



LANGUAGE ARTS

Student Book

► **5th Grade** | Unit 10

LANGUAGE ARTS 510

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LIFEPAC Test | **Pull-out**



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LOOKING BACK

In this LIFEPAC®, you will review Language Arts LIFEPACs 501 through 509. Reviewing all of this material is a big job! We do not want you to be overwhelmed, so you will review only the basic concepts in literature, reading skills, grammar, and composition. For spelling, you will restudy twenty selected words from each LIFEPAC. You will also create your own folder of original compositions to share with your parents and friends. Follow the instructions below to prepare your folder. You will then be ready to add your compositions when indicated. Directions for what you will include in the folder will be given in two sections of this LIFEPAC.

Instructions for a Composition Folder

Materials needed: 12" x 18" piece of construction paper, paper fasteners or yarn, writing paper (optional: poster paints, potato half)

Directions: Fold the construction paper in half. Choose a title and write it on the front of the folder along with your name (examples: "Notes by Ned," "Thoughts and Themes by Thelma," "Rachel's Writings," and so forth). Decorate your folder attractively. (Try this idea: Bring a potato half with a cut design from home. Dip the design in poster paint and print it on the folder.) Have your teacher check your folder.



Teacher check:

Initials _____ Date _____

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. Identify six questions for judging a story's literary value.
2. Judge a story's value for character building by identifying good and bad character traits.
3. Identify three elements that make a story a pleasure to read.
4. Identify types of literature.
5. Identify forms of poetry.
6. Identify cadence, rhythm, rhyme, and stanzas.
7. Identify poetic devices.
8. Identify and use different kinds of nouns and pronouns.
9. Recognize the position and purpose of adjectives and use them correctly.
10. Identify an author's purpose and authority.
11. Identify the main idea, plot, setting, and characters.
12. Answer comprehension questions.
13. Infer or speculate about events.
14. Identify cause and effect.
15. Make Christian judgments.
16. Distinguish between fact and opinion.
17. Recognize the meanings of idioms.
18. Identify and use heteronyms.
19. Identify and use different kinds of verbs and adverbs.
20. Identify and use participles.
21. Change adjectives to adverbs by using the *-ly* suffix.
22. Identify information and details by scanning, skimming, and reading slowly.
23. Identify graphic aids and their uses.
24. Summarize.
25. Compare and contrast characters.
26. Use reading skills in Bible study.
27. Identify four kinds of sentences and punctuate them correctly.
28. Identify complete sentences, subject and predicate parts.
29. Arrange words in correct order.
30. Improve sentences by adding adjectives, adverbs, and using words correctly.
31. Write dialogue.
32. Spell words correctly.



1. LITERATURE SKILLS

In this section, you will review literature, nouns and adjectives, as well as write some poetry and a short story, which will be included in your composition folder. You will review selected spelling words from Language Arts LIFEPACs 501, 502, and 503. In handwriting, you will review five handwriting tips.

Objectives

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

1. Identify six questions for judging a story's literary value.
2. Judge a story's value for character building by identifying good and bad character traits.
3. Identify three elements that make a story a pleasure to read.
4. Identify types of literature.
5. Identify forms of poetry.
6. Identify cadence, rhythm, rhyme, and stanzas.
7. Identify poetic devices.
8. Identify and use different kinds of nouns and pronouns.
9. Recognize the position and purpose of adjectives and use them correctly.
32. Spell words correctly.

Vocabulary

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

ballad (bal' ud). A poem or song that tells a story.

cadence (kā' duns). Rhythm.

conundrum (ku nun' drum). A riddle whose answer involves a pun or play on words.

couplet (kup' lit). Two lines of poetry that belong together. They usually rhyme.

inspirational (in' spu ra' shu nul). Filling a person with thought, feeling, excitement; influencing someone.

limerick (lim' ur ik). A form of humorous nonsense verse with five lines and a certain rhyme pattern.

literary (lit' u rer ē). Having to do with literature.

metaphor (met' u fôr). A phrase or word that means one thing ordinarily but is applied to something else to make a comparison; a figure of speech.

palindrome (pal' in drôm). Word, verse, or sentence that reads the same backward or forward.

personification (pur son' u fu kâ' shun). A figure of speech in which a lifeless thing or quality is spoken of as if it is alive.

pun (pun). A humorous use of a word that can have two meanings.

quatrain (kwot' rân). Stanza or poem of four lines.

simile (sim' u lē). An expressed comparison of two different things or ideas using "like" or "as;" a likeness between things.

stanza (stan' zu). A group of lines of poetry, arranged according to a fixed plan.

stress (stres). Treat as important; put pressure on; emphasize.

symbolism (sim' bu liz um). Representation by symbols; use of symbols.

