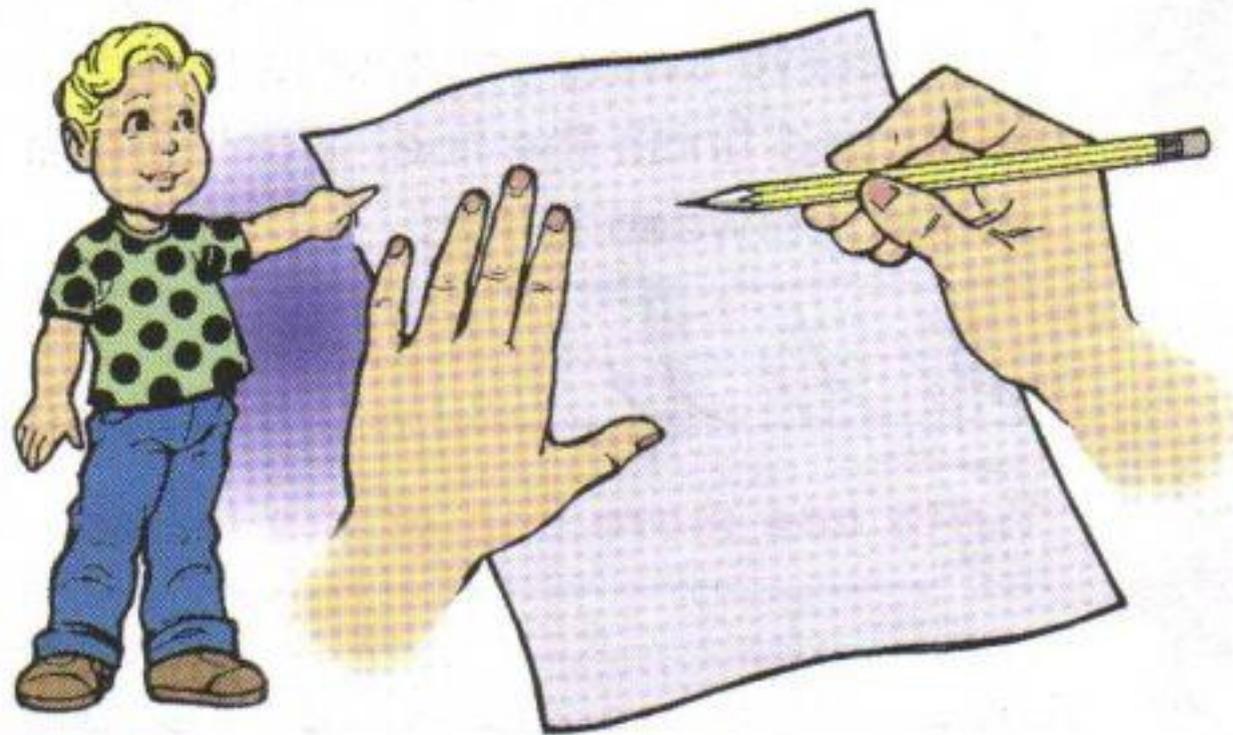
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**4 (four)**

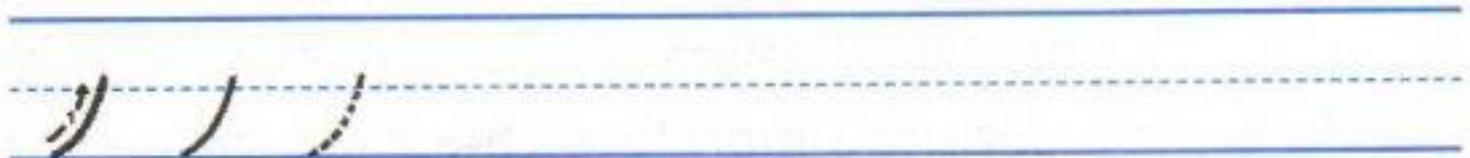
If you were able to do a good job, you are now ready to begin our fun work. Let's begin cursive handwriting with the undercurve. We will use letters from the **alphabet**.

Check how the boy holds his pencil and paper. Be sure to hold your paper the same way.



**Trace over the undercurve lines and dotted lines.**

Complete the line with undercurves. Be sure to leave a finger space between each undercurve.



1.2



Teacher check \_\_\_\_\_

Initial

Date



**Write this letter.** Now we will write our first letter in cursive. Use the undercurve swing. Trace over the letter and finish the line. The letter is i.



1.3



1.4

Write one more line of the letter i.

Handwriting practice lines with a dashed midline. The letter 'i' is written in cursive on the top line.



Teacher check \_\_\_\_\_

Initial

Date



**Write this letter.** Our next letter is t. Use the undercurve swing you just learned. Trace over the letter and finish the line. Don't forget to "finger space" between letters.

1.5

Handwriting practice lines with a dashed midline. The letter 't' is written in cursive on the top line.



1.6

Write one more line of the letter t.

Handwriting practice lines with a dashed midline. The letter 't' is written in cursive on the top line.



**Write each letter.** Below are the other undercurve letters in our alphabet. Trace over each letter and finish the line. You will need to practice all of the undercurve letters on other paper. As you practice be sure you mark the check list for cursive writing.

**CURSIVE WRITING CHECK LIST**

- Hold your pencil correctly.
- Hold your paper correctly.
- Finger space between letters correctly.

1.7

Handwriting practice lines with a dashed midline. The letter 'u' is written in cursive on the top line.

W W W

w w w

R R R

r r r



Teacher check \_\_\_\_\_

Initial

Date

Be sure to practice these letters every day for a whole week. Use handwriting paper that will help you make your letters. Your teacher will check your cursive writing practice with you.



## OUR SECOND SYMBOL - SPELLING

This symbol is for spelling. It will tell you when to listen for sounds and to look for letters that go with the sounds. My chalkboard tells you when it is time for spelling.

Lets begin by looking at the small letters in our alphabet. Say the name of each letter. Notice how many of the letters' **names** make the letters' **sounds**.

a b c d e f g h i j k l m n o p q r s t u v w x y z

We will divide them into two groups since working with the letters is easier that way.

One group will be consonants. The other group will be **vowels**.



**Read these letters** and print the letters missing from our alphabet.

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

1.8

Print the missing letters on this line.

---



---



---

The letters you wrote are called **VOWELS**.



1.9

**Print the vowels in this box.**

**VOWELS**

---



---



---



**Read these letters.** This list of letters is missing some letters from our alphabet.

a e i o u

1.10

Print the missing letters from our alphabet on these lines.

---



---



---

The letters you wrote are called **CONSONANTS**.

1.11

Print the consonant letters on these lines.

**CONSONANTS**

---



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## OUR THIRD SYMBOL - GRAMMAR

This symbol's job is to show you how to use words **correctly**. Using words correctly is called **grammar**. You can think of words as blocks. When you put words together correctly, the words make sense. We build good sentences with word blocks. When you see this symbol, you will know you are going to study how to use words correctly.

