

BIBLE

TEACHER'S GUIDE



▶ 3rd Grade

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BIBLE 300

Teacher's Guide

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STRUCTURE OF THE LIFEPAC CURRICULUM

The LIFEPAC curriculum is conveniently structured to provide one teacher handbook containing teacher support material with answer keys and ten student worktexts for each subject at grade levels two through twelve. The work-text 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 3 to 5 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 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 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 centerfold of each LIFEPAC. It should be removed and put aside before giving the booklet to the student for study.

Answer and test keys have the same numbering system as the LIFEPACs and appear at the back of this handbook. 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 Curriculum Overview 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

58 72	SCORE _____	TEACHER _____ initials date
----------	--------------------	--

Example 2

84 105	SCORE _____	TEACHER _____ initials 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 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.
 - Scan the whole LIFEPAC.
 - Question yourself on the objectives.
 - Read the whole LIFEPAC again.
 - Recite through an oral examination.
 - Review 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 Handbook. 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 3 to 4 weeks to complete. Allowing about 3 to 4 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 3 completed pages per day. Again, this is only an average. While working a 45-page LIFEPAC, the student may complete only 1 page the first day if the text has a lot of activities or reports, but go on to complete 5 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 3 to 4 weeks or eighteen 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 eighteen 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.

INSTRUCTIONS FOR BIBLE

The LIFE PAC curriculum from grades two through twelve is structured so that the daily instructional material is written directly into the LIFE PACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFE PAC to the student, set a required completion schedule, complete Teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are

assigned to a quiet work activity when it is necessary to spend instructional time with one particular student.

The Teaching Notes section of the handbook lists the required or suggested materials for the LIFE PACs and provides additional learning activities for the students. The materials section refers only to LIFE PAC materials and does not include materials which may be needed for the additional activities. Additional learning activities provide a change from the daily school routine, encourage the student's interest in learning and may be used as a reward for good study habits.

BIBLE 301

Unit 1: Living for God

TEACHING NOTES

MATERIALS NEEDED FOR LIFEPAK

Required

(None)

Suggested

- Bible
- crayons
- water colors
- scissors
- Biblical pictures
- drawing paper
- newsprint
- paste
- light cardboard

ADDITIONAL LEARNING ACTIVITIES

Section 1: Loving and Obeying God

1. Discuss these questions with your class.
 - a. Do you know anyone without children?
 - b. What was the land like where Abraham lived?
 - c. Who will be your descendants?
 - d. Do you think God tests people today?
 - e. What rules do you obey?
 - f. Who do you not obey?
 - g. How do you show love?
2. Have a rabbi speak to the class about Abraham.
3. Make a list of the rules that students feel are to be obeyed at school.
4. Show a film on the life of Abraham.
5. Read more stories about Abraham.
6. Read about Bible times in other books.
7. Write a story about obeying.
8. Make a class presentation of the Abraham story.

Section 2: Loving and Praising God

1. Discuss these questions.
 - a. What missionaries do you know?
 - b. Are missionaries ever put in jail?
 - c. Have you ever been in an earthquake?

2. Enact the story of the girl with Paul and Silas.
3. Draw pictures of the story to be put up in the room.
4. Write more songs of praise.
5. Use hymnals to make a list of hymns praising God.
6. Read more about things that happened to Paul.
7. Make a map of Paul's trips.
8. Find out more about the customs of the people where Paul went. Write the facts in an interesting report to be read in class.

Section 3: Loving and Worshiping God

1. Discuss these questions.
 - a. Why would anyone worship a statue?
 - b. How did the people live who were with Moses?
 - c. Can you find the location of Mount Sinai on the map?
 - d. What do you think it would be like to talk to God as Moses did on the mountain?
2. Study and learn the Ten Commandments.
3. Draw a big map of the trip in the wilderness.
4. Talk about transportation in those days.
5. Discuss the conveniences of today.
6. Discuss being patient and impatient.
7. Write stories about worship of something other than the true God.
8. Read accounts of other religions.

Section 4: Loving and Serving God

1. Discuss these questions with your class.
 - a. How would you feel if you had to pray to a person?
 - b. Is it sometimes easy or hard to do what God wants?
 - c. Do you often have to make decisions about whether to follow God's rules?
 - d. Even if no one else knows, should you follow God's rules?
2. Discuss decisions that everyone has to make about serving God.
3. Write a class story together about serving God.
4. Play questions and answers like a spelling bee about facts from the LIFEPAK.
5. Help students to write and produce a play about a young person who has to make a decision about obeying God.
6. Develop a program with an announcer telling the public about Daniel and the commotion that occurred. Present the program to the class with some of the members enacting the sequence.

