



LANGUAGE ARTS

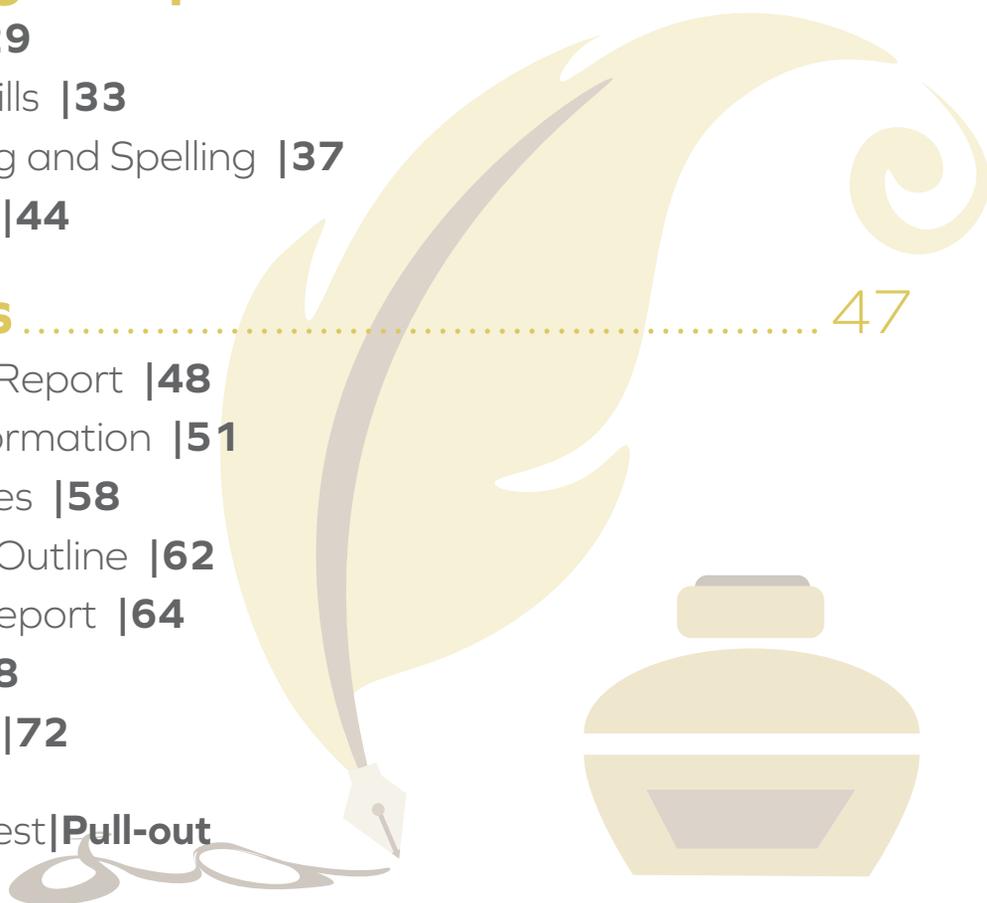
Student Book

▶ **4th Grade** | Unit 9

LANGUAGE ARTS 409

THE WRITTEN REPORT

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THE WRITTEN REPORT

“Look out! Watch where you are going!” Has anyone ever said that to you? Whoever said it to you wanted to help you. They did not want you to fall, get hurt, or make a mistake.

It is important to listen and think carefully when you read and speak. You need to watch where you are going. You need to know what the author meant when he wrote the story. You need to remember the order in which things happened. You need to know the meanings of words.

Sometimes, when you are in a very quiet room, you do not hear everything. Sometimes, you do not hear your teacher when she uses a loud voice. Yet, you might hear your friend across the room whisper. You have to listen, watch, and think about where you are going. In this LIFEPAC®, you will learn some skills that will help you “watch where you are going.”

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. Accurately record the amount of time it takes you to read a story.
2. Find the main idea of a story or paragraph.
3. Tell the main details of a reading selection.

4. Arrange the events of a story in sequence.
5. Give the meanings of new vocabulary words.
6. Tell the difference between fiction and nonfiction.
7. Tell the author's purpose for writing.
8. Tell the difference between fact and opinion.
9. Choose an interesting and worthwhile topic.
10. Gather information and take notes.
11. Make an outline.
12. Write a report.
13. Improve your handwriting.
14. Spell new words.



1. READING PACE

The speed you use when you read is not always the same. You read much faster when you read for fun or pleasure. You do not need to remember as many details when you read just for pleasure.

In this section, you will read a story about a Navajo (na vuh hō) Indian girl. Enjoy this story. You will figure out how much time it takes you to read the story. You will also learn to use some reading skills that will help you watch where you are going. You will practice skills to help you improve your handwriting and learn new spelling words.

