



**CALVERT™**  
PUBLICATIONS

**4th grade | Unit 4**



# LANGUAGE ARTS

# LANGUAGE ARTS 401

## WRITTEN COMMUNICATION

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Test | **Pull-out at the back of the booklet**





## 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.





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

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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*.

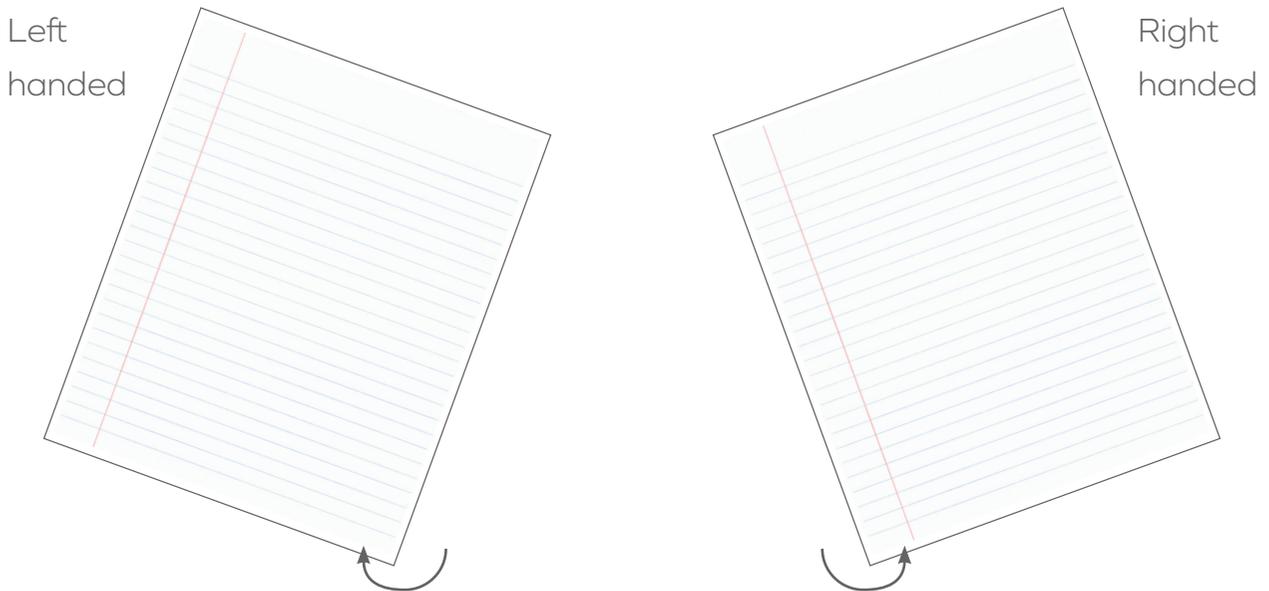
One reason why the English language has so many words is the frequent use of compound words. Some compound words are combinations of words from two different languages. Today, many people use a computer or laptop to print messages. Before computers, people used typewriters to print messages.

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*.

## 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*

## 2. STORY SEQUENCE

The Story of “Joey and the Sad Tree” is concluded in this section. Read to see if the story turns out the way you thought it would.

This section also has helpful suggestions on how to **concentrate** to improve your reading and study habits. Four ways to spell the *ur* sound will give you a **challenge**, too.

### 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.
5. Define words by the way they are used in sentences.
6. Tell the moral lesson of a story.
7. Define new words.
10. Write lowercase letters.
11. 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 unit.

**challenge** (chal enj). *noun*. A contest of skill.

**concentrate** (kon sun trāt). *verb*. To pay close attention.

**fluency** (flü un sē). *noun*. A smooth, easy flow.

**launch** (lônch). *verb*. To start; to set going.

**munching** (munch ing). *verb*. Chewing noisily.

**phrase** (frāz). *noun*. Two or more words arranged together to act as a unit in a sentence.

**Pronunciation Key:** hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ōrder; oil; out; cup, pūt, rüle; child; long; thin; /FH/ for then; /zh/ for measure; /u/ or /ə/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

# LANGUAGE ARTS 402

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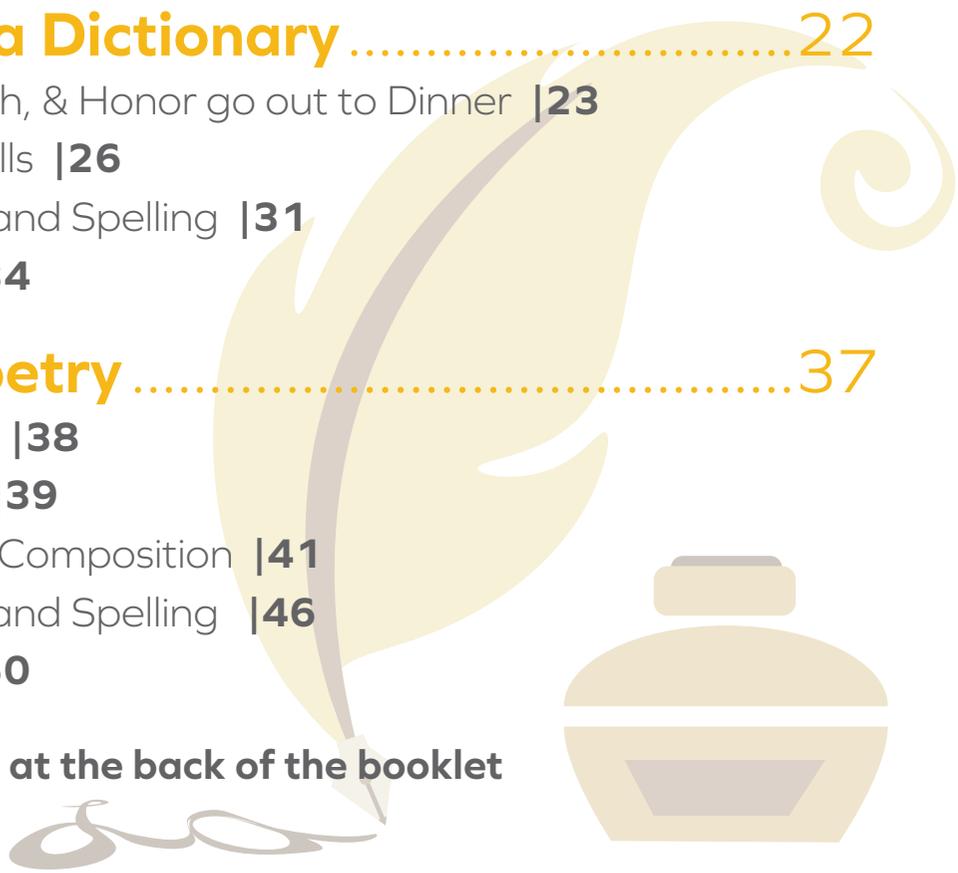
Word Study |39

Haiku Poetry Composition |41

Handwriting and Spelling |46

Self Test 3 |50

Test |Pull-out at the back of the booklet



1.9 Would you like to look different? In what way?

\_\_\_\_\_

1.10 If you don't like the way you are, what should you do about it? Circle two.

- a. get angry
- b. change what you can
- c. hate everyone else
- d. pout
- e. accept what you can't change



Read a short story like Hans Christian Andersen's *The Ugly Duckling*. Discuss it as a class.



Teacher check:

Initials \_\_\_\_\_

Date \_\_\_\_\_



Use each of these words in a sentence.

1.11 kiwi \_\_\_\_\_

1.12 myna \_\_\_\_\_

1.13 plumage \_\_\_\_\_

1.14 brilliant \_\_\_\_\_

1.15 pouting \_\_\_\_\_

1.16 squirm \_\_\_\_\_

1.17 envied \_\_\_\_\_



Teacher check:

Initials \_\_\_\_\_ Date \_\_\_\_\_

**Self check.**

1. Does every sentence fit the subject? \_\_\_\_\_
2. Does every important word in the title begin with a capital letter? \_\_\_\_\_
3. Does every sentence begin with a capital letter? \_\_\_\_\_
4. Does each sentence end with the correct punctuation mark? \_\_\_\_\_

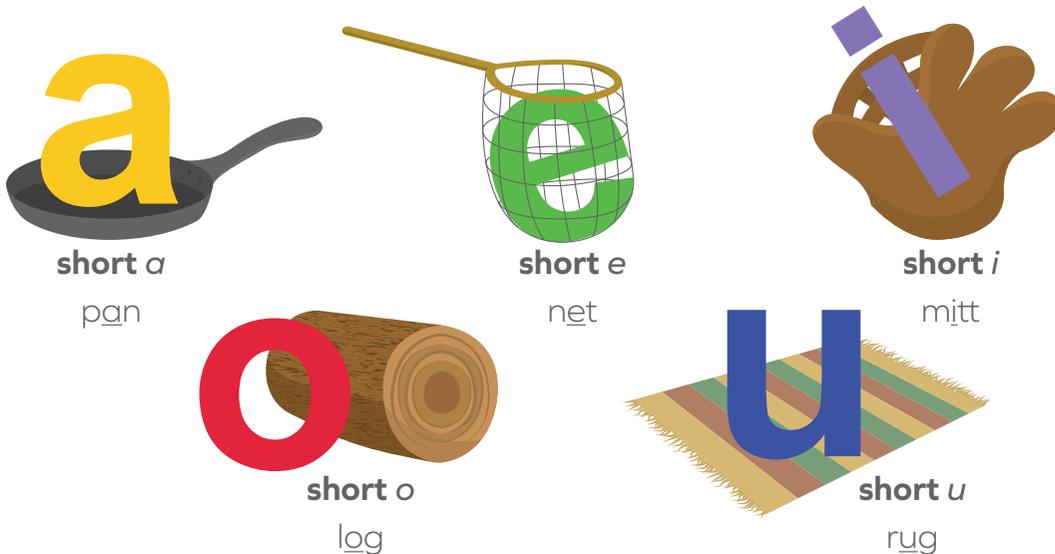
**Teacher check:**

Initials \_\_\_\_\_ Date \_\_\_\_\_

## Word Study

A letter is either a vowel or a consonant. The vowel letters are *a*, *e*, *i*, *o*, and *u*. All the other letters are consonants. Each vowel letter has more than one sound. Sometimes a vowel has a short sound.

These words have short vowel sounds:





Try this puzzle.

**2.37** Follow the numbers and letters and spell words from the spelling lists.

For example: Follow 1 across to E and put B in the box.

Follow 3 across to B and put N in the box.

	A	B	C	D	E	F			
1					B				
2							1 E - B	10 D - E	8 D - D
3		N					3 B - N	2 E - O	4 D - T
4							4 A - F	3 E - X	4 E - E
5							5 B - T	4 B - A	7 D - U
6							6 D - J	4 C - S	8 E - G
7							7 B - O	5 E - S	4 F - N
8							8 B - N	6 B - I	8 F - E
9							9 D - G	8 C - U	
10									



Ask your teacher to give you a practice spelling test of Spelling Words-2.

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 and will review the other 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.