ANSWER KEYS

SECTION 1

- 1.1 miracle
- 1.2 Isaac
- 1.3 Sarah
- 1.4 loved
- 1.5 descendants
- 1.6 loved Him
- 1.7 a sacrifice
- 1.8 a gift for God
- 1.9 love for God
- 1.10 son
- 1.11 lamb or calf
- 1.12 the lamb
- 1.13 God
- 1.14 angel of the Lord
- 1.15 a ram
- 1.16 happy face
happy face
sad face
sad face
happy face
- 1.17 afraid, fearful, sad, surprised
- 1.18 to test his love
- 1.19 dis re re dis
in un in un
- 1.20 1. sacrifice
2. Abraham
3. altar
4. obeyed
5. Isaac
6. test
7. lamb
- 1.21 love, obey
- 1.22 love, obey
- 1.23 love, obey
- 1.24 love, obey

SELF TEST 1

- 1.01 Isaac
- 1.02 lamb
- 1.03 God
- 1.04 obeying God
- 1.05 test
- 1.06 no
- 1.07 yes
- 1.08 yes
- 1.09 no
- 1.010 no
- 1.011 became the real sacrifice
- 1.012 provided a ram for the sacrifice
- 1.013 asked where the lamb was
- 1.014 obeyed God
- 1.015 stopped Abraham from killing his son

SECTION 2

- 2.1 b. put them in stocks.
 2.2 c. beaten.
 2.3 d. praising God.
 2.4 c. at all times.
 2.5 d. had everything under control.
 2.6 2
 4
 5
 3
 1
 6
 2.7 "What must I do to be saved?"
 2.8 "I command thee in the name of Jesus to come out of her."
 2.9 "These men are bringing trouble to our city."
 2.10 "These men are servants of the most high God."
 2.11 disobey—to not do as told
 unkind—not nice
 inside—being within
 uncover—find
 unselfish—giving, caring for others
 2.12 I will bless the Lord at all times: His praise shall continually be in my mouth.
 2.13 answers will vary

SELF TEST 2

- 2.01 Isaac
 2.02 jailer
 2.03 girl
 2.04 Abraham
 2.05 Silas
 2.06 miracle
 2.07 obeyed
 2.08 praise
 2.09 praised
 2.010 sacrifice
 2.011 miracle
 2.012 praised
 2.013 love
 2.014 bless, Lord, all times, praise, in, mouth

SECTION 3

- 3.1 1. Wicked
2. One
3. Right
4. Sang
5. Home
6. Impatient
7. People
8. Golden calf
9. Obey
10. Days
- 3.2 God
- 3.3 hear
- 3.4 see
- 3.5 worshipping
- 3.6 yes
- 3.7 yes
- 3.8 no
- 3.9 no
- 3.10 yes
- 3.11 spring spray
 spread
 spruce
 sprout
 string
 strong
- 3.12 string strong
 stray stream
 stream stripe
 stripe string
 strong stray
- 3.13 baseball

SELF TEST 3

- 3.01 praising, obeying, worshipping
- 3.02 praising
- 3.03 obeying
- 3.04 worshipping
- 3.05 Moses
- 3.06 Abraham
- 3.07 Paul
- 3.08 Moses
- 3.09 Abraham
- 3.010 We spent part of a night praising God in jail.
- 3.011 I called two men "servants of God."
- 3.012 I was made by Aaron.
- 3.013 We worshiped the golden calf instead of the true God.
- 3.014 My praises to God are now in a book of the Bible.
- 3.015 The jailer learned this after an earthquake.
- 3.016 We are Abraham's descendants.
- 3.017 This happened to three thousand Israelite men because they didn't worship God.
- 3.018 Abraham chose to do this because he loved God.
- 3.019 Moses talked to God for forty days.

SECTION 4

- 4.1 Israelite
- 4.2 honest
- 4.3 Babylon
- 4.4 Israel
- 4.5 serving
- 4.6 ruler
- 4.7 jealous
- 4.8 wrong
- 4.9 king
- 4.10 liked
- 4.11 yes
- 4.12 no
- 4.13 no
- 4.14 yes
- 4.15 yes
- 4.16 the king
- 4.17 the king
- 4.18 Daniel
- 4.19 wicked man
- 4.20 the king
- 4.21 answers will vary
- 4.22 wild
- 4.23 child
- 4.24 mild
- 4.25 mind
- 4.26 find
- 4.27 blind
- 4.28 grind
- 4.29 kind
- 4.30 love
- 4.31 serve
- 4.32 love, serve

SELF TEST 4

- 4.01 Abraham
- 4.02 Paul and Silas
- 4.03 Daniel
- 4.04 the golden calf
- 4.05 an Israelite
- 4.06 Babylon
- 4.07 were jealous of Daniel
- 4.08 the wicked men
- 4.09 worshiping a golden calf
- 4.010 Abraham and Sarah
- 4.011 Paul and Silas
- 4.012 The wicked men
- 4.013 The girl
- 4.014 Paul
- 4.015 jealous
- 4.016 angry
- 4.017 happy
- 4.018 an earthquake
- 4.019 a ram
- 4.020 Abraham
- 4.021 5, 3, 1, 4, 2

