

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 he can score his own work.

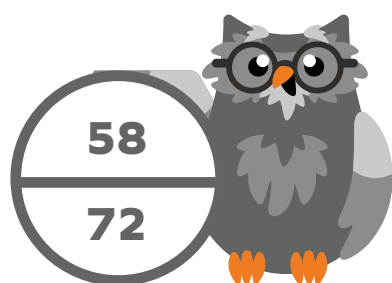
A thorough study of the Scope & Sequence by the teacher before instruction begins is essential to the success of the student. The teacher should become familiar with expected skill mastery and understand how these grade-level skills fit into the overall skill development of the curriculum. The teacher 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



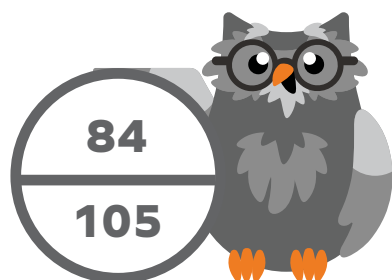
Teacher Check

Initial Date



My Score

Example 2



Teacher Check

Initial Date



My Score

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 his 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 LIFEPAC 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 LIFEPAC 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 LIFEPAC is designed to take three to four weeks to complete. Allowing about three to four days for LIFEPAC introduction, review, and tests, the student has approximately 15 days to complete the LIFEPAC pages. Simply take the number of pages in the LIFEPAC, 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 LIFEPAC containing 45 pages will require three completed pages per day. Again, this is only an average. While working a 45-page LIFEPAC, 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 LIFEPAC takes three to four weeks or 18 days to complete, it should take about 180 school days to finish a set of ten LIFEPACs. 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 LIFEPAC. Continue marking the calendar until you have established dates for the remaining nine LIFEPACs 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 LIFEPACs 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:

| | | | | |
|-----------|---------|---------|---------|---------|
| Monday | Subject | Subject | Subject | Subject |
| | | | | |
| Tuesday | Subject | Subject | Subject | Subject |
| | | | | |
| Wednesday | Subject | Subject | Subject | Subject |
| | | | | |
| Thursday | Subject | Subject | Subject | Subject |
| | | | | |
| Friday | Subject | Subject | Subject | Subject |
| | | | | |

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 BIBLE

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
- 2) Cumulative Memory Verse List

Teacher Instruction pages for each unit:

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

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. The Activities section at the end of each lesson is 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.

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.

A Cumulative List of Memory Verses is included in the back of this guide. This can be duplicated and kept for easy reference as the students work on learning the verses.

BIBLE 101

Unit 1: God Created All Things

GOD CREATED ALL THINGS BIBLE 101

Introduction | 1

| | |
|---------------------------------------|--------------------|
| 1. God Created the Heaven..... | 2 |
| God Created Day 4 | Self Test 1 8 |
| God Created Night 6 | |
| 2. God Created the Earth..... | 9 |
| God Created Land and Sea 10 | Self Test 2 17 |
| God Created Plants and Animals 12 | |
| 3. God Created People | 18 |
| God Created Me 19 | Self Test 3 28 |
| God Loves Me 26 | Memory Verses 30 |

LIFEPAC Test | Pull-out



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PAGE 1: GOD CREATED ALL THINGS

MATERIALS NEEDED

- pencils

Concept:

God created the whole world.

Objective:

Introduce all the objectives.

Bible Reference:

Genesis 1:1 and 2

Teaching Page 1:

Read the title to the children. Discuss it with them. Write (Genesis 1:1 and 2) on the board. Tell the children that Genesis is the first book of the Bible. Show them where Genesis is in the Bible. Tell the children that the numbers after the word Genesis tell them where to find certain verses. Show them chapter 1, verses 1 and 2, in Genesis. Do not spend a long time on this activity. Simply introduce the idea and mention it as you present each Bible verse. The children will gradually learn how to interpret the Bible reference.

Ask the children to look at the picture. Let them tell what it is. Read the text and discuss briefly.


Read the objectives one-by-one. Have the children repeat each one as you read it. Explain to the children that the objectives tell them what they will be able to do when they complete the LIFEPAK.

Read the direction at the bottom of the page. Check each child's name. Circle any letters that are not formed correctly. Have them practice these letters in their writing tablets.

Activity:

Read books on Creation.

Unit 1 | GOD CREATED ALL THINGS



GOD CREATED ALL THINGS

(Genesis chapters 1 and 2)

God created the whole wide world.
He created everything in it.

Objectives

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

1. I can tell who created the world.
2. I can name what God created.
3. I can tell who created me.
4. I can tell why I am very special.

Write your name.

Introduction | 1

1. GOD CREATED THE HEAVEN

This section will explore God’s wonderful heaven. When God created the heaven, He divided it into two parts. He called the light, *day* and the darkness, *night*.

This section will appeal somewhat to the scientist within each child. The idea of day and night lends itself to demonstration activities. Several experiments, in which the concepts of light and dark become visible, will be done in this section.

PAGE 2

MATERIALS NEEDED

- word cards

Concept:

God created the heaven.

Objective:

I can name what God created.

Bible Reference:

Genesis 1:1

Reading Integration:

Listening, left to right, main idea

Vocabulary:

created, day, GOD, heaven, light, night

Teaching Page 2:

Read the title. Have the children follow along moving their fingers from left to right. Introduce the vocabulary words *created*, *God*, and *heaven*. Ask the children to find these words in the title and circle them.