**Punctuation marks** help to put together words in a sentence.



1.12

### Build a sentence with these blocks.

Read these word blocks.

Do the words tell you anything? Check one.

Yes  No

Write one of the words on each block so they will make sense.

Do the words tell you anything now?

Yes  No



## OUR FOURTH SYMBOL - READING

This symbol is very busy. It will help us through many pages. This symbol's job has to do with reading. It will show you when you will be learning about reading. When you see an open book, you know you will be learning something about reading.



## OUR FIFTH SYMBOL - WORD STUDY

This symbol will show you when you are to study words. Words are important to our language. Words give names to many things - names for people and places, names for things we do, and names for ideas we think. Words are the building blocks of sentences.



**Put a check (✓) in the box beside the things you have learned by reading this LIFE PAC.**

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



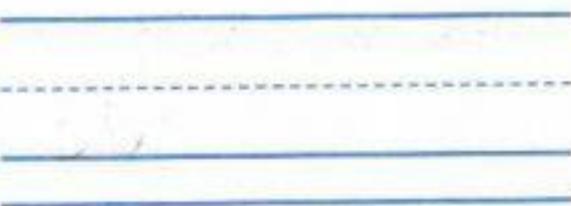
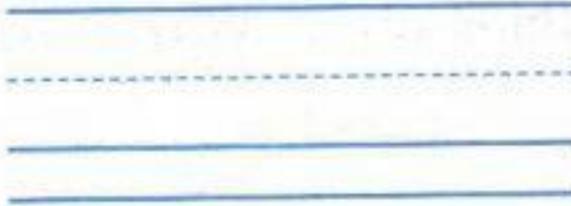
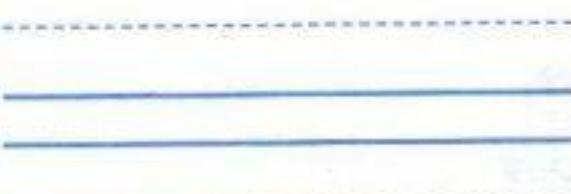
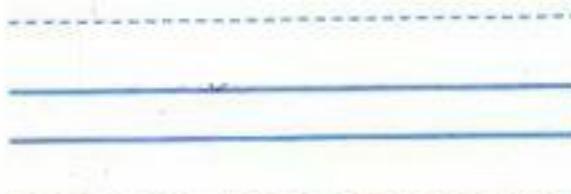
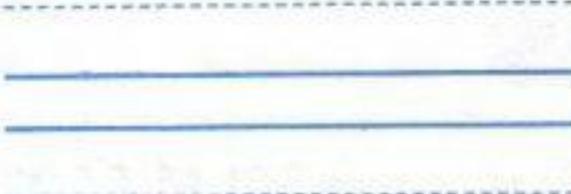
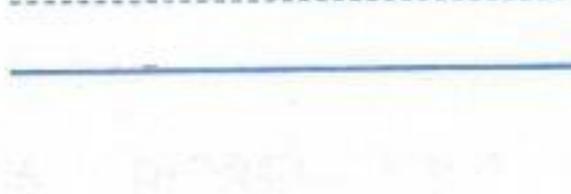
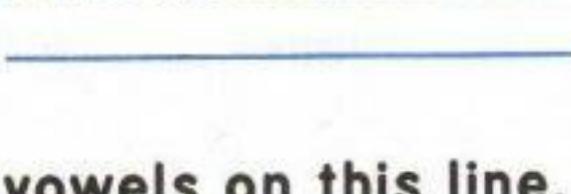
Teacher check \_\_\_\_\_  
Initial Date



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

# SELF TEST 1

On the lines below, write the printed letters in cursive handwriting.

1.01	i		1.02	U	
1.03	t		1.04	w	
1.05	s		1.06	e	
1.07	r				

Print the vowels on this line.

1.08 \_\_\_\_\_

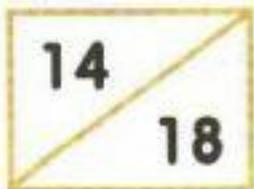
Read the groups of words below. Put them together in another way so they make sense.

1.09 is fun reading. \_\_\_\_\_

1.010 dogs the inside are. \_\_\_\_\_

1.011 school to went mary today. \_\_\_\_\_

Circle the letter in each sentence that should be a capital.



Teacher check \_\_\_\_\_

Initial

Date



My Score

## II. SECTION TWO

In this part of your LIFE PAC you will read about a boy named Pedro. Pedro just moved to a new country. As you read, think about why moving to a new home was hard for Pedro.



**encyclopedia** (en cy clo pe di a)

A set of books that tells you about many things.

**loop**

A shape that crosses itself like a circle.

**Mexico** (mex i co)

Country south of the United States.

**missionary** (mis sion ar y)

A person who tells others about God.

**trial** (tri al)

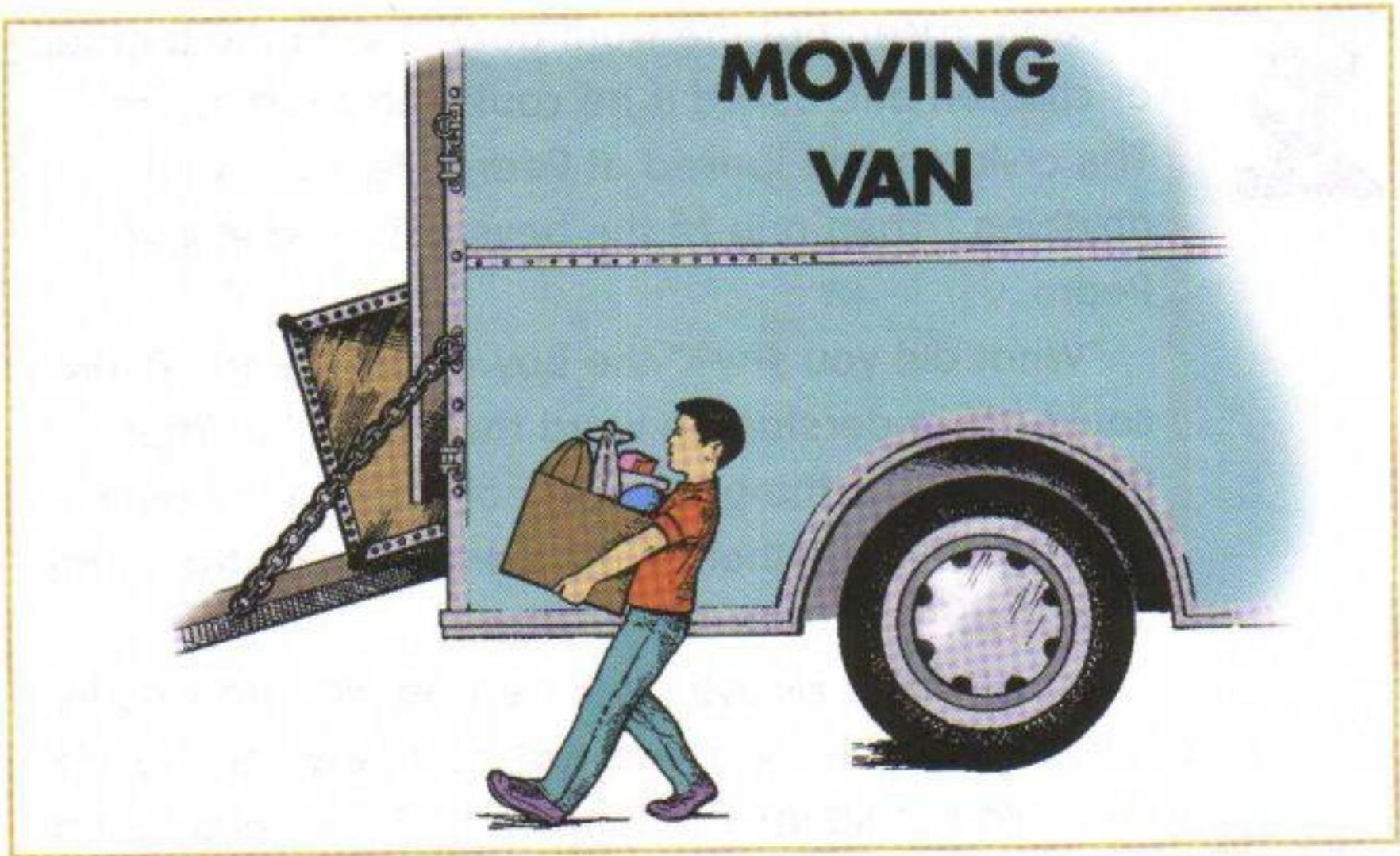
A try or a test.



