

# STRUCTURE OF THE LIFEPAC CURRICULUM

The LIFEPAC curriculum is conveniently structured to provide one Teacher's Guide containing teacher support material with answer keys and ten student worktexts for each subject at grade levels 2 through 12. The worktext format of the LIFEPACs allows the student to read the textual information and complete workbook activities all in the same booklet. The easy-to-follow LIFEPAC numbering system lists the grade as the first number(s) and the last two digits as the number of the series. For example, the Language Arts LIFEPAC at the 6th grade level, 5th book in the series would be LAN0605.

Each LIFEPAC is divided into three to five sections and begins with an introduction or overview of the booklet as well as a series of specific learning objectives to give a purpose to the study of the LIFEPAC. The introduction and objectives are followed by a vocabulary section which may be found at the beginning of each section at the lower levels or in the glossary at the high school level. Vocabulary words are used to develop word recognition and should not be confused with the spelling words introduced later in the LIFEPAC. The student should learn all vocabulary words before working the LIFEPAC sections to improve comprehension, retention, and reading skills.

Each activity or written assignment in grades 2 through 12 has a number for easy identification, such as 1.1. The first number corresponds to the LIFEPAC section and the number to the right of the decimal is the number of the activity.

Teacher checkpoints, which are essential to maintain quality learning, are found at various locations throughout the LIFEPAC. The teacher should check 1) neatness of work and penmanship, 2) quality of understanding (tested with a short oral quiz), 3) thoroughness of answers (complete sentences and paragraphs, correct spelling, etc.), 4) completion of activities (no blank spaces), and 5) accuracy of answers as compared to the answer key (all answers correct).

The self test questions in grades 2 through 12 are also number coded for easy reference. For example, 2.015 means that this is the 15th question in the self test of Section 2. The first number corresponds to the LIFEPAC section, the zero indicates that it is a self test question, and the number to the right of the zero the question number.

The LIFEPAC test is packaged at the center of each LIFEPAC. It should be removed and put aside before giving the booklet to the student for study.

Answer and test keys in grades 2 through 12 have the same numbering system as the LIFEPACs. The student may be given access to the answer keys (not the test keys) under teacher supervision so that they can score their own work.

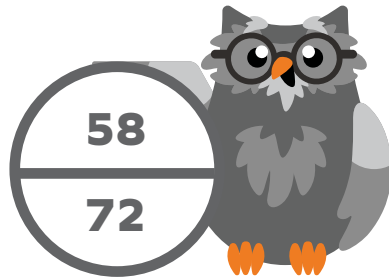
A thorough study of the Scope & Sequence by the teacher before instruction begins is essential to the success of the student. The teacher should become familiar with expected skill mastery and understand how these grade-level skills fit into the overall skill development of the curriculum. The teacher should also preview the objectives that appear at the beginning of each LIFEPAC for additional preparation and planning.

## TEST SCORING AND GRADING

Answer keys and test keys give examples of correct answers. They convey the idea, but the student may use many ways to express a correct answer. The teacher should check for the essence of the answer, not for the exact wording. Many questions are high level and require thinking and creativity on the part of the student. Each answer should be scored based on whether or not the main idea written by the student matches the model example. "Any Order" or "Either Order" in a key indicates that no particular order is necessary to be correct.

Most self tests and LIFEPAC tests at the lower elementary levels are scored at 1 point per answer; however, the upper levels may have a point system awarding 2 to 5 points for various answers or questions. Further, the total test points will vary; they may not always equal 100 points. They may be 78, 85, 100, 105, etc.

### Example 1

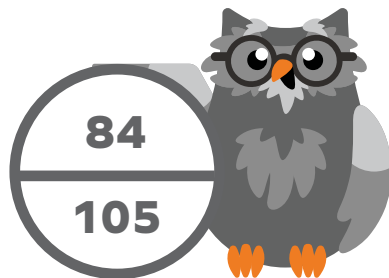


Teacher Check

\_\_\_\_\_  
Initial      Date



### Example 2



Teacher Check

\_\_\_\_\_  
Initial      Date



A score box similar to ex. 1 above is located at the end of each self test and on the front of the LIFEPAC test. The bottom score, 72, represents the total number of points possible on the test. The upper score, 58, represents the number of points your student will need to receive an 80% or passing grade. If you wish to establish the exact percentage that your student has achieved, find the total points of their correct answers and divide it by the bottom number (in this case 72). For example, if your student has a point total of 65, divide 65 by 72 for a grade of 90%. Referring to ex. 2, on a test with a total of 105 possible points, the student would have to receive a minimum of 84 correct points for an 80% or passing grade. If your student has received 93 points, simply divide the 93 by 105 for a percentage grade of 89%. Students who receive a score below 80% should review the LIFEPAC and retest using the appropriate Alternate Test found in the Teacher's Guide.

The following is a guideline to assign letter grades for completed LIFEPACs based on a maximum total score of 100 points.

**Example:**

- LIFEPAC Test = 60% of the Total Score (or percent grade)
- Self Test = 25% of the Total Score (average percent of self tests)
- Reports = 10% or 10\* points per LIFEPAC
- Oral Work = 5% or 5\* points per LIFEPAC

\*Determined by the teacher's subjective evaluation of the student's daily work.

**Example:**

LIFEPAC Test Score	= 92%	$92 \times .60$	=	55 points
Self Test Average	= 90%	$90 \times .25$	=	23 points
Reports			=	8 points
Oral Work			=	4 points

---

TOTAL POINTS = 90 points

**Grade Scale based on point system:**

- 100 – 94 = A
- 93 – 86 = B
- 85 – 77 = C
- 76 – 70 = D
- Below 70 = F

## TEACHER HINTS AND STUDYING TECHNIQUES

LIFEPAC activities are written to check the level of understanding of the preceding text. The student may look back to the text as necessary to complete these activities; however, a student should never attempt to do the activities without reading (studying) the text first. Self tests and LIFEPAC tests are never open book tests.

Language arts activities (skill integration) often appear within other subject curriculum. The purpose is to give the student an opportunity to test his skill mastery outside of the context in which it was presented.

Writing complete answers (paragraphs) to some questions is an integral part of the LIFEPAC curriculum in all subjects. This builds communication and organization skills, increases understanding and retention of ideas, and helps enforce good penmanship. Complete sentences should be encouraged for this type of activity. Obviously, single words or phrases do not meet the intent of the activity, since multiple lines are given for the response.

Review is essential to student success. Time invested in review where review is suggested will be time saved in correcting errors later. Self tests, unlike the section activities, are closed book. This procedure helps to identify weaknesses before they become too great to overcome. Certain objectives from self tests are cumulative and test previous sections; therefore, good preparation for a self test must include all material studied up to that testing point.

The following procedure checklist has been found to be successful in developing good study habits in the LIFEPAC curriculum.