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, **ā**ge, c**ā**re, f**ā**r; let, **ē**qual, t**ē**rm; it, **ī**ce; hot, **ō**pen, **ō**rder; **oil**; **out**; cup, p**ū**t, r**ū**le; **child**; **long**; **thin**; /ʒh/ for **th**en; /zh/ for **meas**ure; /u/ or /ə/ represents /a/ in **ab**out, /e/ in **tak**en, /i/ in **pencil**, /o/ in **lemon**, and /u/ in **circus**.

Reading Literature

Now you will review some information about literature, its definition, questions you should use to judge a story's **literary** value, character building, and the three elements that make a story a pleasure to read. Fiction, nonfiction, poetry, and Bible literary forms will also be reviewed.

Value of literature. In Language Arts LIFEPAC 509, literature was defined as *the body of writings of a period, language, or country, especially those writings kept alive by their beauty or effectiveness of style or thought*. You could not possibly read all the literature written in our language. You learned to decide whether a story is worth your time to read.

Review these questions you can ask yourself about the value of a story as literature from Language Arts LIFEPAC 505.

Questions You Can Ask Yourself

1. Is the story told in good, clear language?
2. Does the language match the kind of story told?
3. Does the language give you a feeling for the time of history in which the story takes place?
4. Is the language pleasant to read?
5. Does the language paint word pictures in your mind?
6. Do the characters seem to talk the way people of their age and time in history would?



On the blanks, write the appropriate number or numbers of the preceding questions that best describe each selection.

- 1.1** _____ A long, long time ago, when Henry the Second was king of England, a youth was walking through Sherwood Forest (1.1-1.3 from “Robin Hood,” LIFE PAC 504).
- 1.2** _____ He was tall, strong, and comely. His woodland dress was a shirt and long green jerkin over long hose that covered his legs and hips. He wore soft leather boots on his feet and a blue hood on his head.
- 1.3** _____ As he strode through the greensward, he was hailed by a harsh voice. “Stand!” the voice cried. “Who art thou to march boldly through the king’s greenwood?”.
- 1.4** _____ He concentrated on his lunch until he heard something about government officials telling lies. His sandwich stuck in his throat. He tried to wash it down with his milk. The milk tasted funny. He looked up to see his mother eyeing him knowingly. (from “Roger Down and Roger Up,” LIFE PAC 505).

You also learned to judge the value of a story for character building. As the story characters are developed, you learned to decide if the characteristics or qualities of these people are worthy to be admired. Do they have qualities of courage, unselfishness, or helpfulness? Are the characters mean, resentful, or greedy? Judging the characters by God’s standards, do you want to be like them? Does the story help build good character in you?



Write *good* or *not good* after each quotation or summary that shows the characters of people you have read about in previous LIFEPACs.

- 1.5** “When Haman saw that Mordecai would not bow down or show reverence for him, he was furious. He planned a cruel scheme to rid the kingdom of not only Mordecai, but of every Jew.” (Summary from “Esther,” LIFEPAC 509) The character, Haman, is _____.
- 1.6** “Queen Esther came before the king on behalf of her people despite the king’s rule that no one should come before him unless called, or the person might be put to death.” (Summary from “Esther,” LIFEPAC 509) The character, Esther, is _____.
- 1.7** “Cyrenius was a new believer, and even in his grief, he forgave my father.” (Quotation from “Marc, LIFEPAC 507) The character, Cyrenius, is _____.
- 1.8** “The Chief Forester began to beat the youngest of the woodsmen for showing his Saxon sullenness....The forester rebuked the lad with a half dozen or more blows to his shoulder....” (Quotation from “Robin Hood,” LIFEPAC 504) The character, Chief Forester is _____.

Enjoying a story depends on three elements: kinds of words used, action of the story, and suspense. The kinds of words used will make the reader interested, move the action along, create a mood, and add suspense.



Match the item with the best description of each selection.

- a. mood of sadness
- b. action
- c. suspense
- d. mood of fear
- e. mood of relief

1.9 _____ “Esther replied, ‘Anyone who goes before the king without being called shall be put to death....I will go to the king. If I die, then I die!’ She put on her royal apparel and stood in the inner court of the palace. Would the king receive her?” (From “Esther,” LIFEPAC 509)

1.10 _____ “As a child, he was teased by some older boys at the seashore. They wanted to throw him into the water to see if he could swim. At that time, he could not swim. Marc felt the boys moving in and his blood ran cold. A sick feeling hit the pit of his stomach. He wanted to run, but his feet were frozen to the ground.” (From “Marc,” LIFEPAC 507)

1.11 _____ “With a hard pull, I also loosened the strings that tied my hair down on the left side, but it hurt me terribly...Before I could seize them, the little people ran off shouting...instantly a hundred arrows struck my left hand like needles.” (From “A Voyage to Lilliput,” *Gulliver’s Travels*, LIFEPAC 507)

1.12 _____ “He knew how he should make it right, and that’s what was making his stomach sick and his heart pound. He went on, arguing with himself. ‘If I tell her I lied, and I’m sorry, and I won’t do it again, even if she punishes me, I’ll feel better. I’ll know I’ve done the right thing.’