Take note of any child who has difficulty recognizing the word in its uppercase form (created—CREATED), and have an aide or helper work with the child.

Ask the children to read the title together. Ask them if they can find the same sentence somewhere on the page. (yes, in the quote)

Read the Bible reference and have the children repeat it. Call attention to the reference in parentheses.

Ask the children if they can read the beginning of the next sentences. (God created ...) Complete the sentence and have them read the complete sentence after you.


Discuss the three sentences and the pictures.

GOD CREATED ALL THINGS | Unit 1

1. GOD CREATED THE HEAVEN


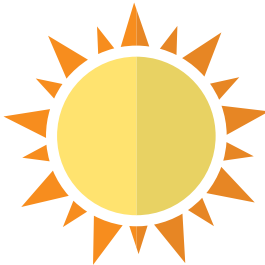
(Genesis 1:1–5, 14–19)

God created all things.
God created day and night.
God created light and dark.



“In the beginning
God created the
heaven ...”

Genesis 1:1

2 | Section 1

PAGE 3: DISCUSSION PAGE

MATERIALS NEEDED

- writing tablet
- pencils

Concept:

Day and night.

Teaching Page 3:

Have the children listen as you read the direction and read the words at the bottom of each picture. Read the direction and the words again as the children follow along. Call on the children to read the words at the bottom of each picture.

Have the children point to the daytime picture. *Ask:* "What is happening in this daytime picture? Can you think of other things that can be done in the daytime?" Help the children to think of more daytime activities.

Have the children point to the nighttime picture. *Ask:* "What is happening in this nighttime picture? Can you think of other things that can be done at night?" Help the children to think of more nighttime activities. Point out that God makes the daylight so that we can wake up and work and play. He gives us darkness so that we can rest quietly.


Discuss what really happens at sunrise. (The earth has rotated to a point where the sun can be seen after nighttime.) Discuss what really happens at sunset. (The earth has rotated to a point where the sun will not be seen.) Sunrise is the beginning of daylight and sunset is the beginning of nighttime. Sunrise happens very early in the morning and sunset happens just about supper time. In cooperation with their parents, suggest that the children experience either sunset, sunrise, or both.


Write a short sentence on the blackboard about daytime. *Example: I can play in the daytime.* Then write a short sentence about nighttime. *Example: I can sleep at night.* Have the children practice these sentences in their writing tablets.

Activities:


1. Discuss what would happen if God had created only daytime or only nighttime. Ask the children what having daytime or nighttime all the time would be like.
2. Make a daytime chart and a nighttime chart. Have children cut out or draw pictures that fit each time of day. Label each chart.

Unit 1 | GOD CREATED ALL THINGS


Talk about the pictures.



day
light



night
dark

Section 1 | 3

PAGE 4: GOD CREATED DAY

MATERIALS NEEDED

- pencils
- writing tablet
- crayons
- Worksheet 1

Concept:

God created day.

Objective:

I can name what God created.

Teacher Goal:

To teach the children that God created light.

Bible References:

Genesis 1:3-5, 14-19

Reading Integration:

Speaking in a group; word recognition; writing words, phrases, and sentences; left to right; listening

Vocabulary:

(create, light)

Note: Vocabulary words in parentheses were previously introduced and are being reviewed.

Teaching Page 4:

Explain that the word *create* means *to make out of nothing*. Help the children to understand that God made the world out of nothing.

Read this page to the children. Read it again as they follow along. Read the Bible reference and verses to the children.

Discuss how joy can be a kind of light.

Explain that the children can “light up another’s life” by seeing just how joyful they can be. Read Matthew 5:16 to the children and discuss what Jesus says about “light.”

Ask:

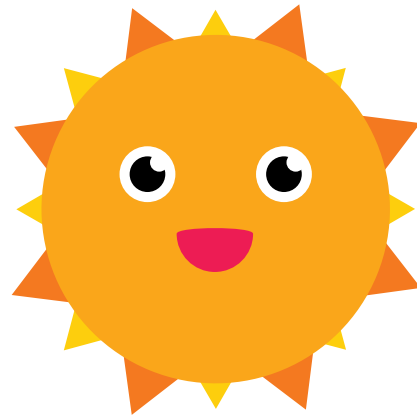
“What are some ways that you can light up someone’s life?” (Smile, do something nice for someone, etc.)

GOD CREATED ALL THINGS | Unit 1

God Created Day

(Genesis 1:3-5, 14-19)

God created day.
He made light.
He made the sun.



4 | Section 1

Activities:

1. After the children have discussed ways to light up another's life, write some of these ideas on chart paper. Read them together pointing to each word as it is said. Post these ideas somewhere in the classroom.
2. Put each of the letters of the alphabet on a piece of 8½" × 11" construction paper (duplicate some letters, especially the vowels).

Have some of the children stand holding one letter each to make words such as *day*, *light*, and some words that were written on your chart for Activity 1.

As an extension of this activity, have alphabet cereal available for the children to choose letters to make similar words.