1. Read the introduction and Table of Contents.
2. Read the objectives.
3. Recite and study the entire vocabulary (glossary) list.
4. Study each section as follows:
  - a. Read the introduction and study the section objectives.
  - b. Read all the text for the entire section, but answer none of the activities.
  - c. Return to the beginning of the section and memorize each vocabulary word and definition.
  - d. Reread the section, complete the activities, check the answers with the answer key, correct all errors, and have the teacher check.
  - e. Read the self test but do not answer the questions.
  - f. Go to the beginning of the first section and reread the text and answers to the activities up to the self test you have not yet done.
  - g. Answer the questions to the self test without looking back.
  - h. Have the self test checked by the teacher.
  - i. Correct the self test and have the teacher check the corrections.
  - j. Repeat steps a-i for each section.
5. Use the **SQ3R** method to prepare for the LIFEPAC test.
  - S**can the whole LIFEPAC.
  - Q**uestion yourself on the objectives.
  - R**ead the whole LIFEPAC again.
  - R**ecite through an oral examination.
  - R**evise weak areas.
6. Take the LIFEPAC test as a closed book test.
7. LIFEPAC tests are administered and scored under direct teacher supervision. Students who receive scores below 80% should review the LIFEPAC using the **SQ3R** study method and take the Alternate Test located in the Teacher's Guide. The final test grade may be the grade on the Alternate Test or an average of the grades from the original LIFEPAC test and the Alternate Test.

## GOAL SETTING AND SCHEDULES

Each school must develop its own schedule, because no single set of procedures will fit every situation. The following is an example of a daily schedule that includes the five LIFE-PAC subjects as well as time slotted for special activities.

### Possible Daily Schedule

8:15	-	8:25	Pledges, prayer, songs, devotions, etc.
8:25	-	9:10	Bible
9:10	-	9:55	Language Arts
9:55	-	10:15	Recess (juice break)
10:15	-	11:00	Math
11:00	-	11:45	History & Geography
11:45	-	12:30	Lunch, recess, quiet time
12:30	-	1:15	Science
1:15	-		Drill, remedial work, enrichment*

**\*Enrichment:** *Computer time, physical education, field trips, fun reading, games and puzzles, family business, hobbies, resource persons, guests, crafts, creative work, electives, music appreciation, projects.*

Basically, two factors need to be considered when assigning work to a student in the LIFE-PAC curriculum.

The first is time. An average of 45 minutes should be devoted to each subject, each day. Remember, this is only an average. Because of extenuating circumstances, a student may spend only 15 minutes on a subject one day and the next day spend 90 minutes on the same subject.

The second factor is the number of pages to be worked in each subject. A single LIFE-PAC is designed to take three to four weeks to complete. Allowing about three to four days for LIFE-PAC introduction, review, and tests, the student has approximately 15 days to complete the LIFE-PAC pages. Simply take the number of pages in the LIFE-PAC, divide it by 15 and you will have the number of pages that must be completed on a daily basis to keep the student on schedule. For example, a LIFE-PAC containing 45 pages will require three completed pages per day. Again, this is only an average. While working a 45-page LIFE-PAC, the student may complete only one page the first day if the text has a lot of activities or reports, but go on to complete five pages the next day.

Long-range planning requires some organization. Because the traditional school year originates in the early fall of one year and continues to late spring of the following year, a calendar should be devised that covers this period of time. Approximate beginning and completion dates can be noted on the calendar as well as special occasions such as holidays, vacations and birthdays. Since each LIFE-PAC takes three to four weeks or 18 days to complete, it should take about 180 school days to finish a set of ten LIFE-PACs. Starting at the beginning school date, mark off 18 school days on the calendar and that will become the targeted completion date for the first LIFE-PAC. Continue marking the calendar until you have established dates for the remaining nine LIFE-PACs making adjustments for previously noted holidays and vacations. If all five subjects are being used, the ten established target dates should be the same for the LIFE-PACs in each subject.



# TEACHING SUPPLEMENTS

The sample weekly lesson plan and student grading sheet forms are included in this section as teacher support materials and may be duplicated at the convenience of the teacher.

The student grading sheet is provided for those who desire to follow the suggested guidelines for assignment of letter grades as previously discussed. The student's self test scores should be posted as percentage grades. When the LIFEPAC is completed, the teacher should average the self test grades, multiply the average by .25, and post the points in the box marked self test points. The LIFEPAC percentage grade should be multiplied by .60 and posted. Next, the teacher should award and post points for written reports and oral work. A report may be any type of written work assigned to the student whether it is a LIFEPAC or additional learning activity. Oral work includes the student's ability to respond orally to questions which may or may not be related to LIFEPAC activities or any type of oral report assigned by the teacher. The points may then be totaled and a final grade entered along with the date that the LIFEPAC was completed.

The Student Record Book which was specifically designed for use with the Alpha Omega curriculum provides space to record weekly progress for one student over a nine-week period as well as a place to post self test and LIFEPAC scores. The Student Record Books are available through the current Alpha Omega catalog; however, unlike the enclosed forms these books are not for duplication and should be purchased in sets of four to cover a full academic year.

**WEEKLY LESSON PLANNER**

Week of:

	Subject	Subject	Subject	Subject
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				



## WEEKLY LESSON PLANNER

Week of:

	Subject	Subject	Subject	Subject
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Student Name \_\_\_\_\_

Year \_\_\_\_\_

**Bible**

LP	Self Test Scores by Sections					Self Test Points	LIFEPAC Test	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						
01											
02											
03											
04											
05											
06											
07											
08											
09											
10											

**History & Geography**

LP	Self Test Scores by Sections					Self Test Points	LIFEPAC Test	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						
01											
02											
03											
04											
05											
06											
07											
08											
09											
10											

**Language Arts**

LP	Self Test Scores by Sections					Self Test Points	LIFEPAC Test	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						
01											
02											
03											
04											
05											
06											
07											
08											
09											
10											

Student Name \_\_\_\_\_

Year \_\_\_\_\_

**Math**

LP	Self Test Scores by Sections					Self Test Points	LIFEPAAC Test	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						
01											
02											
03											
04											
05											
06											
07											
08											
09											
10											

**Science**

LP	Self Test Scores by Sections					Self Test Points	LIFEPAAC Test	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						
01											
02											
03											
04											
05											
06											
07											
08											
09											
10											

**Spelling/Electives**

LP	Self Test Scores by Sections					Self Test Points	LIFEPAAC Test	Oral Points	Report Points	Final Grade	Date
	1	2	3	4	5						
01											
02											
03											
04											
05											
06											
07											
08											
09											
10											



## INSTRUCTIONS FOR FIRST GRADE HISTORY & GEOGRAPHY

The first grade teacher's guides of the LIFEPAAC curriculum are designed to provide a step-by-step procedure that will help the teacher prepare for and present each lesson effectively. In the early LIFEPAACs, the teacher should read the directions and any other sentences to the children. However, as the school year progresses, the student should be encouraged to begin reading and following his own instructional material in preparation for the independent study approach that begins at the second grade level.

This section of the Teacher's Guide includes the following teacher aids:

- 1) Cumulative Word List

Teacher Instruction pages for each unit:

- 2) Materials Needed
- 3) Concept List
- 4) Goals
- 5) Vocabulary
- 6) Teacher Instruction
- 7) Activities
- 8) Student page images with Answer Keys
- 9) Reproducible Worksheets
- 10) Reproducible Alternate Tests

The Cumulative Word List is made up of words introduced at least once in one of the ten subject LIFEPAACs. An asterisk (\*) following a word indicates a direction-word that the children will need to know by sight to complete the work independently. Sight words are words that either are needed before their phonetic presentation or do not follow the standard phonetic rules. These words need to be learned through memorization and children should be drilled on them frequently. The drill may be done by use of a chart posted in a prominent place, by word card drills, or by word recognition or meaning games. Some words on the Cumulative Word List are not expected to be part of the student's reading vocabulary but part of his speaking vocabulary for better understanding of subject content.

