



► **3-5 SAMPLE PAGES**

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Adjectives

Do you know what an *adjective* is? An adjective is a word that tells something about a noun. Remember that a noun is a word that names a person, place, time, or thing. An adjective tells about a person, place, time, or thing. An adjective can tell *how many* persons, places, times, or things.

Example: The teacher asked *six* questions.

Six is an adjective. *Six* tells about the noun *questions*. *Six* tells how many questions.

Example: Many bugs were crawling on the ground.

Many tells how many bugs. *Many* is an adjective. *Bugs* is the noun it tells about (many bugs).



Write adjectives from the box that tell how many to complete these sentences. In each sentence, draw a circle around the noun that each adjective tells about.

many	all	ten	most
eight	several	some	six
two	hundred	no	few

- 1.8 My mother has _____ coats.
- 1.9 Uncle Mark has _____ pigs.
- 1.10 _____ of our friends came to play.
- 1.11 Mary has a _____ mittens.
- 1.12 Gene has _____ shirts to wear.
- 1.13 _____ people have a car to drive.

- 1.14 We saw _____ dresses in the store.
- 1.15 _____ children will go on a field trip.
- 1.16 This road is a _____ miles long.
- 1.17 May I have _____ cake?
- 1.18 We put _____ hamburgers on the grill.
- 1.19 I have _____ papers to turn in.

An adjective can also tell *what kind* of person, place, time, or thing.

Example: We ate *fried* chicken.

Fried is an adjective. *Chicken* is the noun. *Fried* tells what kind of chicken.

Adjectives tell about nouns. They tell what kind.

Example: The *green* tree grew tall.

Green is an adjective. *Tree* is a noun. *Green* tells what kind of tree.



Circle each noun in these sentences. Draw a line under each adjective that tells what kind about the noun.

- 1.20 I have a black dog.
- 1.21 Aunt Jane lives in a brick house.
- 1.22 Look at the pretty flowers.
- 1.23 Jim won the sack race.
- 1.24 We play football on sunny Saturdays.

1. PLANE AND SOLID SHAPES

Objectives

Read these objectives. When you have completed this section, you should be able to:

- Identify plane and solid shapes.
- Measure the dimensions of plane and solid shapes.



Complete this activity.

1.1 Match the figure to its name.

a. _____ 

b. _____ 

c. _____ 

d. _____ 

e. _____ 

f. _____ 

g. _____ 

h. _____ 

i. _____ 

1. oval

2. hexagon

3. pentagon

4. square

5. octagon

6. triangle

7. circle

8. diamond

9. rectangle

LINES AND SHAPES | Unit 4

In mathematics, we describe a flat shape as a **plane shape**.

1.2 Is each of the figures in 1.1 a plane shape? _____

We may say that each one of these figures belongs to the general group of plane shapes.

Polygons are closed, plane figures with 3 or more sides.



Complete these activities.

- 1.3** Look at the figures in 1.1.
- Is each of these figures a closed figure? _____
 - Do all the sides meet and join each other? _____
 - Does each figure have three or more sides? _____
 - Which ones do not have three or more sides? _____, _____

Plane shapes are all around us. The piece of paper you are writing on is an example of a rectangle. Doors and windows are rectangles. Watch the road signs when you are riding in a car. Make a list of all the examples of polygons and plane shapes that you find.

Rectangles and squares can be measured using length and width. The length is the longer side, and the width is the shorter side. Length and width are called dimensions.

The **dimensions** of rectangles and squares are length and width. Rectangles and squares are two-dimensional figures.



2. THE AMAZON RAINFOREST

The largest rainforest in the world is in the basin of the Amazon River of South America. It covers about one third of that continent. The rainforest touches all of the nations on the northern portion of South America.

You will learn about this huge jungle in this part of the LIFEPAK. You will learn about people who lived there in the past and how they used the land before the Europeans explored it. You will study the problems the people face today. Finally, you will learn a little about the animals of this forest.