By now he was running, and his heart was beginning to feel as light as his feet.

‘If I hurry, I can do it before the afternoon classes start. I want to get it over with!’ (From “Roger Down and Roger Up,” LIFEPAC 505)

Types of literature. In Language Arts LIFEPACs 501 through 509, you studied many kinds of literature. Literature is usually classified as fiction or nonfiction. Fiction is writing that comes from the imagination. Nonfiction is writing that includes only what is fact. Short stories, novels, fables, legends, and drama are some types of fiction you have studied.

A fiction story that is short is called a *short story*. Short stories have only a few characters with brief descriptions. The characters live through something that happens during a few hours, a day, or a few days at most. The action is not too long or too involved. The short story is told from the author's or one of the character's point of view.

A *novel* is a longer story. It covers a longer period of time, like years, a lifetime or several generations. A novel uses long descriptions and shows how characters grow and why they make decisions. The story may be told from several points of view.

Fables are short stories that are meant to teach lessons. Most fables are about animals with some human characteristic, like talking. The lesson taught is called a moral. Aesop wrote many fables.

Legends are tales that were passed from generation to generation by word of mouth and are now continuing to be passed on through writing. Legends may have an element of historical truth, because the legendary person may have actually lived, but the events have become exaggerated through the years.

A *drama* is a story written to be acted in front of an audience in either a play or a movie. The time covered is usually short, but sometimes a drama covers two or three episodes widely separated by time. Stage or movie scene directions are given. The name of the person speaking is given in front of each spoken line.

Nonfiction is based completely on fact, or develops thoughts and opinions. History, biography (one person's life history), most newspaper writing, magazine article writing, and textbooks are nonfiction.



Many literary forms are found in the Bible. Short stories and history are found in both the Old Testament and New Testament. The Bible is filled with Hebrew poetry. Psalms are an excellent example of Hebrew poetry. Hebrew poetry does not rhyme. Proverbs are a form of Hebrew verse that uses the literary device of parallelism. Each proverb is written in two half sentences, closely tied together in thought. Parables are earthly stories that have heavenly meanings. Jesus told parables to teach people about God and heaven. A parable, like all good stories, has a setting, characters, plot, climax, and an ending. Parables use contrast. They contain truth or a spiritual meaning that is kept a secret from anyone who does not ask God to help him understand. Parables tell us what God expects from His children.



Write *SS* (for short story), *N* (for novel), *P* (for parable), *D* (for drama), *F* (for fable), *L* (for legend), and *NF* (for nonfiction) on the line in front of the correct item.

- 1.13 _____ Tales passed from generation to generation.
- 1.14 _____ The action takes place within a few days time.
- 1.15 _____ Long descriptions are given.
- 1.16 _____ Contains a truth or spiritual meaning.
- 1.17 _____ Acted in front of an audience.
- 1.18 _____ The action covers a lifetime.
- 1.19 _____ A short story that is meant to teach a lesson or moral.
- 1.20 _____ Stage directions are given.
- 1.21 _____ Writing based completely on fact.
- 1.22 _____ It is an exaggerated tale.
- 1.23 _____ It has only a few characters with brief descriptions.
- 1.24 _____ History and newspaper writing are examples.



Write *true* or *false*.

- 1.25 _____ The Bible does not contain any short stories.
- 1.26 _____ Bible poetry rhymes.
- 1.27 _____ Parallelism is the literary device used in Proverbs.
- 1.28 _____ Fiction is writing that comes from the imagination.
- 1.29 _____ Parables have morals, and fables have spiritual meanings.

Poetry is another type of literature. You learned in Language Arts LIFE PAC 506 that poetry expresses strong feelings in a few words. The language and rhythm of poetry help create emotion. Every poem must have rhythm. The rhythm of a poem is found in a beat or **stress** that is heard when the poem is read aloud. Rhythm is made by stressed syllables. Listen for the stressed syllables in this example.

Example: *We're sharing the garden,
As friends often do.*

Another kind of rhythm is **cadence**. It is a rhythmical pattern that is not completely regular.

Example: *Delicate clover and feathery wild carrot
Cheerfully nod.*

Both kinds of rhythm have a kind of music you can hear if you try.

Here is an example of a poem that rhymes. The rhyming words are in italics.

Example: A tired caterpillar went to sleep one *day*. In a snug little cradle of silken
gray,

You have also learned that poetry uses devices such as **metaphor**, **simile**, repetition of sounds, imitation of sounds, **personification**, and **symbolism**.

A *metaphor* compares two things. It calls one thing by another name in order to show it is like the other thing.

Example: The pilot was an eagle
soaring alone.