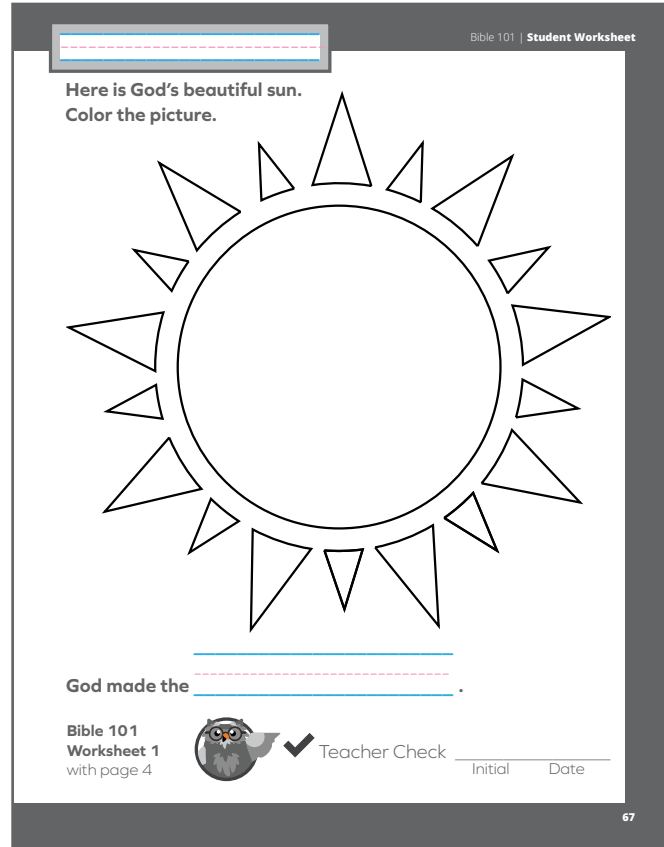
3. Do Worksheet 1.

Read the directions to color the picture of the sun. Write the sentence on the board:

God made the _____ .

Ask the children what word is needed to complete the sentence (sun). Write the word *sun* on the board for the children to copy.

4. Write short sentences about *light*, *day*, and *sun* on the board. Have the children make them up if possible. Read the sentences with the children. Have them copy the sentences in their writing tablets.



PAGE 5: ACTIVITY PAGE

MATERIALS NEEDED

- crayons
- pencils

Teaching Page 5:


Read the page to the children. Read it again as they follow along.


Talk with the children about the kinds of things that they do in the daytime before they draw their pictures.


Activities:


1. After the children have drawn and colored their pictures, set aside enough time so that they each may share their work with the class. You might want to extend this activity and have plain art paper available for the children to draw other daytime pictures. These pictures could be stapled together. Help the children to make a cover page that says "My Daytime Book."
2. Have the class compose a prayer thanking God for the day. Write it on a large sheet of paper so that it can be illustrated and hung where the children can see it.

Unit 1 | GOD CREATED ALL THINGS


Draw something you do in the daytime.




Trace.



Section 1 | 5

PAGE 6: GOD CREATED NIGHT

MATERIALS NEEDED

- pencils
- crayons
- construction paper
- scissors
- paper punch
- coat hanger
- string
- writing tablet
- Worksheets 2 and 3

Concept:

God created night.

Objective:

I can name what God created.

Teacher Goal:

To teach the children that God created night.

Bible References:

Genesis 1:4-5, 14-19

Reading Integration:

Speaking in a group, letter /n/, writing words, listening, left to right, oral directions

Vocabulary:

(night)

Note: Vocabulary words in parentheses were previously introduced and are being reviewed.

Teaching Page 6:

Read the page to the children as they listen. Read the page again as they follow along. Read the Bible reference to the children.

Talk about darkness. Point out that they do not need to be afraid of the darkness because it is God's darkness. God made it, and it is good.

Ask:

"How is nighttime different from daytime?" (Nighttime is dark; daytime is light.)

"Why do you think that God gave us the gift of darkness?" (so that we could rest quietly at night)

"Can you think of some things that you do at night that you do not do in the daytime?" (Most people sleep at night rather than during the day.)

GOD CREATED ALL THINGS | Unit 1

God Created Night

(Genesis 1:4-5, 14-19)

God created night.
It was very dark.
God made lights for night.
God made the moon.
God made the stars.



6 | Section 1

Activities:

1. Talk about the things that we see in the night sky (moon, stars). Then have the children complete Worksheet 2. Read the directions.

Have the children follow along as you repeat the directions. Ask them what shapes are being used to make the star (triangles). Help them if they need help making their own stars.

2. Cut some strips of construction paper about 6 inches long and 1½ inches wide. Let the children draw the moon and stars all over these strips. The finished strips can then be used as book markers. If you have a laminating machine, laminate them.
3. Make a mobile. You will need a hanger, string, construction paper, scissors, and a paper punch. Have the children draw some larger stars on construction paper. Have them cut out their stars. Punch a hole in their stars. Tie one end of the string through the hole and tie the other end to the horizontal part of the hanger to form a mobile.

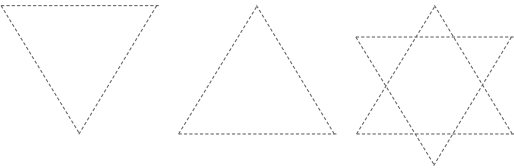
4. Have the children do Worksheet 3.