Objectives

Review these objectives. When you have completed this section, you should be able to:

1. Describe rainforests and tell where they are located.
2. Name some of the products of the rainforest.
3. Identify some of the rainforest plants and animals.
4. Explain the history of the Amazon and Congo rainforests.
5. Describe the Congo and Amazon Rivers.
6. Tell of the changes being made in the rainforest.
7. Describe how people live in the rainforest.

Vocabulary

Study these new words. Learning the meanings of these words is a good study habit and will improve your understanding of this LIFEPAK.

anthropologist (an' thrə pol' ə jist). A person who studies the customs cultures, and beliefs of human beings.

boom (büm). A rapid growth.

dye (dī). Something that can be mixed with water and used to color cloth, hair, and other things.

ecotourism (e kō ' tur' izm). Traveling to see endangered places or animals in the hopes that paying to see them will help protect them.

infamous (in' fə mäs). Well known for being bad.

latex (lā' teks). A milky liquid which is used to make rubber.

manioc (man' ə ok). A plant with large roots from which flour can be made.

navigable (nav' i gə bəl). Able to be traveled on by ships.

plantation (plan tā ' shən). A large farm or estate on which cotton, tobacco, sugar cane, or other single crops are grown.

sap (sap). The liquid that circulates through a plant.

source (sôrs) The point of origin of a stream of water

tributary (trib yə terē) A river or stream flowing into a larger river or lake.

vulcanize (vul' kənīz). To improve rubber by mixing it with sulfur and other things using heat and pressure.

Pronunciation Key: **h**at, **ā**ge, **cā**re, **fā**r; **l**et, **ē**qual, **tē**rm; **i**t, **ī**ce; **h**ot, **ō**pen, **ō**rder; **o**il; **o**ut; **c**up, **pū**t, **rū**le; **ch**ild; **l**ong; **th**in; /TH/ for **th**en; /zh/ for **meas**ure; /u/ or /ə/ represents /a/ in **ab**out, /e/ in tak**e**n, /i/ in penc**i**l, /o/ in lem**o**n, and /u/ in circ**u**s.

The World's Largest River System

The Amazon River carries more water than any other river in the world. The Amazon is the world's largest river system. It is not, however, the longest river in the world. The Nile River in North Africa is a little bit longer.

The **source** of the Amazon is in the Andes Mountains of western South America. It flows east from there to the Atlantic Ocean. Most of the huge river and its many tributaries are in the country of Brazil (br ə zil'). There are many places on the Amazon where a person on one side of the river cannot see the other side. The Brazilians call the Amazon the "River Sea." The Amazon is **navigable** from the ocean to Peru. Ocean ships can travel on the Amazon all the way across Brazil, and most of South America, to the city of Iquitos in Peru.

The Amazon River and its tributaries are called the Amazon Basin. There are over 200 of these smaller rivers that flow into the Amazon. The Rio Negro is one important

TROPICAL RAINFORESTS | Unit 5

tributary. Its name means “black river.” The water of the Rio Negro is clear and black compared to the brown, muddy water of the Amazon. When the Rio Negro flows into the Amazon, its clear water flows side by side with the muddy Amazon water before the two mix together.

Most ocean ships come into the Amazon at the port city of Belém on the Atlantic Ocean. They go up another river to the Amazon and head upstream. One major stop for the ships is the city of Manaus on the Rio Negro. It is 1,000 miles from the mouth of the Amazon. Manaus is a major trading center for the products of the Amazon rainforest. Another one is Iquitos, in Peru, the largest Amazon city.



Our Solar System

Are you ready for a trip through our **solar** system? Then jump into your imaginary spaceship. Buckle your seatbelt. Turn on the oxygen supply. Give the signal to blast off!

We leave our planet Earth at the speed of light. Light travels 186,282 miles (299,792 kilometers) per *second*. As we leave the earth's **atmosphere**, we notice that the sky is *black* and the stars can be seen all day.