A *simile* is a phrase that compares one thing to another but uses the words *like* or *as*.

Example: as hungry as a bear
waking up in late winter

Repetition of sounds is a device that usually uses the beginning sound of words (like the s sound).

Example: A silly snake sadly sat.

Imitation of sounds is a device that makes poetry lively.

Example: buzz of a bee



| Trevor was as hungry as a bear!

Personification is writing or speaking about a thing as if it were a person.

Example: The flowers reached up to the sun.

Symbolism is the use of one thing to stand for something else.

Example: A newborn babe is a symbol used in the Bible for a Christian. As newborn babe, desire the sincere milk of the word, that ye maygrow thereby (1 Peter 2:2).

Poems are written in **stanzas** rather than paragraphs.



Match by choosing the correct characteristic of poetry or poetic device for each item. Write the correct letter on each line. Use each letter only once.

- | | | |
|-------------|--|-------------------------|
| 1.30 | _____ The walls screamed with loneliness. | a. rhythm |
| 1.31 | _____ He slept through the winter long and <i>cold</i> , All tightly up in his blanket <i>rolled</i> . | b. rhyme |
| 1.32 | _____ The flight of the bird stood for the freedom now felt. | c. cadence |
| 1.33 | _____ The butterfly bid the blue bird good-bye. | d. metaphor |
| 1.34 | _____ He was a bear of a man. | e. simile |
| 1.35 | _____ When a poem has a beat made by stressed syllables. | f. repetition of sounds |
| 1.36 | _____ George roared like a lion. | g. personification |
| 1.37 | _____ When a poem has a rhythmical pattern that is not completely regular. | h. symbolism |
| 1.38 | _____ The bong of a bell rang softly. | i. imitation of sounds |
| 1.39 | _____ The form in which a poem is written. | j. stanza |



A Child's Thought

by Carol Findlay¹

If Jesus came to our house
And knocked upon the door,
I'd ask Him in politely,
And a glass of milk I'd pour.

I'd show Him where our rooms are,
And where I always sleep;
I'd show Him all our bogie-holes,²
And all the things I keep.

If Jesus came to our house
And knocked upon the door,
I know I'd be more happy
Than I ever was before.

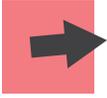
¹Reprinted from *Clear Shining After Rain* by E. Margaret Clarkson (1962); William B. Eerdmans Co. Used with permission.

²places to be afraid of

You have studied different kinds of poetry in Language Arts LIFEPACs 502 and 506. You have read a story poem, a **ballad**, humorous poems, and **inspirational** poems. You read and learned to write poetry that plays with words: diamond poetry, **palindromes**, **conundrums**, **puns**, and **limericks**.

When storytellers tell stories in rhyme and rhythm, they tell story poems. Story poems that can be sung are called *ballads*. Story poems and ballads are usually in four-line stanzas. The ballad, "King John and the Abbot of Canterbury" (LIFEPAC 506), is an example of a humorous poem. Inspirational poems help us feel like being better people. Inspirational poems can inspire patriotism, love for God, Christlike characteristics, and other noble feelings.

Palindromes are words, phrases, or sentences that read the same backward as they read forward. *Conundrums* are riddles that play on words. *Puns* are also a play on words. To make a pun, you use a word that sounds like, or almost like, another word, or you use a word that has two meanings. *Limericks* usually start with a line like, "There once was a lady (or an old man)" *Diamond poetry* is shaped like a diamond. It has seven lines, beginning with a noun on the first line. Two adjectives describing the noun are on the second line; three participles describing the noun are on the third line; four more nouns are on the fourth line; three more participles are on the fifth line; and two adjectives are on the sixth line. Diamond poetry ends with a noun on the seventh line. The first and last nouns refer to the same person, animal, or thing. The mood changes in the middle of the poem.



Match the correct type of poetry for each example or description. Write the correct letter on each line.

- 1.40** _____ lion
angry, hungry
stalking, hunting, running
tiredness, loneliness, leanness, strength,
walking, panting, searching
restless, fearsome
hunter
- 1.41** _____ Anna, Otto
- 1.42** _____ Stories told in rhyme and rhythm
- 1.43** _____ There once was man from New York
Who loved to eat ham, beef, and pork.
Even after a feast
His hunger increased,
So he ate his knife, spoon, and fork.
—William M. Stone
- 1.44** _____ What has only one horn and gives milk?
A milk truck.
- 1.45** _____ A story poem that can be sung
- 1.46** _____ The mountain told the little hill that it would
never amount to anything.
- 1.47** _____ I pray to God at break of day,
“Keep me walking in your way.”
And as I close my eyes at night,
“Forgive my wrongs and make them right.”
- a. story poem
b. ballad
c. inspirational poem
d. diamond poetry
e. palindromes
f. conundrum
g. pun
h. limerick

Using Nouns and Adjectives

As you review your study of nouns and adjectives, you will also solve a mystery.



