



# LANGUAGE ARTS

Student Book

▶ **4th Grade** | Unit 10

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# LANGUAGE ARTS 410

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# LEARN AND REVIEW

You have been learning and practicing many skills in your Language Arts LIFEPACs this year. You have increased your reading, writing, and speaking skills.

In this LIFEPAC® you will review the things you have learned in Language Arts 401 through 409. You will review the skills and all of the spelling words.

## 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. Identify plot, setting, and characters.
2. Label statements as either fact or opinion.
3. Identify figurative language.
4. Write words in alphabetical order when the words begin with the same letters.
5. Correctly use pronunciation symbols, multiple meanings for words, and the dictionary pronunciation key.
6. Identify common and proper nouns.
7. Identify prefixes, suffixes, and root words.
8. Find synonyms, homonyms, and antonyms for given words.
9. Use punctuation marks and capital letters correctly.
10. Write directions carefully.
11. Complete an outline.
12. Explain the difference between fiction and nonfiction.
13. Spell review words.

# 1. ELEMENTS OF A STORY

In this section you will read a story about a girl your age who had an adventure when she followed a raccoon. The story is called “Lost.” You will recall what you read, think about what you read, and react to what you read. You will review spelling words from Language Arts LIFEPACs 401, 402, and 403. You should feel good about how much you have learned.

## Objectives

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

1. Identify plot, setting, and characters.
2. Label statements as either fact or opinion.
3. Identify figurative language.
13. Spell review words.

## Vocabulary

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

**blurred** (blèrd). Unclear; difficult to see clearly.

**boulder** (bōl dur). A large rock.

**crutch** (kruch). A support to help an injured person walk.

**dampness** (damp nes). Slight wetness.

**disappointment** (dis u point munt)). Being disappointed, let down.

**discard** (dis kârd). To throw away.

**gopher** (gō fur). A ground squirrel.

**insult** (in sult). To hurt or try to hurt someone with words.

**looming** (lüm ing). Standing above in a scary way.

**panicked** (pan ikd). Confused, upset.

**prickly** (prik lē). Sticky, itchy.

**reunion** (rē yū yun). Getting together.

**stray** (strā). To wander away.

**swollen** (swō lun). Enlarged, swelled, bulging.

**verse** (vèrs). A short section of a chapter in the Bible.

**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, 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.



## “Lost” (Part One)

Mary had been told to stay close to the cabin, but she had to keep going. The raccoon was scampering just a few yards ahead of her. He would run a few yards, stop, and glance back at Mary. Then he’d run a few more yards. Surely she would remember the way back.

Daylight was dimming, making the grassy field look misty and dreamy. The woods in the distance were a large shadow **looming** before Mary. She began looking for the patch of white on the raccoon’s chest which would sparkle through the tall grass each time he turned to look at her.

“It’s almost as if he’s leading me somewhere,” she thought. “Wouldn’t that be exciting? Maybe he’ll show me his family. Baby raccoons! Maybe he’s leading me to a hidden pond or a magic waterfall. Maybe ....”

Then it happened. Mary tripped on a **gopher** hole. Her body whirled and fell heavily on her turned leg, causing a sharp, hot pain in her ankle. The pain was like an **insult**, a slap in the face— a flash of anger, then tears. It hurt. It really hurt.

The raccoon stopped and looked at her one more time. Then he darted into the woods and out of sight. Mary gave a loud wail as she watched him disappear, knowing that she couldn’t follow him now and would never know where he was leading her. She sobbed

into her hands, feeling an angry **disappointment** and the dull, sickening ache of her ankle.

After a while, Mary became aware of the **prickly** grass on her legs and the **dampness** in the air. Then she realized with alarm that it was dark! She couldn't even see the woods where the raccoon had gone. Now which way was that? Straight ahead and a little to the right. But as she struggled to stand up, she couldn't be sure. Maybe it was a little more to the left.

Lost and alone. How would she ever get back to the cabin? How foolish she had been to **stray** this far. She knew better. What could she do now? How could she walk? Which way should she go? Which way? Which way? Questions were coming fast now, but there were no answers.