In less than two seconds we reach our nearest neighbor, the moon. While we do not plan to stop here, we get a quick glimpse as we whiz by. We take a quick snapshot of the moon's surface from our window. We notice the moon's deep **craters**, broad, dark plains, and lofty mountains.

At the moon we are about 240,000 miles (386,160 kilometers) from Earth. Our navigator takes another "sighting" of the stars and charts a course that will take us toward the planets but away from the sun. Because the sun is a glowing ball of hot gases with a surface temperature of 11,000 degrees Fahrenheit (6,092° centigrade), we will be careful to pass it at a safe distance.



| Our Solar System

As we travel away from the sun, we shall leave behind two planets — **Mercury** and **Venus**. Mercury is the second smallest of the planets. Mercury and Venus are closer to the sun than Earth. Ahead of us are five more planets — **Mars**, **Jupiter**, **Saturn**, **Uranus**, and **Neptune**. All of the planets revolve around the sun. About four minutes after leaving Earth, we pass Mars. We notice what looks like a dust storm blowing over a desert. These desert areas probably give Mars its red look as we view it through a **telescope** from earth.

OUR SOLAR SYSTEM AND THE UNIVERSE | Unit 8

We have now been in flight four or five minutes. Rushing on toward Jupiter, the largest of the planets, we wonder about the strange, red spots moving across its surface.

As we speed past Jupiter, we come to Saturn, the second largest planet. Saturn has at least six thin rings and 23 **satellites**. The satellites look like our moon.

In a few moments we fly past Uranus. Fifteen satellites have **orbits** around Uranus.

After passing Uranus we finally reach Neptune. Uranus and Neptune are so far from the sun that they are very cold and dark. Neptune is more than three times larger than Earth.

Pluto is no longer considered a planet, and has recently been reclassified as a “dwarf planet”—one of many in the Kuiper Belt, the ring of icy objects that astronomers now know marks the outer edge of the solar system. The solar system is now considered to have eight planets.

Pluto follows an orbit around the sun that is not always the same. Sometimes Pluto is farther from the sun than Neptune. During the fourth week of January 1979, Pluto moved closer to the sun than Neptune. Pluto was in this part of its orbit until February 11, 1999.

We have now traveled in imagination over 3.5 billion (3,500,000,000) miles (5,600,000,000 kilometers) in about five hours. Looking back we notice that our sun is only a bright star shining among millions of other stars.

Perhaps it is time to start back to planet Earth. If we were to visit one of the nearest stars in our **galaxy**, *Alpha Centauri*, we would have to travel for more than four years at the speed of light. If we wish to go to the farthest edge of our galaxy, the Milky Way, it would take us about 120,000 years. Then, if we could continue on to other galaxies beyond, we would need to travel for another twenty million years! Even at the speed of light that would be a long, long trip, wouldn't it?



| Sun, Jupiter, Saturn, Uranus and Neptune

Oregon

Oregon Country. The beautiful Oregon Country went from the northern border of California up to the bottom edge of Alaska in the 1800s. Both the United States and Britain claimed this rich area. Since neither side was willing to give up their claim, they agreed to rule it together for the time being. This agreement was made in 1818. The British had a few settlers in Oregon, but they would be unable to compete with the masses of Americans who began arriving in the 1840s.

Oregon was a long way from the rest of the United States, which was mainly east of the Mississippi in the 1830s and 1840s. To get to Oregon, settlers had to cross the Great



| The Oregon Trail

Plains, which were empty of all but Indians and a few forts. Most people believed the flat plains were useless for farming. They called it the "Great American Desert." Crossing it was a long, dangerous journey; however, thousands did.

Mountain men had found a pass over the Rocky Mountains, called South Pass, that would allow wagons to reach the west coast. In 1836 a missionary named Marcus Whitman crossed through the pass with his wife and reached Oregon. This proved that women and families could make the trip. Whitman and other early settlers sent back letters describing the rich farmland. Suddenly, Oregon became the place pioneers wanted to go.

