



LANGUAGE ARTS

Student Book

► **4th Grade**

LANGUAGE ARTS 401

WRITTEN COMMUNICATION

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SOUNDS TO WORDS

Read about Kippy, a strange little bird who wanted to be like other birds, and Ben, who put together a model of an old Ford. Find out why Greedy and Selfish are so disliked by people today. Learn what happened to Honor after she went to dinner with Greedy and Selfish.

Then read some poetry in Japanese style. These experiences are waiting for you in this LIFEPAC®. Also, there are puzzles to solve, projects for coloring, and some new handwriting hints. Have fun!

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 finished this LIFEPAC, you should be able to:

1. Select the main idea of a paragraph and of a story.
2. Compare two things that are different.
3. Determine the cause or effect of a certain event.
4. Identify if a vowel sound is long or short.
5. Identify if the sound of c or g is hard or soft.
6. Find a word in the dictionary by using guide words, and use the information sections and pronunciation key.
7. Count the number of syllables in words.
8. Correctly mark the accent in words with more than one syllable.
9. Follow directions, and write directions that can be followed easily.
10. Identify and use poetic expressions.
11. Identify the mood of a poem through its wording.

1. MAIN IDEA

Reading about William, the Pilgrim boy who wanted to shoot a turkey, will help you remember many reasons for being thankful, even in unlikely situations. It will also help you become a better reader. This section will also help you spell more words and learn more prefixes and suffixes.

Objectives

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

1. Select the main idea of a story.
2. Put the events of a story in the order in which they happened.
3. Describe the plot, setting, and people in a story.
8. Tell the moral lesson given in each story.
10. Define new vocabulary words.
11. Locate more prefixes and suffixes.
16. Spell new words.

Vocabulary

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

chowder (chou' dur). A thick soup or stew made of clams or fish with potatoes and other vegetables.

delicious (di lish' us). Very pleasing or satisfying; delightful to the taste or smell.

harvested (har' vu stid). Gathered in and brought home for use.

venison (ven' u sun). Deer meat.

William (wil' yum). A boy's name.

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, ōrder; oil; out; cup, pūt, rūle; child; long; thin; /ʒh/ 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.



Joey and the Sad Tree (Part One)

Joey Prince was a very happy young man because he had many special friends—four squirrels, two rabbits, and many colorful birds that visited the bird feeder daily. In the large yard were thirteen trees of various sizes.

At mealtime each day, Joey and his family fed the birds, squirrels, and rabbits. Someone also refilled the water container every day. The family gave the squirrels nuts and crackers. Sometimes, as an extra treat, Mrs.

Prince spread peanut butter on the crackers. The rabbits were given lettuce and carrot tops, which they loved. The birds were fed birdseed and bread crumbs.

Joey's special friends thanked Joey and his family in ways that delighted everyone.

The rabbits hopped around and ate within arm's reach of family members. Sometimes the squirrels sat on Joey's lap to eat their food, and the birds often rested on his shoulders. Sue, Joey's younger sister, often played in the yard while the rabbits and birds ate nearby. Squirrels took nuts from Sue's hand. These wild animals came near to the people in Joey's family because they trusted them.

One day while playing in the yard, Joey noticed that one tree seemed to have a sad look on its trunk. He ran into the house to tell his mother.

Mother went into the yard to see for herself.

"Yes, Joey, that tree looks unhappy. We must find the reason why it is sad."

When his older sister, Liz, came home Joey showed her the sad tree, too. "I'll think about how we can make it happy again," she said.

Joey and his family loved their home and all the little animals that lived nearby. They were a happy family, who shared their thoughts with each other. If something troubled one of them, the rest knew about it. They sat down together and talked over their problems. They had learned that they could solve most of their problems together.



Some statements are true. These statements are called “facts”. Other statements tell what someone thinks. These statements are called “opinions”. This statement is a fact: “There are fifty states in the United States”. This statement is an opinion: “Alaska is the most interesting state in the Union”.



Write *fact* or *opinion* after each statement.