Ask your teacher to say these words with you.  
Teacher check \_\_\_\_\_

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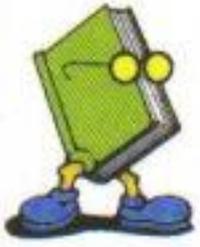


## THE STORY OF PEDRO

Pedro had just moved to a new house. Everything was new to him. He did not know any of the boys or girls in his new neighborhood. He did not know any fun places to play.

During the first few days in the new house, everyone was busy putting things away. Pedro had to stay inside and help his mother. Moving a thousand miles is a lot of work. Mother needed all the help she could get. So Pedro had to stay inside to help.

After what seemed like days and days, Mother told Pedro he could go out to play. Pedro was now free to look around his new neighborhood.



Pedro raced out the front door. He ran to a group of children and asked if he could play with them. The children just looked at Pedro. No one said anything. Then one of the boys said something to Pedro.

"What did you say?" the boy asked Pedro. Pedro could not understand a word the boy said. Then Pedro realized the boy could not understand what he was saying either. They did not speak the same language.

Poor Pedro! He was in a new house. He was in a new neighborhood. He was in a new country, and he could not speak the language. What was Pedro going to do?

All of the boys began talking to Pedro at one time. Pedro just looked at them. "What are they saying?" he thought. Soon one of the boys jumped on his bicycle and rode down the street and back. As the boy stopped, he pushed the bicycle to Pedro. The boy said, "Bicycle." Pedro touched the bicycle and then repeated what the boy said, "Bicycle."

The boy then rode the bicycle down the street again. When he got back he said to Pedro, "Ride bicycle." Pedro repeated, "Ride bicycle."

The boy rolled the bicycle to Pedro and said "Ride bicycle." Pedro smiled and said, "Ride bicycle." He then got on the bike and rode down the street and back.

Pedro was happy. He had a new friend and he had learned two new words in the friend's language, *ride* and *bicycle*.



**Choose the main idea of the story.**

Pedro had several problems. One of his problems was his biggest problem. This big problem is called the main idea of the story. Look back over the story and decide what Pedro's biggest problem was. Check the line beside the answer you choose as Pedro's biggest problem and as the main idea of the story.

2.1

- Pedro did not know how to ride a bicycle.
- Pedro had to help his mother.
- Pedro did not know the language of the other children.



**Decide how to help a friend like Pedro learn your language.**

If you were to meet a friend that had this problem, you could help him in several ways. One way you could help him would be to make pictures of things, write the words under the pictures, and then show the pictures to the friend. You could then say the word under each picture to help him learn the word. Draw pictures of things you think Pedro would need to know. Print the name under each picture.

2.2

Important things for Pedro to know the names of are:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Pedro was from a country called **Mexico**. This country is next to the United States. People from the United States go to Mexico to tell about Jesus. These people are called **missionaries**. When they go to Mexico, they feel the same way Pedro felt here. Missionaries have to learn to speak Pedro's language.



**Print on the lines below how you think it feels to be in a strange country.** Think of how Pedro felt. Finish the sentence.

2.3

In a strange country I would \_\_\_\_\_

---

---



**Learn some things about Mexico.**

Look in the **encyclopedia** under the word Mexico. See how many new things you can learn about Pedro's home country. List these things below.

2.4

---

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Teacher check \_\_\_\_\_

Initial

Date

## HANDWRITING

The next group of cursive letters are those that have an undercurve with a long **loop**. These letters all begin with the undercurve swing.



2.5

Trace over each letter and finish the line with more letters.

*B b b*

*f f f*

*h h h*

*k k k*

*l l l*



2.6

On a separate sheet of writing paper, practice each letter every day for a whole week.

Use this check list each time you practice.

### CURSIVE WRITING CHECK LIST

- Did I hold my pencil correctly?
- Did I hold my paper correctly?
- Did I finger space between letters correctly?



## SPELLING

In our spelling lesson we learned to separate letters of the alphabet into two groups. These two groups are called **consonants** and **vowels**. In this lesson we will be learning more about vowels.



2.7

**Write the vowels on this line.**

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The vowels work as the magic key in a word. They open the word. The following groups of letters are put together as words. See if you can read any of them.



2.8

**Write yes on the lines after the ones you can read.**

ponst \_\_\_\_\_ shpxn \_\_\_\_\_  
dahl \_\_\_\_\_ lex \_\_\_\_\_

You should have written **yes** by the letters that had a vowel in them. We said that vowels work as the magic key in a word. The consonants work as a "fence" in a word. They hold the vowels in place. The letters **m** and **t** are consonants. They hold in the vowel a in the word mat. Try to say **mat** without the vowel sound /a/. "M-t" is not a word. The vowel /a/ is "fenced in" with the consonants **m** and **t**. Say m - a - t.