Most of the settlers came overland by the Oregon Trail, an incredibly difficult trip. The Trail began in Independence, Missouri. Most of the pioneers went in covered wagons with all they owned inside. They could only travel about 100 miles (161 kilometers) a week! The entire 2,000 mile trip would take 5 to 6 months! Yet, so many people traveled the Trail that they dug wagon ruts deep enough to still be seen today in places.

Life on the trail was dull and difficult. Day after day the pioneers would break camp, travel all day, and set up camp again. Food was usually beans and coffee, every single day. The travelers constantly searched for water, wood for fires, and wild game for fresh meat. People traveling together got mad at each other and sometimes fought with fists or guns.

The Trail was also dangerous. Rivers would flood, carrying away people and their things. Indians would sometimes attack. Oxen or horses would die, leaving families stranded. Diseases and injuries would strike, and people had no way to reach a doctor.

Many people died of diseases or injuries on the trip. When that happened, the wagons would stop. The men would dig a grave beside the road, someone would say a short prayer service, then the wagon train would pack up and keep moving. The children, parents, husband, or wife of the dead person would have no choice but to just bury them and leave them behind on the Trail.

In the 1840s, thousands of Americans went to Oregon. They set up towns and farms. The British, however, only had a few hundred settlers in Oregon. The Americans were beginning to take over the land.

In fact, many Americans wanted the U.S. to claim all of Oregon Country as part of Manifest Destiny. These people made up the slogan, "Fifty-four Forty or Fight!" They wanted all of Oregon up to latitude 54° 40' or they would go to war with Britain to get it. These people supported James Polk for president in 1844, because he said he wanted all of Oregon, too.



| So many people traveled the Oregon Trail, wagon ruts still exist across rocks today.

However, President Polk was a little more careful after he was elected. He did not want to go to war with Britain, if it could be avoided. The British also realized that the Americans would soon have enough settlers in Oregon to easily drive out the British defenders. In 1846 the British offered to divide Oregon by extending the border between the U.S. and Canada at 49° latitude. President Polk accepted and officially added Oregon Territory to the Union. That meant that both Texas and Oregon had been added to the United States during his presidency, and more was to come.

**Answer true or false.**

- 2.13** _____ Oregon Country went from Mexico and all the way through Alaska along the west coast in the 1830s.
- 2.14** _____ The Oregon Trail was 1,000 miles long.
- 2.15** _____ Marcus Whitman went to Oregon with his wife in 1836, which showed that families could make the trip.
- 2.16** _____ The Great Plains were called the Great American Desert in the 1830s.
- 2.17** _____ James Polk went to war with Britain to get Oregon.
- 2.18** _____ The people who wanted all of Oregon used the slogan, "Forty-one Twenty or Fight."
- 2.19** _____ Thousands of British settlers moved to Oregon in the 1840s.
- 2.20** _____ The United States and Britain divided Oregon at 49° latitude.
- 2.21** _____ Britain and the United States agreed to rule Oregon Country together in 1818.
- 2.22** _____ The trip to Oregon on the Oregon Trail took a year.
- 2.23** _____ A trip on the Oregon Trail was a long, boring, dangerous journey.

2. THE JUDGMENT SEAT OF CHRIST

The Bible tells us clearly that there will be a time of judgment for everyone. The judgment of the saved will be different from the judgment of the unsaved. All Christians will someday stand before the judgment seat of Christ.

In the last section of this LIFEPAK, you learned how to prepare for eternity with God. The sins of Christians were judged and paid for at the Cross. The judgment of Christians is not to decide where they will spend eternity. Heaven has already been promised to all who have accepted Christ as their Savior.

Christians will receive their heavenly reward at the judgment seat of Christ. Everyone will be treated fairly. No one will receive more or less rewards than he deserves. The **quality** of your service to God on Earth will determine the kinds of rewards that you will receive at the judgment seat of Christ.

Objectives

Review these objectives. When you have completed this section, you should be able to:

4. Name the one who has been appointed as our Judge.
5. List three reasons why man must be judged.
6. Describe the purpose of the judgment of Christians.
7. Tell how Christ will judge our service to God.
8. Describe four crowns that are mentioned in the Bible.
9. List four things that you can know for certain about heavenly rewards.