Read the directions again as the children follow along. Tell them to trace the funny animal. Have them draw a background for the animal and color it. Then tell them to make the same funny animal out of the second N. When they have finished, tell them to create their own funny N animal on the back of the page. Have the children make up names for their animals. Help them spell the names.

5. Have the children dictate sentences for the words night and day. Write them on the board. Have the children copy them in their writing tablets. More advanced students can add a sentence.


Student Worksheet | Bible 101

Draw a star.
Trace the parts that make the star.
Color the picture.



Now draw your own stars. Color your stars.

Bible 101
Worksheet 2
with page 6

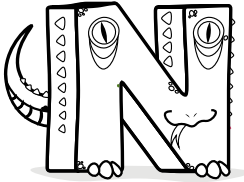


Teacher Check _____
Initial _____ Date _____


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Bible 101 | Student Worksheet


Here is a way to make a funny animal out of the letter N.



What can you make out of this N?



Bible 101
Worksheet 3
with page 6



Teacher Check _____
Initial _____ Date _____

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PAGE 7: ACTIVITY PAGE

MATERIALS NEEDED

- pencils
- crayons
- Worksheet 4

Teaching Page 7:

Read the directions to the children. Read the directions again as they follow along. Talk about each picture as the children put their fingers on it.

Ask:

“What is happening in this picture?”

“Is it a daytime picture or a nighttime picture?”

Ask them how they can tell it is a daytime or a nighttime picture. Have the children do the page. When they finish, go over the correct answers with them.


Activities:




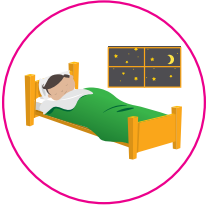
1. Have the children do Worksheet 4.


Read the directions to them. Read the directions again as they follow along. Point out that the nighttime hoot owl is one of God’s beautiful nighttime creatures. Display pictures of real owls if they are available. Go through the drawing of the owl step-by-step if children have difficulty drawing their own to match the pattern.

2. The word *Nighttime* starts with an /n/. See how many other words the children can think of that start with /n/. Use the *Nn* chart made for Language Arts 100 and add to it.
3. Have the children compose a prayer thanking God for night. Write it on large paper and hang it where the children will be able to see it.

Unit 1 | GOD CREATED ALL THINGS

 Circle the things you do at night.

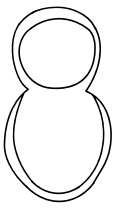

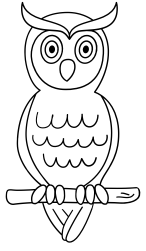
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 Before you take the Self Test, study what you have read and done. The Self Test will check what you remember.

Section 1 | 7


Student Worksheet | Bible 101

Trace the parts to make an owl.

Now make your own owl.

Bible 101
Worksheet 4
with page 7



Teacher Check _____
Initial Date

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The students should prepare for the Self Test. Ask the students to look over and read the Self Test but they should not write the answers to any questions. After looking over the Self Test the students should go to the beginning of the unit and reread the text and review the answers to the activities up to the Self Test.

The students are to complete the Self Test the next school day. This should be done under regular test conditions without allowing the students to look back. A good idea is to clip the pages together before the test.

PAGE 8: SELF TEST 1

MATERIALS NEEDED

- pencils

Concept:

Evaluate child's progress.

Teaching Page 8:

Read the directions to the children as they listen. Read the directions again as they follow along. Let the children complete the page independently. Be available for individual questions.

Correct the test and discuss it with each child.

If a child does poorly on this page, review Section 1 pages and activities, especially pages 3, 6, and 7.

Make clear to the children that the self tests tell them what they have learned and what they still need to study. Do not treat tests in such a way that children become frightened of them.

Activities:



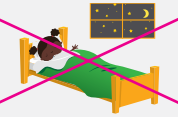

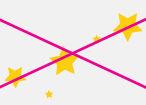

1. Some students can give you one or two sentences to go with each picture.
2. Have the children tell stories for selected pictures.


GOD CREATED ALL THINGS | Unit 1

SELF TEST 1


Each answer = 1 point

Circle the *day* pictures.
Put an *X* on each *night* picture.

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Teacher Check

Initial Date



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| My Score |
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• | Section 1

2. GOD CREATED THE EARTH

This section discusses the creation of God’s beautiful Earth. It will talk about all parts of God’s Earth—the land and sea, the plants and animals, and the people.

Just as the first section talked about the heavens as having two parts, day and night, this section can talk about the earth and everything in it as being divided into two parts, living things and non-living things.

Then these questions can be asked: “What makes a thing to be living as opposed to nonliving?” “Why is a plant one of God’s living things, but a rock is a nonliving thing?” The land and the sea will be talked about as God’s nonliving parts of the earth. This section will show, however, that both land and sea are inhabited by living plants and creatures. Emphasize that all living things have in common that they are alive and that they grow. Nonliving things are not alive and they do not grow.

PAGE 9

MATERIALS NEEDED

- word cards
- writing tablet
- pencils

Concept:

God created the earth.

Objectives:

- I can tell who created the world.
- I can name what God created.

Bible Reference:

Genesis 1:1

Vocabulary:

Adam, animals, earth, Eve, land, plants, sea, things

Teaching Page 9:

Write the title on the board. Ask the children to read as much as they can. Introduce the word *earth* to complete the sentence. Have the children read the entire title. Read Genesis 1:1 with the children.