**Write the correct answers on the lines.**

2.9

Write the vowels. \_\_\_\_\_

\_\_\_\_\_

2.10

Write the consonants. \_\_\_\_\_

\_\_\_\_\_



**Finish the sentence.**

2.11

Vowels \_\_\_\_\_ words so that we can say the words easily.

open

shut

2.12

Consonants \_\_\_\_\_ the vowels in place.

run

hold

2.13

Consonants are like a \_\_\_\_\_ .

key

fence

2.14

Vowels are like a magic \_\_\_\_\_ .

key

fence

Now that we know consonants hold vowels in place, let's learn more about vowels. Each vowel can make many different sounds. One sound a vowel makes is called the short sound. We can show the short vowel sound with a mark like this  over the vowel. The short vowels make the sounds as a in păt, e in pĕt, i in pĭt, o in Gŏd, and u in gum.



**On the following words**

Box each consonant.

Circle each vowel.

Put a over each short vowel.

2.15

band    thank    blink    beg  
plot    chick    trick  
cloth    brush    punch



**Write your answer on the line.**

2.16

How many short vowels did you find? \_\_\_\_\_

2.17

Does each vowel sound give the vowel's name?  
\_\_\_\_\_



**Practice with a friend.**

2.18

Read each word again. Say each word to a friend.  
Listen to each vowel as you say the word to your friend.



Teacher check \_\_\_\_\_

Initial

Date

The sound each vowel says is the short vowel sound. Notice how the consonants hold in the vowels. The consonants **hold in** the vowels like a sandwich. Consonants-vowels-consonants make a sound sandwich.

These words are your spelling words. You are to learn to spell the words.

### Spelling Words-1

band	brush	plot	thank
beg	chick	punch	trick
end	cloth		



**Write each word ten times on another piece of paper. Say the word as you write it.**



**Circle each spelling word in this hidden word puzzle.** You will find the words written across and down.

### SPELLING WORDS

2.19	b	r	u	s	h	a	t	band
	e	b	a	n	d	m	o	thank
	n	e	r	p	l	o	t	beg
	d	n	s	u	o	f	m	chick
	t	h	a	n	k	t	a	trick
	r	r	i	c	k	o	b	plot
	i	a	d	h	i	s	e	cloth
	c	h	i	c	k	i	g	brush
	k	o	n	o	a	n	t	punch
	c	l	o	t	h	o	t	end



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

When you get all the spelling words correct on your final spelling test, write your name in the Super Speller star, then color the star.



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

**Write each printed letter in cursive handwriting.**

2.01      b                      l                      r

2.02      w                      h                      k

2.03

f s t

**Print the consonants on the lines.**

2.04

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Print the vowels on the line.**

2.05

\_\_\_\_\_

**Put these words together to make a sentence.** They will make sense.

2.06

God me loves. \_\_\_\_\_

2.07

read I to love. \_\_\_\_\_

2.08

love to We read God about. \_\_\_\_\_

\_\_\_\_\_

2.09

gave Jane blessing the dinner at. \_\_\_\_\_

\_\_\_\_\_

**Check the box that correctly finishes the sentence.**

2.010

Consonants  hold in  let go of the vowels.

2.011

When ◡ is placed over a vowel, it shows the vowel has the  short  long sound.

2.012

Words can be called the building blocks of  letters.  sentences.

- 2.013 Words need to be put together correctly to make sense.  Yes  No
- 2.014 To help keep your paper neat, it is important  to inch  to finger space between words.
- 2.015 Put a  over the vowel if you think it has the short sound.
- lop ping be peg



Teacher check \_\_\_\_\_  
Initial Date



**Have your teacher give you the spelling test for Spelling Words-1.**

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### III. SECTION THREE

When you write, you should make complete **sentences**. In this section you will learn how to write good sentences. If you learn what makes a good sentence, you will be able to write better. Learning good handwriting and how to spell words will help you to write better, too.



**sentence** (sen tence)

A group of words that gives a complete thought.

**phrase**

A group of words that is not a sentence.



Ask your teacher to say these words with you.  
Teacher check \_\_\_\_\_

Initial

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## GRAMMAR

We have learned that putting words together in their right order is like using building blocks.

Learning to write good sentences can be fun. We will use these word blocks.

Let's start with one word.

**dog** = one word

You know what a dog is, but just one word does not tell you very much.

**the big dog** = group of words or a **phrase**

You now know more about the dog, but still you do not know what the dog does. Let's add more words and see what happens.

**the big dog runs** = a sentence

By putting words together in their right order, we make a sentence. A sentence tells what is happening.

One word just named something.

**dog**

More words just told us more about what was named.

**the big dog**

When we tell what something does, we have a sentence.

**The big dog runs.**



**Check the box beside each group of words that is a sentence.** Be careful. All of the groups have capital letters and periods, but this does not make them sentences.

3.1

- Big friends.
- Friends play.
- God loves us.
- Pretty yellow flowers.
- We love Jesus.



**Check the box that correctly finishes the sentence.**

3.2

One word  does  does not make a sentence.

3.3

More words  do  do not always make a sentence.

3.4

Words that tell about what something is doing  do  do not make a sentence.

Sentences must make sense. All of the following sentences make sense, but something is still wrong with the sentences.

1. today is a nice day.
2. yesterday was a rainy day.
3. i like sunny days best.

What is wrong with each of the sentences?



3.5

**Check the box that tells what is wrong with the sentences.**

- The sentences have too many words.
- Capital letters are not at the beginning of the sentences.



3.6

**Print the three sentences so they are written correctly.**

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3.7

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---

---

3.8

---

---

---

All sentences begin with capital letters. Capital letters are also used in many other places in a sentence. The following list gives three of these places where capital letters are used.

## USE CAPITAL LETTERS:

1. To begin a sentence
2. For people's names
3. For God and other names for God



**Print each of the following sentences using capital letters correctly.**

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

**Check the box that correctly finishes the sentence.**

Sentences \_\_\_\_\_ with a capital letter.

begin

end



*d d d*

*o o o*

*n n n*



**Practice each letter on a piece of writing paper.**  
Use this check list each time you practice. Have your teacher check your work.

### CURSIVE WRITING CHECK LIST

- Did I hold my pencil correctly?
- Did I hold my paper correctly?
- Did I finger space between letters correctly?



3.19

**Trace over each letter. Finish each line with more letters.**

You have been practicing letters that will help you make the next group of letters. These new letters have tails that hang below the line.

*j j j*

*g g g*

*p p p*



Teacher check \_\_\_\_\_  
Initial \_\_\_\_\_ Date \_\_\_\_\_



### SPELLING

These words are your second spelling list. Learn to spell them so you can make good sentences. All of these words have short vowel sounds.

#### Spelling Words-2

belt	cost	hum	shell
caps	bend	ill	things
chin			

You have learned to spell words that have the short vowel sound.



**Print each consonant letter of the word in the box.**  
**Print the vowel in the circle.**

3.20

bend               

3.21

belt

3.22	caps	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.23	chin	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.24	cost	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.25	ill	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.26	things	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.27	shell	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.28	hum	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

When you look at these words, you see many boxes with only one circle in each word. When a word has a single vowel in it, the vowel sound is usually short.



**Practice spelling these words. Now write each of these words on another piece of paper.**

3.29

Write each word ten times. Say the word as you spell it.



