



LANGUAGE ARTS

Student Book

► **4th Grade | Unit 1**

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LANGUAGE ARTS 401

WRITTEN COMMUNICATION

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WRITTEN LANGUAGE

This LIFEPAK® contains a story that tells how important it is to feel needed and wanted. The activities will help you to understand the story.

You will learn something about the history of the English language, how to improve your reading and study skills, and how to make a written report.

Stories using your new spelling words and helpful handwriting exercises will add to your LIFEPAK enjoyment.

Objectives

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

1. Select the main idea of a paragraph or a story.
2. Give details of a story.
3. Put the events of a story in the order in which they happened.
4. Write a simple outline.
5. Define words by the way they are used in sentences.
6. Tell the moral lesson of a story.
7. Define new words.
8. Name Greek and Latin roots and “borrowed words” from other languages.
9. Write a report.
10. Write lowercase letters.
11. Spell new words.

1. LANGUAGE

The first story in this unit is about a boy your age who had some special friends and a unique problem which his entire family helped to solve. Also, in this section you will learn about the history of some of the English words you use every day.

You will learn to spell some new words.

Objectives

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

1. Select the main idea of a paragraph or a story.
2. Give details of a story.
3. Put the events of a story in the order in which they happened.
6. Tell the moral lesson of a story.
7. Define new words.
8. Name Greek and Latin roots and “borrowed words” from other languages.
10. Write lowercase letters.
11. 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.

philology (fu lol u jē). Study of language or words.

source (sôrs). The beginning of something.

unabridged (un u brijd). Complete. Not shortened.

Note: All vocabulary words in this LIFEPAAC 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; /TH/ 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.



That night after dinner the family went into the living room to talk about the sad tree. Liz was the first person to enter the conversation.

“Let’s build a seat around the tree so we can sit under its branches,” she suggested.



“Liz, that is a good idea,” Joey remarked. He looked at his dad. “What about that idea, Dad?”

“I think that is a good idea, but why not build seats around all the trees that don’t have swings hanging from them? I’ll need help to build them,” he answered. Sue, Joey’s younger sister, added, “I know I can help by holding nails and running errands.”

The family also agreed that they would observe the tree and its surroundings together to see if they could find a reason for its sadness.

The next morning Joey went into the yard. He sat for a long time watching the tree, the birds, and all of the animals in the yard. Finally, he noticed some things which gave him a clue. He couldn’t wait to tell his family.

(to be continued in Section Two)

**Choose the correct answer.**

- 1.1** Put an X in front of the sentence that best describes the story.
- a. _____ We should do what we can to help make anyone who is sad become happy.
 - b. _____ Joey is a happy boy.
 - c. _____ A sad tree is in Joey's backyard.
 - d. _____ Animals like Joey because he is kind.
- 1.2** Select the words that best complete the sentence.
- Joey is happy because _____ .
- a. _____ he has two sisters.
 - b. _____ he has a large backyard.
 - c. _____ he has many special friends.
- 1.3** Choose the sentence that tells you about the title of the story.
- a. _____ That night after dinner the family went into the living room to talk about the sad tree.
 - b. _____ Finally, they all agreed that Joey should find out why the tree was sad.
 - c. _____ One day while playing in the yard, Joey saw a tree trunk with a sad look.
- 1.4** Mark the sentence that best tells why Joey's family was happy.
- a. _____ Joey and his family loved their home.
 - b. _____ Everyone smiled and mother patted Sue's head.
 - c. _____ They shared their thoughts.
 - d. _____ Joey ran to Liz and hugged her.



Put these events in proper order.

1.5

Put 1 before the sentence that should be first, 2 before the sentence that should be next, and so on.

- a. _____ "Let's build a seat around the tree."
- b. _____ Sue offered to help by running errands.
- c. _____ Three times a day Joey feeds his friends.
- d. _____ Mother went out into the yard to see for herself.
- e. _____ Joey looked at his dad.



Fill in the blank with a word from the story that makes the sentence true.

1.6

Joey fed the animals at _____ each day.

1.7

Joey's family talked over things that _____ them.

1.8

The birds often rested on Joey's _____.

1.9

Mother sometimes spread the crackers with _____.