The Teacher Instruction Pages list the Concept to be taught as well as Student Objectives and Goals for the Teacher. The Teaching Page contains directions for teaching that page. Worksheet pages contained in some lessons follow this section and may be duplicated for individual student use. Some of the activities in the Activities section at the end of each lesson are optional and may be used to reinforce or expand the concepts taught.

Materials needed are usually items such as pencils and crayons which are readily available. Additional items that may be required are writing tablets or any lined paper, alphabet cards, color and number charts, and flashcards for vocabulary words.

# HISTORY & GEOGRAPHY 101

## Unit 1: I Am A Special Person

### I AM A SPECIAL PERSON HISTORY & GEOGRAPHY 101

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## PAGE 1: I AM A SPECIAL PERSON

### MATERIALS NEEDED

- several pictures of people of various sizes, ages, and races
- several mirrors (one full-length, if possible)
- pencils
- crayons
- felt scraps
- yarn
- paint
- butcher paper

### Concept:

I am a special person.

### Objective:

I can tell what being special means.

### Teacher Goal:

To help the children to understand that God made all people different.

### Reading Integration:

Vocabulary development, drawing a conclusion

### Vocabulary:

special, person, parents, friends, loves

### Teaching Page 1:

Display the pictures of different kinds of people. Ask the pupils to tell you in what ways they are different. (Answers might include differences in skin color, size, facial features, hair color, etc.) Read page 1 to the students.

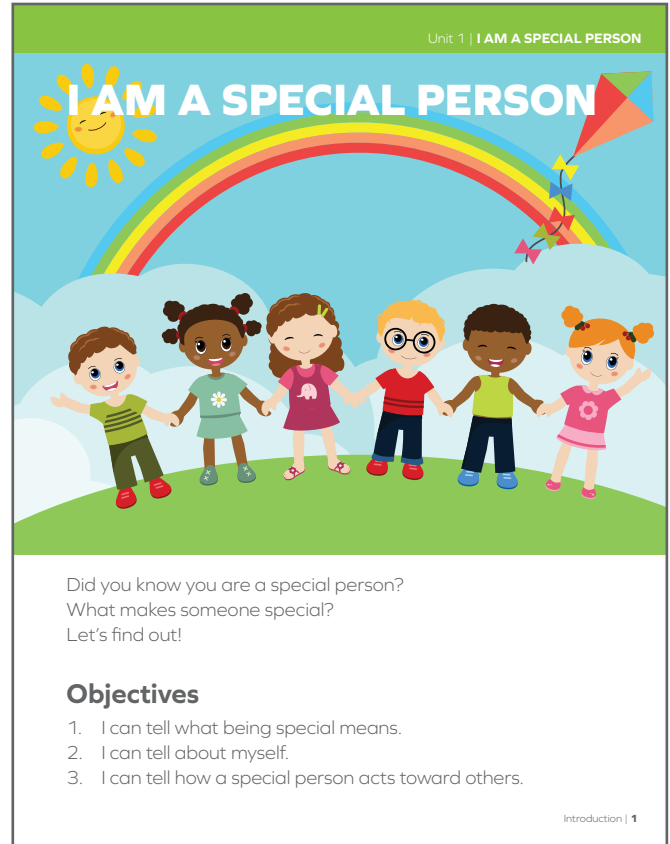
*Ask the children:*

“What do you think makes a person special?”

“What does being special mean?”

“Are the people in the pictures that we looked at special?”

“Why or why not?”



# 1. WHY YOU ARE SPECIAL

## PAGE 2

### Teaching Page 2:

Read the first 3 lines together.

*Ask these questions:*

“Whom did God make?”

“Whom does God love?” (Psalm 100:3; John 3:16)

“Why are all people special to God?”

Read the remainder of the page.

*Ask these questions:*

“In these lines, whom does God love?”

“Why are you special to God?”

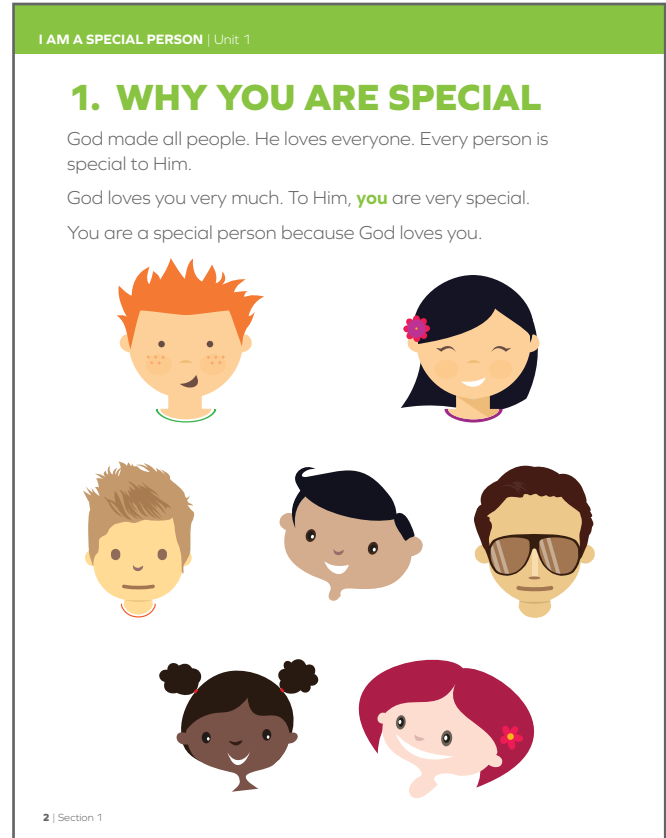
“Are the other boys and girls in your class special? Why?”

“How do you think you should act toward people who are special?”

Stress this concept because God loves us, He cares for us, and He sent Jesus to take away our sins. All these things help us to know that God loves us and that we are special to Him.

### Activities:

1. Allow the children to share their self portraits with each other. Stress the fact that God has made each one of the children different.
2. Give each child a piece of butcher paper slightly longer than the child's height. Have the children choose a partner with whom to work. While one of the partners lies down on the paper, the other child draws completely around him. Then the partners switch places, and the first child does the drawing of the other partner. Using crayons, paints, fabric, yarn, and other scrap materials, the children can proceed to “dress” their own silhouettes. These silhouettes may be displayed in windows or on walls. This project gives the children a good idea of the many sizes of children in their class.





## PAGE 3: ACTIVITY PAGE

### MATERIALS NEEDED

- Bible
- writing tablet
- pencil
- crayons
- scissors
- Worksheet 1

#### Concept:

I am a special person.

#### Objective:

I can tell what being special means.

#### Teacher Goal:

To help the children to understand that all people are special because God loves them.

#### Reading Integration:

Vocabulary development, main idea

#### Vocabulary:

because, everyone, made, very

#### Teaching Page 3:


Ask the questions:

“What do you see on this page?”

