



LANGUAGE ARTS

Student Book

► **5th Grade**

LANGUAGE ARTS 501

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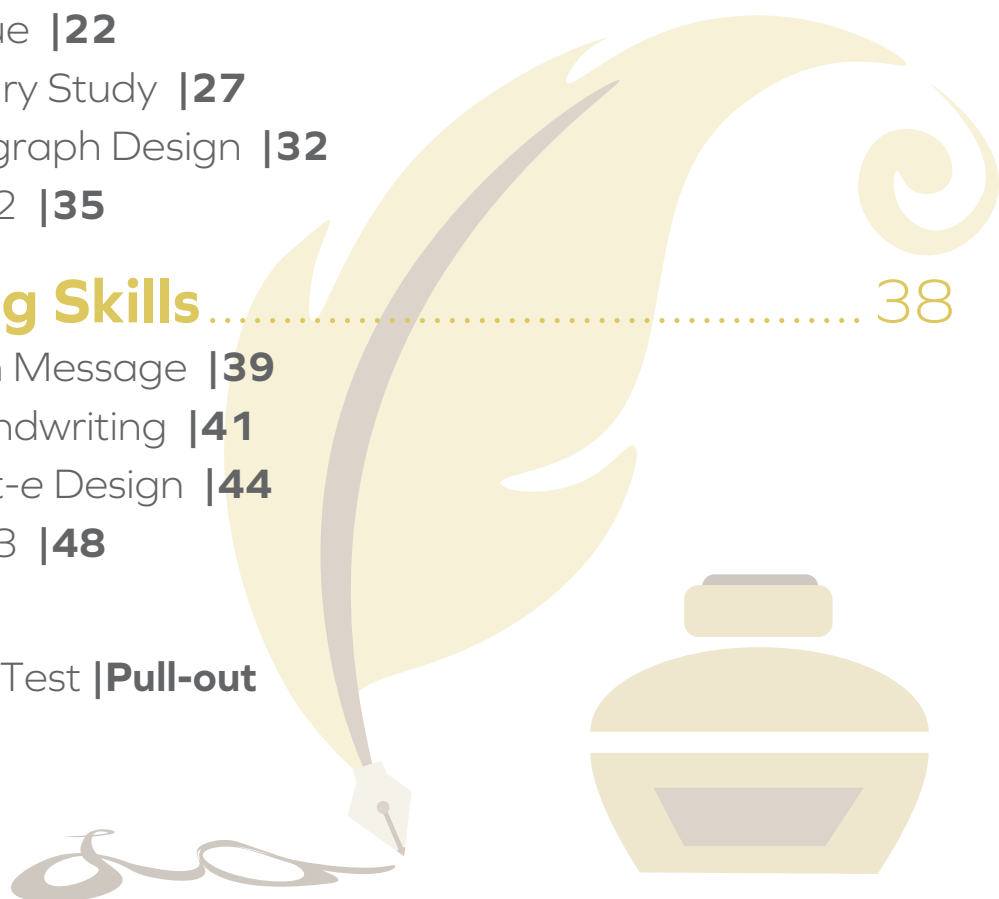
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LIFEPAC Test | **Pull-out**



MAIN IDEAS

Language Arts is the art of giving and receiving information. When God created humans with the ability to think, He gave us the gift of language. Animals are intelligent, but only people have the power to develop spoken and written thoughts. God is the only one who can always think and speak perfectly. Our thoughts are imperfect and we make mistakes; therefore, we have to learn how to think. For this reason you must learn to read and listen.

In this LIFEPAC® you will be challenged to read stories and to practice five skills that will train your mind to receive information from God and from people:

1. Identifying main ideas.
2. Recognizing specific information.
3. Classifying information.
4. Distinguishing true information from false information.
5. Recognizing the difference between fact and opinion.

You will also practice four skills that will train you to share your thinking with God and with people:

1. Increasing your vocabulary.
2. Spelling accurately.
3. Writing correctly.
4. Writing original selections.

To train your body and keep it in shape, you do such physical activities as push ups, running, jumping, and climbing. Everyone knows how skillful you are by the way you act. This list of behaviors will show others how well your mind is being trained.