1.10

Nuts were taken right out of Sue's hand by the _____.

1.11

Joey's older sister's name was _____.

1.12

Liz suggested building a seat around the _____ tree.

1.13

In the large yard were _____ trees.

1.14

After dinner, Liz was the first one to enter the _____.

1.15

Sue thought holding nails and running errands might be a _____.

**Write your ideas.**

- 1.16** “Joey and the Sad Tree” is continued in Section Two. Write in your own words what you think is going to happen next.

**Match each word and its meaning.** Write the letter of the correct word on the line.

- | | | |
|-------------|--|--------------|
| 1.17 | _____ difficulty, pain, or worry | a. special |
| 1.18 | _____ what one thinks | b. container |
| 1.19 | _____ anything that gives pleasure | c. thought |
| 1.20 | _____ to settle | d. trouble |
| 1.21 | _____ particular | e. to rest |
| 1.22 | _____ something that can hold something else within it | f. treat |

Development of The English Language

You learn new words every day. When you hear a new word, do you ever think about the English language? How did the language get so many words? How did our language get so many different spellings? How did the English language get so many different sounds for the same spelling endings, such as *food*, *good*, and *blood*?

The alphabet has twenty-six letters. How can a language with an alphabet of 26 letters have more than one million words? If you're wondering about the answers to these questions, think about this fact. The 26 letters of our alphabet have 44 sounds, but those 44 sounds have 256 different spelling combinations!

Thousands of words in English are formed from old Greek and Latin roots. The Greek root *graph*, meaning *writing* or *drawing*, has hundreds of English words stemming from it. The Latin root, *audio*, meaning *to hear*, also has hundreds of English words stemming from it.

Greek and Latin do not account for all of the different words and spellings. The English language has “borrowed” words from many other languages. English “borrowed” such words as chocolate and banana from the Spanish; moccasin from the American Indian; chop suey from the Chinese word, *tzop-suey*; confetti from the Italian; and chauffeur from the French. These examples are only a very few of the “borrowed” words in the English language.

An **unabridged** dictionary is helpful for finding the source of words. The source will help you to understand why sounds are spelled differently—one way in one word and another way in another word. As an example, the *sh* sound has fourteen different spellings. Two words with the *sh* sound are ship and sugar. The *sh* sound in sugar is spelled without the *h*. The *sh* sound in ship has the *h*.

The word *ship* came to the English originally from the German. They called it *schiff*. The Danish added the word to their language and pronounced it *skib*. The Icelandic language spelled it *skip*. The Dutch added the word to their language and spelled it *schip*. The word then came into the Anglo-Saxon language and was spelled first as *scyp* and later as *scip*. Modern English seems to have combined several of the spellings and pronunciations of other languages to arrive at the present word, *ship*.

The word *sugar* traveled halfway across the globe before it came to England. Sugar originally was called *carkara* in India. The word moved west to Asia Minor and became *sakkar* in Arabia. Sakkar moved to southern Europe, to Spain, and became *azucar*. Moving north to France, the word became *sucre*. In Middle English the word became *sugre*. *Sugar*, in modern English, seems to have combined the beginning letters of Middle English and French with the ending letters of Spanish, Arabic, and Indian.





Fill in the blanks with words from the list. Each sentence below has a word missing. If you are in doubt about the meaning of any word, look the word up in a dictionary.

banana

chop suey

moccasin

chauffeur

confetti

sugar

- 1.23** The French word _____ means a hired driver of an automobile.
- 1.24** The Italian word _____ means tiny pieces of paper.
- 1.25** The Indian word _____ is a kind of footwear.
- 1.26** The word _____ originally came from India.
- 1.27** The Spanish word _____ is a fruit.
- 1.28** We get the word _____ from the Chinese.



Match the word with its language.