Objectives

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

1. Accurately record the amount of time it takes you to read a story.
2. Find the main idea of a story or paragraph.
3. Tell the main details of a reading selection.
4. Arrange the events of a story in sequence.
5. Give the meanings of new vocabulary words.
13. Improve your handwriting.
14. Spell new words.

Vocabulary

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

adobe (u dō bē). A brick made of clay dried in the sun.

brier (brī ur). Thorny or prickly bush.

fry bread (frī bred). Type of bread fried in fat.

gruffness (gruf nes). A rough, stern way of speech.

hogan (hō gôn). An earth-covered home of the Navajo Indians.

hues (hyüz). Different colors.

humble (hum bul). Very poor or plain.

mutton (mut un). Meat from sheep.

reservation (rez ur vā shun). Land set apart for the Indians.

sheepskin (shēp skin). Skin of a sheep—especially with the wool on it.

vivid (viv id). Very bright.

welled (weld). Filled up within.

whizzing (hwiz ing). Humming or hissing sound.

wove (wōv). To have formed some cloth, or a rug, by weaving threads together.

Note: All vocabulary words in this LIFEPAC 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, tērm; 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

People read for many reasons. When a person wants facts, he reads for information. Reading the newspaper, encyclopedia, directions, or a science book are examples of reading for information. When you read to get information, you usually read more slowly and carefully.

People also read for enjoyment. Usually, people read quite rapidly when they are reading for pleasure. Fiction, biographies (stories about people's lives), and stories about history are examples of reading for enjoyment.

Reading rate. In this section you will read a story for enjoyment. This story is fiction, but it is based on a real experience. In Section Two you will read an informational story to learn facts. You will time how long it takes you to read each story.

First, you will write down the time when you begin reading. When you finish reading, you will write down the time again. By subtracting the first time from the second time, you can tell how many minutes it took you to read.

Example:

Ending time:	hour	_____ 11 _____	minutes	_____ 30 _____
Starting time:	hour	_____ 11 _____	minutes	_____ 25 _____

Total reading time:			minutes	5

Sometimes, it is easier just to count the minutes on the clock.

Read a story. This story is about a Navajo Indian girl leaving home for the first time. Read it for enjoyment.



Write down the time.

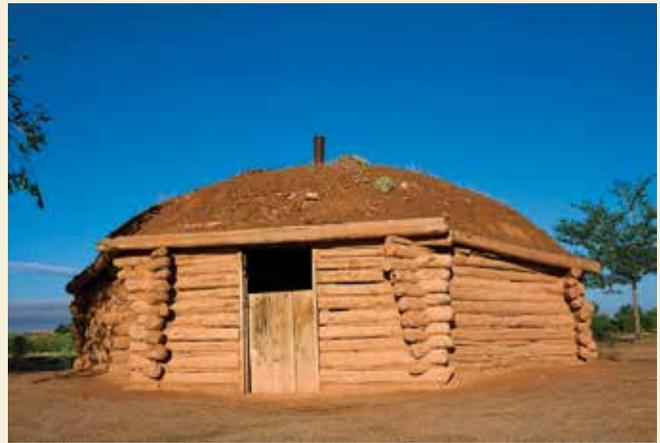
1.1 Look at the clock. Write the time here. Then begin reading.