Teacher check \_\_\_\_\_

Initial

Date



Use your spelling words to do this word puzzle. Read each number clue. Print the answer in the square following the same number.

3.30

**Spelling Words**

bend

belt

caps

chin

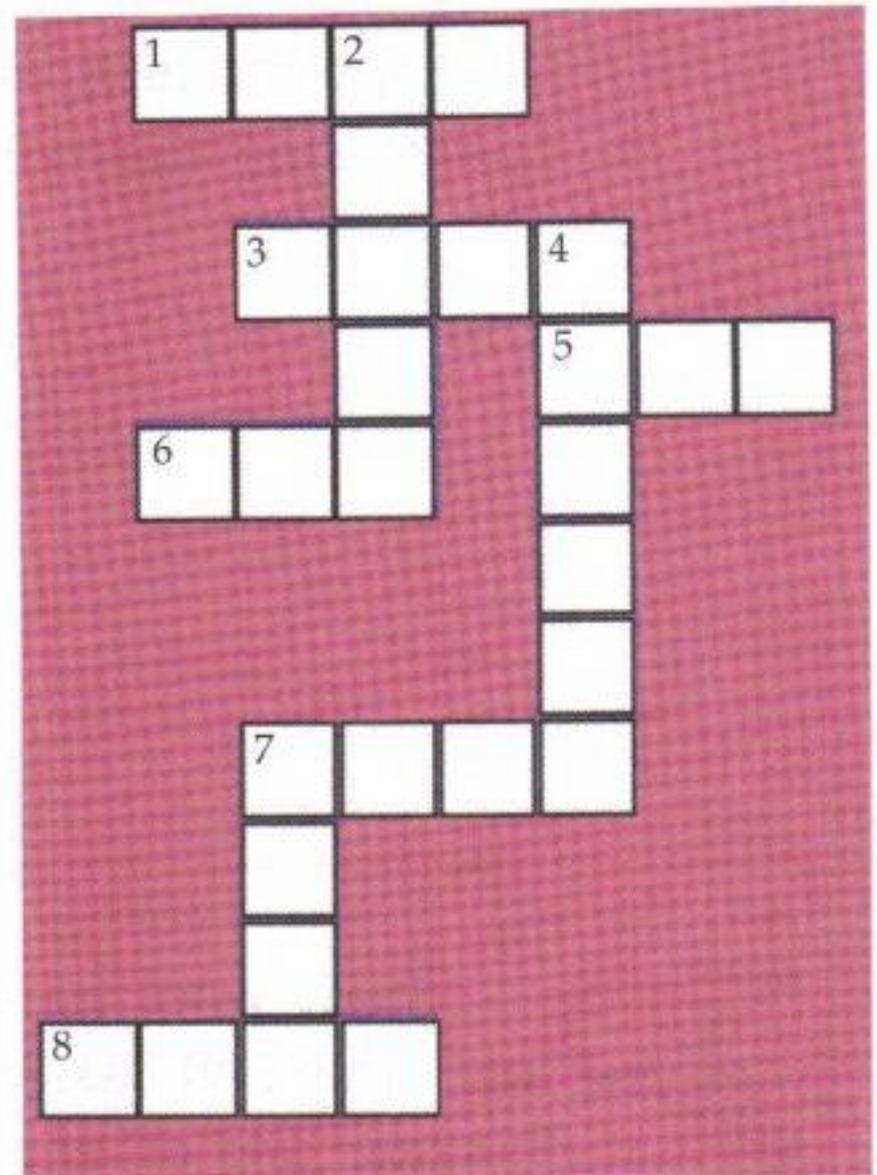
cost

ill

things

shell

hum



**ACROSS**

1. The price of something
3. It holds up your pants.
5. To sing with your mouth shut
6. Sick, not well
7. Some things you wear on your head
8. To twist or turn

**DOWN**

2. A turtle's home
4. Some \_\_\_\_\_ are missing.
7. What is under your mouth.



**Ask a helper or your teacher to give you a practice spelling test of Spelling Words-2.**

Restudy the words you missed.

When you get all the spelling words correct on your final spelling test, write your name in the Super Speller star, then color the star.



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**

**Answer yes or no.**

3.01 \_\_\_\_\_ One word makes a sentence.

3.02 \_\_\_\_\_ Lots of words always make a sentence.

3.03 \_\_\_\_\_ Words that tell about something and what it is doing make a sentence.

3.04 \_\_\_\_\_ Sentences always begin with capital letters.

**Next to each printed letter write the cursive letter.**

3.05

a k d

3.06

g o q

3.07

f b s

**Print on the line the group of words that is a sentence.**

God teaches us how to love.

Many friend's cars.

3.08

**Print these sentences so the capital letters are correct.**

jip is sam's pet.

3.09

the bible teaches us to love and obey god.

3.010

**Read the words below.** If they have a short vowel sound, check the short vowel box. If they have a long vowel sound, check the long vowel box.

		<b>short vowel</b>	<b>long vowel</b>
3.011	bend	<input type="checkbox"/>	<input type="checkbox"/>
	bat	<input type="checkbox"/>	<input type="checkbox"/>
	belt	<input type="checkbox"/>	<input type="checkbox"/>
	coat	<input type="checkbox"/>	<input type="checkbox"/>
	cost	<input type="checkbox"/>	<input type="checkbox"/>
	ring	<input type="checkbox"/>	<input type="checkbox"/>
	shell	<input type="checkbox"/>	<input type="checkbox"/>

**Print the answer on the line.**

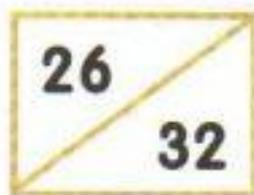
3.012      What are the vowel letters of our alphabet?

\_\_\_\_\_

3.013      Which letter (vowel or consonant) is like a fence?

\_\_\_\_\_

\_\_\_\_\_



Teacher check \_\_\_\_\_

Initial

Date



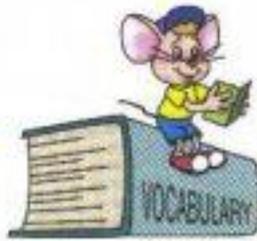
My Score



**Take your final Spelling Test for Spelling Words-2.**

## IV. SECTION FOUR

You know that a good sentence must make sense. It must tell what something is doing. It must begin with a capital letter. In this section you will learn what to do at the end of a sentence. Look for the difference between how to end an asking or a telling sentence.



**presto**

(pres to)

Quickly.



Ask your teacher to say these words with you.  
Teacher check \_\_\_\_\_

Initial

Date



### SPELLING

You have learned to spell words that have short vowel sounds. In the words you learned to spell, you could hear all the letters you wrote. Some words are spelled with letters that you cannot hear. Some words are spelled with letters that do not have a sound. These letters are called silent letters. To spell these words, we must learn and remember what letters are silent.