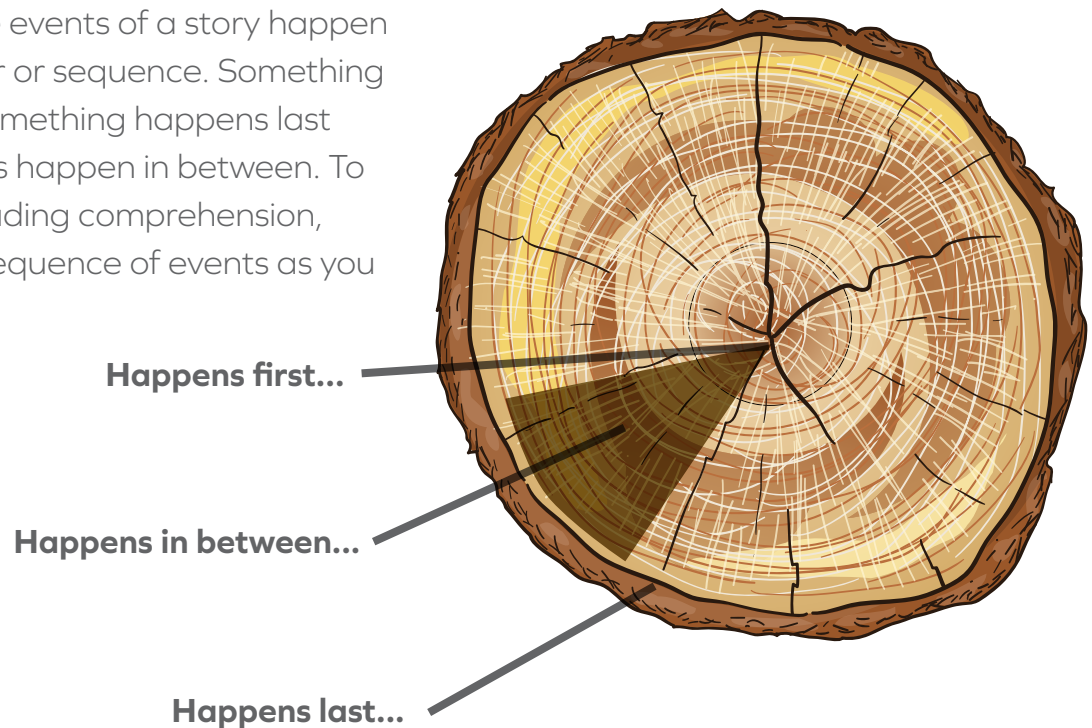
- 1.5** Some seals can swim at birth. _____
- 1.6** The elephant seal is a funny-looking animal. _____
- 1.7** Most seals are gray or brown. _____
- 1.8** Sea lions have small ears. _____



Define these words.

- 1.9** active _____
- 1.10** blubber _____
- 1.11** snout _____

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.

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.

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).

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

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

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

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

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

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

- | | One-Syllable Words | Two-Syllable Words |
|--------------|---------------------------|---------------------------|
| 1.028 | pause _____ | _____ |
| 1.029 | accept _____ | _____ |



LANGUAGE ARTS

Teacher's Guide

▶ **4th Grade**

LANGUAGE ARTS 420

Teacher's Guide

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	406	3		407	3
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INSTRUCTIONS FOR LANGUAGE ARTS

The LIFEPAC curriculum from grades two through twelve is structured so that the daily instructional material is written directly into the LIFEPACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAC 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.

Language arts includes those subjects that develop students' communication skills. The LIFEPAC approach to combining reading, spelling, penmanship, composition, grammar, speech and literature in a single unit allows the teacher to integrate the study of these various language arts subject areas. The variety and scope of the curriculum may make it difficult for students to complete the required material within the suggested daily scheduled time of forty-five minutes. Spelling, book reports and various forms of composition may need to be completed during the afternoon enrichment period.

Cursive handwriting is introduced in the second grade LIFEPAC 208, with regular practice following in subsequent LIFEPACs. Diacritical markings are defined in the third grade LIFEPAC 304. A pronunciation key including diacritical markings is provided after the vocabulary word lists in all subjects beginning with LIFEPAC 305.

This section of the language arts Teacher's Guide includes the following teacher aids for each unit: Suggested and Required Material (supplies), Additional Learning Activities, Answer Keys, Alternate LIFEPAC Tests, and LIFEPAC Spelling Tests.

Spelling tests contained in the Teacher's Guide are final spelling tests and should be administered with each Language Arts LIFEPAC test. Many words such as "piece" and "peace" are dependent on meaning for correct spelling. By placing the spelling words in sentences, the spelling tests simplify the teacher's work of properly presenting the correct words from the LIFEPAC spelling lists. The practice spelling tests in each section of each LIFEPAC should be designed by the teacher and are not included in this Guide.