The part of a word in which we hear one vowel sound is called a syllable. When dividing words into syllables, there are some rules to follow.

If a word is compound (two words put together to form a new word), the syllable **division** is between the two words.

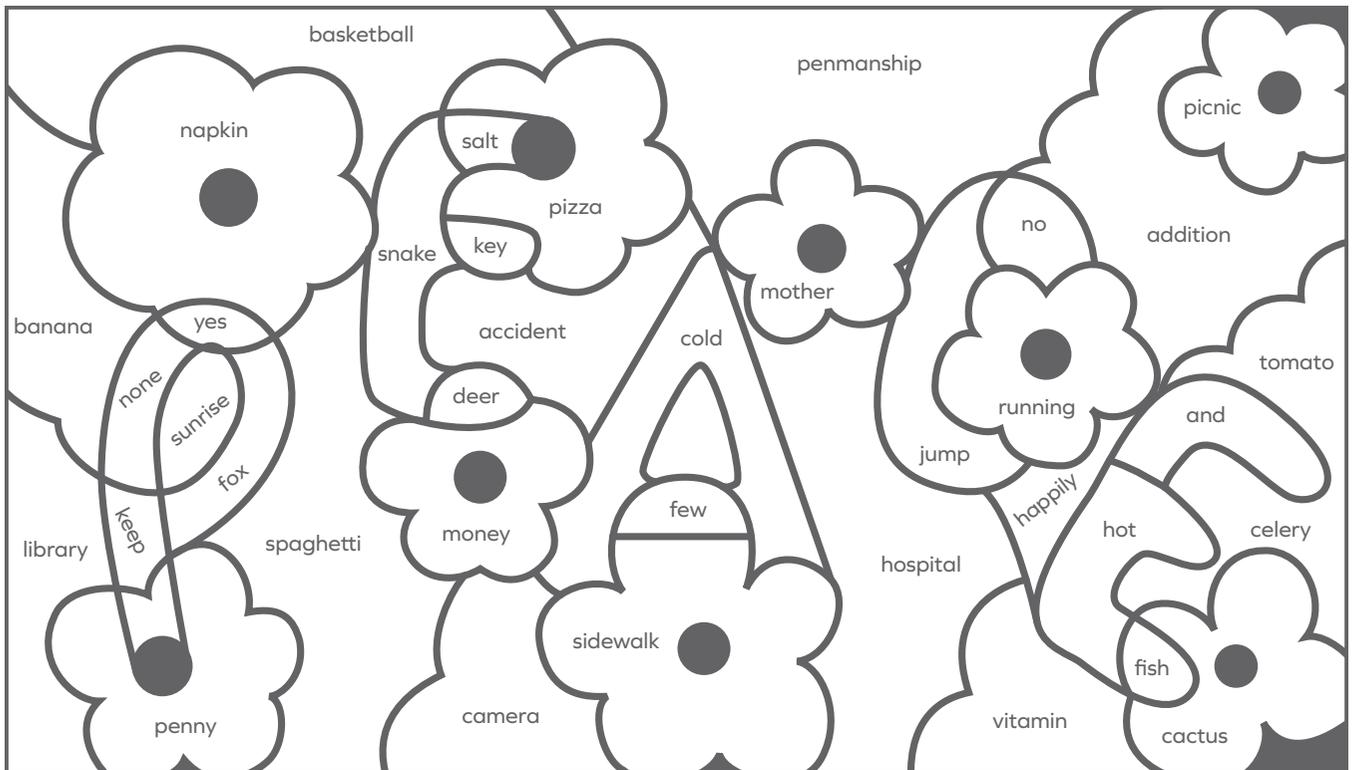
Example: **in to - into - in' to**

*In* and *to* combine to make *into*. The syllable division is after *in*.



**Do this fun activity.**

- 3.11** Here is a puzzle to color. All words have one, two, or three syllables. If the word has one syllable, color the space black. If the word has two syllables, color the space yellow. If the word has three syllables, color the space blue. If you can't pronounce a word, ask your teacher!



# LANGUAGE ARTS 403

## WORDS: HOW TO USE THEM

Introduction | **3**

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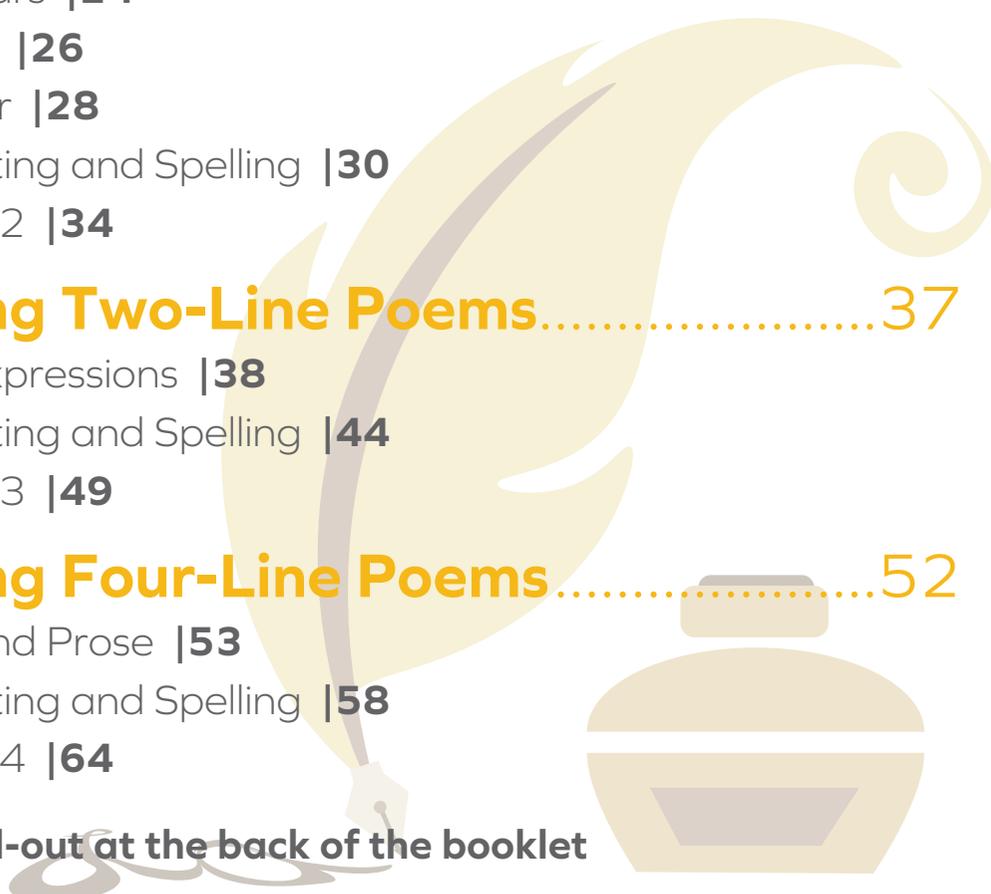
### **4. Writing Four-Line Poems**.....52

Poetry and Prose | **53**

Handwriting and Spelling | **58**

Self Test 4 | **64**

Test | **Pull-out at the back of the booklet**







### Complete this outline about “Candy Bars.”

2.11

Let’s outline the story “Candy Bars.”

First, it tells about the things the busy mother did.

Second, the boys go to the store.

Third, the story tells what happened after they got home. We now have three main ideas, each with Roman numerals.

The fourth main idea should be about your ending.

Several things happened under each main idea. These subpoints will be given capital letters. The outline given below is started for you. Finish it by writing in the correct subpoints. Capitalize the main words for main ideas. Only the first word is capitalized in subpoints.

I. Busy Mother

A. Gives the boys peach pie

B. \_\_\_\_\_

C. \_\_\_\_\_

II. Trip to the Store

A. Ride bikes

B. \_\_\_\_\_

III. Back Home

A. Two dimes for each

B. \_\_\_\_\_

IV. (Your ending)

A. \_\_\_\_\_

B. \_\_\_\_\_

## Poetic Expressions

Poets put their thoughts into interesting words. In line three of the poem, "Come, Little Leaves," the poet says that the leaves put on dresses of red and gold. We know that leaves do not really wear dresses, but they do change color and become red and gold. His way of saying it is more poetic. You will learn other ways of using poetic expressions.

### Come, Little Leaves

by George Cooper

"Come, little leaves," said the Wind one day.  
 "Come over the meadows with me and play;  
 Put on your dresses of red and gold,  
 For summer is gone and the days grow cold."

5 Soon as the Leaves heard the Wind's loud call,  
 Down they came fluttering, one and all;  
 Over the brown fields they danced and flew,  
 Singing the sweet little song they knew:

"Cricket, good-bye, we've been friends so long,  
 10 Little brook, sing us your farewell song;  
 Say you are sorry to see us go;  
 Ah! you will miss us, right well we know.

"Dear little lambs, in your fleecy fold,  
 Mother will keep you from harm and cold;  
 15 Fondly we've watched you in vale and glade,  
 Say, will you dream of our loving shade?"

Dancing and whirling the little leaves went,  
 Winter had called them, and they were content;  
 Soon, fast asleep in their earthy beds,  
 20 The snow laid a coverlid over their heads.



**Look in the poem for the poetic expression that answers the questions.**

Describe in your own words what the author means or says with the poetic expression.

**3.1** What is the wind's loud call? \_\_\_\_\_  
 \_\_\_\_\_

**3.2** How can a brook sing a farewell song? \_\_\_\_\_  
 \_\_\_\_\_

**3.3** How can leaves sleep? \_\_\_\_\_  
 \_\_\_\_\_

**3.4** How can leaves dance and fly? \_\_\_\_\_



**Complete this coloring puzzle.**

4.48

Color the spaces using the following key.

- a. Color homonym word pairs **yellow**.
- b. Color synonym word pairs **blue**.
- c. Color antonym word pairs **green**.
- d. Color prefixes **purple**.
- e. Color suffixes **black**.

# LANGUAGE ARTS 404

## MORE WORDS: HOW TO USE THEM

Introduction |3

### 1. Story Details .....5

Heidi |6

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Nouns and Pronouns  
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Study Notes |58

Subject-Verb Agreement |64

Verbs – Past, Present, and Future Tense |66

Handwriting and Spelling |68

Self Test 4 |71

Test |Pull-out at the back of the booklet



**interview** (Intər 'vyü). *verb*. A conversation where questions are asked and answers are given.

**pollen** (pa 'len). *noun*. A fine powder produced by certain plants.

**poor** (pōr). *adj*. Inferior or low in quality.

**succeed** (sək 'sēd). *verb*. To turn out well; to reach a desired end.

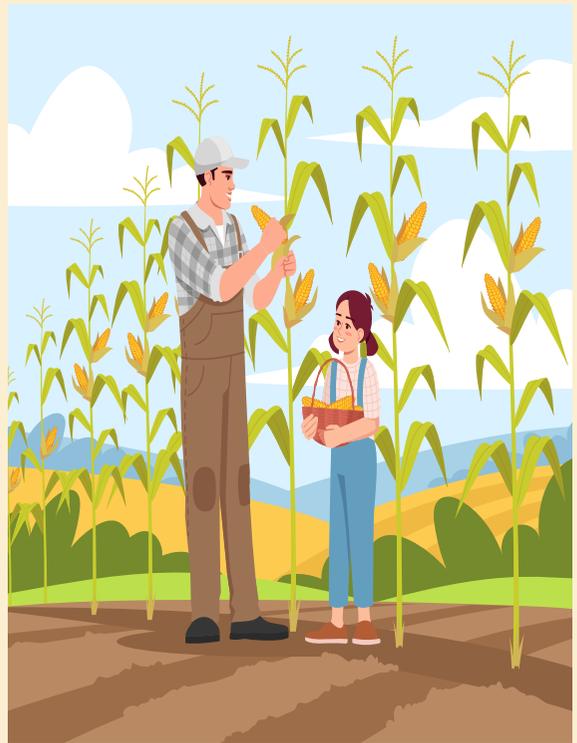
**Pronunciation Key:** hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ōrder; oil; out; cup, pūt, rüle; child; long; thin; /FH/ for then; /zh/ for measure; /u/ or /ə/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.