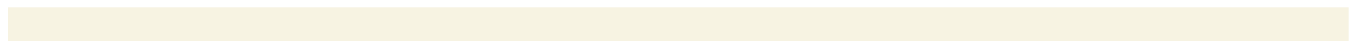
- | | | |
|-------------|----------------------|----------------|
| 1.29 | _____ <i>schiff</i> | a. Danish |
| 1.30 | _____ <i>skib</i> | b. French |
| 1.31 | _____ <i>skip</i> | c. German |
| 1.32 | _____ <i>schip</i> | d. Dutch |
| 1.33 | _____ <i>scip</i> | e. Anglo-Saxon |
| 1.34 | _____ <i>carkara</i> | f. Arabian |
| 1.35 | _____ <i>sakkar</i> | g. Icelandic |
| 1.36 | _____ <i>azucar</i> | h. East Indian |
| 1.37 | _____ <i>sucre</i> | i. Spanish |



In the puzzle, cross out the six words you wrote in the previous sentences. The letters left over make a sentence. Write the sentence you found on the lines following the puzzle.

C	H	A	U	F	F	E	U	R	L	A	N	G	U	A	G	E	S	U	G	A	R	I	S
C	O	N	F	E	T	T	I	F	U	N	B	A	N	A	N	A	T	O	S	P	E	A	K
M	O	C	C	A	S	I	N	A	N	D	C	H	O	P	S	U	E	Y	W	R	I	T	E

1.38 _____



You have been reading about language and the alphabet. *Alphabet* comes from the Greek words *alpha* and *beta*, the names of the first two letters in the Greek alphabet. *Language* comes from the Latin word, *lingua*, which means *tongue*.

One reason why the English language has so many words is the frequent use of compound words. Some compound words are combinations of words from two different languages. Today, many people use a computer or typewriter to print messages. The word *typewriter* is an example of a compound word. *Type* is originally from Greek and Latin words that came into the English language. *Writer* is from an old Anglo-Saxon word. Two words from different backgrounds have formed a compound modern English word, *typewriter*.



Write compound words in the blanks. Add a word from the second column to a word in the first column. The words formed are compound words.

1.39	milk	ground	_____
1.40	cup	less	_____
1.41	drug	shake	_____
1.42	earth	quarters	_____
1.43	head	store	_____

1.44 speech board _____

1.45 under quake _____

Many of the words used in church have come from different languages. The word *church* comes from an old Greek word that originally meant *belonging to the Lord* and later came to mean *house of the Lord*.

Cross came to the English language from the Latin word, *crux*.

Other words with Latin beginnings are *pray*, *pastor*, *religion*, and *sacred*. In the Latin forms, *pray* meant *to beg*, *pastor* meant *the one who took care of a flock of sheep or shepherd*, *religion* meant *something bound together*, and *sacred* meant *set apart*.

Church words from the Greek are *Bible* and *bishop*. *Bible* comes from a Greek word that meant *books*, and *bishop* comes from a Greek word that meant *one who oversees*.

The word *worship* came from Anglo-Saxon and means *to honor*.

Do you think you would like to learn some of the history of words? We have a word for this study. It comes from an old Greek word that meant *the love of learning*. The English word is **philology** and it means *the study of words*. You will see this word again in the next section of this LIFE PAC.



Do this activity.

1.46 The words in the puzzle below are church words. Use the WORD BOX to find the right words. First, write the word that belongs on each line. Then, put the word you wrote on the line by the same number in the puzzle. The first one has been done for you.