**What letters are silent? Print the silent letters on the line after each group of words.**

4.1 night  
fight \_\_\_\_\_ Sh!  
light

4.2 knot  
knee \_\_\_\_\_ Sh!  
knock

4.3 write  
wrong \_\_\_\_\_ Sh! Can you  
wrote hear the silent  
letters?

4.4 catch  
patch \_\_\_\_\_  
match

These are your new spelling words. Learn to spell these words with silent letters.

### Spelling Words-3

catch	knock	match	write
fight	knot	night	wrong
knee	light	patch	wrote
right	know		



4.5

### Practice spelling these words.

Print each of these words on another piece of paper. Print each word ten times. Say the word to yourself as you spell it.



Teacher check \_\_\_\_\_

Initial

Date



### Find your spelling words in the secret code wheel.

Some of your spelling words are hiding in the secret code wheel. Read the clues. Then look up the number on the secret code wheel. Find the letter on the code wheel that belongs with each number. Print the letters on the lines above the numbers. **Presto**, your secret words are spelled.

4.6 clue: What a lamp gives you.

\_\_\_\_\_  
15 18 20 19 7

4.7 clue: A piece of cloth

\_\_\_\_\_  
11 26 7 24 19

4.8 clue: Part of your leg

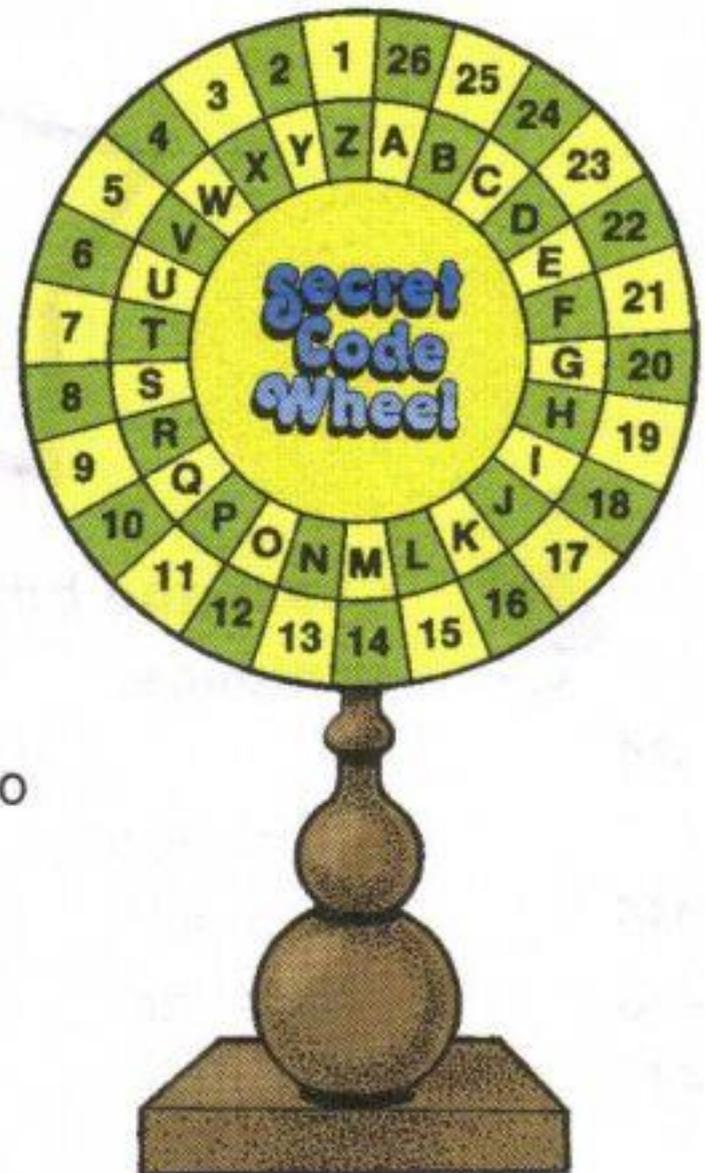
\_\_\_\_\_  
16 13 22 22

4.9 clue: What a cat and dog will do

\_\_\_\_\_  
21 18 20 19 7

4.10 clue: Not left

\_\_\_\_\_  
9 18 20 19 7



4.11

clue: Used to start a fire

\_\_\_\_\_

14 26 7 24 19

4.12

clue: Make letters with a pencil.

\_\_\_\_\_

4 9 18 7 22



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

4.13

When you get all the spelling words correct on your final spelling test, write your name in the Super Speller Star, then color the star.



**Check the box that correctly finishes the sentence.**

4.14

You  do  do not hear all letters in some words.

4.15

The letters  gh  mn may be silent.

4.16

The letter  x  k may be silent.

4.17

The letter  t  c may be silent.



## HANDWRITING

The next set of cursive letters you will learn all begin with an overcurve. Study and practice the overcurve.



Write these letters in cursive handwriting.

*m m m*

*n n n*

*u u u*

*ny ny ny*

*ny ny ny*

418

**Practice each letter every day for a whole week.**

Write words using the letters you have learned. Use this check list each time you practice. Your teacher can help you check your work.

### CURSIVE WRITING CHECK LIST

- Did I hold my pencil correctly?
- Did I hold my paper correctly?
- Did I finger space correctly?



**Write the lower case letters in cursive handwriting on the lines below.** Write each cursive letter after the printed letter. You may look back in your LIFEPAK to see how the letters are made.

4.19

a b c d e f

g h i j k l

m n o p q r

s t u v w x

y z



### GRAMMAR

You have learned about words and sentences. You have learned about words that need capitals to begin a sentence. Learning how to end a sentence is important.

Sentences can tell us something or they can ask us something. The little mark at the end of a sentence tells us if the sentence is asking or telling. This little mark is called a punctuation mark.

Read these sentences.

I am going home

Am I going home

The marks at the end of the sentences were left off. To make it easier to know if a sentence is telling you something or asking you something, a mark is placed at the end of the sentence.

Read the sentences again.

I am going home.

Am I going home?

This time the marks at the end of the sentences were given. It is easier to know if the sentences are telling you something or asking you something.

I am going home. = tells you something.

Am I going home? = asks you something.



4.20

**Write in the box what is at the end of the sentence when the sentence tells you something.**



4.21

**Write in the box what is at the end of the sentence when the sentence asks you something.**



Print the sentences on the lines using the correct marks at the end of the sentences.

.      ?      It may be this ———→ .  
Or, will it be this ———→ ?

4.22      Walking home is fun

---

---

---

4.23      Do you know Jesus

---

---

---

4.24      Who is Moses

---

---

---

4.25      Boys like to run

---

---

---



Mark the answer that correctly finishes the sentence.

4.26      Sentences need some kind of \_\_\_\_\_ at the end.

mark

letter

4.27 When a sentence asks something, you put a \_\_\_\_\_ at the end.

(.)  (?)

4.28 When a sentence tells something, you put a \_\_\_\_\_ at the end.

(.)  (?)



