



LANGUAGE ARTS

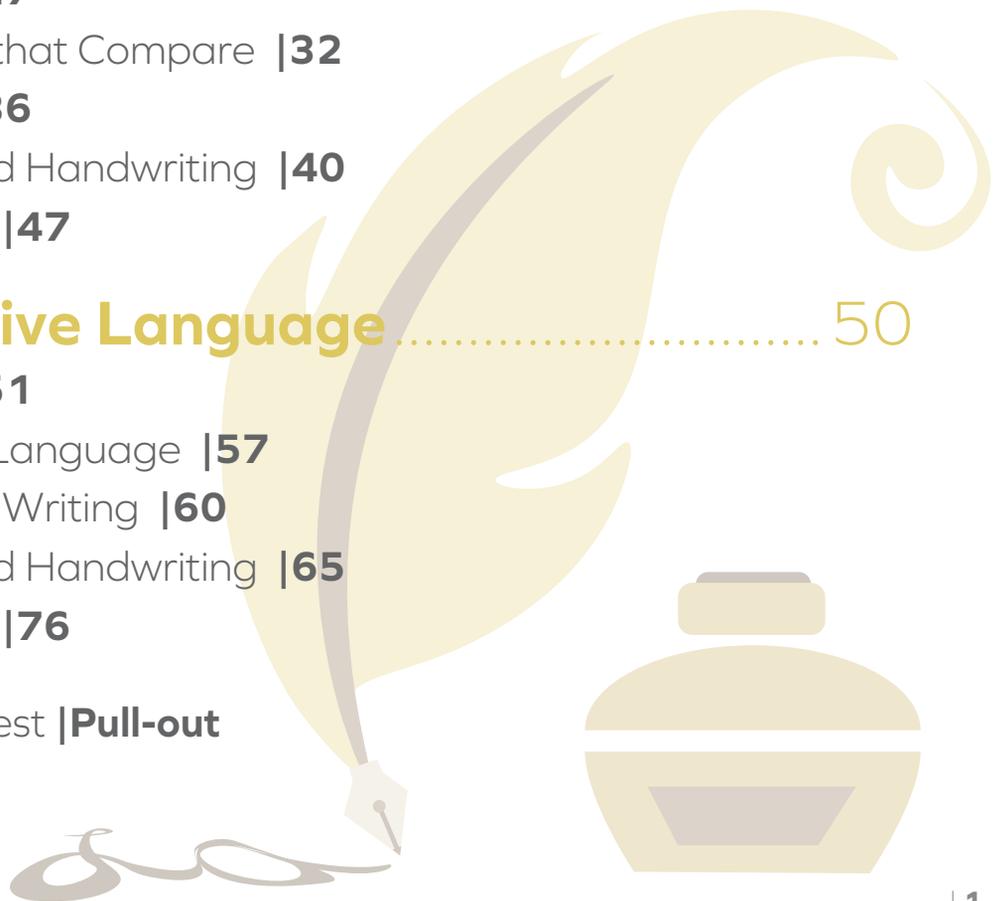
Student Book

▶ **4th Grade | Unit 8**

LANGUAGE ARTS 408

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GRAMMAR AND WRITING

In this LIFEPAC® you will read three stories. The first story took place a long time ago. The second story tells how a Bible helped a young woman find happiness, and the third is about some young people who worked very hard to win.

You will review adjectives and adverbs, study some spelling words, and study how to improve your reading and writing skills.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAC. Each section will list according to the numbers below what objectives will be met in that section. When you have completed this LIFEPAC, you should be able to:

1. Select the main idea of a story or paragraph.
2. Choose details from a story.
3. Put the events of a story in sequence.
4. Recognize adjectives in a sentence.
5. Use adjectives in a sentence.
6. Tell the cause and effect of an event.
7. Define new vocabulary words.
8. Write a narrative or a descriptive paragraph.
9. Find adverbs in a sentence.
10. Explain the meaning of a figurative expression.
11. Spell new words.
12. Write lowercase letters correctly.
13. Write capital letters *T*, *U*, and *E* correctly.

1. ADJECTIVES

The first story in this LIFE PAC is told in first person. Etta is writing the story about herself when she was a child in Michigan. You will again study main ideas, details, and sequencing. You will work with some new words and their meanings. You will learn how to recognize and use adjectives. You will learn some new spelling words and practice handwriting skills to improve your handwriting.

Objectives

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

1. Select the main idea of a story or paragraph.
2. Choose details from a story.
3. Put the events of a story in sequence.
4. Recognize adjectives in a sentence.
5. Use adjectives in a sentence.
6. Tell the cause and effect of an event.
7. Define new vocabulary words.
10. Explain the meaning of a figurative expression.
11. Spell new words.
12. Write lowercase letters correctly.
13. Write capital letters *T*, *U*, and *E* correctly.