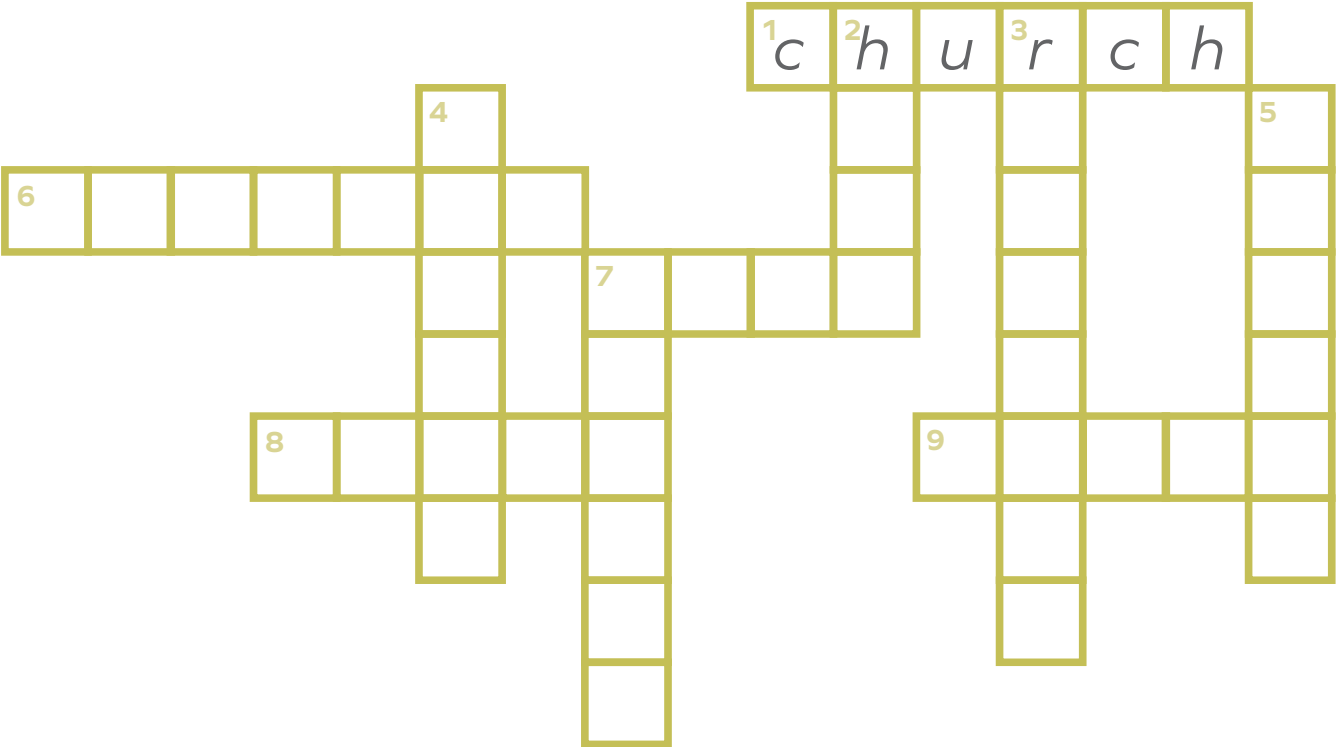
pastor	Religion	church	bishop
pray	Bible	Holy	worship
Cross	Sacred		

ACROSS

- 1. The word church means *be-
longing to the Lord*.
- 6. To honor is to _____ .
- 7. The Latin word for _____
meant to *beg*.
- 8. _____ came from the Lat-
in word *crux*.
- 9. The Greek word for _____
meant *books*.

DOWN

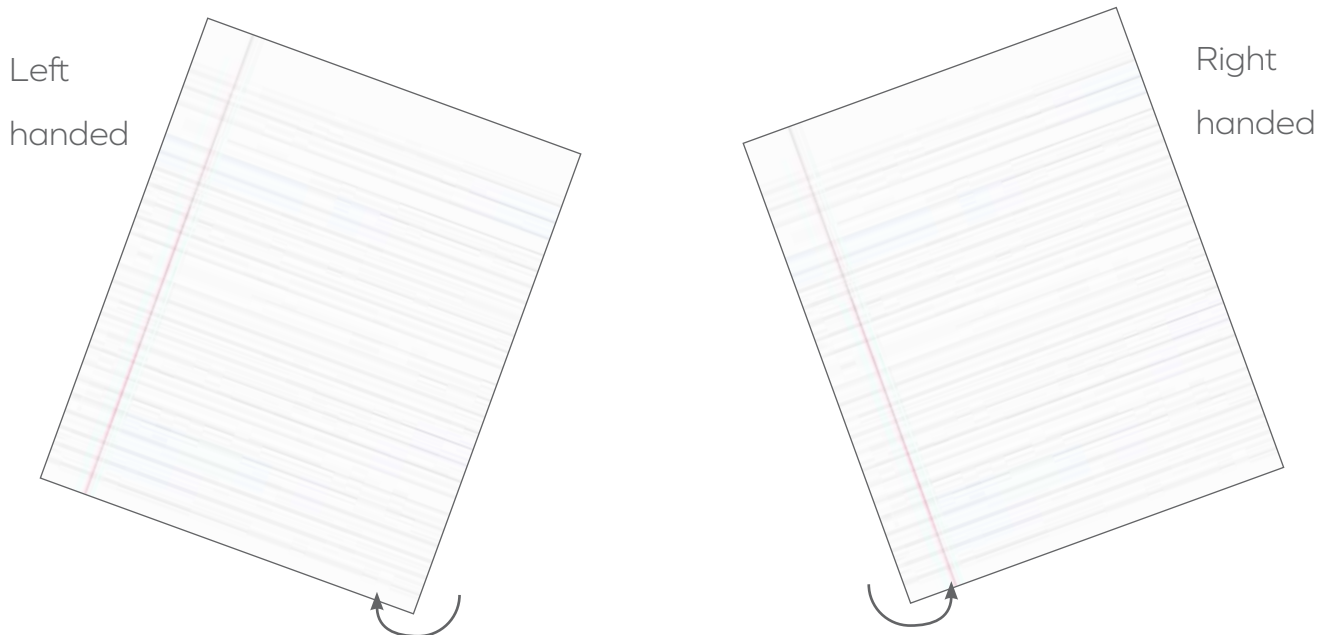
- 2. The _____
Spirit.
- 3. _____
means *bound together*.
- 4. A _____ is an over-
seer.
- 5. _____
means *set apart*.
- 7. A _____
feeds his flock.