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 LIFEPAC. The last Self Test will tell you what parts of the LIFEPAC you need to study again.

## SELF TEST 4

**Answer** Yes or No.

4.01 Some words have letters that you do not hear.

Yes No

**Circle the spelling words that have the silent letters.**

4.02 run knee  
catch caps  
bend light  
right know

**Draw a line matching the cursive handwriting letter to the printed letter.**

4.03

*g*

u

*v*

e

*w*

q

*b*

b

*u*

v

*l*

w

**Write all of the lower case alphabet in cursive handwriting.**  
Leave a finger space between each letter.

4.04

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

**Print the sentences on the lines using capital letters and the correct marks at the end.**

4.05      joseph was a brother

\_\_\_\_\_

-----

\_\_\_\_\_

4.06

how many brothers did joseph have

---

---

---

---

---

---

4.07

joseph prayed to god

---

---

---

---

**Check the box in front of each group of words that is a good sentence.**

4.08

- Sue ran to school.
- The big school.
- All the girls.
- God loves everyone.

**Put the words in proper order to make a sentence.** The first word is printed for you.

lives door me Mary to next

4.09

Mary \_\_\_\_\_.

**Print the vowels on the line.**

4.010

---

**Print the sentences with capital letters and punctuation marks.**

god gave us his son, jesus

4.011

---

4.012 will you help pete with his spelling test

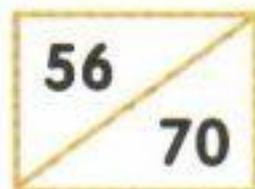
\_\_\_\_\_

**Print the words or letters that belong in the blanks.**

4.013 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
are the vowels.

4.014 Letters that hold in (fence in) vowels are called  
\_\_\_\_\_.

4.015 Words are like \_\_\_\_\_ blocks.



Teacher check \_\_\_\_\_

Initial

Date

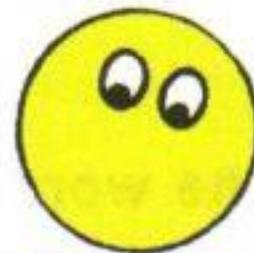


**Take your final Spelling Test for Spelling Words-3.**



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

1. \_\_\_\_\_ Did you do good work  
on your last Self Test?



2. \_\_\_\_\_ Did you study again those parts of the LIFEPAC  
you didn't remember?

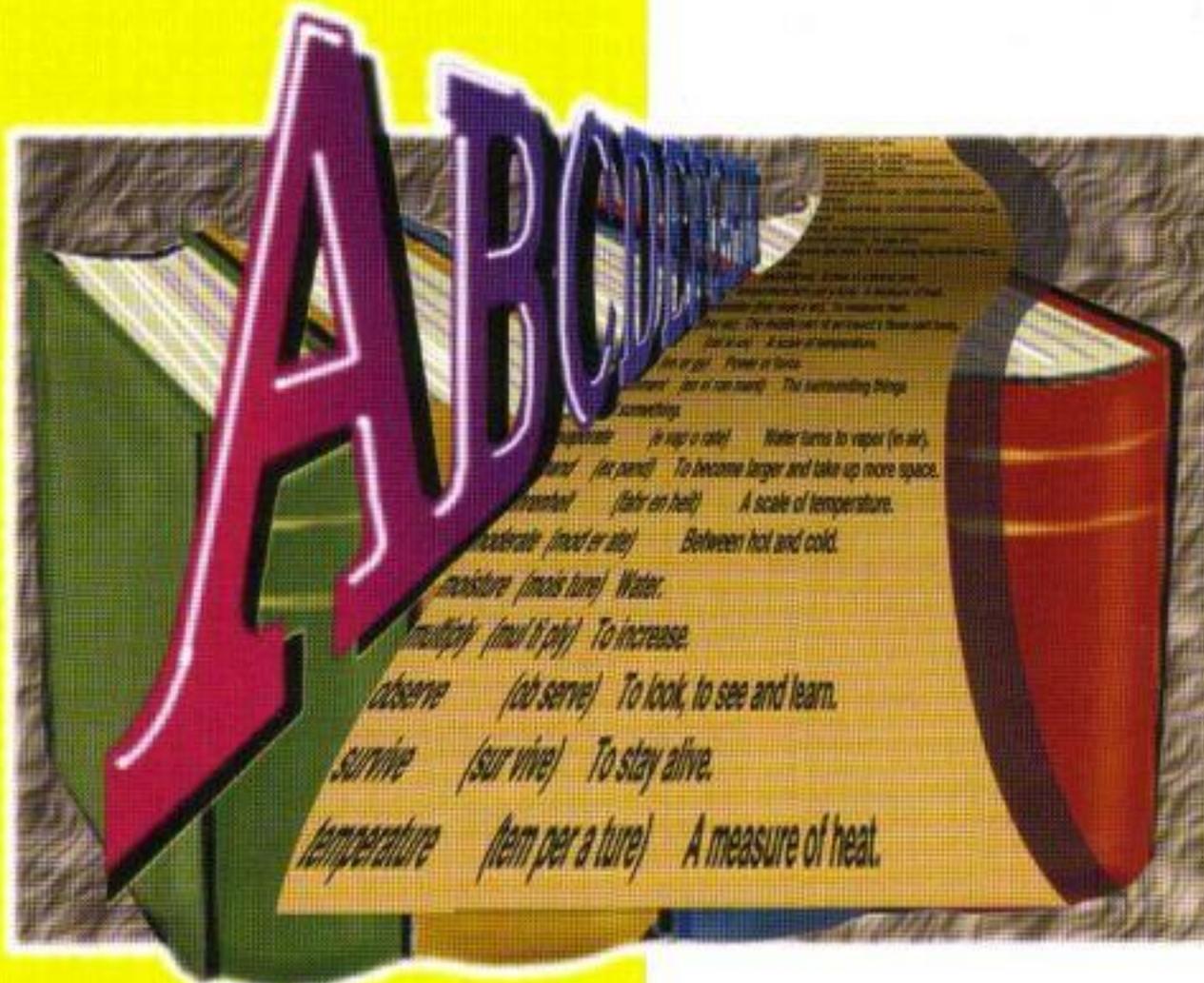
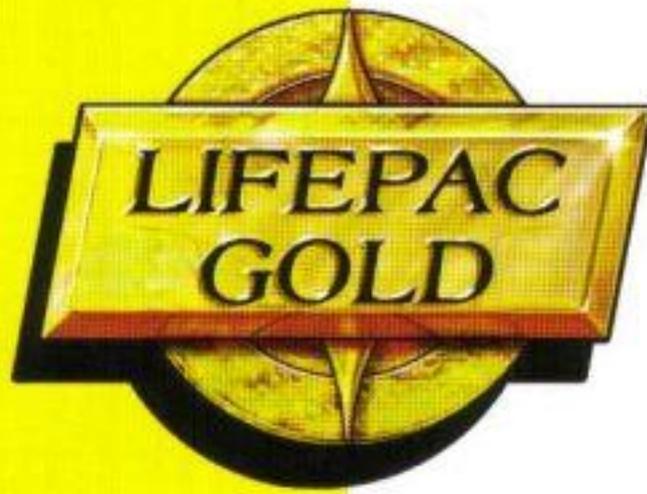
Check one:  Yes (good)  
 No (ask your teacher)

3. \_\_\_\_\_ Do you know all the new words in "Vocabulary"?