## Reacting to What You Read

Reading becomes easier and more meaningful when you react to what you read as you go along. The more involved in the reading you become, the better you read. Two of the reacting skills are finding meaning and predicting outcomes.

**Finding meaning.** To find the meaning, you must make a good guess about what an author means but does not tell directly. For instance, if a character in a story rushes up to a drinking fountain and gulps hurriedly and for a long time, you may guess that the character was thirsty. To find the right meanings, you need to be an active reader and react to clues that the author gives you.



**Write your ideas.** Use complete sentences that start with a capital letter and end with a period.

**1.1** Does the story "Lost" take place in the country or the city? \_\_\_\_\_

\_\_\_\_\_

**1.2** Why do you think Mary does or does not have a good imagination?

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**1.3** How is Mary feeling at this point in the story?

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**1.4** When in your life did you feel like Mary was feeling?

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**Predicting outcomes.** To predict an outcome is to guess what will happen next or how a story will end. If you try to predict an outcome, you will read more actively because you will want to see if you are right or not. Whether you are right or not is not nearly as important as just making the predictions.



**Predict some outcomes.** Write your predictions in complete sentences.

**1.5** Do you think Mary will ever see the raccoon again?

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**1.6** What do you think Mary will do now?

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**1.7** Why do you think Mary will or will not get back to her cabin?

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## “Lost” (Part Two)

Which way? Which way? Mary stood as still as a deer in the wide, dark field of tall grasses. She was too frightened to cry, too **panicked** to move. When her mind finally cleared of the pounding questions, Mary said a simple prayer asking for help. She repeated the prayer and then remembered part of a Bible **verse** she had heard in Sunday school, “... fear no evil, thy rod and thy staff shall comfort me.” She felt calmer now.

Looking around she could see the **blurred** outlines of shapes in the darkness. There on the right were the woods. Behind her was a bush she had passed, and beyond it was a **boulder** that she remembered.

“Thy rod and thy staff...” she thought with a smile of relief, “of course, that’s what I need.” She hopped along toward the



outlined woods. After finding and **discarding** several small sticks, Mary found a thick one that was a little too short, but it would do. She used it like a **crutch**, leaning on it as she turned. Then she hopped slowly but surely in what she knew was the right direction.

Some time later, she heard the calls of her parents. What a joy it was to hear their voices! She answered them, “I’m here! I’m here!” They ran to her and hugged her, telling her how worried they had been and laughing with relief and happiness. Mary’s ankle quickly became the center of attention. It did look terrible, quite **swollen**, but strangely Mary didn’t notice the pain in the excitement of the **reunion** with her parents. They murmured and fussed over her. Making a basket with their arms, they carried her like a princess the rest of the way home.

Mary had so much to tell them about; the raccoon, the gopher hole, her panic, and her prayer. Most of all, she wanted to explain to them about her crutch and the Bible verse. How grateful she was for the calmness the verse had brought her. How glad she was to be home again!

*by Beverly Hardcastle Lewis*



**Circle the letter of the correct answer.**

- 1.8** What was Mary following?  
 a. a trail                      b. a butterfly              c. a raccoon              d. a gopher
- 1.9** What time was it when Mary got lost?  
 a. early morning              b. early afternoon              c. early evening
- 1.10** How did Mary get home again?  
 a. She crawled.              b. She used a crutch.              c. She hopped.
- 1.11** Who met Mary when she got home?  
 a. her mother              b. her parents              c. the raccoon

## Recalling What You Read

To recall what you read is to remember what you read. Sometimes you may recall the events in a story easily. Other times recalling anything about the story may be much harder. Paying attention to new vocabulary, remembering details, noticing the order of events, and grasping the main idea are all reading skills that help you recall what you read.