Vocabulary

Study these new words. Learning the meanings of these words is a good study habit and will improve your understanding of this LIFEPAK.

alms (ämz). Money or gifts to help the poor.

conscience (kon shuns). Ideas and feelings within a person that tell him when he is doing right and warn him of what is wrong.

convict (kun vikt). To prove or find a person guilty of a wrongdoing.

endure (en dürr). To keep on; to last through something unpleasant.

evidence (ev i duns). Facts that make clear the truth or falsehood of something.

hypocrite (hip u krit). A person who pretends to be what he is not.

just (just). Anything that is lawful, right, and fair.

motive (mō tiv). A thought or feeling that makes a person act in a certain way.

quality (kwol u tē). Something special about an object that makes it what it is; the character or nature of a person or thing.

refine (ri fīn). To free from impurities; to make fine and to polish.

responsible (ri spon su bul). Able to tell right from wrong; able to think and act with reason.

sentence (sen tuns). The punishment that a judge decides a guilty person should have.

stubble (stub ul). The lower ends of grain stalks after the grain is cut.

wreath (rēth). A ring of flowers or leaves twisted together.

Pronunciation Key: hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ōrder; oil; out; cup, pūt, rüle; child; long; thin; /TH/ for then; /zh/ for measure; /u/ or /ə/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

Christ Is Our Judge



Read *John 5:22-27*

A judge has a very high position and a place of great responsibility and power. A judge decides whether a person is innocent or guilty. The responsibility of a judge is to set the innocent man free and pass **sentence** on the guilty.

God appointed the judge. *John 5:22* says, "For the Father judgeth no man, but hath committed all judgment unto the Son." God gave Jesus the responsibility of being the judge of the earth. Jesus is the judge of every person that was ever created. He is the judge of the living and the dead (*Acts 10:42*). People who are now dead will be judged along with the people who are alive at Christ's coming.

The judge is perfect and just. There must be a time of judgment for everyone because God is perfect and **just**. God has told us in His Word to do certain things to please Him. God has given

Flowering Plants

Flowering plants are the most common type of seed-bearing plants. They make up about 90 percent of the more than 260,000 kinds of plants! Flowering plants are also called **angiosperms**. This name comes from two Greek words meaning “enclosed seed.” All plants that produce flowers and fruits are called angiosperms.

Since flowering plants are the most common type of plants, you have probably seen many kinds of flowering plants. For example, wild flowers, garden plants, and most trees are flowering plants. In fact, most of the plants that produce the fruits, grains, and vegetables that you and your family eat are flowering plants.

Many flowering plants are grown for their flowers. Tulips, roses, pansies, and lilacs are examples. They are beautiful when their flowers appear, and they also smell very good. God has given us many pleasing things to see, touch, and smell. Flowering plants are some of the most beautiful things God has created. In fact, Jesus referred to the beauty of the flowers of the field when he said, “Consider the lilies of the field, how they grow; they toil not, neither do they spin: And yet I say unto you, That even Solomon in all his glory was not arrayed like one of these.” (Matthew 6:28-29)



| Tulips

Other flowering plants are grown for their fruit or vegetables that they provide as food. Watermelons, cucumbers, cherries, and tomatoes are all examples of these types of flowering plants. Where are the flowers on these plants? The flowers appear during a life stage of the plant before the fruit or vegetable appears! (We will examine this in more detail later in this section.) God is so good to give us such a great variety of flowering plants as food.



| Orange trees blossom flowers before they produce fruit



Activity 502.B Flowering Plant Poster

2.15

Make a poster from pictures or drawings in magazines, newspapers, printouts from Internet sites, etc. showing different types of flowering plants. Try to find a variety of flowering plants for your poster. Find one flowering plant that is very unusual, and find out more about that plant and where it grows. Then write a one-half page report on that plant.



Teacher check:

Initials _____ Date _____