Introduce the remaining vocabulary words in the context of the text. Discuss each sentence as it is read. Ask the children if they know who Adam and Eve are.

Unit 1 | GOD CREATED ALL THINGS

2. GOD CREATED THE EARTH

“In the beginning
God created the heaven
and the earth.”
Genesis 1:1

God created all things.
God created land and sea.
God created plants and animals.

Section 2 | 9

Activities:

1. Have the children copy Genesis 1:1 in their writing tablet.
2. Read the words *land*, *Adam*, *plants*, and *animals* to the class. Ask them if they hear a sound that is alike. (short /a/) Ask them to think of other short /a/ words. Use the short *Aa* chart made in Language Arts 100 or make a short /a/ chart.
3. Read books on plants and animals.

PAGE 10: GOD CREATED LAND AND SEA

MATERIALS NEEDED

- pencils
- crayons
- globe
- Worksheets 5, 6, and 7

Concept:

God created the land and the sea.

Objectives:

I can tell who created the world.

I can name what God created.

Teacher Goal:

To teach the children that God created the land and the sea.

Bible Reference:

Genesis 1:6-10

Reading Integration:

Noting and recalling detail, listening, oral directions, speaking in a group, left to right

Vocabulary:

good, water, (land)

Note: Vocabulary words in parentheses were previously introduced and are being reviewed.

Teaching Page 10:

Read this page as the children listen. Read it again as they follow along. Read the Bible reference and verses from the Bible.

Have the children look at the picture. Have them point to the land. Have them point to the water. Discuss the different properties of land and water. They can, for example, walk on land, whereas they cannot walk on the water. "What is different about the way land and water look?" (Land has different terrains, textures, and colors. Water is generally flat and has a blue or green cast.) "What is different about the creatures that live on the land and those that live in the

GOD CREATED ALL THINGS | Unit 1

God Created Land and Sea

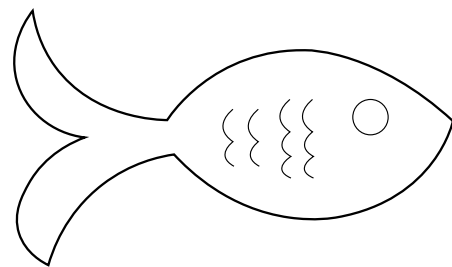
(Genesis 1:6-10)

God created all the land.
God created all the water.
God saw it was good.



10 | Section 2

Bible 101 | Student Worksheet



Draw your own fish. Color your fish.

Bible 101
Worksheet 5
with page 10



Teacher Check _____
Initial _____ Date _____

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sea?" (Probably most obvious is the fact that most land creatures have legs and breathe air while sea creatures usually have gills and get oxygen from the water.) Be sure to point out that God created all of the land and all of the sea, and He saw that it was good.

Use a globe to show the children the different areas of land and sea. Ask some of them to point out areas of land and sea.

Discuss ways that God's sea and land have not been taken care of (littering, carelessness with campfires, etc.). Discuss ways that we all might improve this situation.

Activities:

1. Have a fish bowl or aquarium in the classroom so that the children can observe the characteristics of fish and their environment.
2. Have the children do Worksheet 5.

Read the directions to the children. Read them again as the children follow along. Draw the fish step-by-step (body; add eye, mouth, and finally the fins) on the board for those who have difficulty. Have them copy each of the steps carefully before you go on to the next step. Have the children draw a background for the fish and color.

3. Have the children do Worksheet 6.

Read the directions as the children listen. Read them again as the children follow along.

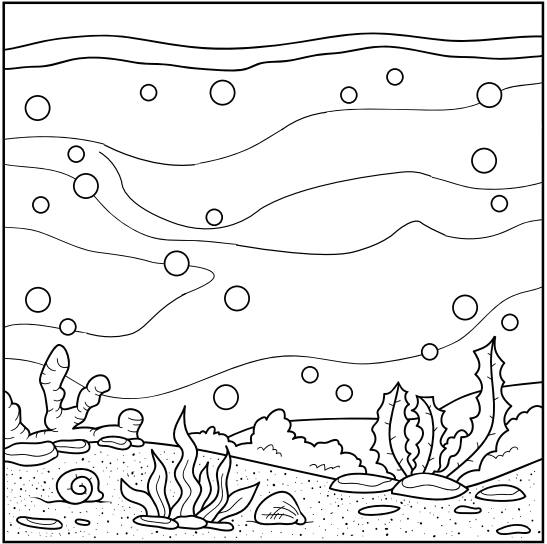
4. Have the children do Worksheet 7.

Read the directions as they listen. Read the directions again as they follow along.


5. Choose something to do as a class to improve the situation of God's world.
Example: Every Friday pick up trash on the school ground.

Student Worksheet | Bible 101

God made beautiful fish.
Draw some fish for this tank.
Color the picture.



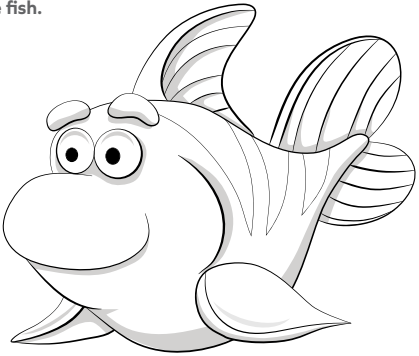
Bible 101
Worksheet 6
with page 10

 Teacher Check Initial _____ Date _____

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Bible 101 | Student Worksheet

Color the fish.