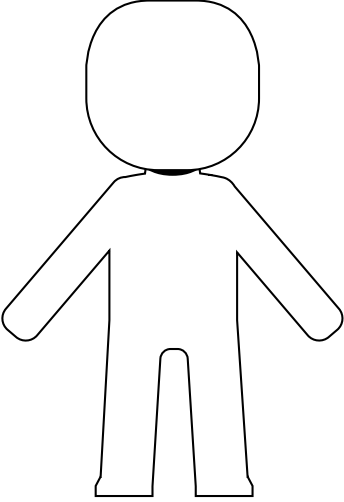
“Who can read the words at the bottom of the page?”

At this point, have each child write their own name on the blank line. Then, you should write your own name on the line (the teacher). Now ask several children to read the sentence with their names. All the children may read the sentence together, each using his own name at the end. Tell the children they are to color the figure on the page to look like themselves and to color the clothes to look like what they are wearing at that moment. Have mirrors available so that the children can check the color of their eyes and hair. A full-length mirror will help them to color the clothes more accurately.

Unit 1 | I AM A SPECIAL PERSON



Draw yourself. Write your name on the lines.



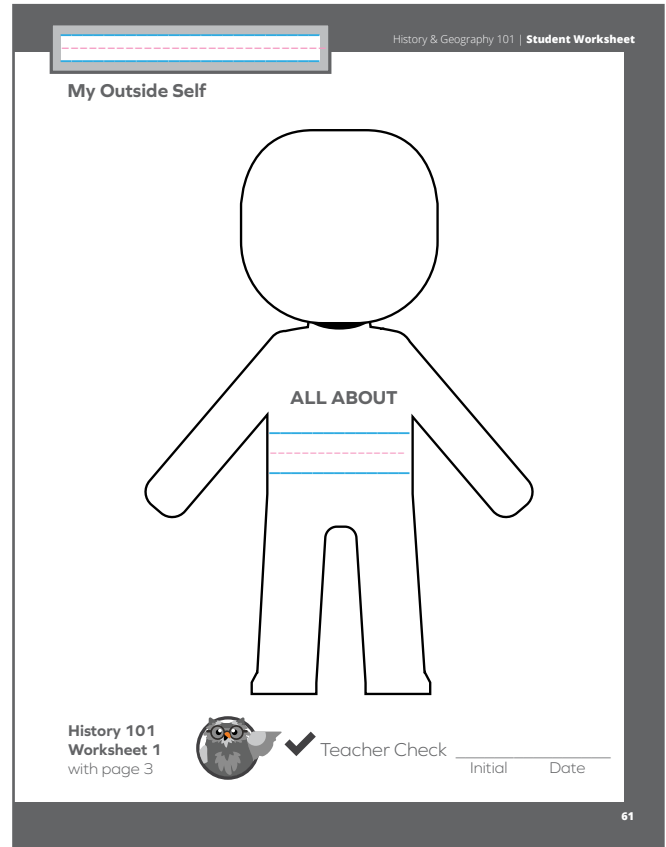
God loves \_\_\_\_\_

Section 1 | 3

**Activity:**

Guide students to complete Worksheet 1.

This page will be the cover of a booklet each child can make about themselves. This first page should be finished to look as the child sees themselves. Completing figures, such as this one and the life-size picture, help the children to see that bodies are more than just sticks. After dressing the figure and completing the face and head, have the children cut out the figure. Students can add hair and clothing to match what they look like. These figures can be the basis for a bulletin board display until they are needed to complete the children's books.



## PAGE 4: GOD MADE YOU

### MATERIALS NEEDED

- pictures of twins

#### Concept:

I am a special person.

#### Objective:

I can tell what being special means.

#### Teacher Goal:

To help the children to appreciate some differences in people.

#### Bible Reference:

Psalm 8:3–6

#### Reading Integration:

Vocabulary development

#### Vocabulary:

body, exactly, mind, twins

#### Teaching Page 4:

Read this page together. Tell the children that even twins are different in some ways.

*Ask these questions:*

“What are some ways all people are different from each other?” (Answers might include facial features, height, weight, age, hair color, color of eyes, skin color, learning abilities, physical abilities, interests, likes, and dislikes.)

“What are some ways identical twins might be different?” (personality, feelings, thoughts, abilities, interests, etc.)

Read Psalm 8:3–6. Talk about it.

*Ask this question:*

“What does God say about people being special?” (God has crowned man with glory and honor; people are to rule over God’s creation.)

#### Activity:

Play a guessing game that will help the children to become more observant of each other. The teacher will start by giving clues that describe one child in the classroom. After each clue give the children a chance to guess the identity of the mystery child. The child who finally guesses may then be the one to give clues about another child. Clues should always be of a positive nature. They may describe clothes, hair color, where they sit, something they like to do, and so on. For example, the teacher may say, “I’m thinking of somebody who is wearing a blue shirt.” As the children get to know each other better, the clues might become less obvious, such as, “I’m thinking of someone who likes to draw airplanes.” *Ask these questions:* “Could we play this game if everyone were exactly alike? Why not?”

I AM A SPECIAL PERSON | Unit 1

### God Made You

God made you special.  
No one else is exactly like you.  
God gave you your own body.  
He gave you your own mind.



4 | Section 1

## PAGE 5: DISCUSSION PAGE

### MATERIALS NEEDED

- crayons
- old magazines
- light-colored construction paper
- glue or paste
- scissors

#### Concept:

I am a special person.

#### Objective:

I can tell what being special means.

#### Teacher Goal:

To make the children aware of how much God cares for them.

#### Reading Integration:

Picture interpretation, listening comprehension

#### Vocabulary:

different, something, talk

#### Teaching Page 5:

Read the question. Discuss the differences in the three children. Stress positive differences.

#### Activities:

1. Find a story and read it to the class about showing love for people who are different whatever the differences are.

*Ask this question:*

“How do you show your love for people?”

2. Have each student make a ME collage. Write ME in big letters anywhere on the paper. Students find pictures in the magazine that show things they like or dislikes, pictures that represent them in some way. Pictures that show favorite colors, things they like to do, and pictures that tell about home and family are some to include. The pictures should be pasted all over the paper randomly. No pattern is set for a collage, only a theme. The edges of the pictures should overlap. The teacher should have a sample collage for the children to see.

Unit 1 | I AM A SPECIAL PERSON





How are these children different from each other?  
How are they alike?

Section 1 | 5

## PAGES 6 AND 7: GOD CARES FOR YOU

### MATERIALS NEEDED

- pencils
- drawing paper
- crayons
- scissors
- writing tablet
- magazines
- Worksheet 2

#### Concept:

God cares for all people.

#### Objective:

I can tell what being special means.

#### Teacher Goal:

To show how God cares for all people.

#### Bible References:

Psalms 100:3, 106, 107; Matthew 7:7–11;  
 Luke 12:22–32; John 3:16; Romans 8:16;  
 James 1:17

#### Reading Integration:

Vocabulary development, oral directions, left to right, retelling in own words, speaking in a group

#### Vocabulary:

cares, food, house, live, knows

#### Teaching Page 6:

Before reading page 6 ask the children how many ways they can think of that God shows His love for them. Write their answers on the board. The Scriptures tell of God’s love for all people. (Psalm 100:3; John 3:16; and Romans 8:16).

Have the children open their LIFE PACs to page 6. Read the page together.