LIFEPAC TEST

1. Example: they loved God and knew He would take care of them
2. he loved Him
3. God, the king
4. the golden calf
5. Isaac
6. Moses
7. Daniel
8. Examples: Isaac's birth, earthquake, healing servant girl, Daniel saved from lion's den
9. Lord
10. praise
11. - 14. **Any order:**
11. obey
12. praise
13. worship
14. serve
15. "I was promised to my father and mother by God."
16. "Paul and I sang praises to God in prison."
17. "The Lord saved me from the lions' mouths."
18. "I loved Daniel and didn't want to see him die."
19. "My friends and I were killed by lions."
20. "God gave me power to cast out a bad spirit."
21. "I obeyed God and was willing to sacrifice my only son."
22. "I was healed of a bad spirit."
23. "I talked with God on the mountain."
24. "I wrote many praises to God, and they are now called psalms."
25. son
26. God
27. David
28. praise
29. Moses
30. Worshipping the golden calf
31. The Israelites
32. worship a golden calf

ALTERNATE LIFEPAC TEST

1. Psalms
2. Moses
3. the true God
4. miracle
5. love
6. impatient
7. disobey Him
8. an Israelite
9. Lord
10. Isaac, or his son
11. praise
12. God
13. God
14. loved
15. a golden calf
16. praise
17. mountain
18. lions
19. obey God
20. praise God
21. worship God
22. serve God
23. Aaron—made a golden calf
24. Moses—talked to God on the mountain
25. David—wrote praises to God in psalms
26. Abraham—was willing to sacrifice his son
27. Paul—healed a girl in the name of Jesus
28. jailer—heard about Jesus from Paul and Silas
29. the king—didn't want to see Daniel killed
30. Daniel—was saved from lions by God
31. Silas—sang praises to God in prison with Paul
32. Isaac—promised by God to his father and mother

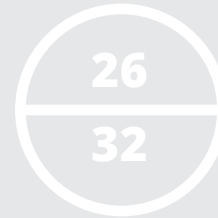
BIBLE 301

ALTERNATE LIFEPAC TEST

NAME _____

DATE _____

SCORE _____



Each answer = 1 point

Circle the correct words.

1. David wrote praises to God in the Bible Book of _____.
 a. Matthew b. Psalms c. Genesis
2. The leader of the Israelites was _____.
 a. Abraham b. David c. Moses
3. Daniel worshiped _____.
 a. the true God b. a golden calf c. an idol
4. Isaac's birth was a _____.
 a. sacrifice b. miracle c. psalm
5. When you obey God, you are showing your _____.
 a. miracle b. life c. love
6. If you are not willing to wait you are _____.
 a. impossible b. impatient c. inactive
7. One way *not* to show love to God is to _____.
 a. disobey Him b. praise Him c. serve Him
8. Daniel was _____.
 a. Abraham's son b. the king's son c. an Israelite

Write the missing words in the blanks.

- 9. "I will bless the _____ at all times."
- 10. Because he wanted to obey God, Abraham was willing to sacrifice _____ .
- 11. The word *magnify* means to _____ .
- 12. When Paul and Silas were in jail, they praised _____ .
- 13. Daniel chose to pray to _____ .
- 14. Abraham obeyed God because he _____ God.
- 15. When Moses was on the mountain, the Israelites worshiped _____ .
- 16. "His _____ shall continually be in my mouth."
- 17. Sinai was a _____ .
- 18. Daniel was thrown into a den of _____ .

Write the four ways you have learned to show your love to God.

- 19. _____

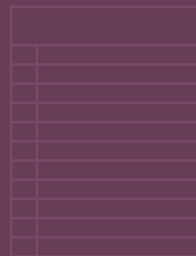
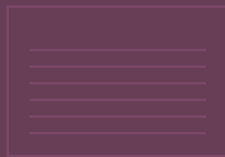
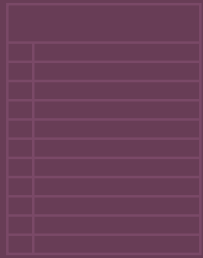
- 20. _____

- 21. _____

- 22. _____

Draw a line to match the person with what he did.

- | | | | |
|---------------------|---|----|--|
| 23. Aaron | ● | a. | was saved from lions by God |
| 24. Moses | ● | b. | was willing to sacrifice his son |
| 25. David | ● | c. | promised by God to his father and mother |
| 26. Abraham | ● | d. | heard about Jesus from Paul and Silas |
| 27. Paul | ● | e. | healed a girl in the name of Jesus |
| 28. jailer | ● | f. | sang praises to God in prison with Paul |
| 29. the king | ● | g. | wrote praises to God in psalms |
| 30. Daniel | ● | h. | talked to God on the mountain |
| 31. Silas | ● | i. | didn't want to see Daniel killed |
| 32. Isaac | ● | j. | made a golden calf |



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