hour _____ minutes _____

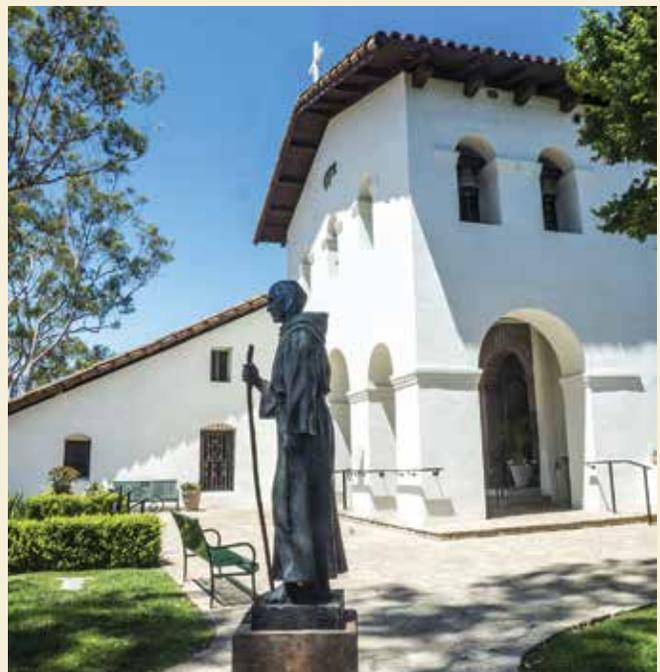


Ruby

1. The bright, desert sun was very warm as Ruby stood outside the **humble** wood and mud Navajo **hogan**. Ruby was waiting for the missionary to come bumping over the dusty trail in his red pickup. Her father's words were still ringing in her ears. "Ruby, it is time for you to go to school. You must learn to read and write." The **gruffness** of his voice told her it was really so.
2. Beside Ruby was a dented, metal suitcase. It carried all the clothes she would need at the mission school some miles away. Today, Ruby was wearing clothes like the white children wore. Ruby began to wonder what it would be like at the school. She would miss wearing the long, colorful skirts she wore when she helped mother herd the sheep. She knew she would miss Mother, Father, and her many brothers and sisters, but most of all she would miss Curly, her pet lamb. Would mother take care of Curly, as she had?
3. The sound of a motor ended her wandering thoughts. Soon, she was in the truck, bumping over dirt roads and then **whizzing** along a smooth highway.
4. When Ruby arrived at the school, many little brown-faced boys and



| Hogan



| Mission San Luis Obispo

girls were playing happily. A missionary took her up some very steep steps to her room. Everything was so strange! They did not have steps like that on the **reservation**. The missionary had pushed a little button, and a light had come on! There were beds, blankets, and sheets! “I would much rather roll up in a **sheepskin** and sleep on the floor,” she thought.

5. That evening Ruby felt even more strange when she went to the dining room for supper. Tables, knives, forks, and even the food was different. Would she ever know what to do with all these things? A big tear **welled** up in her eye as she thought of her family at home, probably eating some of Mother’s delicious **fry bread** and **mutton**.
6. The next day in school, Ruby saw many more strange things. She liked the kind teacher, but she did not understand everything she was saying or all the strange marks she made on the chalkboard. She really enjoyed the new box of crayons, though. The **vivid hues** made her think of all the colors Mother **wove** into her rugs at home.
7. Ruby heard the children talking about going to church. She wondered what it would be like. When Sunday arrived, the bell rang. Ruby and the other Navajo children filed into the white **adobe** chapel. Miss Sarah, Ruby’s Sunday school teacher, held up a picture. Ruby stared in surprise. Tears came to her eyes. Why, there was Curly and the kindest Shepherd was holding Curly in his arms. She wouldn’t have to worry about Curly if that kind Shepherd were taking care of her.
8. Miss Sarah saw the look on Ruby’s face and whispered, “Ruby, do you like this picture?”
9. “Oh, yes, Miss Sarah! That is Curly, my pet lamb.” Miss Sarah smiled and said, “All Navajo children love this picture, Ruby, because they work so much with sheep.”
10. Miss Sarah told the class about a kind Shepherd who had one hundred sheep. He loved his sheep so very much that one time, when one was missing, he searched all night to find it. Ruby knew about that kind of love. She remembered one night when Father and she had searched for Curly and finally found her in a **brier** patch. That night, Father had made a new pen for Curly.



11. Miss Sarah continued, "Do you know, boys and girls that this kind Shepherd loved each one of you? You Navajo boys and girls are like sheep, and He doesn't want one of you to stay outside His fold." She also explained that the missionaries were here to help them know about this Shepherd.

12. "What a wonderful story!" thought Ruby. "Why had she never heard it before? Had her mother and father ever heard it?"

13. Already, Ruby wanted very much to be inside the fold of the Good Shepherd. When she could tell her family about the Good Shepherd, she hoped down deep in her heart that they would want to enter this wonderful fold, too.



Write down the time.

1.2 Look at the clock. Write the time here.
hour _____ minutes _____

1.3 How many minutes did it take to read the story? minutes _____

Now read the story “Ruby” again. This time, check on the words you do not understand. Also, pay close attention to the details so that you can remember the sequence of events. Even though you are reading the story for the second time, it will probably take you longer. Record your beginning and ending times in activities 1.4 and 1.5.



Record the time.

- 1.4** Beginning:
What time is it? hour _____ minutes _____
- 1.5** Ending:
What time is it? hour _____ minutes _____
- 1.6** How long did it take you to read this time? minutes _____



Teacher check:

Initials _____ Date _____



Write *true* or *false*.

- 1.7** _____ People who tell you to watch where you are going are trying to help you.
- 1.8** _____ You will always read for the same reason.
- 1.9** _____ When you read for information, you read faster than you do when you read for enjoyment.
- 1.10** _____ Reading your science book is an example of reading for information.
- 1.11** _____ Ruby had probably been to a mission school before.
- 1.12** _____ Father wanted Ruby to learn to read and write.
- 1.13** _____ Ruby wanted to roll up in a sheepskin and sleep.

- 1.14 _____ Ruby could understand all the teacher was telling her in school.
- 1.15 _____ Ruby wanted to be safe in the fold of the Good Shepherd.
- 1.16 _____ Ruby wanted to tell her family about the Good Shepherd.