**Match these words with their definitions.**

- |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.12</b> _____ dampness</p> <p><b>1.13</b> _____ stray</p> <p><b>1.14</b> _____ discarding</p> <p><b>1.15</b> _____ looming</p> <p><b>1.16</b> _____ prickly</p> <p><b>1.17</b> _____ insult</p> <p><b>1.18</b> _____ disappointment</p> <p><b>1.19</b> _____ gopher</p> | <p>a. an attack of words meant to hurt someone's feelings</p> <p>b. scratchy</p> <p>c. to wander away</p> <p>d. appearing very large</p> <p>e. slight wetness</p> <p>f. a small ground squirrel</p> <p>g. a story</p> <p>h. the failure to come up with what is hoped for</p> <p>i. throwing away</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



**Number these sentences in order.**

- 1.20** Put 1 before the sentence that should be first, 2 before the sentence that should be next, and so on.
- a. \_\_\_\_\_ "Thy rod and thy staff ...."
  - b. \_\_\_\_\_ She felt a sharp, hot pain in her ankle.
  - c. \_\_\_\_\_ "It's almost as if he's leading me somewhere."
  - d. \_\_\_\_\_ Which way? Which way?
  - e. \_\_\_\_\_ She heard the calls of her parents.



**Select the main idea.**

- 1.21** Put an X in front of the sentence that best describes the main idea of the story.
- a. \_\_\_\_\_ Mary got lost chasing a raccoon into the woods.
  - b. \_\_\_\_\_ Mary hurt her ankle and had to be carried home.
  - c. \_\_\_\_\_ Mary got lost, but after praying she found her way home.
  - d. \_\_\_\_\_ A raccoon got lost, but Mary found him.

## Thinking About What You Read

If your reading is going to mean something to you, you will need to think about what you read. You can think about what you read in many ways. Some of them will be studied here.



**Figurative language.** You may want to focus your thinking on the writer's style of writing. Does the writer use his imagination and say things with an interesting comparison or picture. If so, you will be able to select certain phrases or sentences that can be referred to as figurative language. In the following paragraph examples of figurative language have been put in bold print.

It was getting dark. **The woods in the distance were a large shadow looming before Mary.** Mary squinted to see things more clearly. She began looking for the **patch of white on the raccoon's chest which would sparkle through the tall grass each time he turned** to look at her.



### Select figurative language.

1.22

Underline phrases or sentences that say things in an interesting way.

Which way? Which way? Mary stood as still as a deer in the wide, dark field of tall grasses. She was too frightened to cry, too panicked to move. The hills and trees became her enemies now, laughing at her confusion.

**Author’s purpose.** Another way to think about what you read is to consider the author’s purpose. Why did the author write the story? Generally an author has three purposes:

1. *to entertain* the reader,
2. *to inform* the reader, or
3. *to persuade* the reader to think as the author does.

Most stories are written to entertain the reader. Most articles and nonfiction pieces are written either to inform or to persuade the reader. Advertisements and political messages are good examples of things authors write in order to persuade someone to have the same view. Knowing the author’s purpose will help you be an intelligent reader.

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**Write the author’s purpose.** Write the words *to entertain*, *to inform*, or *to persuade* on the line.

- 1.23** Think about the story, “Lost,” which you have just read. For this story the author’s purpose was \_\_\_\_\_.
- 1.24** Think about the biography of Dr. Robert Goddard that you read in Language Arts LIFEPAC 407. For this article the author’s purpose was \_\_\_\_\_.
- 1.25** If you were to read an article on the reasons people should vote for someone for president, you would know that the author’s purpose was \_\_\_\_\_.
- 1.26** In Language Arts LIFEPAC 401 you read a story called *Joey and The Sad Tree*. In it the author’s purpose was \_\_\_\_\_.

## SELF TEST 1

**Circle the letter of the correct answer** (each answer, 3 points).

- 1.01** What is the main idea of the story?  
 a. Mary got lost chasing a raccoon into the woods.  
 b. Mary said a prayer in the dark and got home.  
 c. Mary got lost and a prayer helped her get home again.
- 1.02** Which words describe Mary the best?  
 a. caring, curious, brave  
 b. caring, complaining, angry  
 c. shy, lonely, scared
- 1.03** When did the story take place?  
 a. in winter                      b. in summer
- 1.04** Why did Mary Fall?  
 a. She tripped on a tree trunk.  
 b. She was chasing a butterfly.  
 c. She tripped on a gopher hole.
- 1.05** Why would someone put up an umbrella?  
 a. to stay dry  
 b. to look out the window  
 c. to take a walk
- 1.06** What is the effect of eating too much food?  
 a. You eat some more.  
 b. You feel sick.  
 c. Food looks good.