King Milford received a note from his favorite squire. Alas! The note was torn. However, clues to the squire's whereabouts are circled and numbered in this section. Find the six clues and trace the path to the place the squire is being held captive.

our

their

they

S

P

we

fish

geese

my

She

He

her

its

mine

Dragon Forest

Black Knight's Castle

King's Mansion

Ogre Hill

Nouns. In Language Arts LIFEPAAC 507, you studied common and proper nouns, singular and plural nouns, possessive nouns, nouns as subjects, nouns as objects of verbs, pronouns as noun substitutes, and possessive pronouns.

Common nouns are general names for a person, place, or thing. *Proper nouns* are specific (particular) names of certain people, places, or things. We show proper nouns by capitalizing the first letter.



Complete this activity.

1.52

Underline the common nouns in this list.

Rocky Mountains	drown	hurry
policeman	bakery	sword
joyful	tired	newspaper
California	bottle	climber



Complete these sentences with a common noun.

1.53

Jeff's father works in a _____.

1.54

Karin saw a _____ in the forest.

1.55

She dropped a _____ on the floor.

1.56

John traded a _____ for a rare stamp.

1.57

He asked the _____ to fix his radiator.



Complete these sentences with proper nouns from this list.

Baker Road	bridge	avenue
country	France	Pacific Ocean
river	Mrs. Thomas	First Bible Church

1.58

Becky studied in _____ this summer.

1.59

I swam in the _____ for the first time this year.

1.60

My house is on _____.

1.61

_____ is Peggy's teacher.

1.62

Tom attends _____ every Sunday.

Common nouns may be in the singular or plural form. Singular form is used when the noun names only one person, place, or thing (girl, store). Plural form is used with more than one person, place, or thing (girls, stores). Changing a singular noun to a plural noun can be as simple as just adding *s*.

Some singular words, however, become plural by changing spelling. Review the five rules for changing singular nouns to plural nouns in Language Arts LIFEPAC 507.



Read each word. Write *S* if it is singular. Write *P* if it is plural.

1.63 _____ citizens

1.64 _____ children ①

1.65 _____ roof

1.66 _____ ladies

1.67 _____ garage ②



Change these singular nouns to their plural forms.

1.68 baby _____

1.69 goose _____

1.70 monkey _____

1.71 fish _____ ③

1.72 branch _____



| Several fish

Possessive nouns show ownership. Review these three rules for changing nouns to possessive nouns.

1. If the noun is singular, always add 's.

Example: elephant elephant's trunk

2. If the noun is plural already and ends in s, just add an apostrophe (').

Example: two boys two boys' car

3. If a plural noun does not end in s, then add 's.

Example: the children the children's toys



Write the possessive noun of these singular and plural nouns.

- | | | |
|-------------|---------|--|
| 1.73 | men | |
| 1.74 | oxen | |
| 1.75 | kittens | |
| 1.76 | train | |
| 1.77 | traders | |
| 1.78 | lion | |



| The dragon's treasure

Nouns may be used as subjects in noun phrases or as objects in verb phrases. Read the sentences below. They are divided into two parts—the subject (or noun phrase) and the predicate (or verb phrase). The nouns are in italics.

Noun phrase (subject)The old *man*The big *dog***Verb phrase (predicate)**sat on a *stool*stared at the *food*

Read these sentences. Underline the noun in the noun phrase and circle the noun in the verb phrase.

- 1.79** The roaring river / flooded the valley.
- 1.80** The young girl / found a lost puppy.
- 1.81** The fireman / climbed the ladder.
- 1.82** The pianist / found her music.
- 1.83** The class / went to the library.

A *pronoun* is a noun substitute, because it is used in place of a noun.



Substitute a pronoun for the noun or noun phrase in italics in each sentence.

- 1.84** *Joe* visited his grandmother. _____ (4)
- 1.85** *John, Jason, and Jeff* went to the park. _____
- 1.86** *Susan* is shopping for a new dress. _____ (5)
- 1.87** *Sarah and I* are going to Jan's party. _____

Possessive pronouns take the place of possessive nouns. Possessive pronouns include *my, mine, his, her, its, their, our, and your*.



Substitute a possessive pronoun for the possessive noun in italics.

- 1.88 The fox ran into the *fox's* den. _____ ⑥
- 1.89 Janice could not find *Janice's* book. _____
- 1.90 The teacher displayed the *children's* art work. _____

Adjectives. Adjectives tell *what kind, how many, and which one*. Adjectives describe nouns. Remember, *the, a, and an* are adjectives.



Complete this activity.

1.91 Underline the adjectives.

- | | | | |
|---------|---------|-------|--------|
| table | pen | happy | sad |
| cabinet | green | soft | tall |
| loud | giraffe | many | raging |



Adjectives are often found in front of nouns, describing them.