Objectives

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

1. Tell how language was created.
2. Identify details from a reading selection.
3. Select the main ideas of a reading selection.
4. Place the events of a reading selection in their proper order.
5. Pronounce heteronyms correctly, using context clues.
6. Define new words.
7. Identify a complete sentence.
8. Identify the subject and predicate in a sentence.
9. Write the capital letters *N* through *Z* in cursive handwriting.
10. Spell new words.
11. Identify cause and effect statements in written material.
12. Identify propaganda techniques in advertisements.
13. Write a short summary of what you have read.
14. Change the meaning of root words by adding prefixes and suffixes.
15. Identify and use adjectives and adverbs.
16. Identify an author's purpose.
17. Develop a historical time line.
18. Write definitions for homonyms.
19. Express the literal meaning of idioms.
20. Write a descriptive short story.





Find a word on ball B that means about the same as a word on ball A. Words that have about the same meanings are called synonyms. Write the synonyms together on ball C. The first one is done for you.

A.

trust		effort
	action	
learn		know
	make	
talk		match
	group	
notice		ability
	arrange	

B.

intelligence		behavior
	organize	
remember		classify
	recognize	
develop		compare
	challenge	
discussion		identify
	faith	

C.

action		behavior



Arthur and the Sword in the Stone

- 1 Merlin was the greatest of the magicians. It was only by Merlin's power that Uther won the lovely wife he wanted. It was by Merlin's power, so the tales were told, that Uther's son was protected and **nourished** during his childhood and youth. Many of the knights of King Uther would gladly have taken their **liege's** throne. To protect the baby Arthur, Merlin carried him away to the home of the good knight, Sir Ector. Along with Sir Ector's son Kay, Arthur was trained in all the knightly virtues. No one, not even Sir Ector, knew that the boy was King Uther's son. Arthur himself thought he was Sir Ector's blood son and Kay's true brother.
- 2 By the time Arthur had grown to be a tall, manly youth and was skilled in the use of **arms**, King Uther had long been dead. Much **wrangling** over his **successor** was being carried on by the knights; and this in spite of the fact that King Uther had declared on his death bed that his son Arthur was living and should be king.
- 3 At Christmastide, the Archbishop of Canterbury called together all the men-at-arms and the great ladies of the land. Merlin had declared that at Christmastide great wonders would be done. From all parts of the land came barons, knights, and ladies with long **retinues** of servants. Crowding into London, they gathered into the greatest church.
- 4 When the people came out of the service, a great marble stone had appeared in the churchyard. The stone was square, having in the **midst** of it an iron **anvil**, a foot high. A majestic sword protruded from the anvil. The **hilt** of the sword was **wondrously** decorated with jewels, gleaming in the sunlight. Around the sword, in letters of gold, was inscribed:

Whosoever pulleth this sword out of this stone and anvil is the true-born king of Britain.
- 5 At the sight of this marvel, the excitement of the crowd rose at once. For some time, everyone circled restlessly around the churchyard, wondering aloud what the words on the stone meant. Every man among them wanted to be the first to try to draw the sword from the anvil. For, since none was **excluded**, each hoped he might that day become the king of Britain.
- 6 At last the Archbishop brought order to the crowd and arranged the men to try in turn. One after another, young men and old pulled their mightiest. None could **budge** the sword by so much as a fraction of an inch.



Recognizing the cause and effect in a story is an important reading skill. Cause-and-effect relationships can help you better understand the plot and sequence of a story.



Read these stories. Answer the questions about cause and effect.

1.1

Joe quickly ran back to his home on the beach. His family was forced to leave the day before. A hurricane warning was issued to all those living along the coast of Southern Florida.

Joe could not believe his eyes. His house was totally **demolished**. Not one wall was standing. Walking through the wreckage, Joe reached down beneath some broken plaster and found a wet picture from a family album. It showed his family in front of their new beach house.

At his aunt's home later, Joe's family discussed their plans. They decided to build their next home in the mountains. They were afraid to build on the beach again.

a. What caused the wreckage of Joe's new beach home? _____

b. What was the effect of the hurricane wrecking their new home? _____

1.2

A young missionary visited a small village in the jungles of Peru. He spoke to many people about Jesus, but no one seemed interested. Then he noticed some small children with skin disease. He always carried a black bag of medical supplies. He selected an **ointment** he knew would clear up the infection.