## Helping Your Neighbors

A farmer named John was known far and wide for his great fields of corn. He grew the best corn in the area and even won first prize at the state **fair** every year. Everyone in the area would **flock** to his fields in late summer to enjoy his delicious corn. John was happy to not only share his harvest of corn-on-the-cob with his hungry neighbors, but also often gave seeds to many neighbors who also had farms, including Jack, who often won second prize at the yearly state fair.

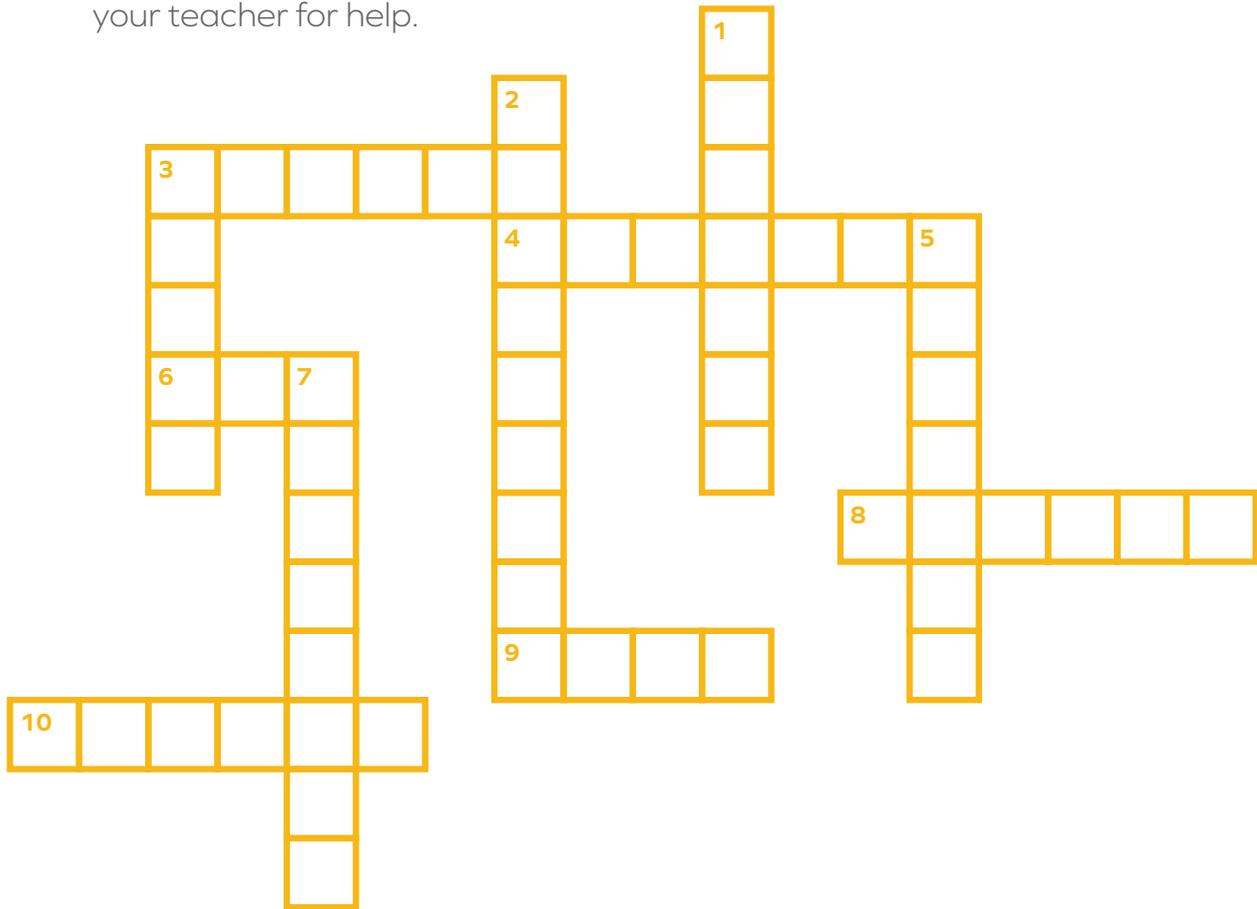
One day a news reporter arrived to **interview** him about winning yet another first prize ribbon at the state fair. The reporter did her research before the interview and learned that John often shared his seeds with neighbors who also grew corn crops. She found that **curious**, since all of the neighbors also entered the state fair corn **competition** every year.





**Complete this crossword puzzle.**

**2.7** If you need help with any of the words in the word bank, use a dictionary or ask your teacher for help.



- |          |         |           |        |
|----------|---------|-----------|--------|
| accepted | better  | chose     | chosen |
| curious  | goal    | including | mighty |
| sea      | succeed | visible   |        |

**ACROSS**

- 3. To have something or someone picked as best
- 4. Eager to know or learn something
- 6. Another name for the ocean
- 8. Superior or an improvement over something else
- 9. A desired result
- 10. Impressive power or strength

**DOWN**

- 1. Something that can be seen
- 2. To take in or hold within part of a whole group or amount
- 3. To have picked something as best
- 5. To do well at something
- 7. When something has been believed to be correct

## Written Invitations

You are going to write a holiday letter of **invitation** to someone you have not seen for some time. A very short sample letter is given as an example. The right-hand **margin** shows the names of the five parts of a letter.

123 Fourth Street  
Anytown, U.S.A.  
December 5, 2016

Dear Jane and Bill, ← **Salutation**

Our family has not seen you and your mother and father for a long time. Are you doing anything special during the holidays? We would dearly love to share with you the Lord's blessings. We all miss you!

We know you live a long way from here. If you're planning a trip, you're welcome to stay with us.

Your friends, ← **Closing**  
Jean and Rick ← **Signature**

**Heading**

**Body**



**Answer these questions.**

- 3.5** Who wrote the letter? \_\_\_\_\_
- 3.6** To whom was it written? \_\_\_\_\_
- 3.7** Who lives on Fourth Street? \_\_\_\_\_
- 3.8** When was the letter written? \_\_\_\_\_



### Complete this activity.

4.1

On a separate sheet of paper, write your own story of The Tradition of Holiday Greeting Cards from the notes above. You may wish to re-read the story again to check the notes against the story. Check your results with your helper. Read each other's stories and notes and compare.



#### Teacher check:

Initials \_\_\_\_\_ Date \_\_\_\_\_



## Hanging Mistletoe

Have you ever wondered where the tradition of hanging mistletoe came from? The **Celtic** people considered mistletoe to have magical powers. It was said to help heal wounds and increase fertility. Celts hung mistletoe to chase away evil spirits. And in England during the **Victorian Era**, mistletoe was hung from ceilings and in doorways. If someone was found standing under the mistletoe, they would be kissed.



# LANGUAGE ARTS 405

## WRITING FOR CLARITY

Introduction | **3**

### **1. Cause and Effect** ..... **4**

Reading Skills: "A Lesson in Strength" (Part One) | **5**  
Paragraphs | **11**

Handwriting and Spelling | **13**  
Self Test 1 | **17**

### **2. Author's Purpose** ..... **20**

Reading Skills: "A Lesson in Strength" (Part Two) | **21**  
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Handwriting and Spelling | **26**  
Self Test 2 | **31**

### **3. Understand Your Reading** ..... **33**

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Handwriting and Spelling | **46**

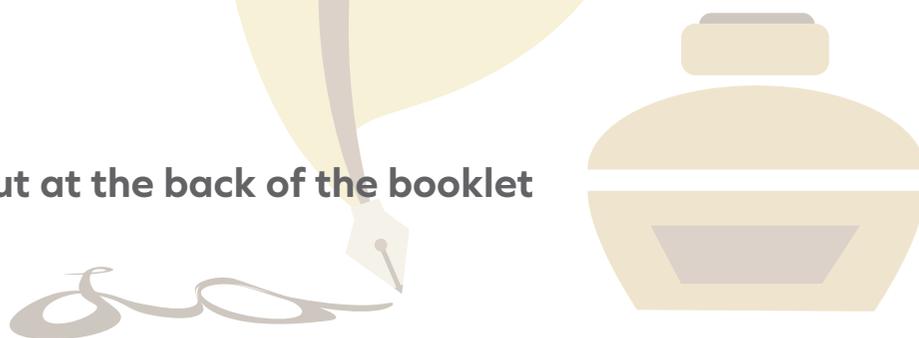
Self Test 3 | **50**

### **4. Writing Stories** ..... **52**

Writing Stories | **53**  
Handwriting and Spelling | **57**

Self Test 4 | **62**

Test | **Pull-out at the back of the booklet**





**Complete these activities.**

**1.11** Divide the following information into paragraphs. Write the first word of each paragraph on the line following the information.



The United States has many popular sports. Three of the most popular sports are basketball, football, and baseball. Millions of people watch or take part in these sports each year. Basketball is probably the most popular. More people attend basketball games than any other sport. Almost every school has a basketball team. Football is also very popular. Many people will watch no other sport. Large crowds fill stadiums across the United States to watch teams play. Another very popular sport is baseball. It is called our “national pastime.” Baseball, too, has very loyal fans. The greatest interest in this sport is probably shown at World Series time.

- a. Paragraph One \_\_\_\_\_
- b. Paragraph Two \_\_\_\_\_
- c. Paragraph Three \_\_\_\_\_
- d. Paragraph Four \_\_\_\_\_

**1.12** Now write your own paragraphs. Write a paragraph on each of three different sports or games that you can describe or explain. Use a separate piece of paper for this activity.



**Teacher check:**

Initials \_\_\_\_\_ Date \_\_\_\_\_

**Spelling.** Learn to spell the words from Spelling Words-2. Big Words-2 are spelling words for the hard worker. All the words from Spelling Words-2 are *contractions*. A contraction is a word made from two words. An apostrophe takes the place of the missing letters.