Trace and write the words.

fish fish

God made fish.

Bible 101
Worksheet 7
with page 10

 Teacher Check Initial _____ Date _____

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PAGE 12: GOD CREATED PLANTS AND ANIMALS

MATERIALS NEEDED

- two small plants

Concept:

God created plants and animals.

Objectives:

I can tell who created the world.

I can name what God created.

Teacher Goal:

To teach the children about God's creation of plants and animals.

Bible Reference:

Genesis 1:11-13

Reading Integration:

Left to right, speaking in a group, classifying, oral directions, listening

Vocabulary:

trees, made, flowers, (animals, plants)

Note: Vocabulary words in parentheses were previously introduced and are being reviewed.

Teaching Page 12:

Talk about the picture. What kinds of plants do the children see? (tree, apple, grass, flowers)
What animals do they see? (squirrel)

Review the words *plants* and *animals* as you read the title. Have the children read the title.

Read this page to the children. Read it again as they follow along. Read the Bible reference and verses.

God has created the land and the sea. God created the plants and animals, too. Discuss how plants and animals are different from the land and the sea. (*Example: Plants and animals are alive and they grow.*)

Introduce the vocabulary words in the context of the page. Have the children read the sentence in which the word is found.

GOD CREATED ALL THINGS | Unit 1

God Created Plants and Animals

(Genesis 1:11-13)

God made trees.
God made flowers.
God made all plants.



12 | Section 2

Activities:

1. Have the children take turns acting out their favorite animal. The rest of the class may try to guess who they are representing.
2. Use one or more of these three experiments to understand God's plants. You will need two small plants for each experiment.

- a. Water one plant. Do not water the other.

After a week, *ask*:

"What happens?" (The plant without water dies.)

"Do God's plants need water to live and grow?" (Yes, God's plants need water to live and grow.)

- b. Give one plant water and sunlight. Give the other only water. Put this one in a dark place.

After a week, *ask*:

"What happens?" (The plant in the dark place begins to die.)

"Do God's plants need sunlight to live and grow?" (Yes, God's plants need sunlight to live and grow.)

PAGE 13: ACTIVITY PAGE

MATERIALS NEEDED

- crayons
- Worksheet 18

Teaching Page 13:


Read the directions to the children. Read the directions again as they follow along. After the children have drawn their picture on the LIFE PAC page, have them color it. When everyone has finished their picture, let each child share their artwork.

Discuss some of the children's favorite plants. You might need to let them describe their plant since some plants have very long names and might be unknown to them.

Activities:

1. Look in your library for videos and books about plants. After the children have shared their pictures, you might want to reinforce the discussion of plants with a video or book. Books on plants could be distributed around the room so that the children's interest in plants might be stimulated.
2. Find a picture of a simple plant. Have the children watch as someone reproduces it on chart paper. Label all parts of the plant. See Worksheet 18.
3. Have the children do Worksheet 18.
Read the directions to them. Read the directions again as they follow along.
4. Show pictures of some common plants. Show some pictures of some nonliving things such as a rock, a house, or a car. Help the children to understand what makes one thing living while the other is not. *Example:* Plants breathe and grow. Rocks do not.
5. Read books on seeds and plants.

Unit 1 | GOD CREATED ALL THINGS

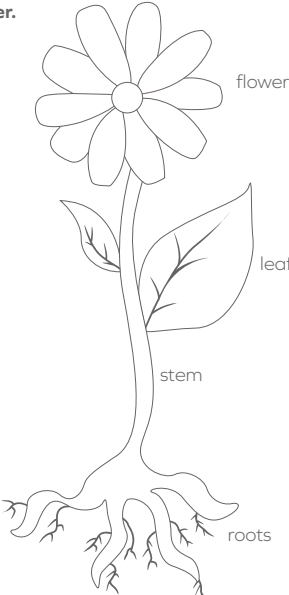


Draw your favorite plant.


Section 2 | 13

Student Worksheet | Bible 101

Look at the parts of the flower.
Color the flower.



Bible 101
Worksheet 18
with page 13



✓ Teacher Check _____
Initial Date

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PAGE 14: GOD CREATED PLANTS AND ANIMALS

MATERIALS NEEDED

- pencils
- crayons
- scissors
- paper
- Worksheets 19, 20, and 21

Concept:

God made all animals.

Objectives:

- I can tell who created the world.
- I can name what God created.

Teacher Goal:

To teach the children about God's creation of animals.

Bible References:

Genesis 1:20-22, 24, and 25

Reading Integration:

Left to right, listening, speaking in a group

Vocabulary:

birds, cats, dogs, fish, (animals)

Note: Vocabulary words in parentheses were previously introduced and are being reviewed.

Teaching Page 14:

Discuss the picture. Ask which animals in the picture would make good pets. (fish, cat, bird) Ask which animals would be seen in a zoo. (lion, monkey, elephant, roadrunner)

Read the text to the children introducing the vocabulary as you do so.