The materials section refers only to LIFEPAC materials and does not include materials which may be needed for the additional learning 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.

TEACHING NOTES

MATERIALS NEEDED FOR LIFE PAC

Required

(None)

Suggested

- King James Version of the Bible (with concordance)
- wall map of Asia, Asia Minor, and Europe
- examples of special and general encyclopedias
- examples of subject, title, and author cards from card catalog

ADDITIONAL LEARNING ACTIVITIES

Section 1: Language

1. Discuss these questions.
 - a. Why was Joey Prince happy?
 - b. Who were Joey's special friends?
 - c. How did Joey's special friends thank Joey and his family?
 - d. Why did the wild animals come near Joey's family?
 - e. What was wrong with the tree?
 - f. What did Liz think could be done for the tree?
 - g. How did our language get so many words?
 - h. How can a language with an alphabet of twenty-six letters have more than a million words?
 - i. What are some examples of words that have been borrowed from other languages?
 - j. What is helpful for finding the source of words?
 - k. What are compound words?
 - l. What word means the study of words?
 - m. What do we mean by undercurve letters?
2. Make a list of twenty-five words you use frequently. Look up the history of each of these words.
3. Choose a subject you are interested in. Ask your teacher to approve the subject. Look up some information on this subject and write it on a piece of paper.
4. Write a story using ten words from one of the lists given for spelling. Underline each spelling word. Choose a title. Your story should have at least twenty sentences.

ANSWER KEYS

SECTION 1

- 1.1** a
1.2 c
1.3 c
1.4 c
1.5 a. 3
 b. 5
 c. 1
 d. 2
 e. 4
1.6 mealtime
1.7 bothered or troubled
1.8 shoulders
1.9 peanut butter
1.10 squirrels
1.11 Liz
1.12 sad
1.13 thirteen
1.14 conversation
1.15 help
1.16 Answers will vary.
1.17 d
1.18 c
1.19 f
1.20 e
1.21 a
1.22 b
1.23 chauffeur
1.24 confetti
1.25 moccasin
1.26 sugar
1.27 banana
1.28 chop-suey
1.29 c
1.30 a
1.31 g
1.32 d
1.33 e
1.34 h
1.35 f
1.36 i
1.37 b
1.38 Language is fun to speak and write.
1.39 milkshake
1.40 cupboard
1.41 drugstore
1.42 earthquake
1.43 headquarters
1.44 speechless
1.45 underground
1.46 Across
 6. worship
 7. pray
 8. Cross
 9. Bible
 Down
 2. Holy
 3. Religion
 4. bishop
 5. Sacred
 7. pastor
1.47 Check by sample.
1.48 Check by sample.
1.49 claim
1.50 arch
1.51 whack
1.52 lark
1.53 awkwardly
1.54 pause
1.55 accept
1.56 autumn
1.57 audience
1.58 gaily
1.59 a. accept
 b. arch
 c. argue
2.1 a. 2
 b. 5
 c. 4
 d. 3
 e. 1
 d. audience
 e. autumn
 f. awkwardly
 g. bald
 h. barrel
 i. brain
 j. claim
 k. drawn
 l. gaily
 m. lark
 n. lawn
 o. pause
 p. talk
 q. walked
 r. whack
1.60 a. argue
 b. audience
 c. pause

LIFEPAC TEST

1. d
2. e
3. a
4. b
5. c
6. thirteen
7. after
8. cruelty
9. did
10. does
11. a
12. a
13. c
14. b
15. b
16. c
17. – 25. Example answers:
17. I. Spain Is a Good Place to Visit
18. A. Sandy, warm beaches
19. B. Interesting places
20. I. Everyone Likes Baseball
21. A. Boys and girls play
22. B. Men and women watch
23. I. Cats Are Good Pets
24. A. Stay home
25. B. Keep clean
26. autumn
27. audience
28. awkwardly
29. argue
30. nervous
31. interrupted
32. noisy
33. destroy
34. ought
35. loyal
36. Teacher check