## SPELLING WORDS - 2

aren't  
couldn't  
doesn't  
haven't  
he'd

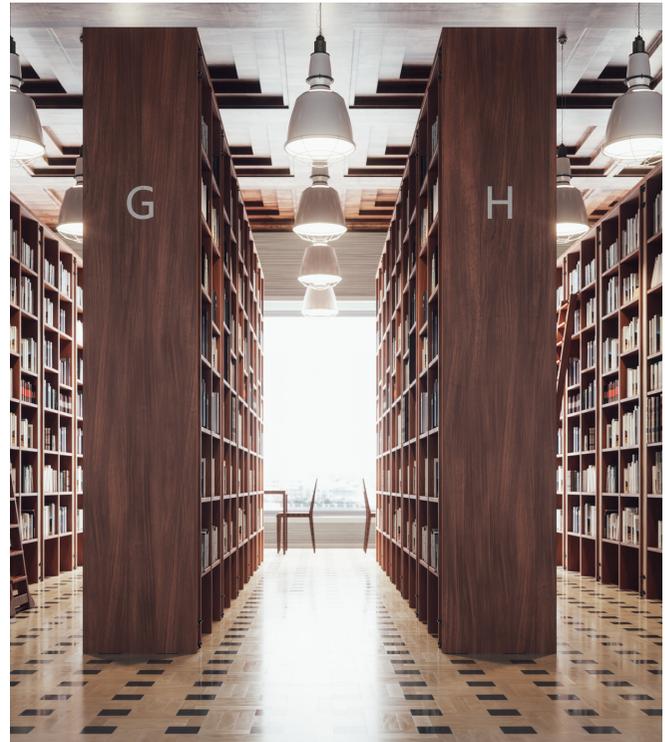
he's  
here's  
she'll  
shouldn't  
there's

they're  
they've  
wasn't  
we're  
we've

weren't  
what's  
where's  
wouldn't  
you'd

You might hear the following sentences in conversation. These sentences are an example of how we use contractions in our daily speech. Contractions shorten the number of words we use when speaking. Contractions are also used when writing conversation for a story.

1. **Aren't** they going to the library to study together?
2. **They've** decided they're going on Saturday.
3. **Where's** Paul?
4. **He's** at the library.
5. **Shouldn't** we be leaving now?
6. **We're** on our way.
7. **Wasn't** Ruth coming?
8. Yes, **she'll** be here shortly.
9. **He'd** rather be early than late.
10. He **couldn't** go.
11. **We've** a plan.
12. **What's** your plan?
13. She **wouldn't** go.
14. **Weren't** you there last Saturday?
15. **You'd** have liked the study group.
16. **There's** Ruth now!
17. I **haven't** seen her in days!
18. **Doesn't** he know you're here?
19. **Here's** what **they're** looking for.





**Stamps and stamp albums.** Postage stamps are placed in albums. Most albums have pictures that show where the stamp belongs. However, a stamp collector does not “lick and stick” like when putting a stamp on an envelope when mailing a letter. The use of the stamp hinge is the most common method of placing a stamp in an album.

Most stamp hinges are folded. The collector moistens the larger part of the hinge and sticks it to the back of the stamp. Then, they moisten the smaller part of the hinge and sticks the hinged part to the place in the album where the stamp belongs.

No one can hope to collect every postage stamp ever issued. Some stamps are very rare. In some cases, only a few stamps were printed. In time these stamps have become very valuable.

For this reason, many collectors have decided to specialize their collections. Some collectors who like a certain country will collect only stamps from that one country. Others will collect only certain kinds of stamps. Animal stamps are popular among animal lovers, for example. Other popular ones might be stamps that show space travel, sports, music, flags, and people.

Most stamps are **perforated**. This line of small holes between two stamps allows the stamps to be separated easily. Most early American stamps were nearly one inch square. Now, stamps are printed in all sizes and shapes and colors. Stamps are printed in every color one can imagine.

## Handwriting and Spelling

Continue to use your handwriting and spelling skills in all your written work.

**Handwriting.** In this unit, you have been practicing, the letters x, y, and z in both lowercase and capital letters. In the following lesson, you will practice writing the capital letters Y and Z with lowercase letters.

*X Y z Xer Yo ze Ya*



Copy these letters on the following lines.

3.55

Blank handwriting lines for practice.



Connect the capital Y and Z with each of the vowels, as shown.

*Ya Ye Yi Yo Yu Za Ze Zi  
Zo Zu Yaz Zar Zep*

3.56

Blank handwriting lines for practice.

3.57

Blank handwriting lines for practice.

# LANGUAGE ARTS 406

## FUN WITH FICTION

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Handwriting and Spelling |14

Self Test 1 |20

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Following Directions |28

Handwriting and Spelling |29

Self Test 2 |34

### 3. Poetry .....37

Poetry Review |38

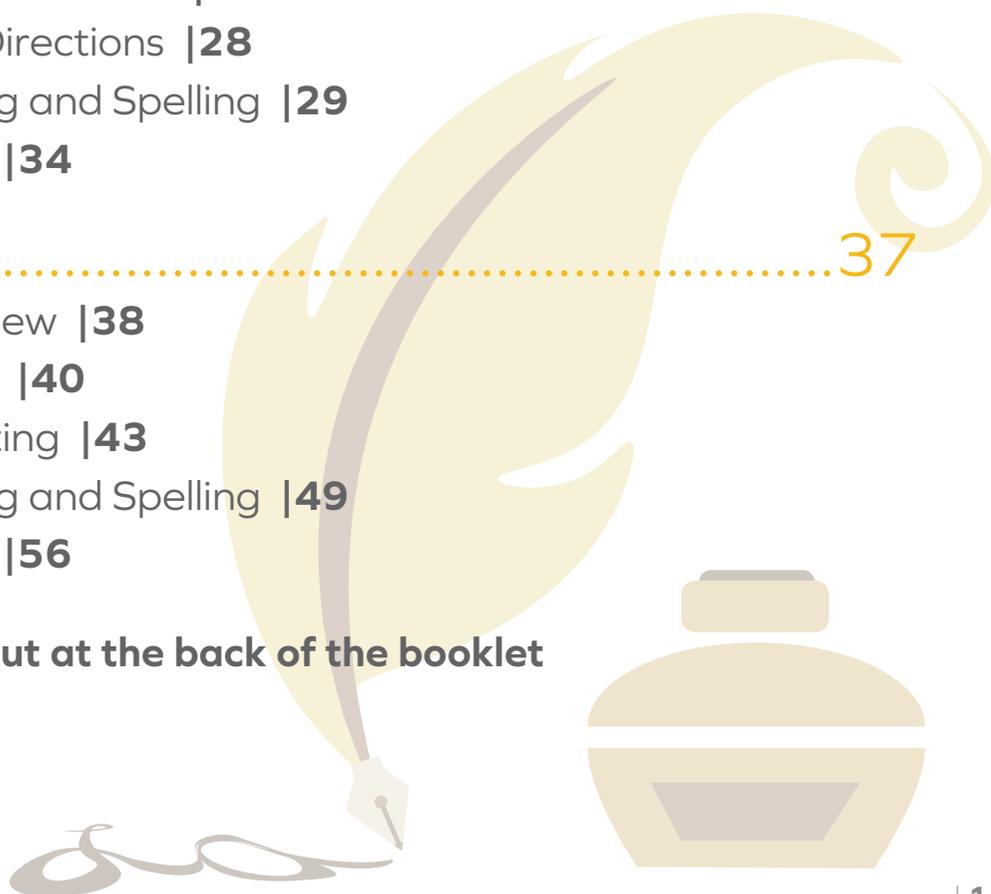
Poetry Tips |40

Poetry Writing |43

Handwriting and Spelling |49

Self Test 3 |56

Test |Pull-out at the back of the booklet



**snout** (snout). *noun*. The long nose of an animal.

**summary** (sum' u re). *noun*. Brief statement giving the main points.

**tornado** (tor nā' dō). *noun*. A terribly strong wind.

**Note:** All vocabulary words in this unit 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; /FH/ for then; /zh/ for measure; /u/ or /ə/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

## Some Facts About Seals

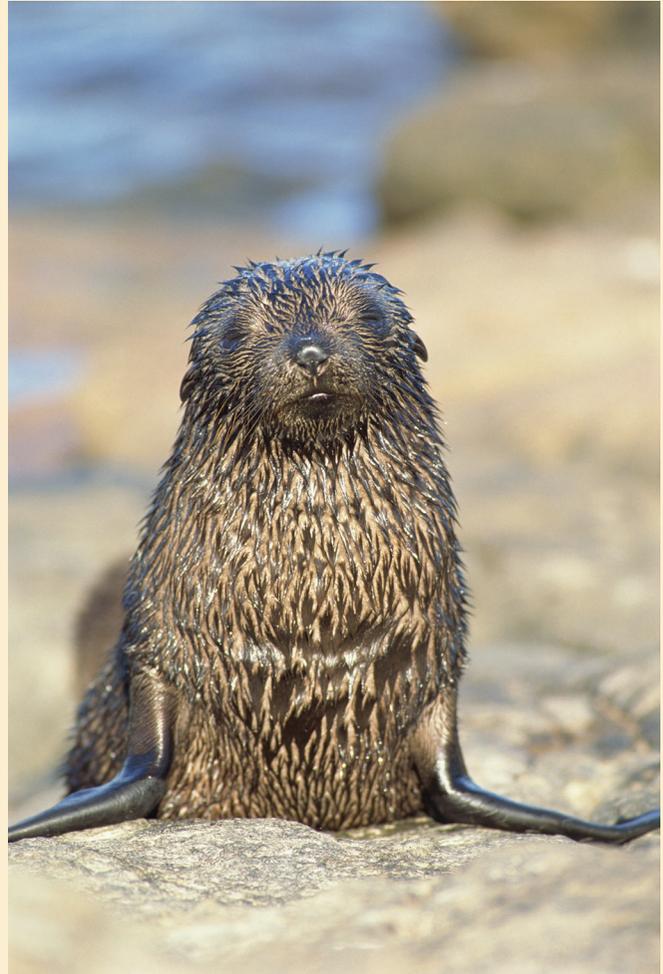
"Wow!" exclaimed Jeff. "An elephant seal weighs two and one-half tons!"

Jeff and Mike were reading about seals. Their teacher had asked them to give a report to the class.

"What about this?" asked Mike. "A harbor seal has no ears, just holes in the side of its head." The boys went on reading. Each boy tried to find something interesting to tell the class. They discovered some interesting facts about seals.

Some seals have hair and can stay in the water as long as they wish. Their flippers are short. The young ones, called pups, are often born in the water. The seal is a quiet animal.