Handwriting and Spelling

You will now practice writing the undercurve letters and learn to spell some new words. Your spelling words include different sounds for the letter *a*. Remember to do your best writing in both handwriting and spelling.

Handwriting. The examples show the correct way to place the paper on the desk for left-handed writers and for right-handed writers.



When you slant your paper as shown in the diagram, you will have the easy flow and slant to your writing that you want.

The three letters to practice have the undercurve. Notice that the *d* stops half way between the midline and the top line.



Write the letter and words under the samples.

1.47 Write the undercurve letters *a*, *c*, and *d*.

a c d a c d a c d

1.48 Write the undercurve letters as they connect with other letters to form words.

autumn

card

drawn

Spelling. Learn to spell the words from Spelling Words - 1.

SPELLING WORDS - 1

accept

audience

arch

barrel

autumn

argue

whack

pause

lark

brain

awkwardly

bald

claim

drawn

talk

gaily

lawn

walked

Your spelling words are in **boldface** in the following story. Read the story. Try to decide the meanings of the spelling words from the story.

The stage background was **drawn** to show a large **arch** over a path in a park. On the path between the **lawn** and the trees was a **barrel**. Two clowns started to **argue** as they **walked awkwardly**. One gave the **barrel** a **whack**, and up popped a **bald** head, **gaily** smiling. At the same time a "rain of **autumn** leaves" fell upon them. There was a **pause**, and the **audience** laughed.

The first clown said, "I won't **accept** your **claim** that your **brain** is greater than mine."

At that moment a **lark** landed on the head of the second clown, putting a stop to the **talk**.



Write the words to fit the meanings. In Spelling Words-1, find the words that fit the meanings given below and write them on the line. Use the dictionary if in doubt.

- 1.49** _____ to state that something is true
- 1.50** _____ a curved structure
- 1.51** _____ to strike with a blow
- 1.52** _____ a songbird
- 1.53** _____ to do something without ease or grace
- 1.54** _____ to stop for a moment
- 1.55** _____ to take or receive something
- 1.56** _____ the season called *Fall*
- 1.57** _____ people gathered to hear and see
- 1.58** _____ merrily or happily



Write the words on the lines.

1.59 Write the spelling words in your best handwriting and in alphabetical order.

- | | |
|----------|----------|
| a. _____ | j. _____ |
| b. _____ | k. _____ |
| c. _____ | l. _____ |
| d. _____ | m. _____ |
| e. _____ | n. _____ |
| f. _____ | o. _____ |
| g. _____ | p. _____ |
| h. _____ | q. _____ |
| i. _____ | r. _____ |

1.60 Write the three words that have a silent final e.

- a. _____ b. _____ c. _____

1.61 Write the word that has both the hard c (/k/) and the soft c (/s/).

1.62 Write the word that ends with a silent consonant.



Write your answer on the line.