Vocabulary

Study these vocabulary words. Learning the meanings of these words is a good study habit and will improve your understanding of this LIFE PAC.

appetite (ap' u tit). Desire for food.

apply (u pli'). Set to work and stick to it.

gorge (gôrj). To overeat, to eat too much.

hordes (hôrdz). Crowds.

loft (lôft). Space just below the roof in a barn.

milkweed (milk' wed). Weed with white juice that looks like milk.

quince (kwins). A hard yellowish acid fruit.

swill (swil). Kitchen garbage.

trough (trôf). A long narrow container for holding water or food.

wallow (wol' o). To roll about.

Note: All vocabulary words in this LIFEPAK appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.

Pronunciation Key: hat, āge, cāre, fār; let, ēqual, tèrm; it, īce; hot, ōpen, ôrder; oil; out; cup, pūt, rüle; child; long; thin; /FH/ 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.

Reading

Read this story. Etta tells it in the first person about life on a Michigan farm in the early 1900s. Does it sound like life today? How was it the same? How was it different?



On the Farm

Papa called me a “towhead” because I had hair the color of straw. I was a bundle of life. Each day was a miracle. The chores I had to perform were completed while I imagined and dreamed.

I cannot remember when I did not carry wood. First it was a stick or two—finally six or seven. The farm stove had a huge **appetite**, ever hungry, never satisfied.

There were eggs to gather from the henhouse and to be hunted in the barn. If possible I let someone more daring go up the ladder to the **loft**. There were gaping places in the boards up there. I was afraid I would fall through onto the sheep, cows, or the bull. That would have been deadly.

There was the task of carrying water from the well. The pump handle was high. I had to stretch as high as I could, then ride the iron handle down to the time of water splashing in the pail. Soon I would be yanked up off my feet and ride the handle down again until the pail was full.

My imagination was always busy. I wondered about the **milkweed** that grew along the country roads. Why could they not fill pillows with their downy softness? The little cheese plant filled my playhouse pantry. To me it was real creamy cheese.

Papa said the beehives must be skirted quietly and with care. I pictured the bees as unfriendly **hordes** of savages waiting to swoop down and wipe us out.

I loved to watch the hens **wallow** out cool holes in the dirt under the **quince** bushes. In the shade on a hot August day, they would sit with the lids of their eyes slowly opening and closing. They reminded me of the shutter on my sister's camera. They held their wings out from their bodies trying to catch any stray breeze that might come their way. I pitied them. It was like sitting under a feather mattress on a hot day. I wondered why we could not clip their feathers like we clipped Shep, our dog.



| Hens in a grassy field

In my imagination, Shep was a wild lion with a ruff at his neck and a brush on the end of his tail. The rest of his hair was clipped close. I knew he was not a lion, but the back of my neck prickled when he laid his head in my lap.

I loved to follow Papa to the watering tank. Here the horses would slurp up the water between their velvety lips. Then they would toss their heads and snort as if they got their noses too far in.

Then Papa brought the pails of **swill** for the pigs. I would hang on the rail and watch them push and squeal, crowding close to where it was poured. Sometimes a greedy runt would go to the end of the **trough** where the rest would not bother him and **gorge** himself. After all, they were pigs!

Sounds had a special meaning in the quietness of the country. Early, the cocks started to crow. Our old rooster bellowed his "cock-a-doodle-doos." Then our neighbor's Banty put in his "two cents' worth." Others farther away "spoke their piece." Then the rest of ours joined the chorus. There was a bark of a dog in the distance. Shep answered with a howl. It was quiet for a minute. The tinkling of the lead sheep's bell sounded before Brindle, the cow, split the air with a "moo."

As the day advanced, the action in the barnyard picked up. Pigs squealed and grunted. Old hens clucked as they gathered their chicks for worms just scratched to the surface.

Papa came in from doing his morning chores all washed and combed. He drew up his chair. We were all washed and combed, too, and in our places.

One of us took Papa the family Bible. It was not a huge one with the records, but a big one given to Papa by the Sunday school he had directed for years and years.

Papa looked like Teddy Roosevelt's double. He would pull on his glasses as he read. He read in Psalms a lot. I can hear him now (Psalm 90:9 through 12), "We spend our years, as a tale that is told... so teach us to number our days, that we may **apply** our hearts unto wisdom."

Sometimes I would wander off in my own thoughts, but when I heard the chairs scraping, I knew it was time to kneel in prayer. At the end of Papa's prayer, we all repeated the Lord's prayer. Now it was time for breakfast, more like our dinners today. We found our places at the table. Soon we were ready to start a new day.



| Pigs



Answer these questions.

1.1

Place a (✓) before the statement that best describes the main idea of this story.

- _____ a little girl
- _____ animals on a farm
- _____ life on a farm
- _____ long ago

1.2

Place a (✓) before the main idea of the first paragraph of this story.

- _____ a little girl
- _____ a towhead
- _____ life was happy for Etta
- _____ Papa

Do you remember the questions asked before you read the story? This story took place in the early 1900s.



Answer these questions.

1.3

Find one thing in the story that would probably be different today.