The sea lions and fur seals have very small ears. Their flippers are longer than some types of seals. Their young must be born on land because they cannot swim at birth. The seals with ears are quite noisy. They roar, bark, and howl.



| Fur seal



**Put these abbreviations in alphabetical order.** Be sure to put a period after each abbreviation.

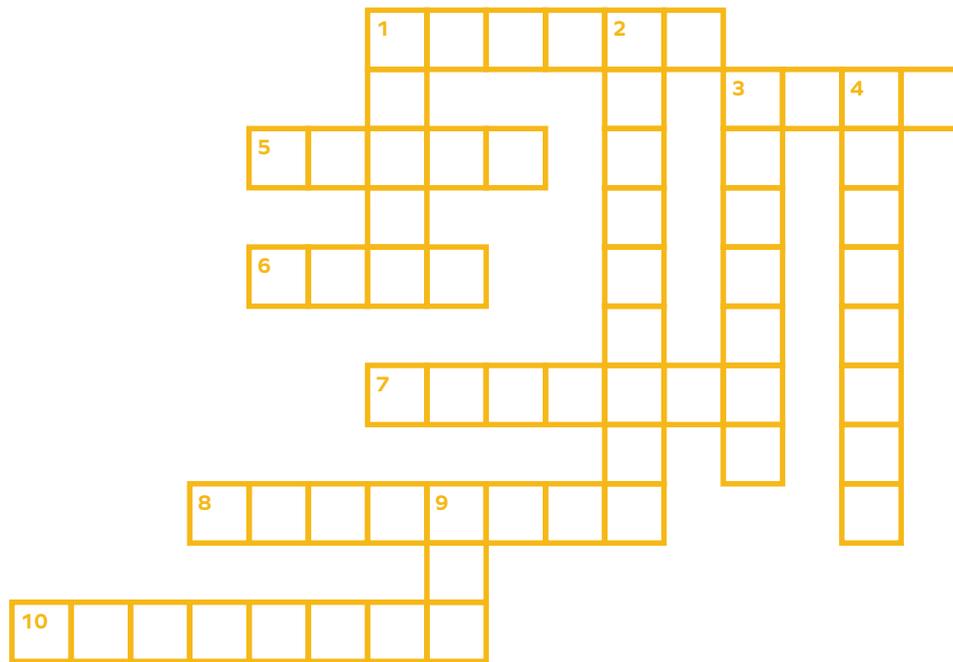
**1.53** Jan. Feb. Mar. Apr. Aug. Sept. Oct. Nov. Dec. Mr. Mrs.

- |          |          |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
| e. _____ | f. _____ |
| g. _____ | h. _____ |
| i. _____ | j. _____ |
| k. _____ |          |





Complete this puzzle of the months.



**Down**

1. The fourth month
2. The month school usually starts
3. The month of the New Year
4. The Thanksgiving month
9. The month for Mother’s Day

**Across**

1. The eighth month
3. The sixth month
5. The third month
6. The Independence Day month
7. The Columbus Day month
8. The month of Christmas
10. President’s Day month



**Teacher check:**

Initials \_\_\_\_\_ Date \_\_\_\_\_



**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.

## Following Directions

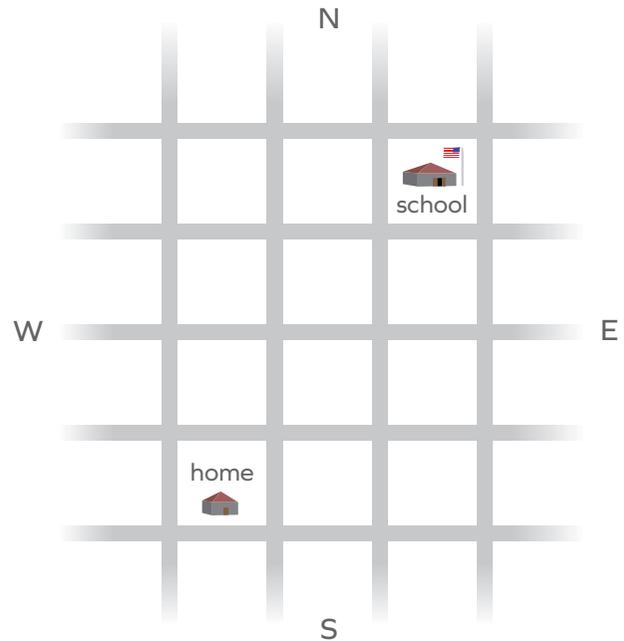
Sometimes we are asked to tell someone how to go somewhere. Good directions should be brief and still be complete and easy to follow.



**Circle the correct answer.**

**2.11** Which of these directions would you use to tell someone how to get from his home to the school?

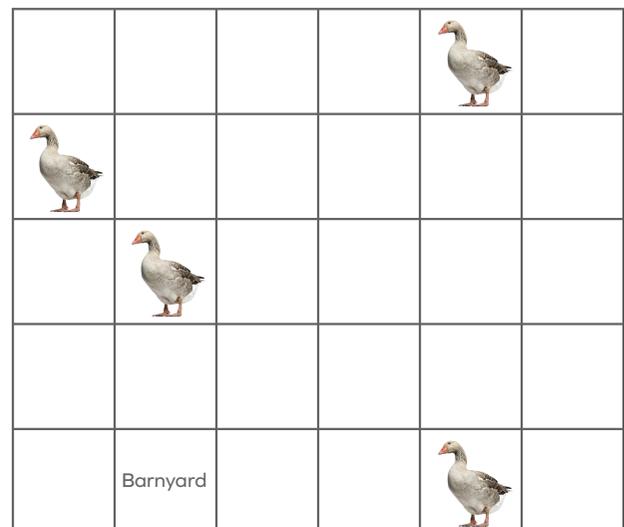
- a. Go two blocks north and two blocks east.
- b. Go four blocks north and one block west.
- c. Go four blocks north and two blocks east.



**Follow these directions.**

**2.12** See if you can follow directions and locate all places the geese went in the story.

1. Start in the barnyard square.
  2. Go left one space and up one space.
  3. Write *lawn* in this space.
  4. Go right two spaces.
  5. Write *road* in this space.
  6. Go right one space, up two spaces, and left one space.
  7. Write *field* in this space.
  8. Go up one space and left one space.
  9. Write *pond* in this space.
  10. Go left one space, down two spaces, and right four spaces.
  11. Write *woods* in this space.
  12. Go down one space, left three spaces, and down one space.
- You should be back at the barnyard!





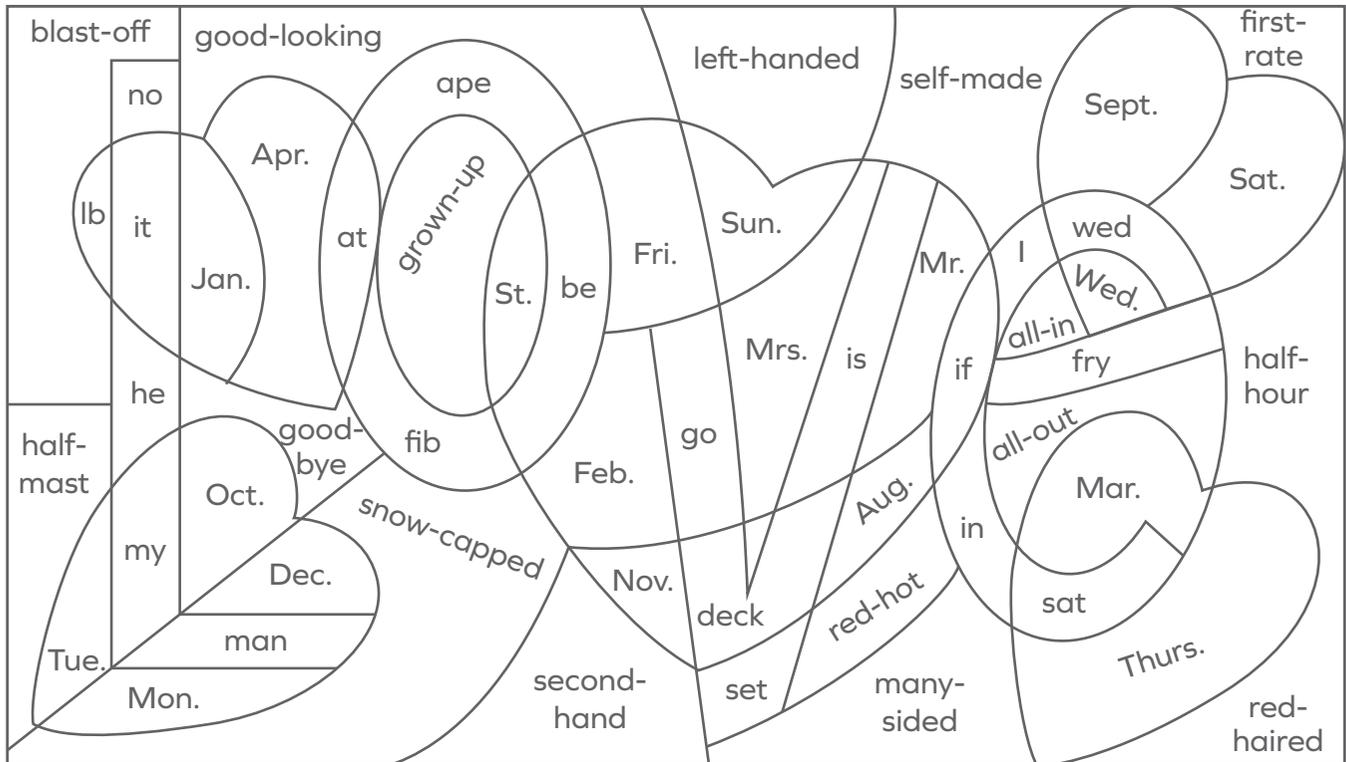
Color the puzzle.

3.86

Color abbreviations **red**.

Color a word with a hyphen **yellow**.

Color the remaining words **black**.



# LANGUAGE ARTS 407

## FACT AND FICTION

Introduction |3

### 1. **Biography** ..... 5

Biography |7

Selecting the Main Idea |10

Exploring Nouns |11

Handwriting and Spelling |17

Self Test 1 |21

### 2. **Fables** .....24

Fable |25

Determining Setting, Characters, and Plot |27

Determining Sequence of Events |28

Exploring Verbs |30

Handwriting and Spelling |34

Self Test 2 |38

### 3. **Tall Tales** .....41

Tall Tales |42

Recognizing Fact and Fiction |46

Exploring Verbs |46

Handwriting and Spelling |49

Self Test 3 |53

Test |**Pull-out at the back of the booklet**



# FACT AND FICTION



Literature comes in many forms. In this unit, you will study three of the forms: *biography*, *fable*, and *tall tales*. You will review how to select the main idea of a story. You will learn to describe the characters, plot, and setting of a story. You will learn to arrange events in the proper order. You will also learn how to write stories like the ones you read in this unit.

Learning more about nouns and verbs will help you to write better stories. Learning the meaning and spelling of new words will also help you to be a better writer.

## Objectives

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

1. Recognize different forms of literature.
2. Select the main idea of a story or paragraph.
3. Describe the setting, characters, and plot of a story.
4. Arrange events in the correct order in which they have happened.
5. Recognize fact and fiction.
6. Write a story.
7. Find the subject of a sentence.
8. Define a noun.
9. Recognize common and proper nouns.
10. Form plural and possessive nouns.

He imagined how wonderful it would be to build a spacecraft that might possibly fly to Mars. When he climbed down from the tree, he knew the direction his life would take.

## 6, 5, 4,

At Clark University where Dr. Goddard taught, he experimented in his laboratory with rockets. On March 16, 1926, on his Aunt Effie's farm in Auburn, Massachusetts, he **launched** the world's first successful flight of a rocket.