*After reading the page, ask these questions:*

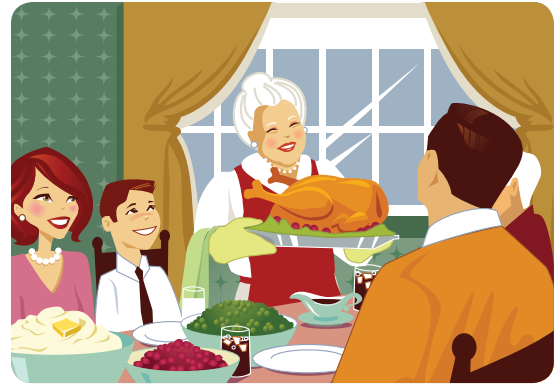
- “What gifts does God give to us?”
- “What things do you need to live?”
- “How do your parents take care of you?”

Stress that God’s greatest gift is His Son Jesus, who died to take away our sins. In James 1:17 God tells us that every good and perfect gift comes from Him (other references to God’s good gifts include Luke 12:22–32 and Matthew 7:7–11).

I AM A SPECIAL PERSON | Unit 1

### God Cares for You

God shows His love every day.  
 He gave you parents and a home.  
 He gives you food to eat.



6 | Section 1

**Teaching Page 7:**

Read the title or ask one of the children to read it. Ask: "How many things can you find in the picture that are gifts from God?" List the children's responses on the board. Read the verse from Psalm 106 to the class. Ask the children to read it with you the second time. Have the class trace and say the words of the verse as you write it on the board. The children may copy this verse into their writing tablets.


The children should color the picture.

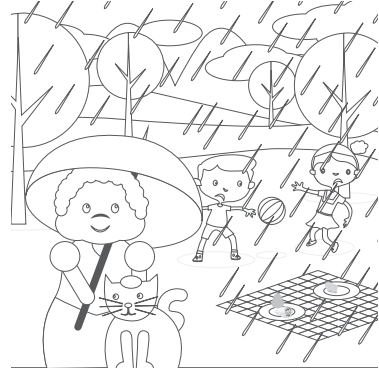
**Activities:**


1. Have students learn Psalm 106:1. Use this verse as a prayer before meals.
2. Give each child a copy of Worksheet 2.  
On the body of the figure, have each child draw or paste pictures of things they are especially thankful for. Some children may want to write what they are thankful for. Single words or phrases would be sufficient. Some children may want to share their pictures. If time allows, those who wish to do so could tell what they are thankful for and why.
3. Have the children write one-sentence thank-you prayers in their writing tablets.
4. On another piece of paper, have the children draw pictures showing God's care for each child. These pictures may be shared in front of the whole class or in small groups.

Unit 1 | I AM A SPECIAL PERSON

### God's Gifts

 Color the picture.



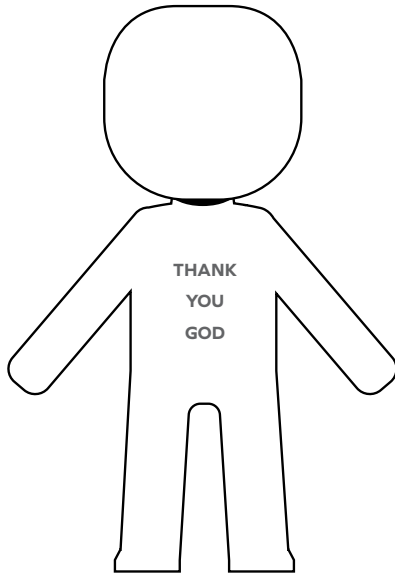
 Trace this verse. Say it with your teacher.

"Oh give thanks unto the  
Lord, for He is good."  
(Psalm 106:1)


Section 1 | 7

Student Worksheet | History & Geography 101

### God's Gifts to You.



History 101  
Worksheet 2  
with pages 6 & 7

  Teacher Check \_\_\_\_\_  
Initial \_\_\_\_\_ Date \_\_\_\_\_

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## PAGE 8: YOU ARE GOD'S CHILD

### Concept:

You are God's child.

### Objective:

I can tell what being special means.

### Teacher Goal:

To help the children to understand the meaning of being a child of God.

### Bible References:

Matthew 7:11; Galatians 3:26 and 27

### Reading Integration:

Vocabulary development, left to right, retelling in own words

### Vocabulary:

always, heaven

### Teaching Page 8:

Read the page together. Talk about the page.

*Ask these questions:*

"How do you become God's child?"  
(Galatians 3:16 and 27)

"What things does an earthly father do for his children?"

"Does God do these things for us, too?" (Matthew 7:11)

"What does God the Father do for us that an earthly father cannot do?"

Because God loves all people so much, He wants all people to become His children. Because He loves us, He wants us to love each other as sisters and brothers.

Review the first part of the LIFE PAC.

*Ask these questions:*

"Who is a special person?"

"Why is that person special?"

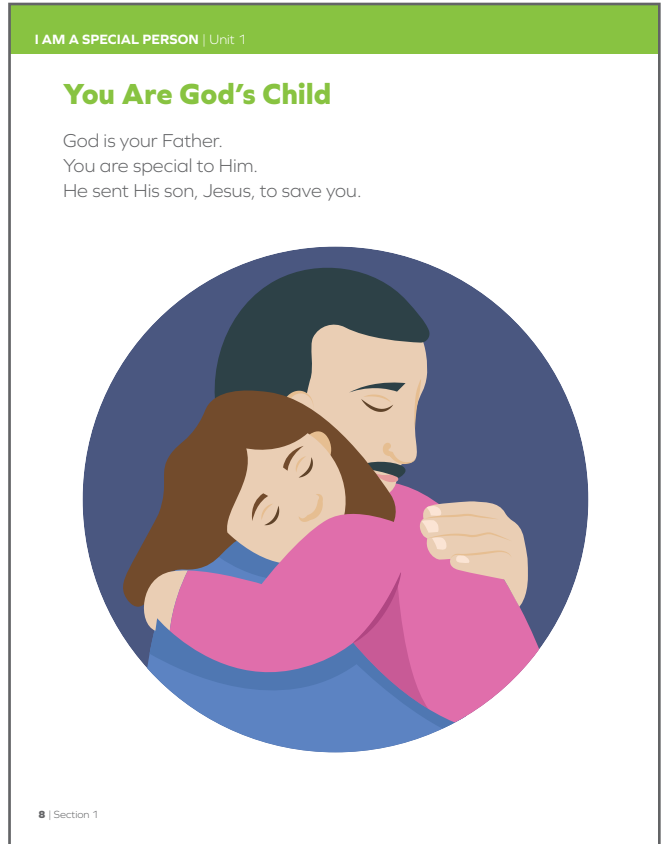
"What are some ways people know they are special to God?"

### Activity:

Find a story about friends and read it to the class. All people are special to God. We should treat each other in a special way. Sometimes we have a friend who is closer to us than anyone else.

After reading the story, allow the children to share about any special friends they may have. What do they like to do with their friends? Is their friend a boy or a girl? Younger or older? Do they live nearby or far away?

Remind the children that Jesus is a very special friend to everyone. He is with us everywhere we go.



## PAGES 9 AND 10: ACTIVITY PAGES

### MATERIALS NEEDED

- pencils
- crayons
- writing tablet

#### Concept:

Why I am a special person.

#### Objective:

I can tell what being special means.