Example: *The tiny, brown mouse ran under the old, yellow table.*

Adjectives may also be found after nouns.

Example: *The building is tall.*

The word *tall* describes the building, even though it is not in front of it.



Underline the adjectives in these sentences.

- 1.92** The busy beaver built a sturdy dam.
- 1.93** The dog is hungry.
- 1.94** The dark room was scary.
- 1.95** A small tree was planted by the winding stream.
- 1.96** The rose is beautiful.

Adjectives expand sentences and make them more interesting and exciting. Adjectives can express mood. They can even change the meaning of a sentence.



Expand these sentences by adding adjectives to each noun.

- 1.97** A giant met a mouse.

- 1.98** The boy was lost in the desert.

- 1.99** The wolf hid in a cave.

Now that you've reviewed nouns and adjectives, be sure you've helped King Milford get to the right place.



Writing a Short Story and Poetry

In this section, you will prepare your first selections for your composition folder. You will write a short story and two poems.

Short story. In Language Arts LIFEPAAC 505, you learned how to collect “seed” ideas for writing a short story. Sources for seed ideas are news items, the newspaper, your own experiences, family history, team games, pictures, or anything you can imagine.

From your seed idea, you develop a plot. You decide on the setting, characters, and the action. Remember that a short story has only a few characters with brief descriptions. The characters live through something that happens during a few hours, a day, or a few days at most. The action is not too long or too involved. The story should be told from your point of view or one of the character’s points of view.

Read this example of an outline for a short story.

- I. Setting - a cave
- II. Characters - two boys, Jerry and Tom
- III. Action - Jerry and Tom lose their way in a cave. Tom sprains his ankle. Jerry continues to search for the opening and finally finds one. Jerry returns with help for Tom.



Fill in this guide for writing your short story.

1.100

- I. Setting _____

- II. Characters _____

- III. Action _____

Review Language Arts LIFEPAC 505 for how to make your story grow and write your first draft. Then, write a rough draft of your story. Correct it for spelling, punctuation, grammar, and clear ideas.

**Complete this activity.****1.101**

On a separate piece of paper, copy your short story in your best handwriting. Place it in the composition folder you made at the beginning of this LIFEPAC.

**Teacher check:**

Initials _____ Date _____

Poetry. Review the types of poetry mentioned earlier in this LIFEPAC. Choose two of the following types of poetry that you would like to write for your folder: diamond poetry, pen picture, rhymed quatrain, free verse, or limerick.

**Complete this activity.****1.102**

On separate pieces of paper, write two poems of your choice. Place each poem in your composition folder.

**Teacher check:**

Initials _____ Date _____

Spelling and Handwriting

In this section, you will review twenty words from each of Language Arts LIFEPAAC 501, 502, and 503. You will also review the five handwriting hints and practice spacing when you write.

Spelling. In Language Arts LIFEPAAC 501, you learned to spell words that have a vowel diphthong, a vowel digraph, or a silent -e.

A vowel *diphthong* is a *blending of two speech sounds*, spelled with two vowel letters.

Examples: -oi and -oy as in *oil* and *toy*
-ou and -ow as in *ouch* and *cow*

A vowel *digraph* is *two vowels written together that make one sound*.

Examples: -ea as in *eat*; -ee as in *beet*; -ay as in *say*; -oo as in *look*;
-ai as in *rain*; and -au as in *taught*

The silent -e is found at the end of each word. Restudy the words in Review Words 501.

SPELLING WORDS - 1 & REVIEW WORDS 501

Vowel Diphthongs

abound	mountain	tower
boiling	poison	voyage
coward	royal	

Vowel Digraphs

booklet	creature	freedom
caution	failure	praying

Silent -e

arrange	mistake	suppose
college	secure	treasure



Complete these activities.

1.103 Fill in the charts. Use the review spelling words from Language Arts LIFE PAC 501.

		WRITE THE VOWEL DIPHTHONG	WRITE THE FIRST SYLLABLE	WRITE THE SECOND SYLLABLE	WRITE THE WORD
a.	mountain	ou	moun	tain	
b.	abound				
c.	coward				
d.	tower				
e.	boiling				
f.	poison				
g.	royal				
h.	voyage				
		WRITE THE VOWEL DIGRAPH	WRITE THE FIRST SYLLABLE	WRITE THE SECOND SYLLABLE	WRITE THE WORD
i.	creature				
j.	caution				
k.	freedom				
l.	praying				
m.	booklet				
n.	failure				

1.104 Write six review words ending with a silent -e.

- a. _____ b. _____ c. _____
 d. _____ e. _____ f. _____

You studied compound words, sight words, and contractions in Language Arts LIFEPAC 502. A compound word is a word formed by two words, two words separated by a hyphen, or two separate words that go together for one meaning.