Check one:  Yes (good)  
 No (ask your teacher)

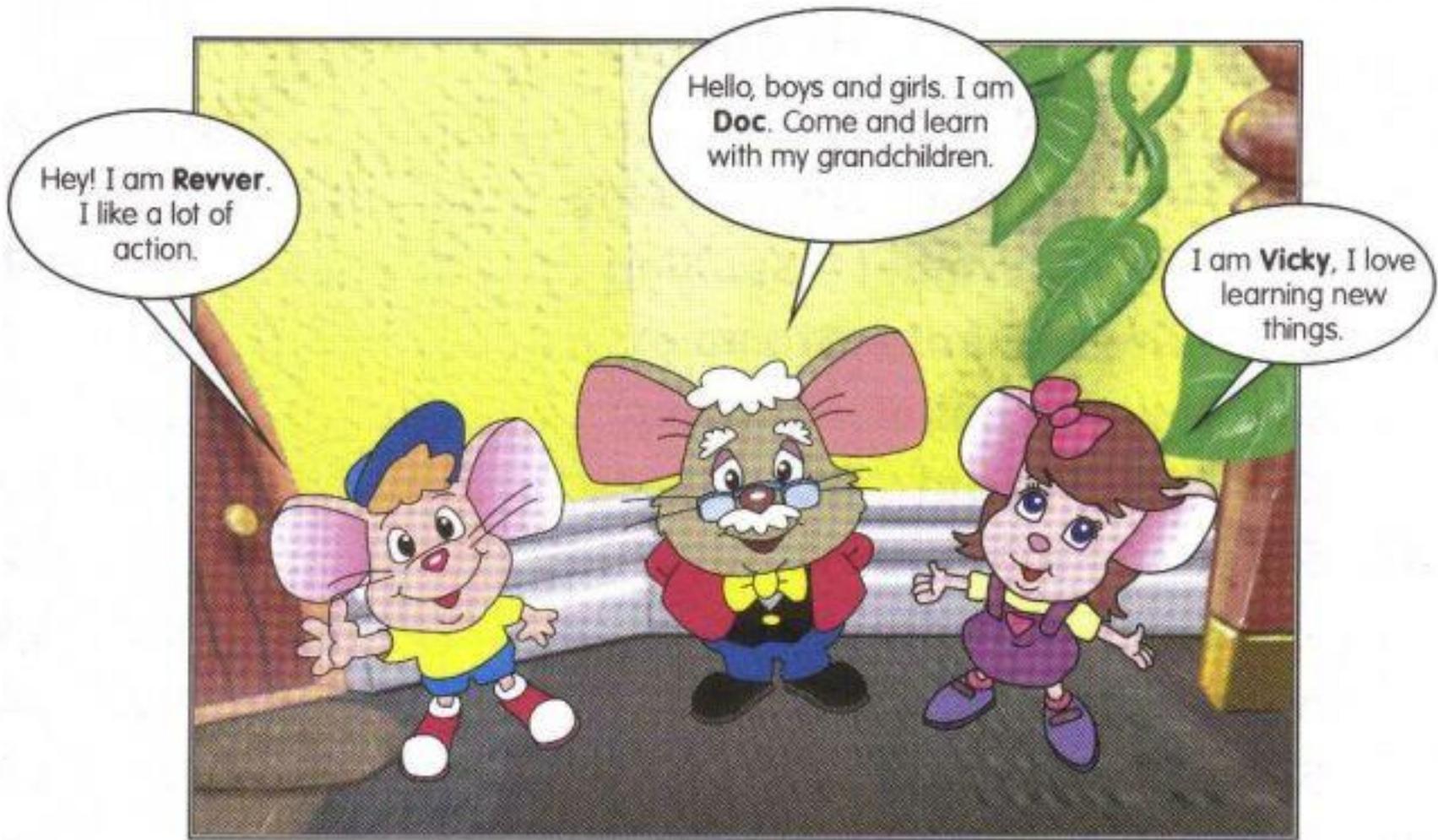
4. \_\_\_\_\_ Do you know all your new Spelling words?

Check one:  Yes (good)  
 No (ask your teacher)



# 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.

# LANGUAGE

# ARTS

3 0 1

## LIFEPAC TEST

32

41

Name \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_

# LANGUAGE ARTS 301: LIFE PAC TEST

Draw a line from the printed letter to the cursive letter.

1. b

g

2. f

a

3. q

t

4. a

f

5. t

b

Write each letter in cursive handwriting.

6.

w

7.

h

8.

s

9.

g

10.

k

11.

r

12.

Write the five vowels on the line. \_\_\_\_\_

\_\_\_\_\_

**Check the box for the word or words that go in the blank to finish the sentence.**

13. Sentences tell what is \_\_\_\_\_  
 big                       remembered     happening
14. Consonants \_\_\_\_\_ vowels.  
 take away     fence in             don't need
15. Vowels are like a magic key. They  
\_\_\_\_\_ words.  
 unlock             lock up             don't need

**Print the group of words that is a sentence on the line below.**

16.            The big people.  
              God loves all people.

---

---

---

**Circle the word if the vowel makes a short sound.**

- |     |       |       |
|-----|-------|-------|
| 17. | catch | on    |
|     | cake  | seem  |
|     | thing | shed  |
|     | hum   | faith |

**In the following sentences write yes on the line if the capital letters are used correctly. Write no on the line if the capitals are not used correctly. Circle the letter that needs to be changed.**

18. he was late for school. \_\_\_\_\_
19. the race was won by tom. \_\_\_\_\_
20. We went to church yesterday. \_\_\_\_\_
21. we learn about god's love at church. \_\_\_\_\_
22. they make new friends at church. \_\_\_\_\_

**Put the correct mark at the end of each sentence. (?) or (.)**

23. How old is Jane \_\_\_\_\_
24. The cat chased a mouse \_\_\_\_\_
25. God takes care of us \_\_\_\_\_
26. Did you know that \_\_\_\_\_

**Choose the main idea of the following paragraph. Check the box that gives the main idea.**

27. After a while, Pedro began to learn the new language. He could understand what the others were saying to him. He could understand when his friends were telling him about God. He learned about God's love. He believed God's Word.

- Pedro began to have many friends.
- Pedro had a hard time learning the new language.
- Once Pedro learned the language, he could learn about God.

**Take your LIFE PAC Spelling Test.**

# LANGUAGE ARTS 301

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