Within the next few days, the medicine completely cured the children of the irritating disease.

a. What caused the skin disease to clear up? _____

b. What was the effect of the medicine on the skin disease? _____



Complete this activity.

1.1

In the hidden word puzzle find ten verbs that can be used to express different ways in which people and animals can move.



In each sentence, underline the word that expresses action.

1.2

Father sold the golden wheat.

1.3

Mother planned the family dinner.

1.4

Children skated on the frozen pond.

1.5

Spotted cows grazed in the grassy meadow.



Complete these activities.

1.6

Write the word *action* or *being* on the line after each verb.

- | | | | |
|------------|-------|------------|-------|
| a. play | _____ | b. is | _____ |
| c. were | _____ | d. am | _____ |
| e. walked | _____ | f. talking | _____ |
| g. reading | _____ | h. kick | _____ |
| i. are | _____ | j. prayed | _____ |
| k. was | _____ | l. cry | _____ |

SELF TEST 1

Read each selection and answer the questions about cause and effect (each answer, 3 points).

Mary went swimming all day at the pool. By nightfall, Mary had the worst sunburn she ever had.

1.01 What was the cause of Mary's sunburn? _____

1.02 What was the effect of Mary swimming all day? _____

A terrible lightning storm hit over the mountains. Suddenly, the forest was on fire.

1.03 What was the cause of the fire? _____

1.04 What was the effect of the lightning? _____

The zookeeper closed the door to the lion's cage, but forgot to lock it. The next morning, the lion was loose in the zoo grounds.

1.05 What caused the lion to be loose? _____

1.06 What was the effect of the zookeeper leaving the gate unlocked? _____

Write the correct word from the list on each blank (each answer, 3 points).

famished	potion	complexion	voyage
perceived	wrench	shrill	mingle
ointment	transparent		

1.07 The sailor was _____ after his long trip without any food.

1.08 Her _____ scream let us know that she was in danger.

1.09 His pale, white _____ told them he was scared.

1.010 The doctor applied an _____ to his skin to prevent infection.

1.011 Through the _____ bottom of the boat, we saw many kinds of ocean life.

1.012 The baker tried to _____ the two ingredients, but they would not mix together.



LANGUAGE ARTS

Teacher's Guide

► **5th Grade**

LANGUAGE ARTS 500

Teacher's Guide

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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

- Dictionary
- Red pencil

ADDITIONAL LEARNING ACTIVITIES

Section 1:

1. Discuss these questions.
 - a. What is the importance of reading, listening, speaking, and writing correctly?
 - b. Why are some students afraid of books?
 - c. How can we become better thinkers?
 - d. Why is it important to find the main idea of a paragraph, article, chapter, book, etc.?
 - e. Why is it important to develop an adequate vocabulary?
 - f. What do we mean by an author's style?
 - g. What is dialogue?
 - h. What are nouns?
 - i. Why is it important to study a word, and how it is put together?
 - j. What is a syllable?
 - k. What is a vowel diphthong?
 - l. Which are the common vowel diphthongs?
2. Read a passage into a cell phone or digital recorder. Listen carefully as you replay the passage. Ask a friend to listen to the recording. Together decide what your good points are and how you can improve your oral reading.
3. Write a short paragraph. Have a friend decide what the main idea is.
4. Copy a full-page reading passage and list all the nouns and verbs. Rewrite the passage to change the ideas. The passage may be taken from a newspaper or a book.