Sight words are words that are not spelled the way they sound. They can be tricky!

Contractions are two words joined together by dropping one syllable and adding an apostrophe.

Restudy the words in Review Words 502.

SPELLING WORDS - 1 & REVIEW WORDS 502

Compound Words

afternoon	hardship	landscape
brand-new	inlet moonlight	childhood

Sight Words

believe	busy	raise
business	doctor	separate

Contractions

haven't	we'd	you're
she'll	won't	you've
should've		



Complete these activities.

1.105 Complete these compound words.

a. after ____	b. hard ____	c. ____ -new	d. in ____
e. ____ hood	f. land ____	g. ____ light	

1.106 Write in the correct letters to complete these sight words.

a. bel ____ ve	b. bu ____ y	c. doct ____
d. bu ____ ine ____	e. rai ____ e	f. sep ____ ate

1.107 Write the contractions for these words.

- | | |
|----------------|-------|
| a. have not | _____ |
| b. will not | _____ |
| c. she will | _____ |
| d. you are | _____ |
| e. we would | _____ |
| f. should have | _____ |
| g. you have | _____ |

In Language Arts LIFEPAK 503, you learned to spell more words with vowel digraphs, words with silent letters, and antonyms.

Antonyms are pairs of words that have opposite meanings.

Restudy the words in Review Words 503.

SPELLING WORDS - 1 & REVIEW WORDS 503

Vowel Digraphs

automatic	betrayal	leadership
available	exceedingly	underneath

Silent Letters

chalk	glisten	sigh
flight	kneel	wrestle

Antonyms

advance-retreat	discourage-encourage
deny-admit	fact-fiction



Complete these activities.

1.108

Supply the missing digraphs for each of these words.

- a. ____ tomatic b. betr ____ al c. av ____ lable
 d. l ____ dership e. undern ____ th f. exc ____ dingly

1.109

Write the words with silent letters. Circle the silent letter or letters in each word.

- a. _____ b. _____ c. _____
 d. _____ e. _____ f. _____

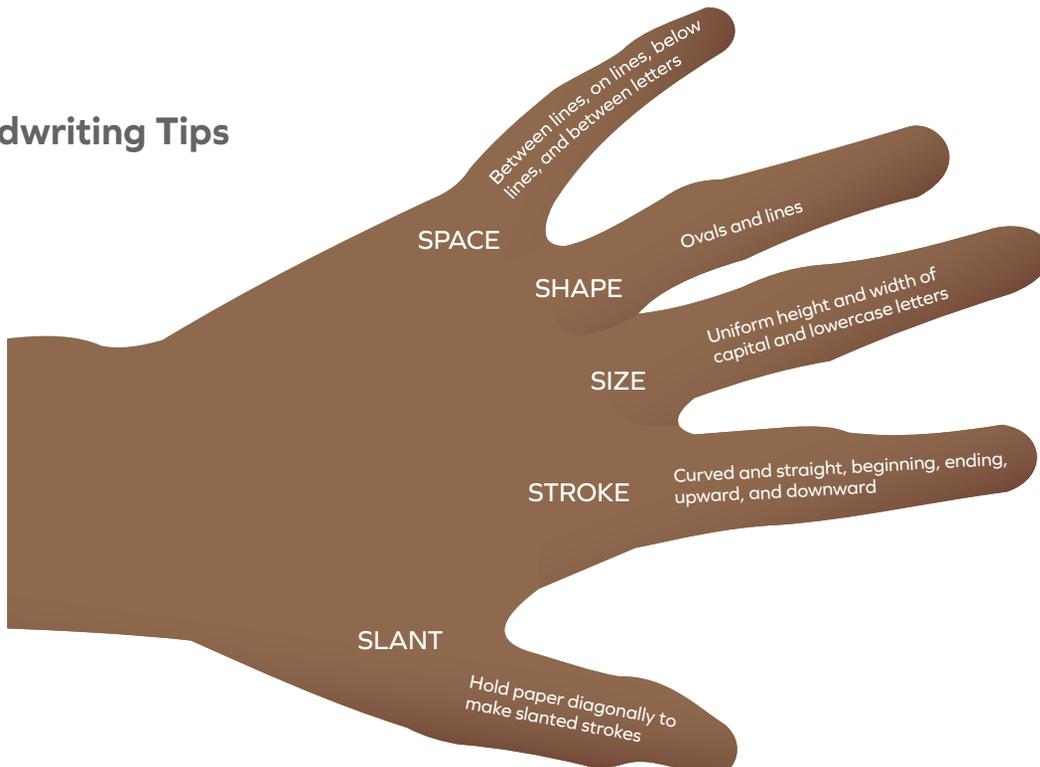
1.110

Write the antonym for each of these words.

- a. fiction _____
 b. admit _____
 c. discourage _____
 d. retreat _____

Handwriting. Review the five handwriting tips. You will practice spacing in this section. The remaining four tips will be practiced later in this LIFEPAC.