ALTERNATE LIFEPAC TEST KEY

1. e
2. c
3. f
4. a
5. b
6. hose
7. before
8. thirteen
9. after
10. kindness
11. are
12. does
13. c. word endings have different spellings
14. d. pour water
15. a. it has “borrowed” words from other languages
16. c. it has “borrowed” words from most other languages
17. b. it has one or two new words on each page
18. h
19. e
20. i
21. b
22. f
23. c
24. d
25. j
26. k
27. a
28. outline
29. recite
30. specific detail
31. encyclopedia
32. main idea
33. unabridged
34. philology
35. borrowed
36. compound
37. phrases
38. concentrate
39. paragraph

SPELLING TEST

1	accept	He will accept the prize given for good citizenship.	accept
2	claim	His claim that he was a good speller was proven by his perfect scores on the tests.	claim
3	audience	The audience at the play clapped loudly.	audience
4	autumn	Cooler days and chilly nights of autumn weather remind us that summer is gone.	autumn
5	pause	There was a long pause in the play when the actor forgot his lines.	pause
6	lawn	The neighbors mow their lawn every week.	lawn
7	awkwardly	The baby walked awkwardly .	awkwardly
8	argue	Sometimes people argue when they are unsure of the facts about a situation.	argue
9	lark	The lark is a bird known for its lovely song.	lark
10	bald	My friend's father is easy to see because of his bald head.	bald
11	talk	Sometimes we talk when we should listen.	talk
12	drawn	Our team was not to go past the line drawn on the floor	drawn
13	arch	The arch over the doorway was decorated with Christmas cards.	arch
14	bookcase	The storybook is in the bookcase .	bookcase
15	good-bye	Our friends waved good-bye as they drove away.	good-bye
16	gloomy	We will not be gloomy when we remember that Jesus loves us.	gloomy
17	mood	His mood was joyful when he heard of God's goodness.	mood
18	cruel	Jesus suffered a cruel death to pay for our sins.	cruel
19	value	Salvation is of great value .	value
20	ought	We ought to work hard in school.	ought
21	brought	He brought his mother to school.	brought
22	fought	David fought with Goliath and defeated him.	fought

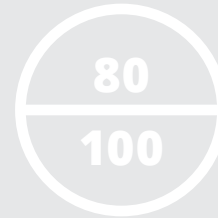
LANGUAGE ARTS 401

ALTERNATE LIFEPAC TEST

NAME _____

DATE _____

SCORE _____



Match these items (each answer, 2 points).

- | | |
|---------------------|----------------------------|
| 1. _____ challenge | a. to start |
| 2. _____ fluency | b. a set of words |
| 3. _____ munching | c. smoothly and easily |
| 4. _____ launch | d. crowding close together |
| 5. _____ vocabulary | e. contest of skill |
| | f. chewing noisily |

Write the correct word or words on each line (each answer, 2 points).

6. Joey used a _____ for fresh water each day.
container, hose
7. Liz told Joey she would think of something _____ the family talked about
the sad tree.
before, after
8. In Joey's yard were _____ trees.
eleven, thirteen
9. The owl talked to the other animals _____ Joey talked to them.
before, after
10. In "Joey and the Sad Tree" you read of _____.
kindness, cruelty
11. Though the story does not say it, Joey's family _____ Christians.
are, are not
12. Joey's family probably _____ worship in church.
does, does not

Match these items (each answer, 3 points).

- | | |
|---------------------|------------------------|
| 18. _____ cupboard | a. originated in India |
| 19. _____ beta | b. Anglo-Saxon |
| 20. _____ banana | c. crux |
| 21. _____ writer | d. French |
| 22. _____ sacred | e. Greek |
| 23. _____ cross | f. Latin |
| 24. _____ chauffeur | g. Swiss |
| 25. _____ chop suey | h. compound word |
| 26. _____ moccasin | i. Spanish |
| 27. _____ sugar | j. Chinese |
| | k. American Indian |

Complete these statements with words from the list (each answer, 3 points).

philology	concentrate	phrases
borrowed	main idea	recite
unabridged	outline	specific detail
compound	paragraph	encyclopedia

28. The best way to take notes is to _____ .
29. Close the book and _____ the answer.
30. After the subtopic in an outline comes the _____ .
31. A book with many articles is the _____ .
32. When taking notes, first look for the _____ .
33. Something that is complete and has not been shortened is _____ .
34. The study of language or words is called _____ .
35. The English language has _____ words from other languages.
36. A combination from two different languages is sometimes used to make a _____ word.
37. Groups of words are called _____ .
38. As you read, you should _____ .
39. Only one main idea should be in each _____ .