Reading Skills

You are learning many skills that help you remember what you read. Finding the main idea, recognizing details, noting the sequence of events, and learning new vocabulary words are some of these skills.

Main idea. Every story has a main idea. The main idea is the main thing the story is all about. Most paragraphs have a main idea, too. Sometimes, we call the main idea the topic sentence. The details of the paragraph usually support the main idea.





Find the main idea.

1.17 Place a (✓) in front of the statement that tells the main idea of the story "Ruby."

- _____ a. an Indian hogan
- _____ b. herding sheep
- _____ c. a Navajo girl goes to school
- _____ d. a missionary



Match the main idea for each paragraph with the paragraph number.

- | | | |
|-------------|--------------------|--|
| 1.18 | _____ Paragraph 2 | a. strange things at school |
| 1.19 | _____ Paragraph 3 | b. Sunday school |
| 1.20 | _____ Paragraph 6 | c. wanting to be in the Good Shepherd's fold |
| 1.21 | _____ Paragraph 7 | d. wondering about the new school |
| 1.22 | _____ Paragraph 10 | e. story of a kind Shepherd |
| 1.23 | _____ Paragraph 13 | f. driving to the new school |
| | | g. strange things at supper |

SELF TEST 1

Match the words and meanings (each answer, 2 points).

- | | | | |
|-------------------|--------------|----|------------------------|
| 1.01 _____ | Ruby | a. | Indian tribe |
| 1.02 _____ | pen | b. | Navajo girl |
| 1.03 _____ | adobe chapel | c. | place for sheep |
| 1.04 _____ | Navajo | d. | Navajo home |
| 1.05 _____ | hogan | e. | pet lamb |
| 1.06 _____ | Curly | f. | sun-dried brick chapel |
| | | g. | steps |

Write a word from the Word Bank to correctly complete each sentence (each answer, 3 points).

pencils	switch	shirts	trail
suitcase	herd	button	skirts
Shepherd	brier	wonderful	crayons

- 1.07** Ruby was waiting for the missionary and his pickup truck to come bumping over the dusty _____ .
- 1.08** Ruby would miss wearing the colorful a. _____ she wore when she helped Mother b. _____ the sheep.
- 1.09** Beside Ruby was a dented _____ .
- 1.010** The missionary had pushed a little _____ , and a light had come on.
- 1.011** Ruby enjoyed the new box of _____ .
- 1.012** The kindest _____ was holding Curly.
- 1.013** Ruby remembered looking all night for Curly and finding her in the _____ patch.

Write the meaning for each vocabulary word (each answer, 4 points).

- 1.014 mutton _____
- 1.015 hogan _____
- 1.016 humble _____
- 1.017 adobe _____
- 1.018 sheepskin _____
- 1.019 vivid _____
- 1.020 welled _____

Write true or false (each answer 1 point).

- 1.021 _____ People who tell you to watch where you are going are trying to help you.
- 1.022 _____ You will always read at the same speed.
- 1.023 _____ Ruby had probably been to a mission school before.
- 1.024 _____ Father wanted Ruby to learn to read and write.
- 1.025 _____ Ruby wanted to roll up on a sheepskin and sleep.
- 1.026 _____ Ruby felt right at home when she arrived at the school.
- 1.027 _____ Ruby could understand all the teacher was telling her in school.
- 1.028 _____ Ruby was very happy to see a picture of Curly, her pet lamb.
- 1.029 _____ Ruby wanted to be safe in the fold of the Good Shepherd.
- 1.030 _____ Ruby wanted to tell her family about the Good Shepherd.

Complete this activity (this answer, 4 points).

- 1.031 Using a complete sentence, write the main idea of the story "Ruby."

Number these events in sequence (each answer, 2 points).

- 1.032** _____ Ruby went to Sunday school.
- 1.033** _____ Ruby heard about the Good Shepherd.
- 1.034** _____ Ruby rode in the truck with the missionary.
- 1.035** _____ Ruby thought the stairs and beds were strange.
- 1.036** _____ Ruby waited by the hogan with her suitcase.

Circle the best words to complete these sentences (each answer, 3 points).

- 1.037** When reading for information, one should read _____ .
 a. faster b. more slowly c. a little bit at a time
- 1.038** When reading for enjoyment, one should read _____ .
 a. faster b. more slowly c. a little bit at a time
- 1.039** A newspaper and an encyclopedia are usually read for _____ .
 a. enjoyment b. a short time c. information
- 1.040** Fiction and biographies are usually read for _____ .
 a. enjoyment b. a short time c. information



Teacher check:

Score _____

Initials _____

Date _____



Take your spelling test of Spelling Words-1.



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