The rocket stayed in the air for two and one-half seconds, rose to a height of 41 feet, went a distance of 184 feet, and traveled an average speed of 64 miles per hour. Many years later, a rocket would speed at 17,000 miles per hour to launch a satellite into **orbit** around the earth.

Many other workable ideas came from the mind of this **timid** man. One idea he had was to invent a manned and an unmanned spacecraft that would reach the moon and planets and return to earth. Another idea was the building of a manned station on the moon.

## 3, 2, 1

When America's first manned space shuttle, the *Enterprise*, left complex 39-A from the John F. Kennedy Space Center in Cape Canaveral, Florida, scientists used more of this shy man's ideas.

At least thirty orbiting **communication** satellites, half a dozen **lunar probes**, more space shuttles, even "colonies" of spacecraft—all of these began as ideas in the mind of Dr. Goddard. At least two hundred of his ideas are being used by scientists around the world.

Dr. Goddard did not live to see where his work would lead. He died on August 10, 1945, just as the world was entering the "Space Age" of jets and rockets.



| Rocket



**Complete this activity.**

**1.34** Turn back to Activity 1.13 to 1.22. In each sentence, write a *C* above each common noun and a *P* above each proper noun.



**Teacher check:**

Initials \_\_\_\_\_ Date \_\_\_\_\_

Nouns may be either *singular* nouns or *plural* nouns. *Singular* means “one.” *Plural* means “more than one.” Learning the following rules will help you know how to form plural nouns from singular nouns.

RULES	EXAMPLES	
Form the plural of most nouns by adding <i>s</i> to the singular form	flag rocket	flags rockets
Form the plural of a singular noun that ends in <i>sh</i> , <i>ch</i> , <i>s</i> , <i>x</i> , or <i>z</i> by adding <i>-es</i>	bush lurch bus fox	bushes lurches buses foxes
Form the plural of most singular nouns that end in <i>f</i> or <i>fe</i> by changing the <i>f</i> to <i>v</i> and adding <i>-es</i>	calf wolf knife	calves wolves knives
Form the plural of each singular noun that ends in <i>y</i> with a consonant before it by changing <i>y</i> to <i>i</i> and adding <i>-es</i>	city canary day key	cities canaries days keys
Form the plural of some words by changing the form of the word	man child	men children
The plural of some word is the same as the singular form	deer sheep	deer sheep

**flattery** (flat' ur ē). *noun*. Praise that is too much or not true.

**literature** (lit' ur u chur). *noun*. Writings of different kinds.

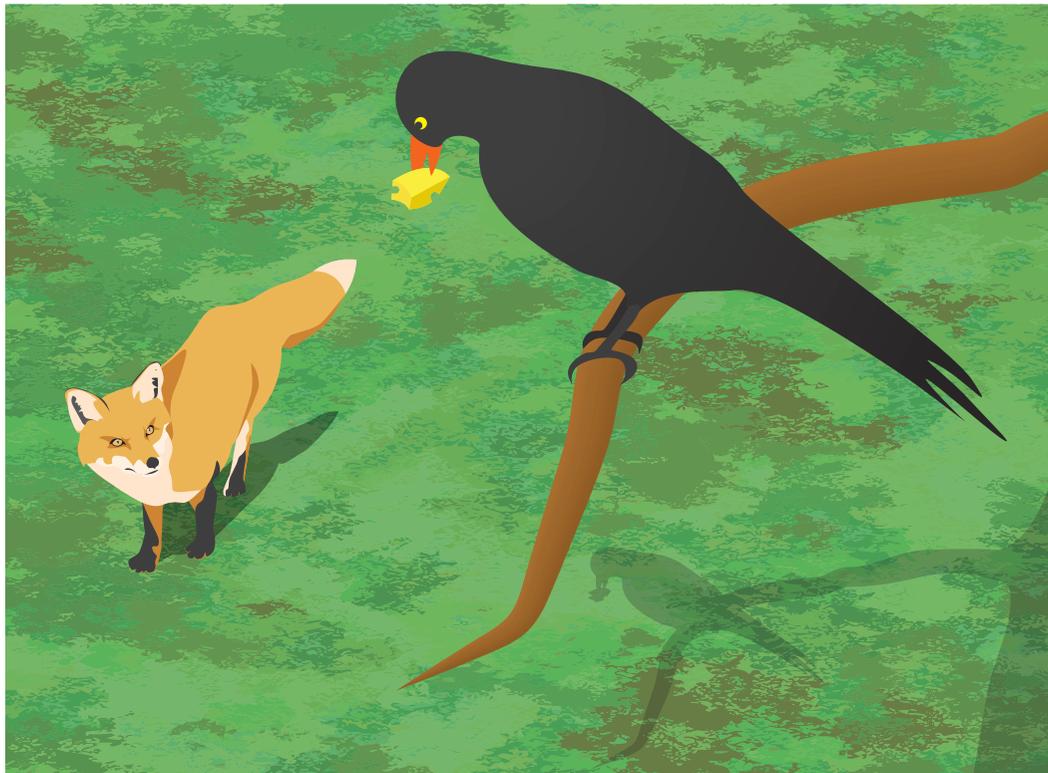
**tidbit** (tid' bit). *noun*. A bit of food or news.

**Pronunciation Key:** hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ōrder; oil; out; cup, pūt, rüle; child; long; thin; /FH/ for then; /zh/ for measure; /u/ or /ə/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

## Fable

The story you will read in this section is a **fable**. A fable is a short story that teaches a lesson. A fable is usually about animals. Of course, you know that animals cannot talk the way that people talk. A Greek slave named Aesop knew this, too. He wrote many fables to point out people's faults without hurting their feelings. The characters in his stories are animals that talk and act like people.

"The Fox and the Crow" is a retelling of one of Aesop's most popular fables. Notice that much of the story is told as a conversation. Notice, also, how the conversation is written and punctuated.



**Verb contractions.** The word *not* can be added to any of the helping verbs: *is not*, *were not*, *did not*, *cannot*, and *would not*.

These words can be written shorter as *contractions*. In place of *o*, write an apostrophe ('): *isn't*, *weren't*, *hasn't*, *didn't*, *can't*, and *wouldn't*. You will notice that the contraction is one word.

# is not = isn't



**Complete these activities.**

**3.19** Write the contractions for these words.

- a. cannot \_\_\_\_\_
- b. did not \_\_\_\_\_
- c. have not \_\_\_\_\_
- d. are not \_\_\_\_\_
- e. must not \_\_\_\_\_
- f. do not \_\_\_\_\_
- g. was not \_\_\_\_\_
- h. had not \_\_\_\_\_
- i. would not \_\_\_\_\_
- j. might not \_\_\_\_\_

# LANGUAGE ARTS 408

## GRAMMAR AND WRITING

Introduction |3

### 1. Adjectives ..... 4

Reading |5

Adjectives |12

Spelling and Handwriting |14

Self Test 1 |23

### 2. Adverbs .....26

Reading |27

Adjectives that Compare |32

Adverbs |36

Spelling and Handwriting |40

Self Test 2 |47

### 3. Figurative Language .....50

Reading |51

Figurative Language |57

Paragraph Writing |60

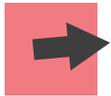
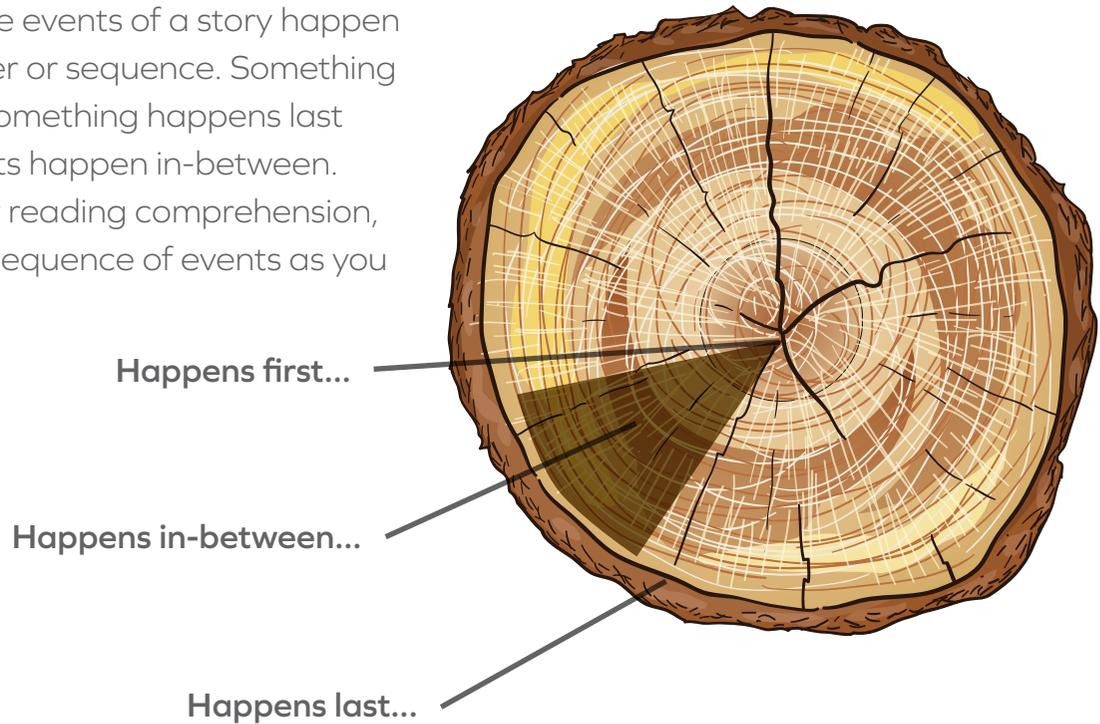
Spelling and Handwriting |65

Self Test 3 |76

Test |**Pull-out at the back of the booklet**



**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.

# Adjectives

Etta made her story colorful and interesting by using many adjectives. Adjectives describe nouns or pronouns.

**Adjectives tell:**    What kind?            How many?            Which one?

Example: The *little cheese* plant filled my *playhouse* pantry.

*Little* and *cheese* tell what kind of plant and *playhouse* tells which pantry. *Plant* and *pantry* are nouns. Adjectives describe nouns.

Example: Bill lost *three* dimes yesterday.

*Three* is an adjective. *Three* tells how many. *Dimes* is a noun.



**What kind?**

juicy, red, cool, smallest, apple, green, big, little

**How many?**

many, all, three, some, few

**Which one?**

those, these, that, this



**Circle the adjectives in each of these sentences.** Write the nouns they describe on the line.

**1.23** It was like sitting under a feather mattress on a hot day.  
 a. \_\_\_\_\_ b. \_\_\_\_\_

**1.24** The horses would slurp up the water between their velvety lips.  
 \_\_\_\_\_

## Adjectives that Compare

Adjectives often describe nouns and pronouns by comparing them with something else. These adjectives tell how much more one thing is compared to another.

Example: The third grade boys had *higher* scores than the third grade girls.

The word *higher* is an adjective. *Higher* compares two kinds of scores, the third grade boys' with the third grade girls'.