ANSWER KEYS

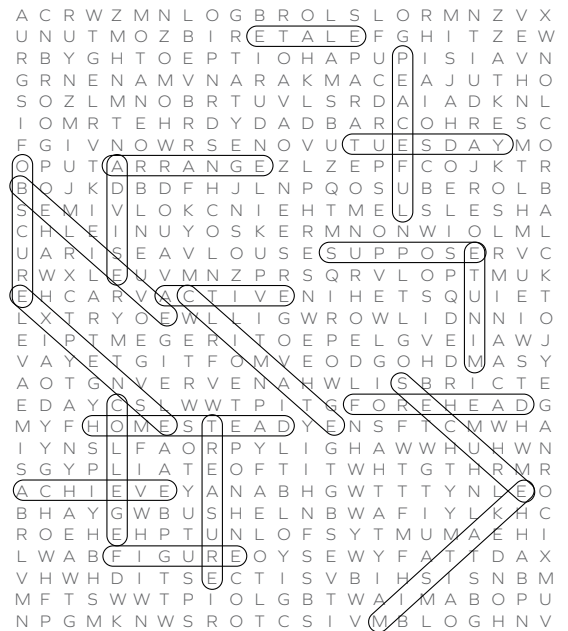
SECTION 1

- 1.1** Any order:
 a. reading
 b. listening
 c. speaking
 d. writing
- 1.2** Any order:
 a. Finding main ideas—helps understand message
 b. Noting important details—sharpens imagination
 c. Arranging information in order—helps remember and recall messages
 d. Classifying information—helps organize messages
 e. Recognizing facts and opinions—helps make good decisions
 f. Making predictions—sharpens anticipation
 g. Identifying plot, setting, and characters—helps share reading experiences
 h. Recognizing accuracy and truthfulness—sharpens ability to make judgments
 i. Developing a vocabulary—increases communication
 j. Developing a good attitude—promotes growth in body, mind, and soul
- 1.3** a. thin
 b. long
- 1.4** a. chores
 b. mother and father
 c. chore
 d. chore
 e. chores
 f. chores
 g. chores
 h. you
- 1.5** chores
1.6 chores
1.7 Example:
 Growing Up with Chores
 (Topic word should be in the title.)
- 1.8** nutrition
1.9 Example:
 The Importance of Good Nutrition
 (Topic word should be in the title.)
- 1.10** games
- 1.11** Example:
 Games Are More Than Just Fun
 (Topic word should be in the title.)
- 1.12** planets
1.13 Example:
 Our Solar System’s Planets
 (Topic word should be in the title.)
- 1.14** the Lord
1.15 Example:
 The Lord Will Take Care of Me
 (Topic word should be in the title.)
- 1.16** Teacher check
1.17 a. style
 b. topic
- 1.18** noun
1.19 dialogue
1.20 Quotation
1.21 a. Underline
 b. List
 c. Write
- 1.22** oil, toy, cow, ouch
1.23 ouch
1.24 cow
1.25 oil
1.26 toy
1.27 one
- 1.28** proudly; ou; proud; ly; proudly
1.29 abound; ou; a; bound; abound
1.30 account; ou; ac; count; account
1.31 flounder; ou; floun; der; flounder
1.32 vowel; ow; vow; el; vowel
1.33 tower; ow; tow; er; tower
1.34 powder; ow; pow; der; powder
1.35 prowler; ow; prow; ler; prowler
1.36 jointly; oi; joint; ly; jointly
1.37 doily; oi; doi; ly; doily
1.38 pointing; oi; point; ing; pointing
1.39 boiling; oi; boil; ing; boiling
1.40 voyage; oy; voy; age; voyage
1.41 decoy; oy; de; coy; decoy
1.42 boycott; oy; boy; cott; boycott
1.43 joyous; oy; joy; ous; joyous
1.44 a. 17
 b. 3

SECTION 3

- 3.1 Either order:
 - a. reading
 - b. writing
- 3.2 leaders of the Temple who were very educated
- 3.3 wrote a message in the sand
- 3.4
 - a. skills
 - b. communicate
- 3.5 thoughtful
- 3.6 careless or forgetful
- 3.7
 - a. hand
 - b. do
 - c. might
- 3.8
 - a. approve or confirm
 - b. hands
- 3.9 Any order:
 - a. space
 - b. shape
 - c. size
 - d. stroke
 - e. slant
- 3.10 Teacher check
- 3.11 Teacher check
- 3.12 Teacher check
- 3.13 Teacher check
- 3.14 advise
- 3.15 achieve
- 3.16 active
- 3.17 arrange
- 3.18 believe
- 3.19 climate
- 3.20 college
- 3.21 elate
- 3.22 expense
- 3.23 figure
- 3.24 forehead
- 3.25 homestead
- 3.26 minute
- 3.27 mistake
- 3.28 obscure
- 3.29 peaceful
- 3.30 secure
- 3.31 suppose
- 3.32 treasure
- 3.33 Tuesday