#### Teacher Goal:

To help the children to understand that they are loved by God.

#### Bible Reference:

1 John 4:16

#### Reading Integration:

Following written directions

#### Vocabulary:

practice, verse


#### Teaching Page 9:

Read the first set of directions to the children. Write *yes* and *no* on the board. Show what is meant by *Circle yes or no*. Reinforce learning by rereading each sentence after the children have finished the activity. Give the correct answers at this time.

Follow the same procedure with the second activity. Explain the directions. Allow the children to do the activity. (If the children are not reading, read the activity to them allowing them to underline the right answer as you read it.)

Before completing the *Trace and Write* Activity, Read 1 John 4:16 from the Bible. Stress that these words are God's words to us. He is telling us about Himself. Write the verse on the board. The class should read it together. Tell the children to trace the verse in their books with a crayon or pencil. At this time have the children say the verse without looking at the words. Finally, the children should write the verse in their writing tablets. A special section of each writing tablet might be set aside for writing Bible verses that the children learn as the year proceeds.


Unit 1 | I AM A SPECIAL PERSON



**Circle yes or no.**


God loves all people.  
 yes      no

All people are special.  
 yes      no



**Put a line under the right answer.**


Why are you special?  
God loves me.  
 I go to school.



**Trace and write.**

"God is love."

(1 John 4:8)



**Practice writing this Bible verse in your writing tablet.**

Section 1 | 9



### Teaching Page 10:

Ask the children to look at the people in the picture and *ask these questions*:

“Are they all the same?”

“Are any of them special to God?”

“Why?”

Read the directions and allow the children to complete the page on their own.

### Activities:

1. Review the Scripture verses presented in this unit on pages 7 and 9.
2. Play “I’m Thinking of Somebody.” Start with someone who may not have had a chance the first time the game was played (This game was first introduced on page 4 of this LIFEPAK).

I AM A SPECIAL PERSON | Unit 1



Circle the people who are special.

Before you take the Self Test, study what you have read and done. The Self Test will check what you remember.

10 | Section 1

**PAGE 11: SELF TEST 1****MATERIALS NEEDED**

- pencils

**Concept:**

Why I am a special person.

**Objective:**

I can tell what being special means.

**Teacher Goal:**

To evaluate the children's work.

**Reading Integration:**

Following written directions

**Vocabulary:**

circle

**Teaching Page 11:**

Read the directions to the class.  
Identify the pictures before the children begin.

Read the second part of the self test and wait for the children to circle the answer before reading the next sentence.

When all the children are finished, read the answers and let the children check their own pages. Help write the scores at the bottom.

Check to see how well the children did.




If the children did not do well in one or both activities, review the concepts taught before going on to Section 2.

Unit 1 | I AM A SPECIAL PERSON

## SELF TEST 1

Each answer = 1 point

Circle the people who are special to God.






Circle yes or no.

God loves you.  
 yes      no

All people are special to God.  
 yes      no


You are special because God loves you.  
 yes      no



5



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6



Teacher Check

Initial    Date



My Score

Section 1 | 11

## 2. ALL ABOUT YOU

### PAGE 12

#### MATERIALS NEEDED

- drawing paper

#### Concept:

All about you.

#### Objective:

I can tell about myself.

#### Teacher Goal:

To help each child find what makes him unique.

#### Reading Integration:

Vocabulary development, left to right, following oral directions, listening

#### Vocabulary:

family, name

#### Teaching Page 12:

Read page 12 together.

Ask these questions:

“Can you think of any other things that are yours and no one else’s?”

“Does anyone you know look just like you?”

“Does anyone think or feel just as you do?”

“Do you know anyone else who acts just as you all the time?”

God made us all different for a reason. Why did God make everyone different? He has many jobs for us to do, and He gives every person the talent and personality to do certain tasks in this world.

Children must realize that our differences are for God’s glory. We should use our differences to help each other, whether we are in school or at home or anywhere else. If everyone were exactly alike, the work of the church would never get done. God uses all kinds of people to carry out His work on earth.

I AM A SPECIAL PERSON | Unit 1

## 2. ALL ABOUT YOU

No one else is exactly like you.  
You have your own name.  
You have your own family.  
You have your own body and mind.



12 | Section 2

**Activities:**

1. Have the children draw a picture of something that they think they do especially well. It might be art, music, sports, reading, mathematics, and so on.
2. Have the children share their special talent with the class. This activity could be a follow-up to the picture.
3. Talk about hobbies.

*Ask these questions:*

“Do any of you collect things?”

“Do you play an instrument or belong to an athletic team of some kind?”

Explain that a hobby can be anything people do in their free time that they especially enjoy doing. The children may be encouraged to bring a collection to class and tell about it. Others may want to bring an instrument or pictures of their hobbies. A display may be set up and each child may be given an opportunity to tell about his hobby. Some children who do not have a hobby may be encouraged to start one.

## PAGE 13: ACTIVITY PAGE

### MATERIALS NEEDED

- pencils
- crayons
- writing tablet

#### Concept:

All about you.

#### Objective:

I can tell about myself.

#### Teacher Goal:

To help the children to determine the likenesses and differences between friends.

#### Reading Integration:

Following directions

#### Vocabulary:

best

#### Teaching Page 13:

Read the directions together.  
Tell the children to draw the clothes and features on the figure.

After they are finished, encourage the children to talk about their friends.

*Ask the children:*


“In what ways are you and one of your friends alike?”

“How are you and that friend different from each other?”

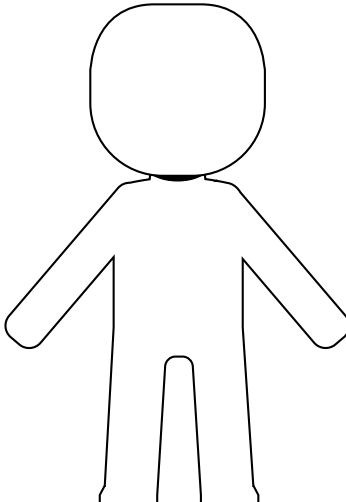
#### Activities:


1. Children should draw pictures of themselves and a best friend playing together at a favorite activity. Share pictures with the class or discussion group.
2. In their writing tablets the children could write two sentences about a friend and themselves. One sentence could tell how the two friends are alike and the other sentence could tell how the friends are different. Most children will need help with their sentences. Write a prayer as a class thanking God for friends. Have children copy the prayer in their writing tablets.

Unit 1 | I AM A SPECIAL PERSON



Draw a picture of your best friend.





Write your friend's name.

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Section 2 | 13

## PAGES 14 AND 15: LOOKING IN A MIRROR

### MATERIALS NEEDED

- pencil
- crayons
- mirrors
- bathroom scale
- scissors
- tape measure
- color chart
- Worksheet 3

#### Concept:

Looking at yourself.

#### Objective:

I can tell about myself.

#### Teacher Goal:

To help the children to understand that God made each one of them part of a family.

#### Reading Integration:

Vocabulary development, left to right, written directions, main idea

#### Vocabulary:

happy, mirror, yourself

#### Teaching Page 14:

Ask one child to read the first question. Ask how many think they know what they look like.

*Tell the children to answer these questions to themselves as you ask them:*

“What color is your hair?”

“Is it long or short?”

“What style is it?”

“How tall are you?”