Look at this sentence: "John had the *highest* score of all." *Highest* is an adjective that tells you John's score was the highest of all the scores.

Adjectives that end with *-er* compare two things. Adjectives that end with *-est* compare three or more things.



Big

Bigger

Biggest



**More**



**Most**

Read these examples of longer adjectives that have *more* or *most* before them.

DESCRIBING ONE THING	COMPARING TWO THINGS	COMPARING THREE OR MORE THINGS
difficult	more difficult	most difficult
dangerous	more dangerous	most dangerous
beautiful	more beautiful	most beautiful
valuable	more valuable	most valuable
careless	more careless	most careless



**Write on each line the correct form of the word in parentheses.**

Add *more* or *most* or *-er* or *-est*.

Example:

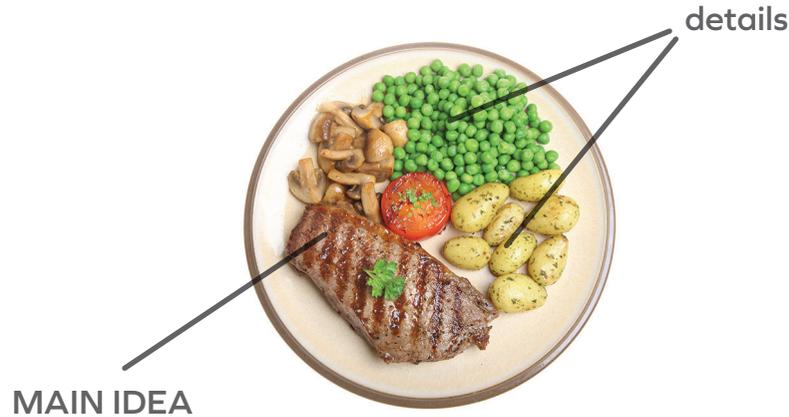
John is a (likeable) \_\_\_\_\_ man than Bill.

John is a more *likeable* man than Bill.

**2.26** Bill is (short) \_\_\_\_\_ than I.

**2.27** That is the (difficult) \_\_\_\_\_ test I have taken.

**2.28** Mary is the (short) \_\_\_\_\_ girl in the class.



To make a paragraph interesting, we use adjectives and adverbs. Every sentence in a paragraph begins with a capital letter and ends with a period. The first line of every paragraph should be **indented** to show where a new paragraph is beginning. The indentation should be the space of about five letters or two of your fingers.

*Indent the space of five letters:*

abcde \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*or*

*Indent the space of two fingers:*

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Narrative paragraphs.** There are different kinds of paragraphs. A narrative paragraph tells a story. It often tells events in sequence.

To write a narrative paragraph, first choose a topic. List all the things you want to say about that topic. Decide which things are the most important. Use those things and cross out the others. Are there going to be events? Are they in the right order?

# LANGUAGE ARTS 409

## THE WRITTEN REPORT

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### 2. Reading Comprehension.....28

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### 3. Reports.....47

Planning a Report |48

Finding Information |51

Taking Notes |58

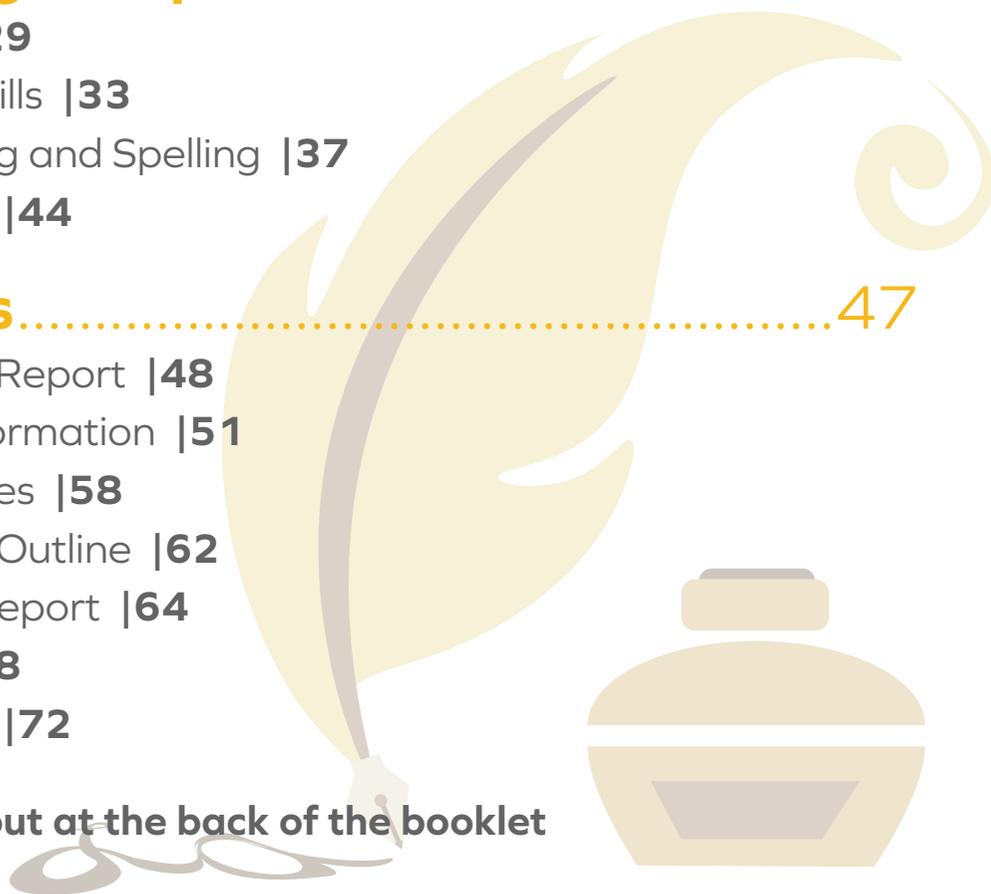
Making an Outline |62

Writing a Report |64

Spelling |68

Self Test 3 |72

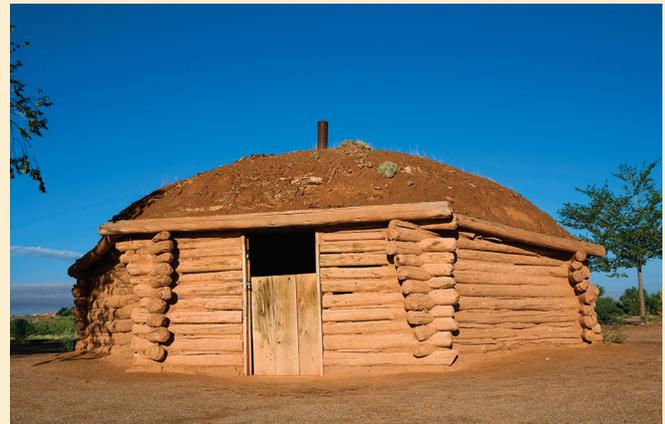
Test |Pull-out at the back of the booklet





## The Importance of Family Tradition

1. Grandmother thought it was time for 10-year-old Chenoa to learn to weave. Grandmother was quite old and wanted to be sure Chenoa could weave a traditional Navajo blanket before she was gone. Before teaching her to weave, Grandmother tells Chenoa the story of the Spider Woman. According to Navajo legend, Spider Woman was the first to weave the web of the universe, weaving our world.
2. "She taught the Navajo to weave," Grandmother said. "And now I will teach you to weave."
3. Inside their **humble** wood and mud Navajo **hogan**, Grandmother used a large upright loom to weave her blankets. Sometimes it took more than a month to weave just one blanket. Chenoa worried she would not be good at weaving and that her blanket would not have the beautiful pattern of brightly colored wool like Grandmothers blankets.



| Hogan



| Navajo woman weaving a traditional blanket



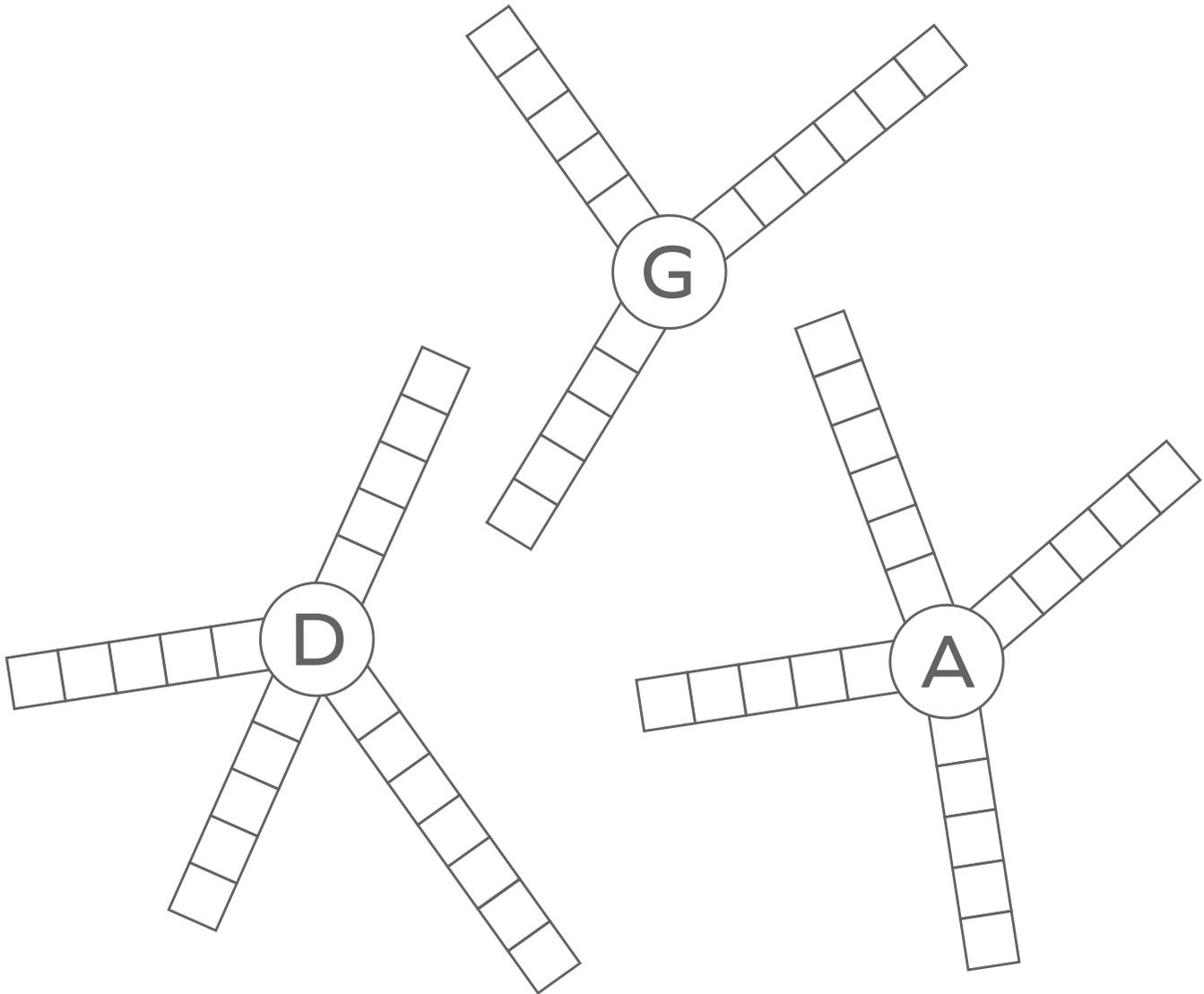
**Sequencing.** Another important comprehension skill is remembering the sequence of events in a story. Things happen in a certain order. We call this order *sequence of events*. When you put events in sequence, watch for clue words such as *first*, *next*, *finally*, and *the next day*. These clue words can help you.