1.63 Write the three words from Spelling Words- 1 with the long /ā/ sound.

a. _____ b. _____ c. _____

1.64 Write the three words from the list with the short /a/ sound.

a. _____ b. _____ c. _____

1.65 Write the three words from the list having the r controlled /ar/ sound.

a. _____ b. _____ c. _____

1.66 Write the three words from the list that have the l controlled /al/ sound.

a. _____ b. _____ c. _____

These words are for good workers.

BIG WORDS - 1

English

Greek

language

Latin



Do these spelling activities with Big Words -1.

1.67 Copy these words in your best handwriting.

a. _____ c. _____

b. _____ d. _____

1.68 Write each of the Big Words-1 in a sentence.

- a. _____
- b. _____
- c. _____
- d. _____



Ask your teacher to give you a practice spelling test of Spelling Words-1 and Big Words-1. Restudy the words you missed.



Review the material in this section to prepare for the Self Test. The Self Test will check your understanding of this section. Any items you miss on this test will show you what areas you will need to restudy in order to prepare for the unit test.

SELF TEST 1

Write the letter of the correct answer on the blank (each answer counts 3 points).

1.01 Why does Joey have special friends? _____

- a. Friends come to his yard.
- b. Joey gives them clothing.
- c. Joey is kind to animals.

1.02 Which event happened second? _____

- a. The family went into the living room.
- b. Joey saw a tree with a sad look.
- c. "Good morning, sad tree. Why are you unhappy?"

Write true or false (each answer counts 2 points).

1.03 _____ Mother spread jam on the crackers.

1.04 _____ Liz is Joey's older sister.

1.05 _____ If something troubles one of them, the family talks it over.

1.06 _____ Father built a seat around the sad tree.

1.07 _____ The birds rest on Sue's shoulders.

1.08 _____ The family shared their thoughts with each other.

1.09 _____ There are two wolves and four zebras.

1.010 _____ Joey knew why the tree was sad.

1.011 _____ In the living room, Liz was the first to speak.

1.012 _____ Squirrels took nuts from Sue's hand.

Give a definition for each word or root word (each definition counts 4 points).

1.013 unabridged _____

1.014 graph _____

1.015 audio _____

1.016 church _____

- 1.017** sacred _____
- 1.018** worship _____
- 1.019** religion _____
- 1.020** philology _____

Match the spelling of the word with the language. Write the letter on the line (each answer counts 3 points).

- | | | | |
|--------------|-------|---------------|------------|
| 1.021 | _____ | <i>schiff</i> | a. Arabian |
| 1.022 | _____ | <i>sakkar</i> | b. Danish |
| 1.023 | _____ | <i>skib</i> | c. French |
| 1.024 | _____ | <i>sucre</i> | d. Dutch |
| 1.025 | _____ | <i>ship</i> | e. German |

Match the “borrowed” English word with its original country. Write the letter on the line (each answer counts 3 points).

- | | | | |
|--------------|-------|-----------|-----------|
| 1.026 | _____ | sugar | a. Italy |
| 1.027 | _____ | chauffeur | b. Spain |
| 1.028 | _____ | chocolate | c. China |
| 1.029 | _____ | confetti | d. India |
| 1.030 | _____ | chop suey | e. France |

Answer these questions in complete sentences (each answer counts 4 points).

1.031 Why does Joey's family get along so well together? _____

1.032 What do Greek and Latin word roots have to do with the English language?

1.033 What are two languages other than Greek and Latin from which English has borrowed words? _____

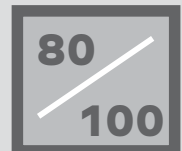


Teacher check:

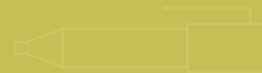
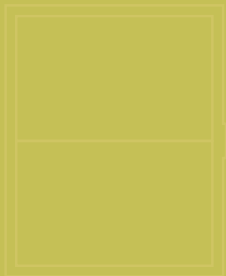
Score _____

Initials _____

Date _____



Take your spelling test of Spelling Words-1 and Big Words-1.



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