GOD CREATED ALL THINGS | Unit 1

(Genesis 1:20-25)

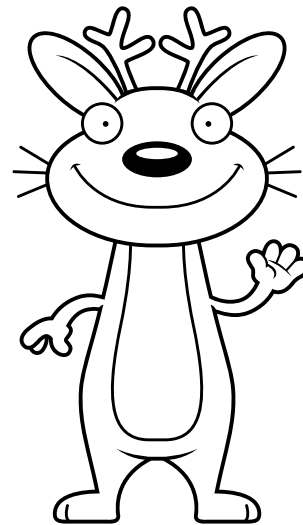
- God made fish.
- God made birds.
- God made dogs.
- God made cats.
- God made all animals.



14 | Section 2

Bible 101 | Student Worksheet

What two animals make this silly animal?
Color the silly animal.
Make up your own silly animal on the next page.



Bible 101
Worksheet 19
with page 14



Teacher Check

Initial _____ Date _____

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Discuss the kinds of animals people usually have for pets.

Ask:

“What are some important things that these animals depend upon us for?”

Example: Food, water, shelter, exercise, love.

Ask:

“What are some ways that we can show God’s love for our animal friends?”

Example: Make sure that we take care of their physical needs as well as show sensitivity and kindness toward them.

Activities:


1. Write these vocabulary words on the board. Tell the children that in all of these words except one a little word can be found. Have the children tell you where the little words are as you circle them. Then have them tell you which word has no little word in it. Circle that whole word.

animals birds cats


2. Have an “Animal Week.” Let several children bring their pets to school on separate days. Discuss the unique qualities of each animals. *Example:* Is the animal soft and fluffy? What sound does it make? Discuss pet care. *Example:* A pet needs such things as food, water, shelter, and love just as we do. You might demonstrate a kind way to pet an animal and a gentle way to pick up an animal. Point out that animals are God’s beautiful creatures and we want to treat them kindly.
3. Have the children do Worksheets 19 and 20. Read the directions to the children as they listen. Read the directions again as they follow along. Help them make up a name for the silly animals.
4. Have the children do Worksheet 21. Read the directions to the children as they listen. Read the directions again as they follow along. Make an envelope for the puzzle pieces. Fold one piece of construction paper in half and have the children paste the sides together to make an envelope.

Student Worksheet | Bible 101

Make up your own silly animal on this page.



Bible 101
Worksheet 20
with page 14

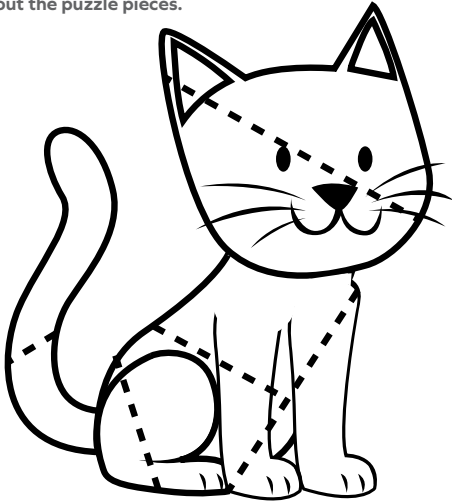


Teacher Check _____
Initial _____ Date _____

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Bible 101 | Student Worksheet

Color the cat.
Cut out the puzzle pieces.



Make an envelope for your puzzle pieces.

Bible 101
Worksheet 21
with page 14



Teacher Check _____
Initial _____ Date _____

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PAGE 15: ACTIVITY PAGE

MATERIALS NEEDED

- pencils
- crayons
- LIFEPAK
- Worksheet 22

Teaching Page 15:

Read the directions to the children. Read the directions again as they follow along.

Discuss with the children their individual favorite animals.

Ask:

“What is it that makes this particular animal your special, favorite animal?”

Ask the children where they might be likely to find this animal. (*Example: Home, zoo, or out in the natural environment.*)

Ask:

“If this animal were your own very special animal, how would you show love for it?” (*Example: Care for its physical needs, such as food and water. Show it kindness and love.*)

Activities:

1. Have the children do Worksheet 22.

Read the directions to the children. Read the directions again as they follow along. Be sure the children understand what they are to do.

2. Have the children write a sentence about their favorite animal in their writing tablets with the help of an aide.

Unit 1 | GOD CREATED ALL THINGS

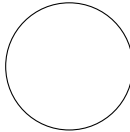
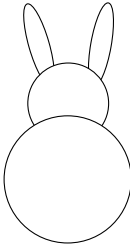
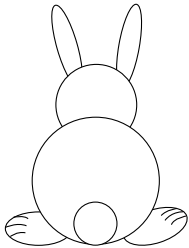


Draw your favorite animal.


Section 2 | 15

Student Worksheet | Bible 101

Make a rabbit out of a circle.

| | |
|---|---|
|  |  |
|  <p style="text-align: center; font-size: small;">Color the rabbit.</p> | <p style="text-align: center; font-size: small;">Draw your own rabbit here.</p> |

Bible 101
Worksheet 22
with page 15



Teacher Check _____
Initial _____ Date _____

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PAGE 16: ACTIVITY PAGE

MATERIALS NEEDED

- crayons
- scissors
- paste or glue
- large construction paper
- Worksheets 23 and 24

Teaching Page 16:

Read the directions to the children as they listen. Read the directions again as they follow along. Go over each picture and have the children say the word for the picture and use the word in a sentence.