**Put these events in sequence.**

**1.41** Number these things in the order they happened in the story “The Importance of Family Tradition.”

- \_\_\_\_\_ Chenoa felt frustrated she was stuck indoors while other children played outside.
- \_\_\_\_\_ Grandmother began with slow, step-by-step instructions.
- \_\_\_\_\_ Mother made fry bread and mutton.
- \_\_\_\_\_ Grandmother thought it was time for Chenoa to learn to weave.
- \_\_\_\_\_ Chenoa worried she would not be good at weaving.
- \_\_\_\_\_ Grandmother explained that family traditions are important.
- \_\_\_\_\_ Chenoa could not believe she made something this beautiful all by herself.



**Teacher check:**

Initials \_\_\_\_\_ Date \_\_\_\_\_



**Ask your teacher to give you a practice spelling test of Spelling Words-2.**

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 and will review the previous 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.

Many computers have more than just the catalog on them. But you want the Library Catalog. Select it on the main menu. The next menu will ask you how you want to search. You can usually search by subject, title, author, or by a key phrase or words. Key words and phrases is used when you want to find two different things in the same book (like frogs and princes). In this case, you want to search for the subject "ants."



Figure 1 | Computer Catalog

A screenshot of a web interface titled "BASIC SEARCH". On the left, a dropdown menu is open, showing options: "Title", "Author", "Subject" (highlighted in blue), and "Key words or phrases". To the right of the dropdown are three empty text input fields. Below the input fields are two buttons: "SEARCH" and "RESET".

Figure 2 | Search Menu

Select the word "subject" using the proper keys. (Usually several keys will work, including the arrows.) After selecting "subject," the screen changes to allow you to type in the subject you want. In this case, you would type in "ants."

A screenshot of the "BASIC SEARCH" interface. The dropdown menu now shows "Subject" selected. The first text input field contains the text "ants |". The other two input fields are empty. The "SEARCH" and "RESET" buttons are still present at the bottom. A mouse cursor is pointing at the "SEARCH" button.

Figure 3 | Second Search Menu

Ted's second question was 2. Do harvester ants have a queen?

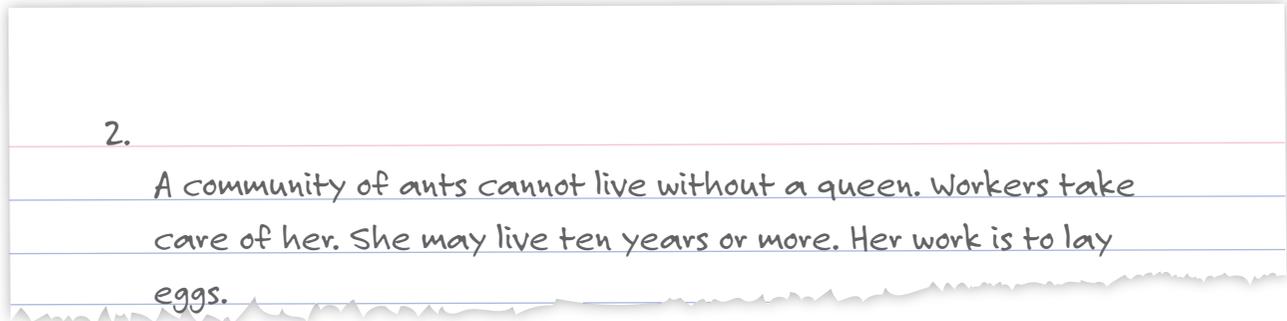


Figure 8 |

Ted's third question was 3. How are new ant colonies formed?

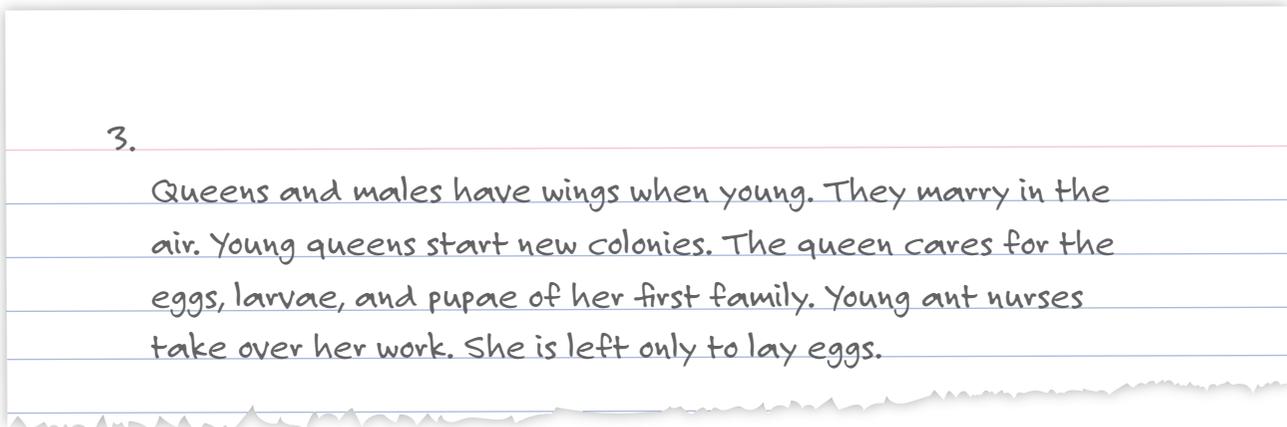


Figure 9 |

Ted checked his information by using the encyclopedia and other books to make certain that his information was correct. He wrote short sentences. He wrote only important information that would help him remember his answers. He did not copy sentences from the book. He used his own words.



**List four note-taking helps.**

3.31

---

3.32

---

3.33

---

3.34

---

# LANGUAGE ARTS 410

## COMMUNICATION AND FICTION REVIEW

Introduction |3

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Recalling What You Read |9

Thinking About What  
You Read |11

Handwriting and Spelling |15

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### 3. Writing ..... 54

Using Study Skills |55

Communicating in Writing |64

Recognizing

Literary Forms |71

Handwriting and Spelling |74

Self Test 3 |80

Test |Pull-out at the back of the booklet



## 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 their 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.

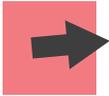
It was getting dark. **The woods in the distance were a large shadow looming before Mary.** Mary squinted to see things more clearly. She began looking for the **patch of white on the raccoon's chest which would sparkle through the tall grass each time he turned** to look at her.



### 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.



**Complete these activities.**

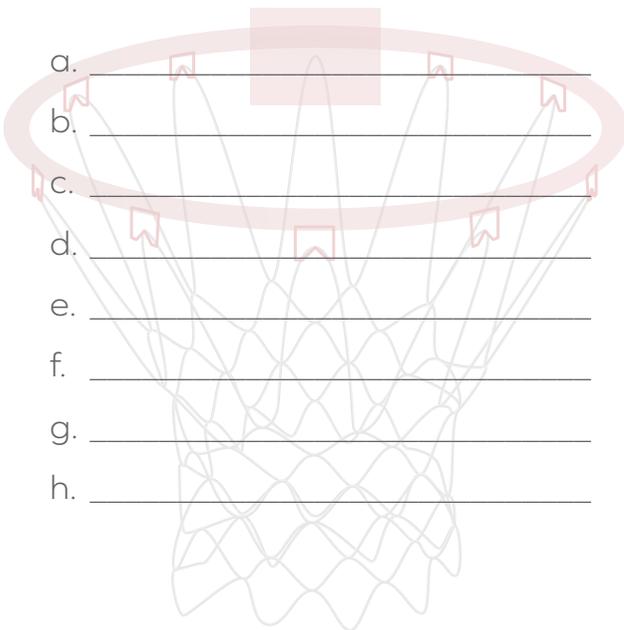
**2.12 Play the game, Noun Toss.**

Write the proper nouns in the basket labeled *Proper Nouns*.

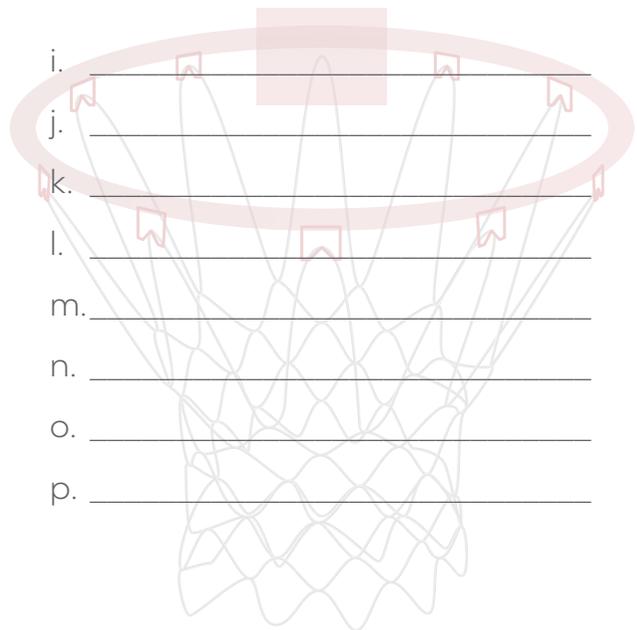
Write the common nouns in the basket labeled *Common Nouns*.

- |                   |         |           |
|-------------------|---------|-----------|
| Harry             | days    | Maria     |
| Mrs. Simpson      | boy     | school    |
| Oak Street        | teacher | Christmas |
| Mark Twain School | avenue  | friend    |
| month             | April   | town      |
| Spencerville      |         |           |

**Proper Nouns**



**Common Nouns**



**2.13** Write a proper noun for each common noun.

- |            |       |
|------------|-------|
| a. school  | _____ |
| b. friend  | _____ |
| c. holiday | _____ |
| d. teacher | _____ |
| e. town    | _____ |



**David's Dinosaurs**

---

**Synonyms, homonyms, and antonyms.** These are special words because they have special relationships with other words.

Synonyms are words that have the same meaning. *Fast* and *quick* are synonyms.

Homonyms are words that sound alike but have different meanings. *Son* and *sun* are homonyms.

Antonyms are words that have the opposite meaning. *Fast* and *slow* are antonyms.

To review these special words, look in Language Arts 403.

- 3.37** Practice writing these lower-loop letters. The part above the line should be the same size as the short letters.

*g ry j ry p q*

- 3.38** Practice writing these words making the tall letters twice as tall as the short letters.

*happy police pupil soda*





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