“How much do you weigh?”

“Do you have freckles?” (More than likely the children will not be able to answer all of these questions.)

“Will you always look like you do today?”

“What things will change?” (height, weight, how hair is worn, how hair color might change)

Everyone knows what we are like on the outside. Only God knows all about the inside of us. What are some inside things that cannot be seen in a mirror or that cannot be seen by anyone else? (feelings, thoughts, name, etc.)

I AM A SPECIAL PERSON | Unit 1

### Looking in a Mirror

What do you look like?

God made you the way you are.

He loves you just the way you are.

God wants you to be happy with yourself.



14 | Section 2

**Teaching Page 15:**

Give the children the following directions.

“On page 15 you are going to draw a picture of yourself from head to toe. You may use the mirror to help you. At the bottom of the page, write your whole name.” Help the children to spell any part of their name that they do not know. Encourage them to use their middle names if they know them.


**Activities:**


1. Pass out Worksheet 3.

Explain that this worksheet is the next page in their books about themselves. Fasten a tape measure to one wall in the classroom at a height that will accommodate all the children. (To each child’s measured height will be added the distance from the floor to the beginning of the tape measure.) As the children are measured, have the children write their height on the first line of their figure. Follow the same procedure with weight. Supervision should be given for both of these activities since most children have little experience reading any units of measure. They may use their color chart to write the color of their hair and eyes. When finished, each child should cut out the figure and put it in a safe place along with the rest of the pages to the book. This place may be in a folder or the worksheet may be collected and stored by the teacher.

2. Start a height-weight chart that can be added to during the year. The children can see how much they have grown as the months go by.

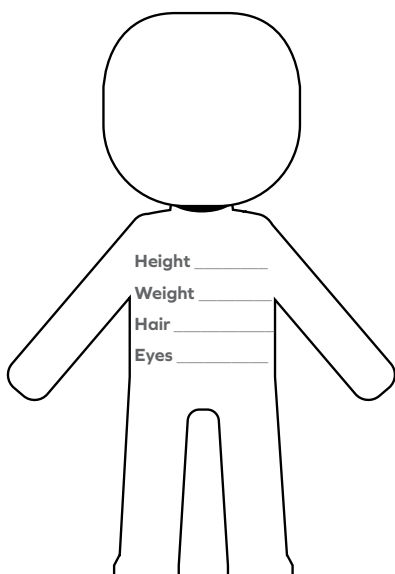
Unit 1 | I AM A SPECIAL PERSON


Draw a picture of yourself from head to toe.


Write your name.

Section 2 | 15

History & Geography 101 | Student Worksheet




Height \_\_\_\_\_

Weight \_\_\_\_\_

Hair \_\_\_\_\_

Eyes \_\_\_\_\_

History 101  
Worksheet 3  
with pages 14 & 15


✓

Teacher Check \_\_\_\_\_

Initial \_\_\_\_\_ Date \_\_\_\_\_

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## PAGES 16 AND 17: YOUR OWN FAMILY

### MATERIALS NEEDED

- pencils
- crayons
- writing tablet
- drawing paper
- Worksheet 4

#### Concept:

Family.

#### Objective:

I can tell about myself.

#### Teacher Goal:

To help the children to understand that God made us and loves us just as we are.

#### Reading Integration:

Vocabulary development, left to right, speaking in a group, writing words

#### Vocabulary:

brothers, sister, oldest, youngest

#### Teaching Page 16:

Read page 16 together. Encourage the children to talk about their own families.

*These questions may help to stimulate a discussion:*

“Do you have brothers and sisters?”

“Who is the youngest?”

“Who is the oldest?”

“What are their names?”

“How are you like the others in your family?”

“In what ways are you different from other members of your family?”

“Are you more like one member than another?”

I AM A SPECIAL PERSON | Unit 1

### Your Own Family

God has given you a family of your own.

How many are in your family?

Do you all look exactly alike?



16 | Section 2

Unit 1 | I AM A SPECIAL PERSON



Draw your whole family.



Talk about your picture.

Section 2 | 17



**Teaching Page 17:**

Allow children time to draw their whole families (including pets, if they like). During one class period, children may introduce the class to their families via their pictures. Encourage the children to tell a little about each family member. (For instance, what they do if they have a job, in the case of parents or mention special interests or hobbies. In the case of siblings, the child might tell the name, age, and one other fact about that sister or brother.)

**Activities:**

1. Pass out Worksheet 4.

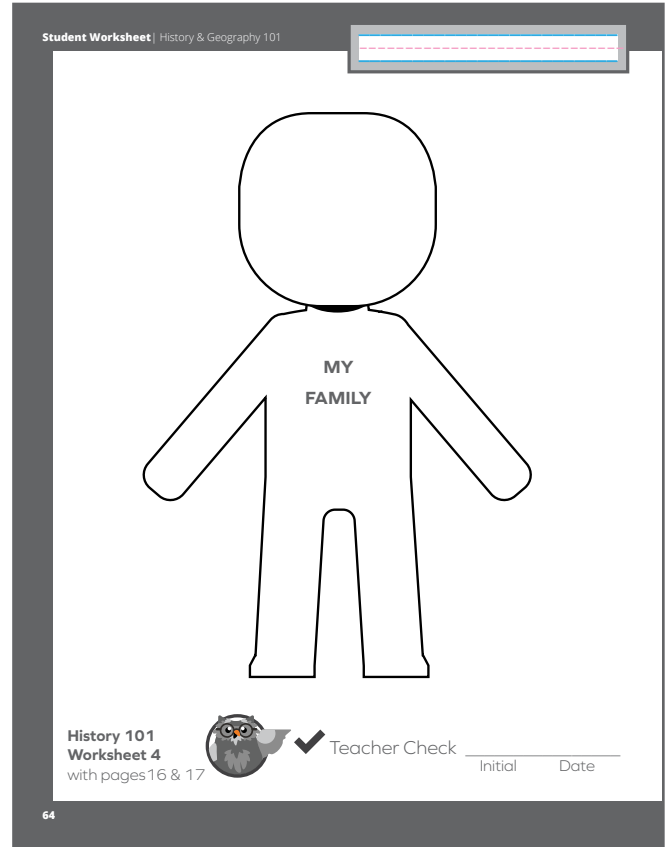
Direct the children to draw the members of their families within the outline of the figure. Other possibilities include bringing a family snapshot from home that could be cut apart or just writing the names of the family under the title.

2. Write the names of family members in their writing tablets. A sample sentence may be written on the board.

My sister's name is \_\_\_\_\_ .

My brother's name is \_\_\_\_\_ .

3. Have children draw pictures of at least one activity in which their entire family participates together (devotions, playing a game, going on a picnic, etc.) These pictures could be shared with the entire class and then used for a bulletin board display.



## PAGES 18 AND 19: TELLING ABOUT YOURSELF

### MATERIALS NEEDED

- pencils
- crayons
- Worksheet 5

#### Concept:

Telling about yourself.

#### Objective:

I can tell about myself.

#### Reading Integration:

Speaking in a group, vocabulary development, left to right, listening, oral directions, noting and recalling details

#### Vocabulary:

favorite

#### Teaching Page 18:

Page 18 introduces a lesson designed solely as a time for the children to share about themselves. Probably two or three class sessions will be needed for this activity. Review the things that were discussed on pages 14 and 16. Many children when asked if they have any special talent or ability will not be able to think of any. In this lesson the teacher should help each child explore his own potential as a contributing member of the family of God.