3.34



LIFEPAC TEST

1. c
2. d
3. e
4. a
5. h
6. g
7. b
8. f
9. Any order:
Noting important details
Classifying information
Making predictions
Recognizing accuracy and thoughtfulness
Developing a vocabulary
Developing a good attitude
10. syllable
11. digraph
12. diphthong
13. silent
14. dialogue
15. Any order:
space
shape
size
stroke
slant
16. topic
17. Examples:
a. ou; account
b. ow; vowel
c. oi; jointly
d. oy; voyage
18. Any four; any order:
a. ea; read
b. ew; fewer
c. ai; failure
d. au; saucer
e. ay; bay
f. oo; book
g. ee; meet
h. oa; coat
19. e
20. g
21. a
22. d
23. h
24. b
25. j
26. c
27. f
28. i

ALTERNATE LIFEPAC TEST KEY

1. g
2. i
3. h
4. f
5. b
6. c
7. d
8. a
9. silent
10. dialogue
11. diacritical
12. dictionary
13. plot
14. order
15. opinion
16. noun
17. Examples; any order:
a. oi oil
b. oy toy
c. ow cow
d. ou ouch
18. Examples; any order:
a. ea heat
b. ew chew
c. oo book
d. ee meet
19. h
20. i
21. g
22. a
23. j
24. f
25. e
26. c
27. d
28. b

SPELLING TEST

1	college	The local college invited all the grade school students to visit the campus.	college
2	expense	Colleen's family decided to vacation at home because of the expense of travel.	expense
3	roaster	The roaster will not fit in the oven when the door is closed.	roaster
4	mountain	The snow on the mountain was whiter than the clouds.	mountain
5	freedom	Our country's freedom is very precious to us.	freedom
6	arrange	To arrange the furniture properly, the mover checked the floor plan.	arrange
7	toothache	Nobody enjoys a toothache .	toothache
8	boycott	Many shoppers decided to boycott the store because of the poor customer service.	boycott
9	fewer	Children bought fewer candy bars this year than last year.	fewer
10	Tuesday	After next Tuesday , most of the children will know if they can go on the hike.	Tuesday
11	peaceful	Our visitors enjoyed the peaceful Sunday worshiping God.	peaceful
12	railway	The railway station was crowded with weekend travelers.	railway
13	vowel	Language students soon discover that the vowel is silent in many words.	vowel
14	abound	Fish abound in that creek, so we caught plenty of them.	abound
15	saucer	A cup and saucer go together like salt and pepper.	saucer
16	elate	The captain tried to elate his team members, even though defeat seemed certain.	elate
17	proudly	He proudly showed his new bicycle to his friends because he had earned it himself.	proudly
18	creature	You are a creature made by God and loved by Him.	creature
19	homestead	We visited the old homestead , where my father grew up.	homestead
20	boiling	Boiling water is one way of purifying it.	boiling
21	prowler	The nighttime prowler turned out to be a stray cat.	prowler
22	climate	A warm climate in the southwest attracts many winter visitors.	climate
23	achieve	You can achieve mighty things through Christ.	achieve
24	mistake	According to the judge, it was a mistake anyone could have made.	mistake
25	active	Many grandparents remain active in their old age.	active

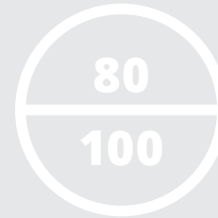
LANGUAGE ARTS 501

ALTERNATE LIFEPAC TEST

NAME _____

DATE _____

SCORE _____



Match these items (each answer, 4 points).

- | | |
|--------------------------------|------------------------------------------------|
| 1. _____ language arts | a. receiving information from others |
| 2. _____ speaking and writing | b. Jewish teachers |
| 3. _____ setting | c. fear |
| 4. _____ oi | d. people in the story |
| 5. _____ scribes | e. students |
| 6. _____ phobia | f. common vowel diphthong |
| 7. _____ characters | g. giving and receiving information |
| 8. _____ reading and listening | h. place or places where the story takes place |
| | i. giving information to others |

Complete these sentences (each answer, 4 points).

9. A vowel that is not sounded is called a _____ vowel.
10. A story told in conversation is a _____ .
11. The _____ marks are used to show how the vowels are pronounced.
12. A _____ gives you the meaning of many words.
13. The main events in a story are called the _____ .
14. Information arranged in the correct _____ of the events helps you to remember the information.
15. An author may state fact or _____ .
16. A _____ is a word that names a person, place, or thing.