1.4 Find two things in this story that would be the same today.

a. _____

b. _____



Place a (✓) after the correct meaning for each of these figurative expressions.

1.5 "towhead"

_____ big head

_____ very light-colored hair

1.6 "two cents' worth"

_____ two pennies

_____ his part

1.7 "spoke their piece"

_____ were in a play

_____ made their noise



Find a word in the story to correctly complete each sentence.

1.8 Papa said the _____ must be skirted with care.

1.9 Shep was a wild _____ with a _____ at his neck.

1.10 Sometimes a greedy _____ would go to the trough and _____ himself.

1.11 The horses would _____ up the water between their _____ lips.

1.12 Then Brindle, the cow, _____ the air with a "moo."

1.13 One of us took Papa the _____ Bible.

1.14 Papa looked like Teddy Roosevelt's _____.

1.15 We all _____ the Lord's prayer.

1.16 Breakfast was more like our _____ today.

Cause and effect. Look at this sentence: "Papa called me a 'towhead' because I had hair the color of straw." The *effect* is "Papa called me a 'towhead.'" Why he called her a "towhead" is the *cause*. Why did he call her a towhead?— "because I had hair the color of straw." The last part of the sentence is the cause.

In this sentence the cause is underlined.

The effect is circled.

When I heard the chairs scraping,

(I knew it was time to kneel.)

The *effect* (circled) is the thing that happened.

Why it happened – the *cause* – is underlined.



Answer these questions about *cause* and *effect*.

1.17 What caused Papa to call Etta a "towhead"?

1.18 What caused Etta to stretch as high as she could?

1.19 What caused the hens to hold their wings out from their bodies?

1.20 What caused them to find their places at the table?

1.21 What caused the pigs to crowd so close?

Sequencing. The events of a story happen in a certain order or sequence. Something happens first. Something happens last and many events happen in between. To improve your reading comprehension, remember the sequence of events as you read.



Do this activity.

- 1.22** Number these events in the order they are mentioned in the story. You can look back. Two are done for you.
- a. _____ We eat breakfast.
 - b. _____ pumping water
 - c. _____ Papa brings the swill.
 - d. _____ Hens wallow out cool holes.
 - e. _____ Papa reads the Bible.
 - 2** gathering eggs
 - f. _____ The pigs gorge.
 - g. _____ The rooster crows.
 - 1** carrying wood
 - h. _____ Papa prays.

SELF TEST 1

Write the letter of the correct answer on the line (each answer, 3 points).

- 1.01** The story in Section One was mainly about _____ .
 a. animals on a farm
 b. sounds on a farm
 c. life on a farm
- 1.02** Before starting the day the family always _____ .
 a. looked for eggs
 b. fed the pigs
 c. had prayers

Answer true or false (each answer, 2 points).

- 1.03** _____ This story was written in first person.
- 1.04** _____ Etta really enjoyed going up in the loft.
- 1.05** _____ The pigs were greedy.
- 1.06** _____ The Sunday school gave Papa his Bible.
- 1.07** _____ Papa liked to read from Proverbs.
- 1.08** _____ Breakfast was a big meal.
- 1.09** _____ "Towhead" means light-colored hair.
- 1.010** _____ The wind caused the hens to hold out their wings.
- 1.011** _____ An adjective is an action word.
- 1.012** _____ Adjectives make a story more interesting.

Match these words with their synonyms (each answer, 3 points).

- | | | |
|--------------|-----------------|--------------|
| 1.013 | _____ story | a. tale |
| 1.014 | _____ gorge | b. crowds |
| 1.015 | _____ wonderful | c. great |
| 1.016 | _____ hordes | d. paragraph |
| | | e. stuff |

In each of these sentences, write the adjective and the noun it describes (each answer, 2 points).

- 1.017** It was like sitting under a feather mattress.
 a. _____ adjective b. _____ noun
- 1.018** It was a hot day.
 a. _____ adjective b. _____ noun
- 1.019** Shep was a wild lion.
 a. _____ adjective b. _____ noun
- 1.020** The horses slurped the water between their velvety lips.
 a. _____ adjective b. _____ noun
- 1.021** The stove had a huge appetite.
 a. _____ adjective b. _____ noun
- 1.022** Etta had a great imagination.
 a. _____ adjective b. _____ noun

Write a definition for each word (each definition, 4 points).

1.023 appetite _____

1.024 gorge _____

1.025 marathon _____

1.026 adjective _____

Divide these words into syllables (each answer, 3 points).

1.027 protesting _____

1.028 interested _____

1.029 spirit _____

1.030 marathon _____

1.031 paragraph _____

Answer this question (this answer, 3 points).

1.032 *A, an, and the* are called _____.

Use *a*, *an*, and *the* to complete these sentences (each answer, 1 point).

1.033 Please bring me _____ orange!

1.034 Take _____ book to read.

1.035 Let's sing _____ American song.

1.036 Play _____ piano.



Teacher check:

Score _____

Initials _____

Date _____



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