Let the children complete the page independently.

Activity:









As a reinforcement of God's Creation of plants and animals, have the children do Worksheets 23 and 24. Have them color the barn on Worksheet 23. Have them cut out the barn. Then have the children color and cut out the animals on Worksheet 24. Each child will need a large piece of construction paper (12" by 18"). Have the children paste the barn and animals onto the construction paper to create a barnyard scene. Next, have them draw in and color God's beautiful plants where they would like to put them (trees, flowers, vegetable garden, etc.). They might want to draw in a fence and to finish the picture with other background (sky, sun, etc.).


The students should prepare for the Self Test. Ask the students to look over and read the Self Test but they should not write the answers to any questions. After looking over the Self Test the students should go to the beginning of the unit and reread the text and review the answers to the activities up to the Self Test.

GOD CREATED ALL THINGS | Unit 1



Color all the things that God made.

| | |
|--|---|
|  bird |  tree |
|  rabbit |  flower |
|  baby |  doll |
|  ball |  fish |

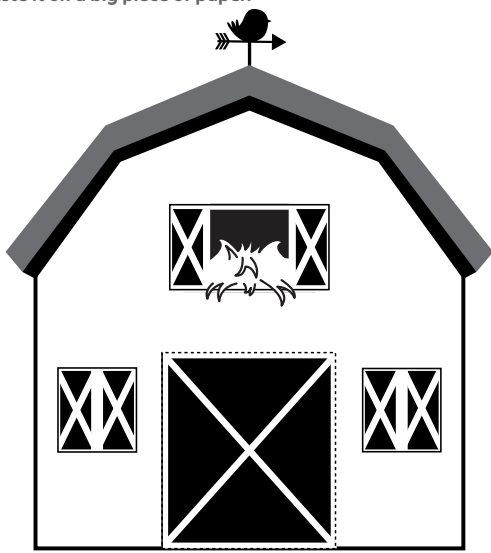


Before you take the Self Test, study what you have read and done. The Self Test will check what you remember.


16 | Section 2

Bible 101 | Student Worksheet

Color the barn.
Cut it out. Cut on the dotted lines for a barn door.
Paste it on a big piece of paper.



Bible 101
Worksheet 23
with page 17



Teacher Check _____
Initial _____ Date _____

89

The students are to complete the Self Test the next school day. This should be done under regular test conditions without allowing the students to look back. A good idea is to clip the pages together before the test.

Student Worksheet | Bible 101

Color the animals. Cut them out. Paste them near the barn.

Bible 101
Worksheet 24
with page 17

Teacher Check _____
Initial _____ Date _____

90

PAGE 17: SELF TEST 2

MATERIALS NEEDED

- pencils
- crayons

Concept:

Evaluate child's progress.

Teaching Page 17:

Read the directions to the children as they listen. Read the directions again as they follow along.

After the children have completed their self test page, go over the questions and answers with them. If they had difficulty with any of the activities, review those pages and activities that stress the concepts taught. Review page 12 for Activity 1, page 14 for Activity 2, and pages 2 and 9 for the memory verse.

Unit 1 | GOD CREATED ALL THINGS

SELF TEST 2

Each answer = 1 point

Circle the plants God made.

Circle the animals God made.

Say your memory verse.

Teacher Check _____
Initial _____ Date _____

Section 2 | 17

3. GOD CREATED PEOPLE

In this section, the children will explore their uniqueness. This section is very important because, as they develop a better understanding and fondness of themselves, children can begin to like others and focus on other areas of their world; but their understanding of “me” must come first.

In getting across the idea of “specialness,” the concepts presented in the first two sections are reviewed. The children can begin to understand how very special they are by being reminded that God made His beautiful plants and animals very special and that He loves each one. God loves His children more. He made them even more special than His plants and animals. As you refer to each child’s uniqueness, point out that each person has his own special qualities or talents which are gifts from God.

PAGE 18

MATERIALS NEEDED

- crayons
- paper
- construction paper
- old magazines
- writing tablet
- Worksheet 25

Concept:

God made all people.

Objectives:

I can name what God created.

I can tell who created me.

Teacher Goal:

To teach the children that God made all people.

Bible Reference:

Genesis 1:26–28

Reading Integration:

Writing first and last name, speaking in a group, left to right, listening, letter recognition

Vocabulary:

people, (Adam, Eve)

Note: Vocabulary words in parentheses were previously introduced and are being reviewed.

GOD CREATED ALL THINGS | Unit 1

3. GOD CREATED PEOPLE

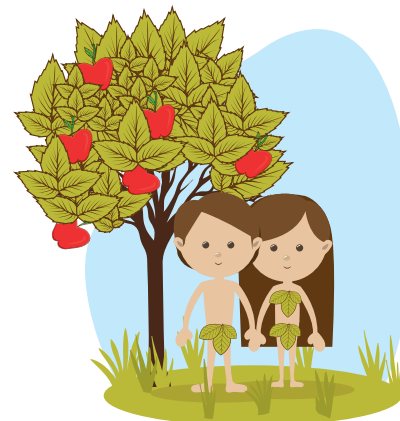
(Genesis 1:26–28)

God made Adam.

God made Eve.

God made all people.

People are special.



18 | Section 3