Handwriting Tips





Rewrite this sentence, correctly using the proper spacing between letters and words.

1.111

Spacing is an important skill.



Ask your teacher to give you a practice spelling test of Spelling 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 *true* or *false* (each answer, 2 points).

- 1.01** _____ Fiction writing comes from the imagination.
- 1.02** _____ A legend is an example of nonfiction writing.
- 1.03** _____ Fables have spiritual meanings and parables have morals.
- 1.04** _____ Nonfiction is writing that is based completely on fact and develops thoughts and opinions.
- 1.05** _____ Hebrew poetry does not rhyme.
- 1.06** _____ Every poem must have rhyme but not rhythm.
- 1.07** _____ A ballad is a story poem that can be sung.
- 1.08** _____ In short stories, the action is not too long or too involved.
- 1.09** _____ Free verse has a definite rhyming pattern.
- 1.010** _____ You can judge the value of a story for character building by deciding if the qualities of the people are good or bad and if good moral values are upheld.

Match these items (each answer, 2 points).

- | | | |
|--------------|--|--------------------|
| 1.011 | _____ covers a long period of time | a. drama |
| 1.012 | _____ the musical beat of a poem made by stressed syllables | b. novel |
| 1.013 | _____ a short story that is meant to teach a lesson or moral | c. fable |
| 1.014 | _____ a story written to be acted in front of an audience | d. legend |
| 1.015 | _____ writing or speaking about a thing as if it were a person | e. parable |
| 1.016 | _____ a phrase that compares one thing to another using the words <i>like</i> or <i>as</i> | f. rhythm |
| 1.017 | _____ when one thing stands for something else | g. stanza |
| 1.018 | _____ an earthly story with heavenly meanings | h. personification |
| 1.019 | _____ the form in which a poem is written | i. symbolism |
| 1.020 | _____ an exaggerated tale | j. simile |
| | | k. metaphor |

Choose the correct answer for each item by writing the letter and the answer on the line (each answer, 2 points).

- 1.021** The reader's enjoyment of a story depends on three elements: kinds of words, action of the story, and _____ .
 a. metaphors b. suspense c. length of story
- 1.022** Short stories have _____ .
 a. only a few characters
 b. long descriptions
 c. many characters
- 1.023** A type of fiction that uses long descriptions and shows how characters grow and why they make decisions is the _____ .
 a. short story b. legend c. novel

- 1.024** A type of Bible literature that contains a spiritual meaning that is kept a secret from anyone who does not ask God to help him understand is _____ .
 a. a parable b. a fable c. poetry
- 1.025** A rhythmical pattern that is not completely regular is _____ .
 a. syllables b. cadence c. imitation of sounds
- 1.026** "Clang, clang, clang went the bell," is an example of _____ .
 a. imitation of sounds b. symbolism c. cadence
- 1.027** "The big bear broke the branch," is an example of _____ .
 a. personification
 b. a simile
 c. repetition of sounds
- 1.028** Pen picture, rhymed couplet, and rhymed quatrain are examples of _____ .
 a. stanzas b. free verse c. poetic form
- 1.029** Poems that help us feel like being a better person are called _____ .
 a. inspirational poems b. palindromes c. diamond poetry
- 1.030** A poem which usually starts with a line like, "There was an old lady (or an old man) from..." is called a _____ .
 a. pun b. limerick c. conundrum

Complete these sentences with a common noun or a proper noun from the list. Write PN or CN over the noun (each numbered answer, 4 points).

hospital	England	mountain
professor	Mr. Jones	

- 1.031** I was born in _____ .
- 1.032** The _____ left school yesterday.

Change each singular noun to its plural form (each answer, 2 points).

- 1.033** paper _____
- 1.034** lady _____
- 1.035** child _____

Change each singular or plural noun to its possessive form (each answer, 2 points).

1.036 pastors _____

1.037 aunt _____

1.038 sheep _____

Underline the noun that is the subject of each sentence. Circle the noun that is the object of the verb in each sentence (each correct word, 2 points).

1.039 The young man / wrote a story.

1.040 The shepherds / grazed their sheep.

Substitute a pronoun for the underlined noun(s) (each answer, 1 point).

1.041 The teacher sent Susan and Ann home. _____

1.042 Gary lost his lunch. _____

Write a possessive pronoun in each blank (each answer, 2 points).

1.043 The turtle turned over on _____ back.

1.044 Sarah turned _____ paper in late.

Expand this sentence by adding adjectives with each noun (this answer, 3 points).

1.045 The sun came up over the mountains.

Answer this question (this answer, 5 points).

1.046 What are three of the six questions you can ask yourself about the value of a story as literature?



Teacher check:

Score _____

Initials _____

Date _____



Take your spelling test of Spelling Words-1.



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