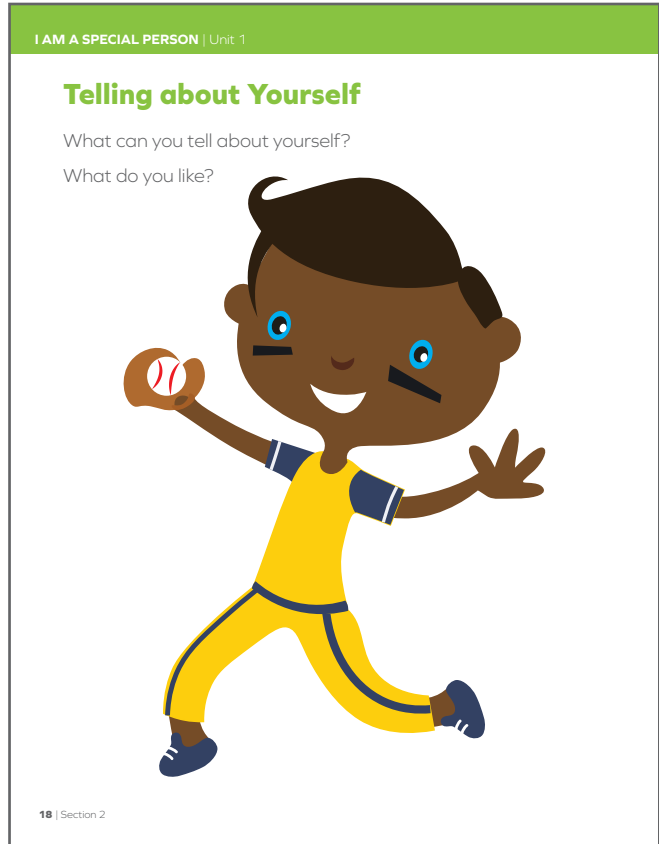
*Ask the children:*

“What kinds of things do you like to do?”

“Can you show a love to another person while doing your favorite activity?” (If your favorite activity is a game, teach someone else to play; invite another to play with you. If it’s drawing, teach someone else to draw; draw a picture of them; or make a drawing as a gift.)

Read page 18 together. Have the children take turns telling about themselves. Encourage them to tell about their favorite color, game, toy, place, person, or story. Are they especially good at doing something? How can they use that skill in showing love to another person? God gives each person special talents that He expects us to use for His glory. Some of the children may want to make a promise to Jesus to do something special in the days following this class discussion.

Explore some of the gifts of the Holy Spirit in a very simple way or use the Bible’s example of the body and its many parts working together to help the children to see their own part in the Kingdom of God.




**Teaching Page 19:**

Have the children turn to page 19. Read the directions together. The first activity might be best used in small sharing groups. Divide the class into four groups. Assign each group one topic. Explain to the children that they are going to tell each other about their favorite food, pet, or place or about what they want to be when they grow up. The children may want to draw or paint a picture of their assigned topic first. The entire activity should be kept as simple as possible. Once in their groups the children should take turns telling about their subject. The teacher or an aide should move from group to group so that the sharing does not get stalled.


**Activities:**

1. Ask each child to share one thing they remember about a classmate.
2. Guide students to complete Worksheet 5.  
Pass out the worksheet. Tell the children to draw three or four different things that make them feel happy within the figure. (such things as an ice cream cone, a story, their pet, etc.)
3. Find a story about people with different abilities and read it to the class. Talk about why it is important that people have different abilities.


Unit 1 | I AM A SPECIAL PERSON




**Tell about these things.**




favorite foods




pets



when I grow up



my favorite place



**Circle yes or no.**

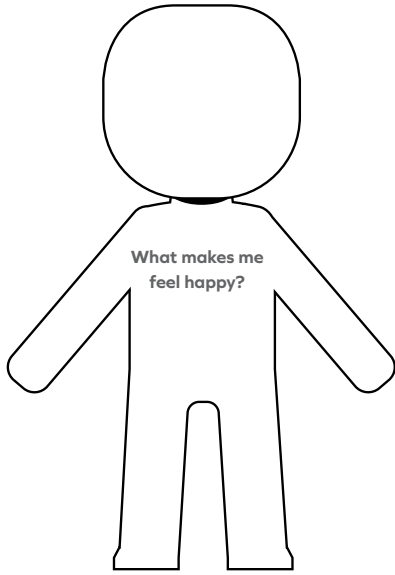
God loves you the way you are.  
 yes       no

Twins are always exactly alike.  
 yes       no

God gives you your family.  
 yes       no


Section 2 | 19

History & Geography 101 | Student Worksheet



**What makes me feel happy?**

History 101  
Worksheet 5  
with pages 18 & 19



✓ Teacher Check \_\_\_\_\_

Initial \_\_\_\_\_ Date \_\_\_\_\_

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## PAGES 20 AND 21: ACTIVITY PAGES

### MATERIALS NEEDED

- pencils
- crayons

#### Concept:

Learning about yourself.

#### Objective:

I can tell about myself.

#### Teacher Goal:

To help the children to understand themselves better.


#### Reading Integration:

Written directions, left to right

#### Teaching Page 20:

Read the directions and the words telling the four things the children are supposed to draw. Children should finish the page without further discussion. After the pages are complete, some sharing may be done.

I AM A SPECIAL PERSON | Unit 1


Draw, color, and write.

my house	my favorite toy
my best friend	my favorite animal

20 | Section 2

### Teaching Page 21:

After reading the directions together, the children will probably need a little time to think about what is extra special about themselves. It will be different for each child.

When they have finished, have them talk about their pictures in small groups.


### Activities:

1. Find a story about meeting a new person or being in a new situation and read it to the class. What would the children in your class say in each situation. What are other situations in which a person should know what to say? Because everyone has different thoughts and feelings, children's responses to each situation will be different.
2. Review for the self test by using the text and activities, the contents page, and any other review exercises that will better prepare the children for the test.

Unit 1 | I AM A SPECIAL PERSON



Draw and color a picture of what you would like to be when you grow up.



Before you take the Self Test, study what you have read and done. The Self Test will check what you remember.

Section 2 | 21

**PAGE 22: SELF TEST 2****MATERIALS NEEDED**

- pencils

**Concept:**

Evaluation.

**Objective:**

I can tell about myself.

**Teacher Goal:**

To evaluate the children's progress.

**Reading Integration:**

Following directions, left to right

**Vocabulary:**

Review all words needed for this page.

**Teaching Page 22:**

Depending on the reading abilities of the class, the page may be read to the children allowing them time to answer questions or the children may be directed to work the page independently.

The page should be checked immediately after the class is finished. The children can mark their own scores.

Review any concepts that have been missed.

I AM A SPECIAL PERSON | Unit 1

### SELF TEST 2

Each answer = 1 point


**Circle yes or no.**

All people are alike in some ways.  
 yes      no

Twins are alike in all ways.  
 yes       no

God loves you the way you are.  
 yes      no


**Circle the picture of something God gave to everyone.**




a family



a car





Teacher Check

Initial \_\_\_\_\_ Date \_\_\_\_\_



22 | Section 2