**Number the events in order** (each answer, 2 points).

- 1.07** \_\_\_\_\_ Mary was too frightened to cry.
- 1.08** \_\_\_\_\_ The raccoon disappeared into the woods.
- 1.09** \_\_\_\_\_ Mary called, "I'm here! I'm here!"
- 1.010** \_\_\_\_\_ Mary tripped on a gopher hole.
- 1.011** \_\_\_\_\_ The raccoon seemed to be leading her somewhere.

**Match the word with its meaning** (each answer, 2 points).

- |              |       |            |    |                                                 |
|--------------|-------|------------|----|-------------------------------------------------|
| <b>1.012</b> | _____ | main idea  | a. | the series of events that take place in a story |
| <b>1.013</b> | _____ | plot       | b. | the people or animals who have parts in a story |
| <b>1.014</b> | _____ | setting    | c. | the main message the author gives the reader    |
| <b>1.015</b> | _____ | characters | d. | the time and place in which a story takes place |

**Write fact or opinion next to each statement** (each answer, 2 points).

- |              |                                           |       |
|--------------|-------------------------------------------|-------|
| <b>1.016</b> | Fifty states are in the United States.    | _____ |
| <b>1.017</b> | Our state is the best.                    | _____ |
| <b>1.018</b> | Darkness in a field is beautiful.         | _____ |
| <b>1.019</b> | Darkness in a field is scary.             | _____ |
| <b>1.020</b> | In the story, Mary should not have cried. | _____ |
| <b>1.021</b> | In the story, Mary hurt her ankle.        | _____ |

**Match these vocabulary words with their meanings** (each answer, 2 points).

- |              |       |            |    |                       |
|--------------|-------|------------|----|-----------------------|
| <b>1.022</b> | _____ | discarding | a. | to wander             |
| <b>1.023</b> | _____ | stray      | b. | throwing away         |
| <b>1.024</b> | _____ | boulder    | c. | a large rock          |
| <b>1.025</b> | _____ | reunion    | d. | a ground squirrel     |
| <b>1.026</b> | _____ | gopher     | e. | scratchy              |
| <b>1.027</b> | _____ | prickly    | f. | getting back together |

**Write the words in the correct columns** (each answer, 2 points).

- |              | <b>One-Syllable Words</b> | <b>Two-Syllable Words</b> |
|--------------|---------------------------|---------------------------|
| <b>1.028</b> | pause _____               | _____                     |
| <b>1.029</b> | accept _____              | _____                     |

- 1.030** churches \_\_\_\_\_
- 1.031** shown \_\_\_\_\_
- 1.032** loving \_\_\_\_\_
- 1.033** question \_\_\_\_\_
- 1.034** brain \_\_\_\_\_
- 1.035** worship \_\_\_\_\_

**Write the author's purpose. Write the words to entertain, to inform, or to persuade to complete each sentence** (each answer, 3 points).

- 1.036** In a book called *Vote for Joe*, the author's purpose is \_\_\_\_\_.
- 1.037** In the book *The Life of Abraham Lincoln*, the author's purpose is \_\_\_\_\_.
- 1.038** Fairy tales were written by authors who wanted \_\_\_\_\_.

**Answer the questions in complete sentences** (each answer, 5 points).

- 1.039** Why did Mary get lost? \_\_\_\_\_
- 1.040** How did Mary get home again? \_\_\_\_\_
- 1.041** If the story continued, what do you think Mary's parents would do after they carried Mary home? \_\_\_\_\_

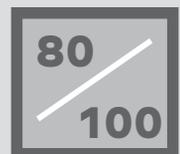


**Teacher check:**

Score \_\_\_\_\_

Initials \_\_\_\_\_

Date \_\_\_\_\_



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